WELCOME

to

Bethel
SCHOOLS

SUBSTITUTE HANDBOOK

HUMAN RESOURCES DEPARTMENT
516 176th Street East • Spanaway, WA 98387-8399
253.800.2000 • bethelsd.org

From the Superintendent

Welcome to Bethel!

On behalf of all your new Bethel School District colleagues, I would like to welcome each of you as you join our team! Your role as a substitute employee is crucial in maintaining our commitment to excellence in education. Your dedication ensures continuity and support for our students' learning journey. Thank you for stepping into this vital position. We appreciate your contributions and look forward to a successful partnership ahead.

Brian M. Lowney, PhD

Superintendent

From the Sub Office

Welcome to Bethel!

We appreciate our Substitutes! As a sub, you play a very important role in the daily lives of our buildings, staff, students and families. We hire Substitutes to minimize the disruption that can occur when regularly contracted staff need to be away, so we appreciate your willingness to be present, engaged, helpful and ask questions to help our buildings operate as efficiently as possible.

Here are some helpful reminders to keep top of mind.

- When you need to communicate any **changes to your assignments**, please contact the Sub Office and include the building secretary.
- We have a 48-hour rule: if you need to cancel or change an assignment within 48 hours of the start time, contact the Sub Office so we can help the building navigate the change.
- Subs are hired to work a **minimum of 4 assignments** per calendar month. Subs not meeting that requirement risk being offboarded.
- **For our certificated teacher subs, lesson plans** must be followed to the best of your ability.
    - No lesson plan? Be prepared. Consider age-appropriate, engaging activities that you could do with students in grade levels and subject areas you would like to sub in.
    - Inform building administrators of your alternate plan so they are aware of what is happening in their classrooms.
- When you are on assignment in a building, the **office secretary, administrators, and content area team members** are there for support.
- It is important to always enter a building with an **educator mindset.** You are working with our students and appropriate behavior is expected.
- **Do not use your personal devices**, including cell phones and laptops, for your assignments. The building will have you check out a District-approved device for the day.
- Please be mindful of your schedule and ways to minimize excessive cancellations of assignments.
- ***As a best practice, we encourage our substitutes to refrain from subbing in their own students' classrooms to prevent potential conflicts of interest.***

Please contact the Sub Office at 253-800-2042 or suboffice@bethelsd.org anytime you have questions. Thank you!

Bethel Sub Office

BETHEL'S MISSION STATEMENT

Section 1: Bethel's Mission Statement

Goals for the 21st Century

The mission of the Bethel School District is to provide a safe educational environment which enables students to develop and apply the skills, knowledge, attitudes, and values needed to realize their maximum potential.

With this mission in mind, we commit to the following:

- Bethel's educational program will ensure that students learn and are able to effectively apply basic and advanced skills and processes in all academic areas.
- Bethel students will develop the skills needed to communicate their thoughts logically and effectively as well as to express their individuality and creativity.
- Bethel students will have the skills and abilities needed to meet the challenges of an information society and to utilize its rapidly changing technologies.
- Bethel students will demonstrate a basic understanding of our democratic process and the responsibility for citizenship in an international society.
- Bethel School District will promote an understanding and respect for the diversity of cultures and a recognition of the uniqueness of others in a pluralistic community.
- Bethel will provide an ongoing program of staff development which includes working with staff to incorporate a variety of teaching strategies that meet individual needs, help students discover information, gain knowledge, and to excel in academics, the arts and athletics.
- Bethel School District will provide a learning environment that prepares students to successfully transfer the knowledge, skills and attitudes learned in school to institutions of higher education and future careers.

Through the accomplishment of these commitments, students will be better prepared to participate as ethical, cooperative, responsible, and productive citizens.

BETHEL'S MISSION STATEMENT

The Bethel School District will work with parents, the business community, and the community at large as partners in the achievement of this mission.

Link to "About Us" -
https://www.bethelsd.org/about-our-district/about-our-district-clone

Link to "Strategic Plan" -
https://www.bethelsd.org/about-our-district/strategic-plan

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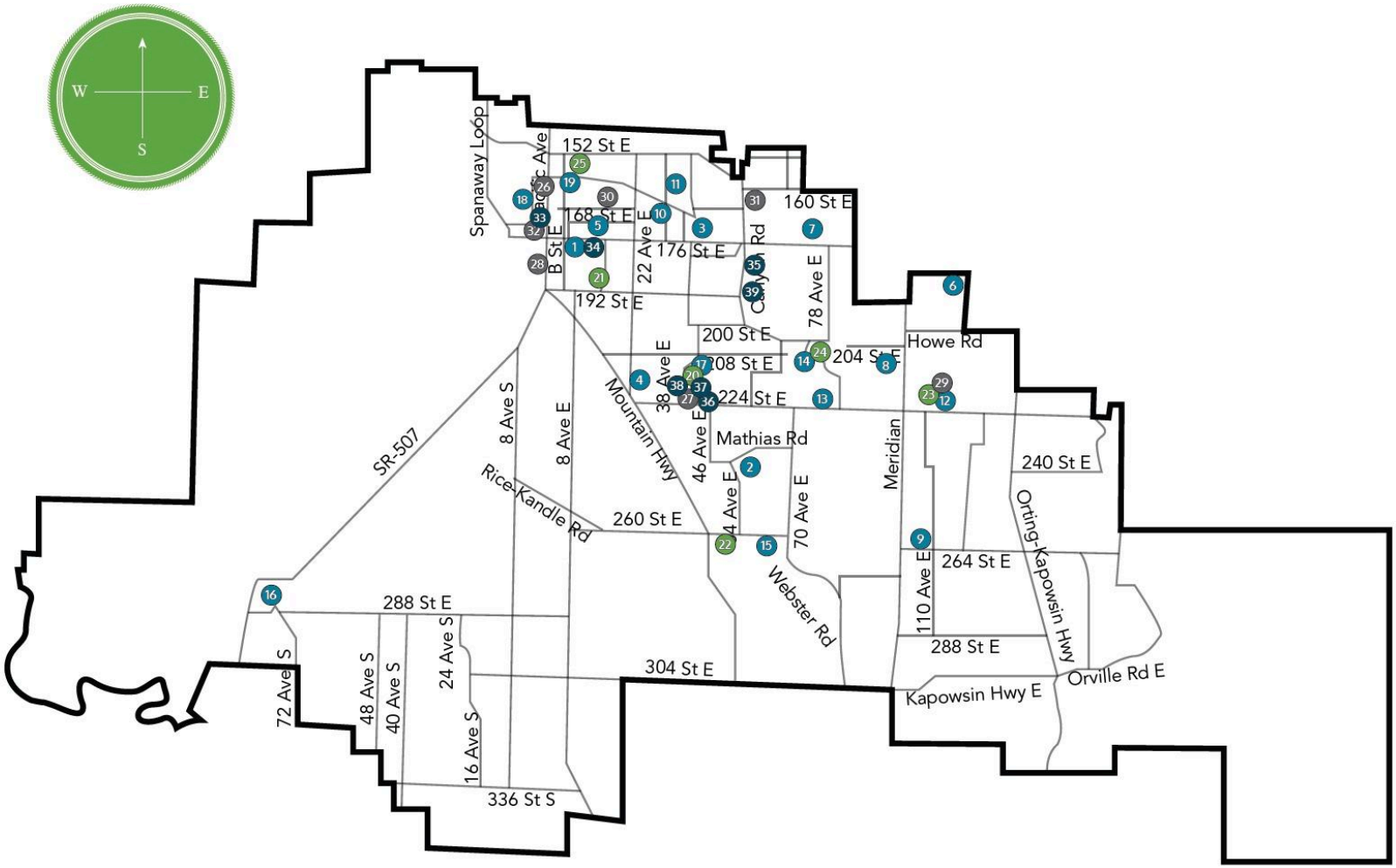
IMPORTANT TELEPHONE NUMBERS

SUBSTITUTE HELP: Click on the links	
HUMAN RESOURCES	E: hr@bethelsd.org P: (253) 800.2000 F: (253) 800.2049 **Office Hours***:* 7:30 AM - 4:30 PM **Location***:* 516 176th St. E., Spanaway, WA 98387
SUBSTITUTE OFFICE	E: suboffice@bethelsd.org P: (253) 800.2042 F: (253) 800.2049 **Office Hours***:* 6:30 AM - 4:00 PM **Location**: 516 176th St. E., Spanaway, WA 98387
RED ROVER	Please contact the Substitute Office for additional help.

ADDITIONAL HELP	
PAYROLL	E: payroll_benefits@bethelsd.org P: (253) 800.2000
TECHNOLOGY	E: tsr@bethelsd.org P: (253) 800.6767
STUDENT RECORDS - ***SYNERGY ACCESS***	E: student_records@bethelsd.org P: (253) 800.6738

District Map 2025-2026

Map numbers refer to school locations (see list).



District Map 2025-2026

Numbers refer to school locations (see map).

ELEMENTARY SCHOOLS

1. Camas Prairie
320 176th St. E., Spanaway 98387
253.800.7400
Baylee Hart, Principal

2. Centennial
24353 Mathias Rd. E., Graham 98338
253.800.7700
Angela Howard, Principal

3. Clover Creek
16715 36th Ave. E., Tacoma 98446
253.800.7800
McKenzie Walsh, Principal

4. Elk Plain
22015 22nd Ave. E., Spanaway 98387
253.800.7900
Ashley Swindahl, Principal

5. Evergreen
1311 172nd St. E., Spanaway 98387
253.800.8200
Lisa Whitmire, Principal

6. Expedition
18717 108th Ave. Ct. E., Puyallup 98374
253.800.2400
Sara Olson, Principal

7. Frederickson
17218 74th Ave. E., Puyallup 98375
253.800.6300
Marie Poch, Principal

8. Graham
10026 204th St. E., Graham 98338
253.800.8500
Jamie Burnett, Principal

9. Kapowsin
10412 264th St. E., Graham 98338
253.800.8600
Jennifer Vasilez, Principal

10. Katherine G. Johnson
16720 Waller Rd. E., Tacoma 98446
253.800.3000
Katie Schlesinger, Principal

11. Naches Trail
15505 Waller Rd. E., Tacoma 98446
253.800.8700
Sophie Brannon, Principal

12. Nelson
22109 108th Ave. E., Graham 98338
253.800.6400
Tami Nelson, Principal

13. North Star
7719 224th St. E., Graham 98338
253.800.8800
Stephen Rushing, Principal

14. Pioneer Valley
7315 Eustis Hunt Rd., Spanaway 98387
253.800.8900
Christoph Green, Principal

15. Rocky Ridge
6514 260th St. E., Graham 98338
253.800.5000
Renae Beatty, Principal

16. Roy
340 Peterson St. S., Roy 98580
253.800.5100
Denise Watson, Principal

17. Shining Mountain
21615 38th Ave. E., Spanaway 98387
253.800.5200
Julia Butela, Principal

18. Spanaway
412 165th St. S., Spanaway 98387
253.800.5300
Bryan Forsberg, Principal

19. Thompson
303 159th St. E., Tacoma 98445
253.800.5800
Arturo Gonzalez, Principal

MIDDLE SCHOOLS

20. Bethel
22001 38th Ave. E., Spanaway 98387
253.800.7200
Stephanie Lewis, Principal

21. Cedarcrest
19120 13th Ave. Ct. E., Spanaway 98387
253.800.7500
Hans Nelson, Principal

22. Cougar Mountain
5108 260th St. E., Graham 98338
253.800.8000
Brittany Corpuz, Principal

23. Frontier
22110 108th Ave. E., Graham 98338
253.800.8300
Chari Wright, Principal

24. Liberty
7319 Eustis Hunt Rd. E., Spanaway 98387
253.800.6500
Seth Humphrey, Principal

25. Spanaway
15701 B St. E., Tacoma 98445
253.800.5400
Sarah Sunday, Principal

HIGH SCHOOLS

26. Bethel Acceleration Academy
16218 Pacific Ave. S., Spanaway 98387
253.267.1045
Kevin Torres, Executive Director

27. Bethel
22215 38th Ave. E., Spanaway 98387
253.800.7000
Christy Rodriguez, Principal

28. Challenger
18117 A St. S., Spanaway 98387
253.800.6800
Bethany Aoki, Principal

29. Graham-Kapowsin
22100 108th Ave. E., Graham 98338
253.800.6100
Kevin Zamira, Principal

30. Spanaway Lake
1305 168th St. E., Spanaway 98387
253.800.5600
Susie Askew, Principal

31. Pierce County Skills Center
16117 Canyon Road, Puyallup 98375
253.800.4800
Scott Martin, Director

32. Transitions Lab
220 175th St. S., Spanaway 98387
253.800.2330

DISTRICT SERVICES

33. Bethel Hope Early Learning Center
214 167th St. S., Spanaway 98387
253.800.4100

34. Educational Service Center: Administration, Special Services
516 176th St. E., Spanaway 98387
253.800.2000

35. Bethel Support Annex: Information Service Center, Operations, Print Shop, Warehouse
5410 184th St. E., Bldg. C, Puyallup 98375
253.800.6767 *(Technology)*
253.800.6763 *(Print Shop)*

36. Maintenance
4015 224th St. E., Spanaway 98387
253.800.4410

37. Art Crate Field/Stadium
22215 38th Ave. E., Spanaway 98387
253.800.7000

***38.* Thomas G. Seigel Learning Center**
21818 38th Ave. E., Spanaway 98387
253.800.4301

***39.* Central Kitchen and Transportation Center**
5625 192nd St. E., Puyallup 98375
253.800.3910 *(Kitchen)*
253.800.5900 *(Transportation)*

2025-26 SY STUDENT CALENDAR

STUDENT CALENDAR 2025-2026

Bethel SCHOOLS

AUGUST

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

27 – First Day of School
29 – No School

SEPTEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 – Labor Day – No School
8, 15, 22, 29 – Late Arrival
19 – State Professional Learning Day #3 No Students

OCTOBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

6, 13, 20 – Late Arrival
24 – Waiver Day #1 - No Students
27 - 31 – Elementary Conference Week Early Dismissal, Grades K-5
29 - 31 – Secondary Conference Week Early Dismissal, Grades 6-12

NOVEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

3, 10, 17 – Late Arrival
11 – Veterans Day – No School
25 – MS/HS End of 1st Tri/Grade Prep Early Dismissal, Grades 6-12
26 - 28 – Thanksgiving Break – No School

DECEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1, 8, 15 – Late Arrival
22 - Jan 2 – Winter Break – No School

JANUARY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5, 12, 26 – Late Arrival
19 – Martin Luther King, Jr. Day No School
23 – Elementary End of Semester Early Dismissal, Grades K-5

FEBRUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

2, 9, 23 – Late Arrival
16 – Presidents Day – No School
17 – Waiver Day #2 – No Students

MARCH

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2, 9, 16, 23 – Late Arrival
11 – End of 2nd Tri & Elem/MS/HS Grade Prep – Early Dismissal, K-12
13 – Snow Make-Up Day or No School
30 - Apr 3 – Elementary Conference Week Early Dismissal, Grades K-5

APRIL

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1 - 3 – Secondary Conference Week Early Dismissal, Grades 6-12
6 - 10 – Spring Break – No School
13, 20, 27 – Late Arrival

MAY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4, 11, 18 – Late Arrival
22 – Snow Make-Up Day or No School
25 – Memorial Day – No School

JUNE

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 – Late Arrival
8 – Elem/MS/HS Grade Prep Early Dismissal, Grades K-12
11 – Last Day of School Early Dismissal, Grades K-12
19 – Juneteenth

JULY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

– KEY –

- Late Arrival (1 hour)
- Early Dismissal Elementary
- Early Dismissal MS & HS
- Early Dismissal All Grades
- # No School for Students
- # Non School Days

Elementary = Grades K-5*
Middle School = Grades 6-8
High School = Grades 9-12

Student Calendar = 178 school days for students and 2 waiver days for teachers.

Elk Plain School of Choice follows elementary schedules.

June 20, 2025

2025-2026 BELL SCHEDULES

Bethel SCHOOLS

SCHOOL	BREAKFAST	START	DISMISS	LATE START	EARLY DISMISSAL
Bethel High School		7:45	2:15	8:45	10:15
Challenger High School (AM)		7:55	10:55	8:55	N/A
Challenger High School (PM)		11:25	2:25	11:55	N/A
Graham-Kapowsin High School		7:45	2:15	8:45	10:15
Pierce County Skills Center (AM)		7:55	10:25	N/A	N/A
Pierce County Skills Center (PM)		11:15	1:45	N/A	N/A
Spanaway Lake High School		8:05	2:35	9:05	10:35
Bethel Middle School		7:10	1:40	8:10	9:40
Cedarcrest Middle School		7:15	1:45	8:15	9:45
Challenger Middle School		7:55	1:20	8:55	N/A
Cougar Mountain Middle School		7:15	1:45	8:15	9:45
Frontier Middle School		7:35	2:05	8:35	10:05
Liberty Middle School		7:10	1:40	8:10	9:40
Spanaway Middle School		7:15	1:45	8:15	9:45
Elk Plain School of Choice	7:15	7:30	2:00	8:30	10:00
Camas Prairie Elementary	9:15	9:30	4:00	10:30	12:00
Centennial Elementary	8:30	8:45	3:15	9:45	11:15
Clover Creek Elementary	8:30	8:45	3:15	9:45	11:15
Evergreen Elementary	8:30	8:45	3:15	9:45	11:15
Expedition Elementary	9:15	9:30	4:00	10:30	12:00
Frederickson Elementary	8:30	8:45	3:15	9:45	11:15
Graham Elementary	8:30	8:45	3:15	9:45	11:15
Kapowsin Elementary	8:50	9:05	3:35	10:05	11:35
Katherine G. Johnson Elementary	8:30	8:45	3:15	9:45	11:15
Naches Trail Elementary	9:15	9:30	4:00	10:30	12:00
Nelson Elementary	9:15	9:30	4:00	10:30	12:00
North Star Elementary	8:30	8:45	3:15	9:45	11:15
Pioneer Valley Elementary	9:15	9:30	4:00	10:30	12:00
Rocky Ridge Elementary	9:15	9:30	4:00	10:30	12:00
Roy Elementary	8:50	9:05	3:35	10:05	11:35
Shining Mountain Elementary	9:15	9:30	4:00	10:30	12:00
Spanaway Elementary	8:30	8:45	3:15	9:45	11:15
Thompson Elementary	9:15	9:30	4:00	10:30	12:00
TRANSITIONAL KINDERGARTEN (TK)	Naches Trail TK	9:30	4:00	10:30	12:00
	Nelson TK	9:30	4:00	10:30	12:00
	Thompson TK	9:30	4:00	10:30	12:00

PRESCHOOL/EARLY EDUCATION	SCHOOL	AM START/END TIMES		PM START/END TIMES	
	Hope ELC	9:05 am	11:50 am	12:50 pm	3:35 pm
	Expedition	9:30 am	12:15 pm	1:15 pm	4:00 pm
	Katherine G. Johnson	8:45 am	11:30 am	12:30 pm	3:15 pm
	Naches Trail	9:30 am	12:15 pm	1:15 pm	4:00 pm
*All half-day preschool and ECEAP classes are cancelled on Conference & Early Dismissal days.	Nelson	9:30 am	12:30 pm	1:15 pm	4:00 pm
	Roy	9:05 am	11:50 am	12:50 pm	3:35 pm

Rev 7.15.25

THINGS YOU NEED TO KNOW

Email is Important

It is essential to check your email on a regular basis -- once a week at minimum. All Red Rover confirmations, changes in assignment, and/or cancellations are sent to your Bethel email. To access your Bethel email, go to www.bethelsd.org and select the Bethel Portal icon in the top right-hand corner.

Red Rover Activation

Once your Red Rover profile is activated, **you will receive an email (*to your personal email*) from Red Rover directly**. This email is your "account setup email". Do NOT ignore this email. Once you receive the email, go to app.redroverk12.com and login using your personal E-mail. Once logged in using the account set-up email, to access Red Rover in the future,

- you can use the Red Rover app on your phone or
- use www.redroverIK12.com

Mandatory Vector Trainings

All Bethel substitutes must complete the annual mandatory Vector training videos. You will access Vector Training (formerly known as Safeschools) through your Bethel Portal. Once you receive your login information, please go to bethel.wa.safeschools.com/login and complete the training.

Inactivity & Minimum Sub Requirements

To remain active, substitutes must substitute at least 4 times a month. This is on average 1 time a week. **Contact the Sub Office if you have questions or need to discuss your situation.**

Professional Ethics

Substitutes are expected to maintain the same ethical standards as regular teachers per district policy 5009 and 5282. If any problems or concerns arise, inform the building principal or report to Human Resources, Substitute Office, on the same day of occurrence.

THINGS YOU NEED TO KNOW

Arrival and Departure Time

- Upon arrival, report directly to the school office. You will be given information and materials pertinent to the school and the position you are working that day.

- **DON'T HESITATE TO ASK QUESTIONS!**

- The District requires substitutes to adhere to the arrival and departure time that applies to regular staff members (including late start and early release days).

    - ***You are encouraged to contact the building directly to confirm if they would like to have you report at the regular time or the late start time.***

- ***Please refer to Red Rover for your start and end time*** *-- you are expected to serve in your substitute capacity for the duration of the assignment.*

    - Occasionally, you may get a late notification from Red Rover and it may not allow you to arrive by the time indicated in the job assignment. This is understood and accepted as unavoidable. If you accept a position and will not be able to arrive by the indicated start time, **contact the building directly** to let them know. If you are unable to contact the building, then contact the Substitute Office immediately.

    - If you are not going to be able to make your substitute assignment for the day, you must either cancel the assignment online or email/call the Substitute Office 2 hours prior to the start of the assignment to be removed.

	Subs are expected to observe the 48-hour rule. If you need to cancel or change an assignment within 48 hours of the start time, please contact the Sub Office so we can help the building navigate the change.

THINGS YOU NEED TO KNOW

Reassignment

Occasionally, needs for a building may change. This may result in the substitute position you originally committed to being reassigned to teach a different grade level/content area and/or cover another class during your scheduled assignment's planning period **(only *Represented* Certificated Subs can cover during their scheduled planning period)**.

It's understood that the new position may not be familiar to you; you may not be properly dressed (i.e. move from PE to a classroom); however, you are expected to be flexible in these situations. We appreciate your flexibility and willingness to do what is best for Bethel students. **Plan to be prepared.**

NOTE: Refusal to adjust as needed may impact your continued use as a Bethel substitute.

Personal Devices

As a substitute, **your personal device is not to be out or used during student contact time.** The use of personal devices (cell phones, laptops, tablets, etc.), including answering/making calls, checking messages/voicemails/emails, watching videos, etc. is to be limited to non-student contact time only (i.e. planning period, lunch). During student contact time, the sound on your device is to be silenced and stored in your personal belongings.

For substitute teachers, a device (laptop or tablet) may be checked out for you to take student attendance in your classroom for the day. If a device is not available, please ask the office staff how they would like you to take attendance for the day.

Personal devices are not authorized for use, as only our district devices are approved for use in the classroom.

THINGS YOU NEED TO KNOW

Supervision

It is your responsibility to supervise the students at all times. **Do NOT leave students unsupervised**, including falling asleep in class or stepping out of the room. Please do not fall asleep during an assignment. If you are tired, get up and move around the room.

Rejecting Jobs

It is recommended that you do NOT "reject" jobs. The system tracks rejections and will reduce your ability to view available jobs. Once a job is rejected, you will no longer be able to view it. Do not click "reject" next to a job you are not interested in online as it will disappear after the start time. For the phone system, simply hang up the phone if you do not want to work the position.

Canceling Jobs

To reiterate, we have a 48-hour rule. If you need to cancel a job within 48 hours of the start of the assignment, please contact the Sub Office so we can help the building navigate the change and find a replacement sub.

Do not cancel an assignment just to accept another assignment. Contact the Sub Office so we can evaluate the situation and determine if it is feasible to make a change.

Canceling an assignment within 24 hours of an assignment's start time will result in the system automatically putting in a NON-WORK DAY.

> **NOTE: You cannot cancel an individual day that is part of a multi-day assignment. You must contact the Substitute Office.**

Subbing in Addition to Contract

Certificated: Teachers with a 0.5FTE contract (or less) can substitute in addition to their contracted position. To do so, they must be on the substitute list and substitute assignments may not conflict with their contracted hours.

Apply online as an internal applicant.

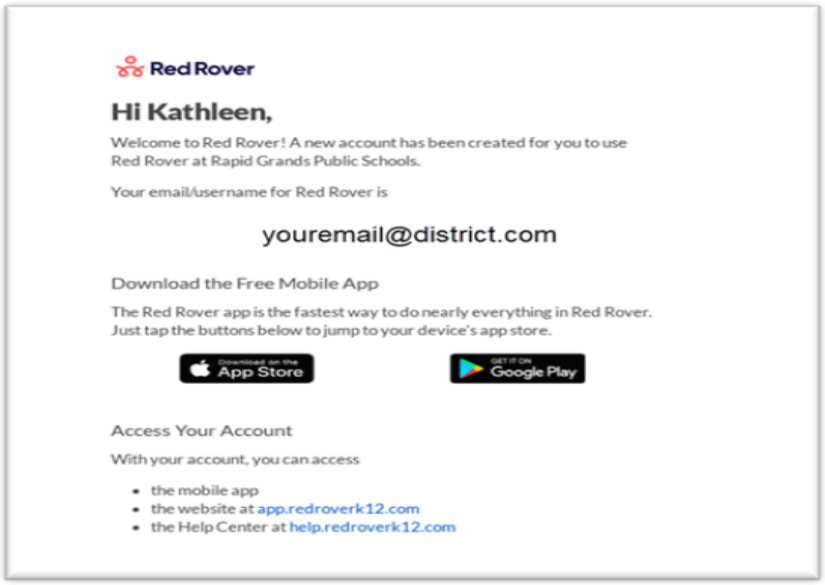
THINGS YOU NEED TO KNOW

Classified: Classified Staff contracted 5.0 hours per day or less can substitute in addition to their contracted position. They must be on the substitute list (Instructional Paraeducator, Non-Instructional Paraeducator, and Office Clerk) in order to do so and substitute assignments may not conflict with their contracted hours. They may not exceed 8 hours in a work day.

Apply online as an internal applicant. ***Their current supervisor must complete a digital reference survey.***

Red Rover Absence Management

1. **Once your Red Rover account is activated, you will receive an email from Red Rover directly**. This email is your "account setup email". Do NOT ignore this email. The email notification will look like this:



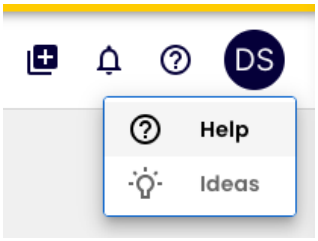
2. Once you receive the email, go to app.redroverk12.com and login using your personal email. Once logged in using the account set-up email, go to app.redroverk12.com and login using your personal E-mail. Once logged in using the account set-up email, to access Red Rover in the future,
    - you can use the Red Rover app on your phone or
    - use www.redroverIK12.com

Red Rover K12

3. Upon logging in, select "Bulletin Board" on the menu and open the message titled "**Getting Started for Substitutes".**

    - Watch the **Basic Training Video** to get a high-level view of the system and how to use it.
    - Review/complete the "To Do" list, and review the linked help articles.

4. You can also check out the **Red Rover Help Center** or the **Red Rover Training Center** to learn more about the system on your own.
    - Access the Help Center by clicking on the ? icon in the upper right corner and select Help.



    - Access the Training Center by clicking the blue training center button on the right side of the screen.

Red Rover Mobile App

Download the Red Rover Mobile App! It's **free**, it's **fast**, and it's **easy**!

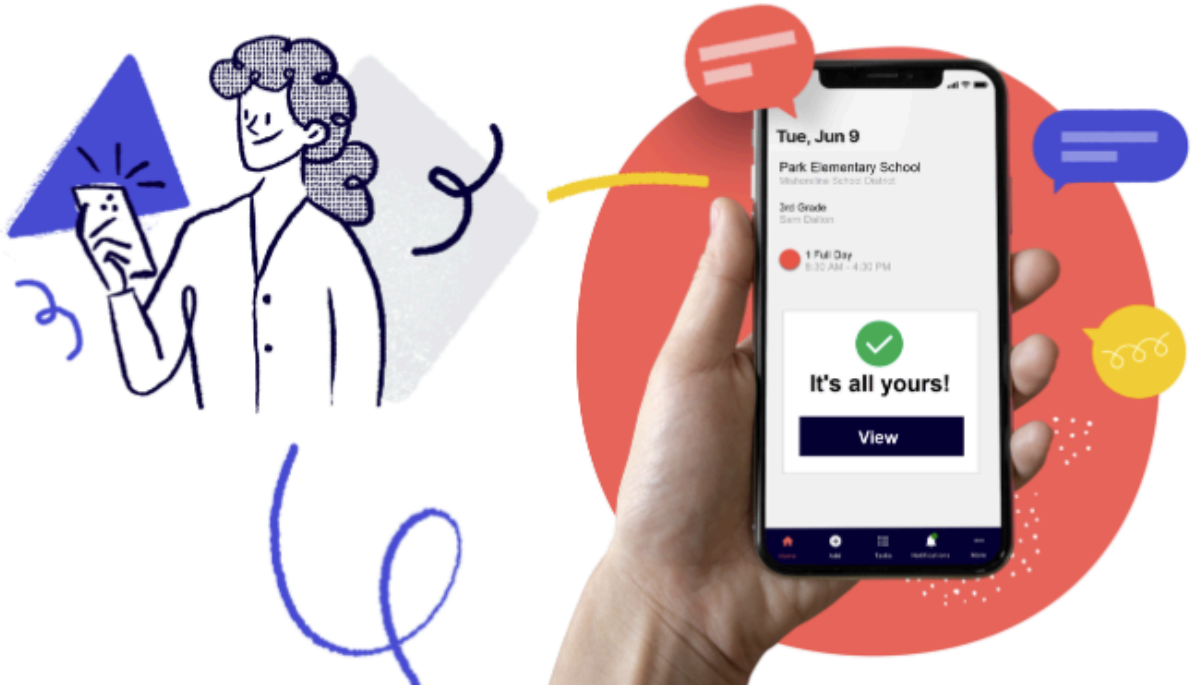
Download the *free* Red Rover App now and start getting sub jobs today!

If you have setup your Red Rover account, download the Red Rover mobile app to your Apple or Android device.

Go to the Apple's App Store or Google Play Store and search "**Red Rover K12"** to download today.

Log in with your existing Red Rover credentials and start getting notifications of available jobs!

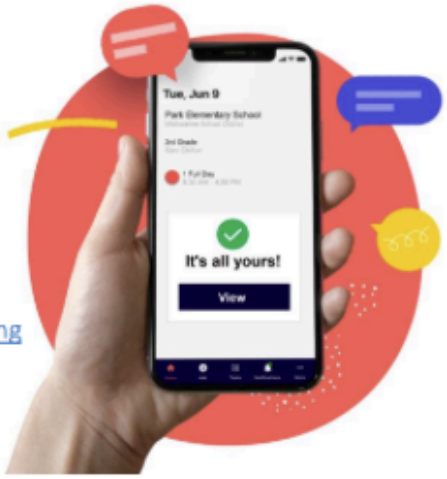
Note: *Downloading the Mobile App will replace Red Rover Text Message notifications.*



app.redroverk12.com

Red Rover

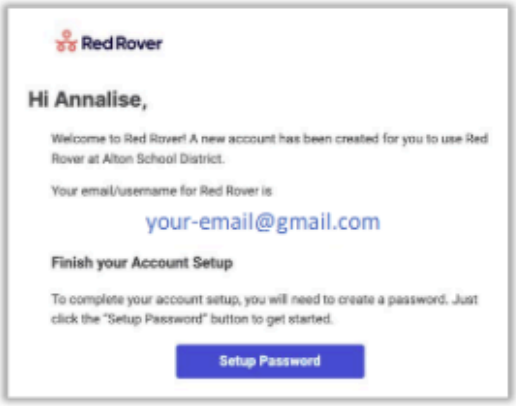
Substitute Quick Start Guide



Welcome to Red Rover, a sub placement system built with you in mind! This guide will show you what you need to know to find and accept sub assignments in Red Rover.

A video guide is also available at redroverk12.com/sub-training

Logging into Red Rover



To log in to Red Rover, your district will send you a system invitation email. When you receive your invite, click the blue **Setup Password** button. You'll be directed to the Red Rover website, app.redroverk12.com, to create a password.

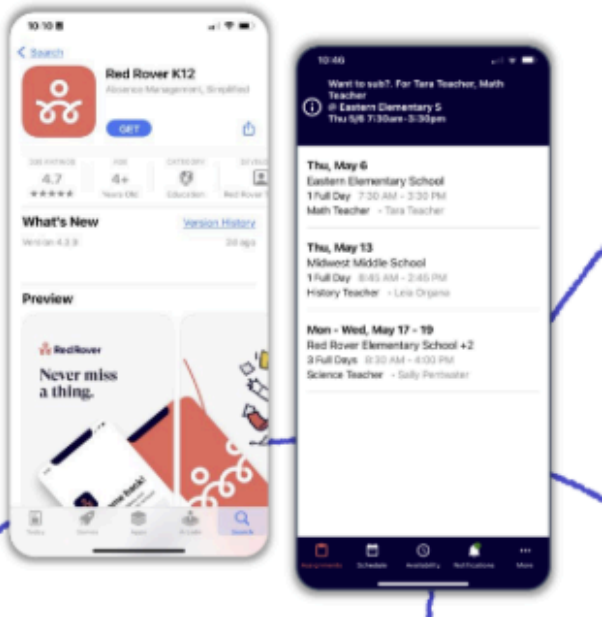
For future visits to the site or mobile app, you'll log in with your email address and password you created.

Accepting Sub Assignments

Red Rover makes finding and accepting sub assignments easy. You can accept assignments in three ways:

- On the Red Rover website
- Through the free Red Rover mobile app (*recommended*)
- Via Text message (*if you do not use the app.*)

For the best experience, download the *free* Red Rover app for Android and iOS. To download the app, go to the Google Play Store or the Apple App Store and search "Red Rover K12". Download the app **for free** and login using the same login credentials you created when you were invited by your district!



Common Acronyms to Know

ASSISTANT SS/LEVEL 5	Instructional Paraeducator
ASSISTANT SS/LEVEL 3	Non-Instructional Paraeducator
CTE	Career & Technical Education
EBD	Emotional Behavior Disorder
ECE	Early Childhood Education
ECEAP	Early Childhood Education Assistance Program
ILC	Independent Learning Classrooms
ISS	In School Suspension
SPED	Special Education
STEM	Science Technology Engineering & Math
STEAM	Science, Technology, Engineering, Art & Math
TK	Transitional Kindergarten

	Bethel Special Programs
Program	**Details**
EBD *(Emotionally Behaviorally Disabled)*	Grades K-5: Designed for students who exhibit behaviors that impact their success in the general education setting.
	Grades 6-12: Serves students with significant behavioral/emotional concerns that impact their success in the general education setting.
	Self-contained.
	Regular school hours.
Extended Outside Placements	This is used for students who have placements outside of the district or state. These may be court-ordered.

FOSS *(Focus on Social Skills)*	This inclusive program is designed to meet the unique needs of students with social cognitive deficits with average to above average cognitive abilities.
	Self-contained.
	Regular school hours.
ILC *(Independent Learning Center)*	Grades K-5: Designed to meet the moderate to severe disabilities, including students who are medically fragile.
	Grades 6-12: The program serves students with severe disabilities, including students who are medically fragile.
	Teachers: As hired by the district.
LSA *(Learning Success Academy) @ Challenger High School*	Self-contained EBD program.
	Comprehensive academic & mental health services.
	Students may have a LSA, CHS and/or other building schedule.
	Teacher: Kelley, Thomas
Options	Alternative learning location program for SpEd students.
	Students may be in a 45-day discipline related IAES situation.
Structured	The Structured Teaching program is designed to serve students with nonverbal and other related communication disorders. The program uses environmental and visual structure to take advantage of the unique strengths of the students in order to help children grow to their fullest potential. This self-contained setting focuses on communication, functional academic skills, and living skills.
Transition to Kindergarten	A pre-kindergarten program for children, below the age of five, who do not have access to high-quality early learning experiences prior to kindergarten. Additionally, they have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year.
Transition 18-21 Program (LAB 175th, FMS &	A program specifically designed for students who "transition" out of their IEP and as included in their IEP starting when the student turns 16. The focus of this program is prepare students for life after they graduate from the K-12 school system.

Pettit Locations)	

If you are interested in an assignment and you have questions about the classroom and what might be expected, subs are always welcome to contact the building directly to ask questions.

SYNERGY TEACHERVUE

Substitute Daily Attendance

As a certificated substitute, you have the responsibility to Post Daily Attendance and enter Lunch Count (elementary only) for the classes that you will be working with. This will be done in Synergy via TeacherVue.

Synergy is used by all teachers and certificated substitutes to take attendance within the first 15 minutes of class. In TeacherVue, you will use a single login to get a 360 view of any student.

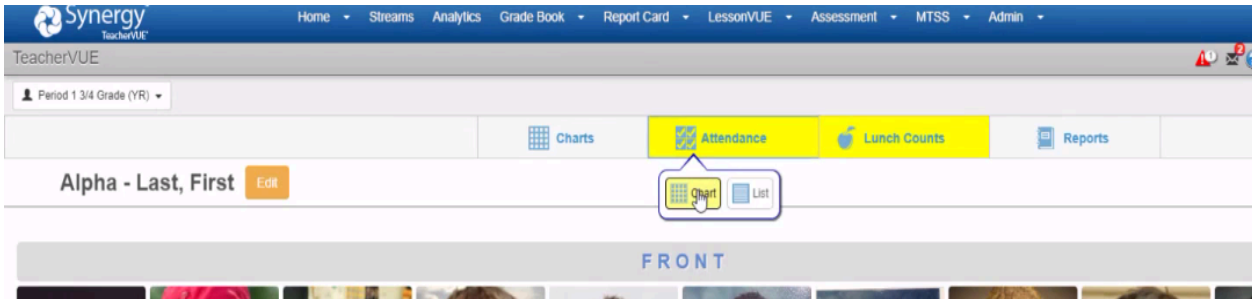
Logging into Synergy

Under your Bethel Portal account, the Synergy program is located under applications. You can also access this program by typing the following URL wa-beth.edupoint.com in the search bar.

Select the 'Substitute Teacher Login' link found towards the bottom of the page to be redirected to the substitute login page. Using the drop down menus, select the school you will be substituting at and then select the teacher you will be substituting for. Type your email address in the next field. Then enter the password given to you by the building you are substituting at. If you were not given a password, talk with an office staff member about receiving it.

Taking Attendance

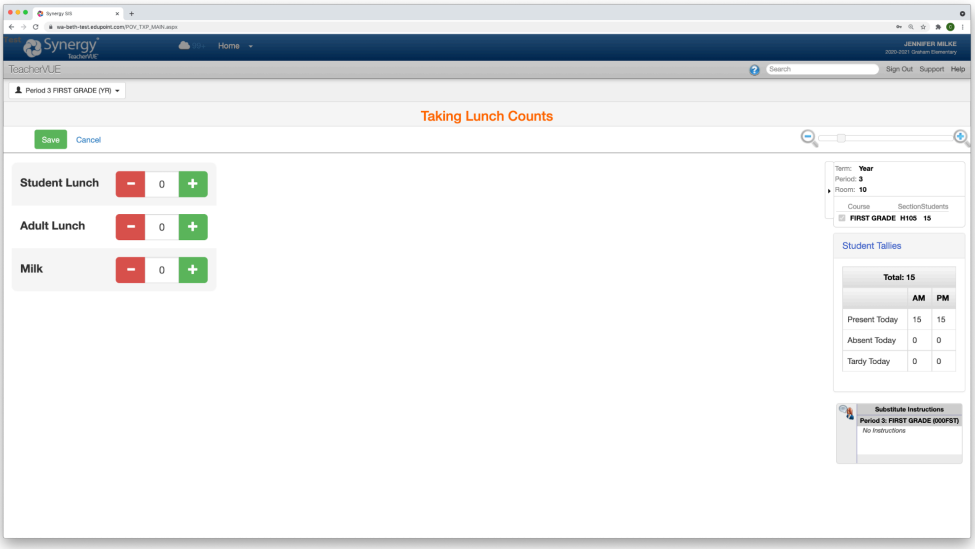
Upon logging into Synergy, you should now be assigned to the class you are covering for the day with TeacherVue access . On the front page, Located at the top, is an option to take attendance and upon hovering over, list two options to report it; A seating chart or list view. Select the option you prefer.



After selecting your preferred attendance view, a list of students' names will populate and you will select their name or photo to report attendance, this will be recorded on the right hand side of the screen.

Lunch Count

For certificated elementary school assignments, you are required to take lunch count. From the TeacherVue screen, click the "Lunch Counts" button to the right of the attendance button. The heading will change to "Taking Lunch Counts" with a green "Save" button appearing to the left hand side. Count the number of students that will be receiving lunch from the school. Enter that number into the student lunch field, either by clicking the green plus sign or typing the number in. Do the same thing for the adult lunch and milk fields. When finished, click the green "Save" button in the upper left hand corner.



NOTE: For a video guide on taking attendance and lunch count, click here.

Questions regarding Synergy, please contact Student Records at (253) 800-6738

SUBSTITUTE PAYROLL INFORMATION

Substitute pay periods are from the **11th of the month through the 10th of the following month.** District paychecks are direct deposited once a month on the last business day of the month. Work performed through the 10th of the month will be paid on the paycheck issued the last business day of that month.

2025 -26 School Year		
	SUB TEACHER PAY	**SUB CLASSIFIED PAY**
PER FULL DAY (3.75 hrs>)	**Substitute Teachers:** $200/day	HOURLY: SALARY SCHEDULE 25-*26*
PER HALF DAY (3.75 hrs <)	**Substitute Teachers:** $100/half day	

PLEASE NOTE: Visiting Secretarial/Clerk pay is listed on the District website, within the Classified Substitute Salary Schedule B.

The standard deductions are: Federal Withholding Tax, Social Security Contribution, Labor and Industries insurance premium.

Substitutes who have been members of the Washington State Teachers Retirement Systems (TRS) should make certain that they have the appropriate forms filed with the Payroll Office for appropriate deductions. New member eligibility is determined by current TRS guidelines, which are available from the Payroll Office.

SUBSTITUTE PAYROLL INFORMATION

Pay Dates 2025/26 School Year

	Payday is once a month on the last business day of the month (this is not always a Friday). See the pay schedule below:

Pay Period	Pay Date
August 11, 2025 - Sept. 10, 2025	Sept. 30, 2025
Sept. 11, 2025 - Oct. 10, 2025	Oct. 31, 2025
Oct. 11, 2025 - Nov. 10, 2025	Nov. 28, 2025
Nov. 11, 2025 - Dec. 10, 2025	Dec. 31, 2025
Dec. 11, 2025 - Jan. 10, 2026	Jan. 30, 2026
Jan. 11, 2026 - Feb. 10, 2026	Feb. 27, 2026
Feb. 11, 2026 - March 10, 2026	March 31, 2026
March 11, 2026 - April 10, 2026	April 30, 2026
April 11, 2026 - May 10, 2026	May 29, 2026
May 11, 2026 - June 10, 2026	June 30, 2026
June 11, 2026 - July 10, 2026	July 31, 2026
July 11, 2026 - August 10, 2026	August 31, 2026

SUBSTITUTE PAYROLL INFORMATION

Sick Leave

You are entitled to accrue paid sick leave as of January 1, 2018. This will accrue at 1 hour of paid sick leave for every 40 hours you work. Please see below for more information.

SEBB Benefits

Starting in 2020, all Washington State school districts, Educational Service Districts (ESDs), and charter schools will receive benefits for their eligible substitutes through the SEBB Program.

In order to be eligible, you would have had to work 630 hours or more during the last two consecutive school years or reach 630 working hours during the current school year. Once reached, benefits will start the 1st of the following month, continue through the school year (August 31st), and then reevaluated on September 1st.

The payroll department is keeping track of eligible substitutes and will reach out via Bethel email if you become qualified.

Long-Term Assignments (Certificated Substitutes Only)

Long-term assignments are teaching assignments that are continuous for 21 or more consecutive workdays.

After the 20th day, the substitute pay is adjusted to the long-term substitute daily rate of $250/day.

July Incentive (Certificated Substitutes Only)

The July lump sum incentive for meeting the minimum working day threshold will be paid out on the last business day of July. Please see BEA Article 48 for more information.

- $200 for working fifty (50) full days; or
- $300 for working seventy (70) full days; or
- $400 for working ninety (90) or more full days

SUBSTITUTE PAYROLL INFORMATION

Device Incentive

Subs who work 100+ full days in the school year are eligible to check out devices at the beginning of the next school year for the entire year.

Reasonable Assurance

Every spring, the substitute office sends out Notice of Reasonable Assurance of continued employment for the upcoming school year. This notice is sent to substitutes that have fulfilled the expectation of working on an active monthly basis.

This letter is sent on June 1st via email to your Bethel email. Response is required by June 30th in order to remain as an active substitute. Not responding to this form will result in offboarding.

Unemployment Eligibility

Washington State does not allow unemployment payments to educational workers between school sessions (Spring, Winter, and Summer Break). To qualify for unemployment payments, you must have a qualifying amount of non-school wages.

RESPONSIBILITIES OF A VISITING TEACHER

Substitute Sign-In Procedures

Substitute teachers must check in with the front office and sign in on the Substitute Sign In Sheet *every day.* This is for tracking and verification purposes. At this time you will also receive any information or materials related to your assignment.

Lesson Plans and Materials

Lesson plans are usually found in the absent teacher's classroom, in the school office or attached to the assignment in Red Rover. However, since it is impossible to anticipate illness, it is advisable for the substitute to develop short units and activities to use when suitable (PreK-5, Middle School, and High School).

Lesson plans are usually found in the absent teacher's classroom, in the school office or attached to the assignment in Red Rover. However, since it is impossible to anticipate illness, it is advisable for the substitute to develop short units and activities to use when suitable (PreK-5, Middle School, and High School).

Substitutes teachers are required to leave a written report for the regular teachers at the conclusion of each substitute assignment per Bethel Policy 5610PR (https://go.boarddocs.com/wa/bethel/Board.nsf/Public). You should leave details for the teacher on what was accomplished from their lesson plans, student behavior, and a message to the teacher.

Teaching the Class

The substitute has the ***prime responsibility to teach as well as possible*** what the regular teacher has outlined. The following suggestions are offered:

- **Be Prepared**: Through plans and materials left by the regular teacher or through the use of short units of your own.

RESPONSIBILITIES OF A VISITING TEACHER

- **Begin on Time**: Do not give the class time to develop restlessness and disinterest. Begin immediately and get the students involved.

- **Introduce Yourself**: Explain why you are there and emphasize that class will be conducted as usual according to the regular teacher's instructions. Write your name on the board.

- **Make Clear Presentations**: What the children gain from the lesson will depend on how well you present it. Provide clear models.

- **Provide for Child Involvement**: In an engaging lesson, children should have an active part in discussion, planning, questioning, and decision-making. Be sure that directions are clear and supervision is provided. Allow students to share an example when appropriate.

- **Discourage Unnecessary Trips**: Review carefully requests to leave the room, go to the library, or nurse's office, etc., and by all means do not dismiss the class early.

RESPONSIBILITIES OF A VISITING TEACHER

It is not appropriate for substitutes to scroll on their phone during student contact time. Substitutes are expected to appropriately *engage* with students and follow the lesson plans provided.

<u>Classroom Management</u>

Class control can be a major problem for a substitute. A few simple suggestions will help you establish good class routines, provide for an efficient learning situation, and establish mutual respect of teacher and students.

- **Be Patient and Professional**: It is natural for a class to test the limits of a substitute. You represent a change for them. Patience, understanding, firmness, and respect will build trust and positive relationships.

- **Expect Good Behavior**: Children tend to respond to whatever is expected of them. Be sure to maintain high expectations.

- **Be Fair, Consistent and Professional**: Your success within classroom management will highly depend on your degree of fairness and consistency. Children must know what to expect of you and what you expect of them. Uncertainty is a breeder of misbehavior.

- **Be Ready**: Materials and plans for the day are a must. This is another reason for getting in early and ensuring that you know what you want the class to be doing during the day.

- **Leave Time:** Leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group, especially on the secondary level when classes change each period.

- **Use Common Sense**: Go with your gut, you can always ask questions of the office staff or neighboring teachers.

RESPONSIBILITIES OF A VISITING TEACHER

- **Keep Your Sense of Humor**: Don't hold grudges. Make the most of the day. Find the silver lining in tough situations.

If classroom control becomes a problem, please contact the building secretary for assistance.

Room Care

The care of the room is up to the substitute. It should be left clean, orderly, and in good condition. Chairs should be in their proper places, paper picked up, windows closed, door locked (if possible). This is not, however, to suggest that the substitute is expected to do the picking up; the students are also there to help with this process.

Ending the Day

The substitute needs to stay until the scheduled release time, unless prior approval has been given by the principal. Please leave the classroom in good order, provide thoughtful feedback for the teacher and return your computer/device and badge to the front office. NOTE: Per Board Procedure 5610, you are required to "leave a written report for the regular teacher at the conclusion of each substituting term."

Release of Students

No substitute in primary, elementary, or secondary schools should ever release a student from class without specific authorization from the school office. Any parents or visitors to a building must first report to the office to sign in and obtain a school pass before visiting any classrooms.

RESPONSIBILITIES OF A VISITING TEACHER

Emergencies

Be certain to familiarize yourself with the emergency procedures unique to each building. These include but are not limited to fires, earthquakes, hazardous weather conditions, etc. Emergency procedures may be found in the 'substitute' folder or by consulting with the building principal.

RESPONSIBILITIES OF A VISITING PARAEDUCATOR/OFFICE CLERK

Substitute Sign-In Procedures

Substitutes must check in with the front office and sign in on the Substitute Sign In Sheet. This is for tracking and verification purposes. At this time you will also receive any information or materials related to your assignment.

Roles and Responsibilities

1. Monitor and assist students during teacher-directed, whole class instruction.
2. Monitor and support students during independent work or cooperative learning activities under teacher direction.
3. Provide follow-up instruction after teacher-directed instruction.
4. Provide small group instruction (pre-teaching or alternative instruction to students under teacher direction).
5. Train others (peer partners, peer tutors, volunteers, and parents) to provide instruction or assistance to students under the direction of a certificated staff member.
6. Support students' instructional program through the preparation of materials and the fulfillment of other clerical tasks.
7. Monitor students in a variety of settings such as the cafeteria, bus loading area, playground, hallway, or auditorium.

Confidentiality and Ethics

1. Never violate confidentiality! Understand the rule, "Need to know vs. Desire to Tell." It will guide you in deciding when and to whom you share student information. Only those people who are directly involved in the education of a special needs student may have specific information.
2. Remember you have both your public and private self. As an educator you are always scrutinized by your community. It is important to project a professional, ethical image both in and out of school.
3. If you are unsure about accessing specific student information, ask your supervising teacher.
4. If you are unsure about sharing student information, defer to your supervising teacher.
5. Respect the legal and human rights of children, youth, and their families.

6. Follow district policies for protecting the health, safety, and well-being of children and youth.
7. Demonstrate dependability, integrity, respect for individual differences and other standards of ethical conduct.
8. Demonstrate a willingness to participate in training activities to improve performance.

Relationships with Students and Parents

1. Discuss a child's progress, limitations, and/or educational program only with the supervising teacher in the appropriate setting.
2. Discuss school problems and confidential matters only with appropriate personnel.
3. Refrain from engaging in discriminatory practices based on a student's disability, race, sex, cultural background, or religion.
4. Respect the dignity, privacy, and individuality of all students, parents, and staff members.
5. Present yourself as a positive adult role model.

Relationship with Teacher/Supervisor

1. Recognize the teacher as a supervisor and team leader.
2. Establish communication and a positive relationship with the teacher.
3. When problems cannot be resolved, utilize the school district's grievance procedures.
4. Discuss concerns about the teacher or teaching methods directly with the teacher.
5. Demonstrate an understanding of distinctions in roles of various educational personnel.
6. Follow the directions of teachers and other supervisors.
7. Follow the chain of command for various administrative procedures

DRESS GUIDELINES

Bethel Schools employees serve as role models for the students and a representative of the District. It's important and expected of you to project a professional image that sets positive dress and grooming examples for students. Though not an exhaustive list, here are some guidelines:

ATTIRE	GUIDELINES
TOPS	• Polo or Golf-type shirts • Button-down/collared shirts • Sweaters • Dress shirts, blouses, jersey knit • Blazers/sports coats • *Avoid plunging necklines*
BOTTOMS	• Khakis • Chinos • Trousers • Capris • Dresses & Skirts (office or job-appropriate length -- *should be able to sit comfortably and move with ease in public)* • *Avoid shorts*
FOOTWEAR	• Dress shoes, loafers, boots, clogs, flats, heels • *Avoid flip-flops*
Positions that require alternative clothing should be worn to meet the requirements of their job responsibilities *(i.e. Physical Education teachers).*	

Clothing must be neat, clean, in good repair, and appropriate for on-the-job-appearances at all times.

Clothing, jewelry, or similar artifacts that are obscene, distracting, or may cause disruptions to the educational environment may not be worn.

Having a change of clothes, extra coat, and extra shoes is recommended in case your substitute assignment changes.

POLICY & PROCEDURE

POLICY/PROCEDURE #	TITLE
2133	DIVERSITY-MULTICULTURAL EDUCATION
3205	SEXUAL HARASSMENT RELATED TO STUDENTS
3249	POSSESSION OF WEAPONS BY STUDENTS
5005	EMPLOYMENT AND/OR VOLUNTEER DISCLOSURE, CERTIFICATION REQUIREMENTS, ASSURANCES, AND APPROVAL
5005PR	CITIZENSHIP STATUS
5009	EMPLOYEE ETHICS
5010	NODISCRIMINATION AND AFFIRMATIVE ACTION
5013	SLURS, A FORM OF DISCRIMINATION
5201	DRUG-FREE WORKPLACE
5233	CERTIFICATED STAFF RESPONSIBILITIES
5253	MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES
5271	REPORTS OF IMPROPER GOVERNMENTAL ACTION
5282	CIVILITY
5283	POSSESSION OF WEAPONS BY EMPLOYEES
5610PR	SUBSTITUTE TEACHER ASSIGNMENT
6590	SEXUAL HARASSMENT Complaint Procedures
6802	USE OF SUPPLIES AND EQUIPMENT Home Use of District Equipment

POLICY & PROCEDURE

Link to all Bethel School District Policies
https://go.boarddocs.com/wa/bethel/Board.nsf/Pub

Nondiscrimination Statement

Bethel School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression 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 employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance / Gender-Inclusive Schools Coordinator, Debbie Carlman, dcarlman@bethelsd.org, 253.800.2019; Title IX Coordinator, Bryan Streleski, bstreleski@bethelsd.org, 253.800.4302; and 504 Coordinator, Melissa Munson-Merritt, mmunsonmer@bethelsd.org, 253.800.2301. All individuals may be reached at this address: 516 176th Street East, Spanaway, WA 98387.

Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): https://www2.ed.gov/about/offices/list/ocr/index.html. Information about the nondiscrimination and sex-based discrimination policies and grievance procedures, and how to report a concern or complaint: bethelsd.org.

El Distrito Escolar de Bethel no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, nacionalidad, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o por el uso de perro guía entrenado o animal de servicio; además ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. Los siguientes empleados han sido designados para atender consultas y quejas de supuesta discriminación: Cumplimiento de los Derechos Civiles/Coordinadora Escolar de Inclusión de Género, Debbie Carlman, dcarlman@bethelsd.org, 253.800.2019; Coordinador del Título IX, Bryan Streleski, bstreleski@bethelsd.org, 253.800.4302 y Coordinadora 504, Melissa Munson-Merritt, mmunsonmer@bethelsd.org, 253.800.2301. Todas las personas pueden ser localizadas en esta dirección 516 176th Street East, Spanaway, WA 98387.

Las consultas sobre el Título IX también pueden dirigirse a la Oficina de Derechos Civiles (OCR) del Departamento de Educación de EE.UU.: https://www2.ed.gov/about/offices/list/ocr/index.html. Para más información sobre las políticas de no discriminación y discriminación por razón de sexo; los procedimientos de reclamación y sobre cómo comunicar una preocupación o queja visite: www.bethelsd.org.

Book	Bethel School District Board Policy Manual
Section	2000 Instruction
Title	DIVERSITY–MULTICULTURAL EDUCATION
Code	2133
Status	Active
Adopted	April 12, 1994
Last Reviewed	February 25, 2003

The Bethel School District recognizes the cultural diversity of students, staff, parents and community members of our school district and acknowledges the educational importance of valuing the diversity of all people in our pluralistic society. Diversity includes but is not limited to: race, religion, gender, culture, age, physically challenged and all other perceived differences.

The Bethel School District is committed to integration of the purposes and aims of diversity-multicultural education into all aspects of the school program. The board recognizes that diversity-multicultural education is an interdisciplinary process to be integrated into the total school program rather than a single, one-time event or series of activities. To this end the board is committed and supportive of the following goals:

1. The inherent dignity and the equal and inalienable rights of all students and staff.
2. The right to and responsibility for an educational environment which extends equal rights to all without discrimination through its policies and practices.
3. Universal respect for and observance of these rights to ensure that all students are provided a school and classroom environment in which they are free to learn, encouraged to accept and respect themselves and to treat others with dignity and respect.
4. A staffing composition of administrators, teachers and all other personnel that is representative of the cultural diversity in the district. Membership in all school district committees shall also be representative of the cultural diversity in the district.
5. An education of superior quality for all students that includes greater appreciation of and respect for human individuality and cultural differences and similarities which contribute to our democratic nation as a whole, and more particularly the cultural contributions that make up our community.
6. Training in diversity-multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school sponsored activities.

Revised:
Reviewed: 2/25/03

Book	Bethel School District Board Policy Manual
Section	3000 Students
Title	SEXUAL HARASSMENT RELATED TO STUDENTS
Code	3205
Status	Active
Adopted	March 22, 1994
Last Revised	January 14, 2020

It is the policy of Bethel School District to maintain a learning environment that is free from sexual harassment. Sexual harassment is deemed unacceptable conduct in the educational environment and will not be tolerated. It shall be a violation of this policy for any employee or agent of the district to harass a student or for a student to harass any other student or employee or agent of the district through conduct or communications of a sexual nature, as defined below. Sexual harassment of a student by an employee also violates both Federal and Washington State law. It is no defense to a claim of sexual harassment that the alleged harasser did not intend to harass.

DEFINITIONS

1. **Staff to Student Harassment**

    a. For the purpose of this policy, staff to student "sexual harassment" is defined as any welcomed or unwelcomed sexual advances, requests for sexual favors, and/or other verbal, visual, written, or physical conduct of a sexual nature.
    b. Sexually harassing behaviors may include but are not limited to the following actions: verbal harassment or abuse; repeated remarks to a person with a sexual or demeaning implication; suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, honors, programs, or activities available at or through school; display of sexually suggestive objects or pictures.
    c. To prevent sexual harassment from occurring and because it is the policy of this district to foster healthy teacher-student relationships, amorous relationships between a school district employee or agent and a student are prohibited.
    d. A substantiated charge against an employee or agent of the district shall subject such employee or agent to disciplinary actions consistent with collective bargaining agreements and Washington State law. Such actions may include but are not limited to verbal warnings, letters of reprimand, transfers, suspension with or without pay, and dismissal making a report to the Office of Professional Practices mandatory.

2. **Student to Staff Harassment**

    a. For the purpose of this policy, student to staff sexual harassment is defined as any conduct or communication of a sexual nature being directed toward an employee of the Bethel School District.
    b. Sexually harassing behaviors may include, but are not limited to, the following actions: remarks to or about a person with a sexual or demeaning implication, spreading sexual rumors, cornering or blocking a person's movement, using the telephone to harass, following, stalking or any other conduct that creates a hostile environment for staff.
    c. A substantiated charge against a student for harassing a district employee shall subject the student to disciplinary actions which may include, but are not limited to, verbal warnings, suspension, expulsion and could result in the filing of criminal charges against the student by the employee.

3. **Student to Student Harassment**

a. For the purpose of this policy, student to student sexual harassment is defined as any unwanted sexual behavior, such as sexually explicit gestures with hands or through body movements, sexual teasing or jokes, pressure for dates, sexually demeaning comments, deliberate touching or pinching, cornering or blocking a student's movement, pulling at clothing, attempts to fondle or kiss, pressure for sex or any other conduct designed to embarrass or to intimidate whenever such harassment occurs on school property or at a school-sponsored event. (Sexual assault and/or rape is also a form of sexual harassment and is a criminal act that will be reported to law enforcement immediately for investigation and possible prosecution.)
b. A substantiated charge against a student shall subject that student to disciplinary actions including verbal warnings, reprimand, counseling, suspension, or expulsion, consistent with the Student Disciplinary Code.

STAFF RESPONSIBILITIES

School district employees and agents are responsible for reporting alleged violations of this policy in accordance with procedures to be issued by the superintendent. Any district employee or student who believes that he/she has been subjected to sexual harassment has the right to file a complaint and to receive prompt and appropriate handling of her/his complaint. In all phases of the complaint resolution process, every reasonable effort shall be made to maintain the confidentiality and protect the privacy of all parties, consistent with the district's responsibility to investigate and address such complaints.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

RETALIATION AND FALSE ACCUSATIONS

Retaliation against an individual who either orally reports or files a written complaint regarding sexual harassment or who participates in or cooperates with an investigation is prohibited. Persons who knowingly make a false accusation will be in violation of this policy.

IMPLEMENTATION

The superintendent is responsible for implementing this policy. Implementation activities will include, but not be limited to:

- Education of all staff and students about this policy and associated federal and state laws prohibiting sexual harassment.
- Publication and dissemination of information to all district employees and students that will inform them of what sexual harassment is, what the individual can do, and where to go for help.
- Development of mandatory training seminars and inservice programs for all teachers, support staff, principals, and administrators to ensure the appropriate implementation of this policy. These training programs shall be designed to inform district employees of their duties, responsibilities, and potential liabilities when dealing with incidents involving sexual harassment; and provide clear guidelines and assistance for handling appropriately all incidents of sexual harassment in the district.

Education of all students about matters related to sexual harassment in order to develop behaviors and attitudes that mitigate inappropriate sexual overtures and pressures in school, work, and social settings. K-12 curricular modifications that integrate age appropriate activities and skill building to help students understand and overcome sexual harassment problems shall be introduced as soon as possible.

COVERAGE

This policy applies to all students, to all district employees, including administrators, teachers, and support staff, and to all school district contractors and consultants.

Legal RCW 28A.640.010

RCW 28A.640.040

Book	Bethel School District Board Policy Manual
Section	3000 Students
Title	SEXUAL HARASSMENT RELATED TO STUDENTS
Code	3205PR
Status	Active
Last Revised	January 14, 2020
Last Reviewed	October 13, 2020
Prior Revised Dates	1/31/96

The procedure is intended to set forth the requirements of Policy 3205, 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 students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. 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.

Title IX Coordinator, Investigator, and Decision-maker
The district will designate and authorize one employee to act as "Title IX Coordinator" to coordinate the district's state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.

The Title IX coordinator's name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district's nondiscrimination statement.

Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against the individual(s) who made the complaint ("complainant(s)") or the individual(s) reported to be the perpetrator of the conduct that could constitute sexual harassment ("respondent(s)" in general or individually, and must receive training on the following:

- The definition of sexual harassment under Title IX and state law;
- The scope of the district's education program or activity;
- How to conduct an investigation and grievance process and informal resolution process;
- How to serve impartially;
- Their responsibilities chapter WAC 392-190 WAC; and
- How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

District investigators must also receive training on issues of relevance to create an investigative report that fair~~ly~~ summarizes relevant evidence.

District decision-makers must also receive training on any technology to be used during hearings if the district provides for a hearing, and on issues of relevance of questions and evidence, including the requirement that questions and evidence about a complainant's sexual predisposition or prior sexual conduct are not relevant unless 1) such questions and evidence is offered to prove that someone other than the respondent committed the alleged conduct or 2) questions and evidence concerning specific incidents of the complainant's prior sexual behavior with respect to the respondent is offered to prove consent..

Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website.

Notice of Sexual Harassment Policy and Procedure

- Information about the district's sexual harassment policy and complaint procedure will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook. This notice will be provided in a language that each parent and guardian can understand.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at 516 176th St E, Spanaway, WA 98387.

Responding to Notice of Sexual Harassment
The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment. This includes informal and formal reports made to any staff member.

Upon notice of possible sexual harassment, staff will always notify the Title IX Coordinator. In addition, in the event of an alleged sexual assault, the school principal will immediately inform law enforcement and notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. 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.

Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures 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;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building, or
- Providing staff and/or student training.

In response to notice of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects

The district will inform the complainant and their parent/guardian 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.

- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant's legal guardian, or by the Title IX Coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district's educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation implementing the additional Title IX procedures. **Skip to Standard Complaint Process with Additional Title IX Requirements.**

If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation without implementing the additional Title IX procedures. **Continue to Standard Complaint Process.**

STANDARD COMPLAINT PROCESS

Acknowledging a Complaint - Standard Complaint Process

- Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure in a language the complainant can understand.

Investigating a Formal Complaint - Standard Complaint Process

- Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, 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 investigator will compile a full written report of the complaint and the results of the investigation.

Mediation - Standard Complaint Process
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.

Superintendent's Response to a Formal Complaint - Standard Complaint Process

- The superintendent or their designee will respond in writing to the complainant and the respondent 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 parties in writing of the reason for the extension and the anticipated response date. At

A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for individual alleged to have engaged in sexually harassing conduct.

Confidentiality

- The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.
- 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 following for evaluation:
    - Executive Director of Human Resources for adults; and/or
    - Director of Achievement and Equity for students.
- The respective title above 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 and state law prohibit 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.

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.

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 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 formal 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 district Title IX Coordinator. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Determining Whether to Incorporate Additional Title IX Complaint Procedures
The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.

Under Title IX, the term "sexual harassment" means:

- An employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- Conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or

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 academic 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 respondent or respondent(s), the coordinator will provide the respondent(s) 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 and their parent/guardian 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.

Resume "Standard Complaint Process" at Level Two - Appeal to Board of Directors.

STANDARD COMPLAINT PROCESS WITH ADDITIONAL TITLE IX REQUIREMENTS

The following sections outline the process the district will take to respond to complaints of sexual harassment under state law and Title IX.

Acknowledging a Formal Title IX Complaint

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 offer supportive measures to both parties.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent(s) and complainant:

- A copy of the school's discrimination complaint procedure in a language the parties can understand.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

Investigation of a Title IX Formal Complaint

The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law (See Standard Complaint Process).

The district adopts preponderance of the evidence/clear and convincing evidence as the standard or proof it will use in reaching decisions regarding complaints.

The district's investigation of a Title IX complaint must:

- Include a prompt and thorough investigation into the allegations in the complaint.

At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment 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 parties in writing of the reason for the extension and the anticipated response date.

The superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- A summary of the results of the investigation;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- 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; and
- Notice of the parties' 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.

At the time the district responds to the parties, the district must send a copy of the response to the office of the superintendent of public instruction.

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. **Continue "State Complaint Process with Additional Title IX Requirements" at Level Two - Appeal to Board of Directors.**

Level Two - Appeal to Board of Directors

Notice of Appeal and Hearing

- If the complainant or respondent(s) with the superintendent's or designee's written decision, the disagreeing party 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.
- If the complaint involves a named respondent, the District will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.
- The district will ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- The district will ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- 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 a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination.

Board 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 written decision will describe the result of the appeal and the rationale for the result.
- 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.

- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.
- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX
A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241-Student Discipline and the associated student discipline regulations for emergency expulsion.

Title IX Informal Resolution Process
At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent; the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, the district provide reasonably prompt time frames for the informal resolution process; and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process. The district will not offer an information resolution process unless a formal complaint is filed.

Superintendent's Response to a Formal Title IX Complaint

The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.

The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

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

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

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.
As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

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

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

Administrative Procedure
Bethel School District #403

Revised: 1/31/96, 1/14/2020, 10/13/2020

3205 Form Sexual Harassment Complaint.pdf (149 KB)

- 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.

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, State Requirement
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

Investigation Recordkeeping
The district will retain records of all sexual harassment investigations until

- subject of allegation(s) reaches age 80; or
- If subject of allegation(s) dies prior to reaching age 80, retain for 30 years after date of most recent accusation & completion of investigation/decision not to investigate or 30 years after date of separation from employment, whichever is earlier.

Records of sexual harassment investigations will be destroyed after the above retention timelines have been met.

Book	Bethel School District Board Policy Manual
Section	3000 Students
Title	POSSESSION OF WEAPONS BY STUDENTS
Code	3249
Status	Active
Adopted	January 14, 1992
Last Revised	March 28, 2006

It is unlawful for any student to carry onto any school premises, school provided transportation, or areas with facilities being used exclusively by public school:

1. any firearms; or
2. any dangerous weapon as defined by state law; or
3. any device commonly known as "num-chu-ka sticks," consisting of two or more lengths of wood, metal, plastic, or similar substances connected with wire, rope, or other means; or
4. any device, commonly known as "throwing stars," which are multi-pointed metal objects designed to embed upon impact from any aspect; or
5. any air gun, including any air pistol or air rifle designed to propel a BB, pellets, or other projectile by discharge of compressed air, carbon dioxide, or other gas; or
6. any device or instrument that is used in a manner which under the circumstances, manifests an intent to intimidate, harm, harass or warrants alarm for the safety of others; or
7. any explosives or incendiary components which by themselves or in conjunction with other items can result in an explosion or fire, such as explosive materials, blasting caps, fireworks, gasoline, other flammable liquids, ammunition, or any combination of these items generally referred to as a bomb; or
8. any object used in a threatening manner and/or used as a weapon which could reasonably be perceived, given the circumstances, as having the ability to cause bodily harm even though not commonly thought of as a deadly or dangerous weapon, such as a starter pistol, flare gun, laser device, cayenne pepper, ice pick, elongated scissors, or straight razor; or
9. any object which looks like a weapon, such as a toy or "dummy" gun, knife or grenade.

Students who violate subsection (1) of this policy will be expelled from school for a minimum of one calendar year. The principal or designee shall notify the parents or guardians and request an immediate conference. The principal or designee shall notify appropriate law enforcement personnel.

Students who violate subsection (2) through (9) of this policy will be subject to discipline up to and including expulsion.

Students have the right to a hearing and appeal to the school board to consider modification of the expulsion within guidelines established by Policy 3241, Classroom Management, Corrective Actions or Punishment.

The school district may authorize students to participate in officially sanctioned activities where firearms and martial arts equipment is used in a demonstration, safety or learning activity.

See Also: BSD Policy 6608, 3241

Legal	RCW 9.41.070, 250, 280 RCW 28A.600.420

Book	Bethel School District Board Policy Manual
Section	3000 Students
Title	POSSESSION OF WEAPONS BY STUDENTS
Code	3249PR
Status	Active
Last Revised	April 2, 2003

"Possession" includes, but is not limited to, having firearms or dangerous weapons on district property or at a district-sponsored events located:

1. in a space assigned to a student such as a locker or desk;
2. on the student's person or property (such as on the student's body, in his/her clothing, purse, backpack, or automobile); or
3. under the student's control or accessible or available, such as hidden by the student.

A search is mandatory if there are reasonable grounds to suspect a student illegally possesses a firearm in violation of RCW 9.41.280.

Students who are found to be in possession of a firearm or dangerous weapons as defined by RCW 9.41.250 to include laser devices shall be subject to the following actions:

1. The principal or designee will place the student on emergency expulsion, in accordance with WAC 180-40.
2. The principal or designee shall notify the parents or guardians and request an immediate conference.
3. The principal or designee shall notify appropriate law enforcement personnel.
4. After an investigation is completed, the principal or designee will initiate a disciplinary sanction that considers the seriousness of the offense.
5. The emergency expulsion may continue during the imposition of the recommended disciplinary sanction if the principal or designee determines the student's attendance at school is a danger to himself or others.

See Also: BSD Policy 6608, 3247, 3241

Administrative Procedure
Bethel School District #403

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	BACKGROUND CHECK PROCESS FOR DISTRICT EMPLOYMENT, DISTRICT VOLUNTEERS, AND EMPLOYEES OF CONTRACTORS
Code	5005
Status	Active
Adopted	March 8, 1994
Last Revised	October 22, 2019
Last Reviewed	December 12, 2017

Federal Immigration Law Compliance for Staff
The board has the legal responsibility of employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent/designee. Prior to final action by the board, a prospective staff member shall present necessary documents which establish eligibility to work as required by federal immigration law.

The superintendent/designee will certify that he/she has: "examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work." This certification will be made on the I-9 form issued by Federal Immigration and Naturalization Service.

Prior Acts of Sexual Misconduct
The district will require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant will authorize current and past school district employers, including employers outside of Washington, to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer's personnel, investigative or other files related to the sexual misconduct.

Disclosures for Staff and Volunteers
Prior to placement of any volunteer or employment of any staff member who will have unsupervised access to students, the district will require the applicant to disclose whether he/she has been:

1. Convicted of any crimes against children as defined in RCW 28A.400.322;
2. Found in any dependency action under RCW 13.34 to have sexually assaulted or exploited any minor or to have physically abused any minor;
3. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;
4. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor; or
5. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or developmentally disabled persons. The disclosure shall be made in writing and signed by the applicant and sworn to under penalty of perjury.

Staff Background Check
Prospective staff members will have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington State Criminal Identification Fingerprint card.

Applicants will be employed on a conditional basis pending the outcome of the background check. If the background check reveals evidence of convictions, the candidate may not be recommended for employment.

Provided, if convictions are shown on the background check, the superintendent or designee is directed to consult with legal counsel regarding the ramifications of those convictions.

Record Check Database Access Designee
The superintendent/designee is directed to establish procedures for determining which staff members are authorized to access the Superintendent of Public Instruction's (SPI) record check database. Fingerprint record information is highly confidential and shall not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) shall be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the SPI record check database.

Volunteer Background Check
Prospective volunteers shall also be advised that they will be subjected to a name, birth date, and social security number background check through an accredited background screening agency, under RCW 43.43.830. Provided, if convictions are shown on the background check, the superintendent or designee is directed to consult with legal counsel regarding the ramifications of those convictions. Individuals will not be allowed to volunteer until the background check process has been completed by the district.

Employees of Contractors Background Check
Pursuant to RCW 28A.400.303, the employees of contractors who provide services to the district will be subject to background checks following the same processes described in this policy for employees of the district.

Certification Requirements
The district will require that certificated staff hold a Washington State Certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), or such other documentation as may be required by the professional educator standards board with respect to alternative route programs, for the role of responsibilities for which they are employed. Failure to meet this requirement will be just and sufficient cause for termination of employment. State law requires that the initial application for certification shall require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which he/she has been assigned.

Classified Staff
Classified staff who are employed to work less than twelve (12) months, will be advised of their employment status for the ensuing school year prior to the close of the school year. If the district chooses to reemploy the staff member the following year, the superintendent/designee shall give "reasonable assurance" by written notice that the staff member will be employed during the next school year.

Board Approval
All staff members selected for employment will be recommended by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee who will receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

Revised 6/10/03, 5/11/04, 11/16/04, 12/12/06, 8/9/16, 12/12/17, 10/8/19, 10/22/19

Legal	RCW 13.34
	RCW 28A
	RCW 9.96A.020
	RCW 43.43.830-40
	RCW 50.44.050, 053
	Chapter 162-12 WAC
	WAC 180-16-220
	Chapter 181-79A WAC
	WAC 181-82-105, 100, 110
	Chapter 181-85 WAC
	WAC 392-300-050, 055, 060
	WAC 446-20-280

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	CITIZENSHIP STATUS
Code	5005PR
Status	Active
Last Revised	October 27, 2015

Prior to official employment, the district will document the citizenship/ immigration information regarding employment eligibility that is furnished by the prospective employee. The information that is recorded may come from single documents which establish both identity and authorization to work, including:

Examples of Acceptable Verification Document for New Hires

1. One Document Establishing ***Both*** Identity and Employment Authorization

U.S. Passport	Resident Alien Card	Alien Registration Card a.k.a. "Green Card"

— OR —

2. One Document Establishing Identity

Drivers License or State-Issued ID Card with Photo

PLUS

3. One Document Establishing Employment Authorization

Social Security Card

The district must complete an Immigration Service Form (I-9) for each staff member employed after November 6, 1986, and keep that form on file for three years. Employees must present documents from the Department of Homeland Security's List of Acceptable Documents.

Background Check

As per board policy, the superintendent may employ staff members on a temporary basis until the board takes final action on the recommendation of the superintendent. Unsupervised employees are subject to a background check with fingerprints to be furnished by the state patrol and Federal Bureau of Investigation.

Unsupervised volunteers with unsupervised access to children shall have name and date of birth background checks provided by the Washington State Patrol.

All such records shall be treated as confidential and only the director of personnel and one specific designee identified in writing shall be authorized to access the Superintendent of Public Instruction's record check data base and district record check data including records of arrest and prosecution (RAP sheets). RAP sheets shall be secured by the district in storage separate from personnel and applicant records. Further use of the record following initial employment or redissemination of the records to another organization or individual is expressly prohibited. Lawful use of such information does not constitute liability for defamation, invasion of privacy, or negligence, but noncompliance with this policy, relevant rules and statutes may allow for the recovery of civil damages under applicable federal and state statutes.

Administrative Procedure
Bethel School District #403

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	EMPLOYEE ETHICS
Code	5009
Status	Active
Adopted	November 13, 1979
Last Reviewed	March 28, 2003

An effective educational program requires the services of individuals of integrity, high ideals, and human understanding. To promote these essentials, all employees are expected to maintain high standards in school relationships. These standards include:

1. Just and courteous professional relationships with students, parents, staff members, and others.
2. Efficiency and knowledge of developments within the scope of their job responsibilities.
3. Transaction of all official business with properly designated authorities of the school district.
4. Friendly and effective cooperation between the community and the school district.
5. Communication of the contributions of the school district to the community.
6. Placement of the welfare of students as the first concern of the school district.
7. Seeking appointments to positions and promotion based solely on merit. The use of pressure on school officials for appointment or promotion shall be unethical.
8. Restraint from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.
9. Direction of any criticism of other staff members, or of any department of the school district, toward the improvement of the school system. Such constructive criticism is to be made directly to the administrator who has the responsibility for improving the situation and then to the superintendent if necessary.
10. Proper use and protection of all school properties, equipment, and materials.

Legal WAC 180-87-050 to 095

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	NONDISCRIMINATION AND AFFIRMATIVE ACTION
Code	5010
Status	Active
Adopted	November 13, 1979
Last Revised	September 24, 2019
Prior Revised Dates	4/12/88, 3/8/94,6/10/03, 10/28/08, 8/11/15, 9/24/19

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 guide dog 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 shall 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 shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, persons with disabilities, ethnic minorities, 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, willl be disseminated widely to staff in all classifications and to all interested patrons and organizations.

Employment of Persons With Disabilities
In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. 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.

2. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:

1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions. In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

3. The district will not use of any employment test or criteria that screens out persons with disabilities unless the test or criteria is clearly and specifically job-related, nor alternative tests or criteria that do not screen out persons with disabilities are available.

4. 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.

5. 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 uniformed service, on the basis of that participation in 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.

Revised: 4/12/88, 3/8/94,6/10/03, 10/28/08, 8/11/15, 9/24/19

Legal	45 CFR 84 Sec 504
	38 USC §§ 2021-2024
	8 USC 1324a and 1324B
	29 USC 706
	42 USC 12101-12213
	RCW 49.60.040 (15)
	42 USC 2000c-2000c-9; 2000h-2000h-6
	WAC 392-200-015
	Chapter 73.16 RCW
	RCW 49.60.030, 180, 400
	RCW 28A.400.310; 28A.640.020

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	SLURS, A FORM OF DISCRIMINATION
Code	5013
Status	Active
Adopted	October 30, 1992
Last Revised	June 10, 2003

The board of directors recognizes that a program of instruction and support services which focuses on individual pride and self-worth and teaches understanding and respect for the rights of others, is basic to enabling every student to function in our pluralistic society. The board further recognizes that slurs directed towards persons perceived to be different have a negative impact on all persons involved and the program as a whole. Such slurs will not be tolerated from staff or students.

Slurs are the most common form of discrimination. A slur is defined as an insulting or disparaging remark or innuendo such as a word, phrase, or joke directed at or to any individual or group(s) which is based on perceived differences within our diverse population. Students should be taught to appreciate individual differences and staff should model appropriate behaviors. It is appropriate for public schools to teach these values not only as part of the curriculum but also by precluding slurs which demean others. Slurs, in the context of a school setting, constitute a disruptive influence and students or staff who make a slur shall be subject to appropriate disciplinary action.

Inquiries regarding the application of this policy should be directed to the district compliance officer. Attempts will be made to resolve complaints and to provide remediation through the offices of the compliance officer. All district non-discrimination policies and procedures apply.

Legal	WAC 180-40-215
	RCW 49.60

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	DRUG-FREE SCHOOLS, COMMUNITY, AND WORKPLACE
Code	5201
Status	Active
Adopted	November 13, 1990
Last Revised	March 11, 2014

The board of directors has an obligation to staff, students, and citizens to take reasonable steps to assure safety in the workplace and to provide safety and high quality performance for the students that the staff serves. In addition, district employees have a responsibility to model appropriate behavior for students.

"Workplace" is defined to mean the site for the performance of work done on school district premises. That includes any district building or any school premises; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; off district property during any district-sponsored or district-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

The board of directors declares that the following behaviors will not be tolerated:

1. Reporting or returning to work under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis).

2. Using, possessing, distributing alcohol, illegal and/or controlled substances (including anabolic steroids and marijuana (cannabis) in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal and/or controlled substances or opiates or refusing to submit to drug/alcohol testing under circumstances of reasonable suspicion will be subject to disciplinary action, including immediate termination.

3. Using district property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances.

4. Using, possessing, or distributing illegal and/or controlled substances including marijuana (cannabis) in the workplace.

Any staff member who is taking a drug or medication whether or not prescribed by the staff member’s physician, which may adversely affect that staff member’s ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination of any of the senses, including those which may cause drowsiness or dizziness. The supervisor in conjunction with the district office then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace as defined above. Such notification shall be provided no later than five days after such conviction. The district shall inform the federal government within ten days of such conviction, regardless of the source of the information.

The superintendent or his/her designee shall establish a drug free workplace awareness program to ensure that each employee is educated about the dangers of drug abuse and is notified of this policy and procedures regarding drug activity at work. Any

staff member who violates any aspect of this policy shall be subject to disciplinary sanctions (consistent with local, state, and federal law) up to and including termination of employment. The district will commence discipline following a progressive discipline plan. This plan will include warning, suspension and possible termination of employment. A disciplinary sanction may include the completion of any appropriate treatment program at the employee's expense as a condition of continuing employment. Severity and frequency of violation(s) will determine the appropriate discipline.

An employee subject to discipline under this policy has the due process rights under federal or state law or the applicable collective bargaining agreement. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

Employees with alcohol or drug abuse problems are encouraged to seek help by contacting the district's employee assistance program and/or the personnel office. All requests for help, referrals, interventions, and/or test results will be treated confidentially to the fullest extent possible.

Other actions such as notification of law enforcement agencies may be taken in regard to a staff member violating this policy at the district's discretion as it deems appropriate.

Legal

RCW 69.50.435

21 CFR1300.11-1300.15

21 USC 812

41 USC §§ 701-707

20 USC §§ 7101-7118

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	CERTIFICATED STAFF RESPONSIBILITIES
Code	5233
Status	Active
Adopted	November 13, 1979
Last Revised	January 23, 2007

Regular building hours for certificated staff shall normally be one-half hour before school starts to one-half hour after school ends including a 30-minute duty-free lunch period. Individual schools may request a waiver from the board of directors to alter these districtwide provisions. The starting and dismissal times for students, which may vary from school-to-school, shall be determined by the district.

Fulfilling professional responsibilities will often require that teachers spend time outside of school hours. Such professional responsibilities include but are not limited to:

1. Preparing lesson plans for the instruction of classes;
2. Consulting with students when necessary;
3. Consulting with parents when it is not possible for the parent to meet with the teacher/specialist during building hours;
4. Participating in professional learning and/or curriculum development committees leading towards the improvement of student learning and educational programs;
5. Attending/participating staff meetings including in-service training provided by the district in the area of enhancing teaching skills needing improvement;
6. Supervising and directing co-curricular activities not specifically included in the district's co-curricular program; and,
7. Participating in such other activities not specifically included in the district's educational program.
8. Supervising students when needed to provide for their overall safety needs.
9. Participating in MDT (Multidisciplinary Team) meetings and IEP (Individualized Education Program) team meetings.

Legal

RCW 49.46.120

RCW 28A.405.030, 060, 140

RCW 28A.150.240 (2)

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES
Code	5253
Status	Active
Adopted	December 11, 2012
Last Revised	October 8, 2019

Purpose
This policy provides 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, trust, and commitment to the professional boundaries between staff and students in and outside of the educational setting, and consistent 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. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

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 proactively 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, when the communication is unrelated to school work or other legitimate school business district staff are prohibited from communicating with students by phone, e-mail, text, instant messenger, or other forms of electronic or written communication. District staff members are prohibited from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. This prohibition includes prohibiting staff from "friending" and/or "following" students on social media.

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.

~~Revised 10/8/19~~

Legal	WAC 181-87, 88 RCW 28A.400; RCW 28A.405.470, 475; RCW 28A.410.090, 095; RCW 28A.410.100

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES
Code	5253PR
Status	Active
Last Revised	September 24, 2019
Prior Revised Dates	12/11/12

Many educators or volunteers who cross the line of professional boundaries may not consciously begin with predatory motivation in mind. Instead, they allow themselves to develop a special relationship with a student that results in situations where their professionalism is compromised. Sometimes, this leads to sexual misconduct. All of this can be prevented by maintaining professional boundaries with students.

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

Educators, volunteers, students, parents, and other concerned adults are the key to stopping unprofessional conduct against students. Hence, the following information will help you to help protect students, your school, and the profession.

Boundary Invasion
A boundary invasion is an act, omission, or pattern of behavior by a school employee or volunteer that does not have a bone fide health, safety, or educational purpose for the student; and results in abuse or likely abuse of the staff/student professional relationship.

Inappropriate Conduct
Staff members or volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following:

1. Any type of inappropriate physical or sexual contact with a student or any other conduct that violates board policy regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being "overly touchy" with students without any legitimate educational or professional purpose;
2. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos; taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
3. Any kind of flirtatious or sexual communications with a student;
4. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship. This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in "peer like" behavior with one or more students;
5. Providing or socializing where students are consuming alcohol, drugs, or tobacco, and/or failing to report their use of these substances;
6. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. 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;
7. Sending students on personal errands unrelated to any educational purpose;
8. Banter, allusions, jokes or innuendos of a sexual nature with students;
9. Favorably commenting on a student's appearance if it is unduly revealing or if the comments have no educational value;
10. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
11. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
12. Maintaining personal contact (including "friending" or "following") a student on any social networking application or device;
13. Sending phone, email, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to school work or other legitimate school business. If staff members have educational or legitimate school business to conduct, they shall include the student's parent/guardian and an administrator. Staff members should use school email addresses and phone numbers and the parent/guardian's phone numbers for communications with students, except in an emergency situation;
14. Exchanging or providing personal gifts, cards, or letters with an individual student; 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;
15. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
16. Providing a student with information or views about other students, staff members, or volunteers without a legitimate professional purpose;
17. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct; and/or

18. Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom or a hotel room on a field trip).

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 or volunteers are required to promptly notify the principal or the supervisor of the employee or volunteer suspected of engaging in a boundary invasion/inappropriate conduct toward a student that violates this policy.

Staff members should:

- Not wait before reporting suspicious behavior to try to determine whether there is an innocent explanation;
- Not confront or discuss the matter with the staff member or volunteer at issue or with anyone else, but maintain confidentiality to protect privacy and avoid rumors; and
- Document for their own records that they notified an administrator, including to who, when, and what they reported.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member or volunteer may be engaging in inappropriate boundary invasion conduct with a student.

Investigation and Documentation
When an administrator receives information that a boundary invasion has occurred or might have occurred, the administrator must document, in writing, the concern and provide a copy of the documentation to the Assistant Superintendent or Director of Human Resources. The Assistant Superintendent or Director of Human Resources will see that the matter is investigated and documented, and if a boundary invasion has occurred without a legitimate educational or safety purpose, that the appropriate action is taken and documented. The Assistant Superintendent or Director of Human Resources will maintain a file documenting reports, letters of directions, and discipline relating to all professional boundary invasion reports and investigations made to Human Resources.

Whenever boundary invasion concerns occur, the person in charge of Human Resources will review the full history of concerns relating to the person complained about and will provide a summary to the Superintendent.

Reminder About Reporting Sexual Abuse
In some situations, the person engaging in boundary invasions with a student may also have engaged in child abuse or sexual abuse, which is defined in board policy and procedure 3421: Child Abuse, Neglect and Exploitation Prevention, and per law RCW 26.44. All professional school personnel who have reasonable cause to believe that a student has experienced sexual abuse by a staff member, volunteer, or agency personnel working in the school are required to make a report to Child Protective Services and/or law enforcement pursuant to. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

Disciplinary Action
Staff member or volunteer violations of this policy may result in disciplinary action up to and including dismissal. Violations of this policy may occur by ignoring professional boundaries as well as failing to report another staff member or volunteer who is ignoring professional boundaries. In any disciplinary situation, 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 website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	REPORTS OF IMPROPER GOVERNMENTAL ACTION
Code	5271
Status	Active
Adopted	June 10, 2003
Last Revised	May 10, 1994

The Bethel School District encourages employees to report improper governmental actions by any district officers or employees. The district will protect employees from retaliatory employment actions for reporting improper governmental actions, when the reports are made in compliance with this policy and related procedure. District officers and employees are prohibited from taking retaliatory action against an employee because the employee has, in good faith, reported alleged improper governmental action in accordance with this policy and related procedure.

The superintendent shall establish procedures for receiving and acting on employee reports of improper governmental actions and responding to allegations of retaliation.

Legal	RCW 42.41.010-060

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	CIVILITY
Code	5282
Status	Active
Adopted	February 26, 2019

Purpose
Bethel Schools 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; raising one's voice at another individual, repeated 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-and preferably no later than two (2) 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.

School Leadership Teams are encouraged to guide, support, and evaluate local efforts to establish and reinforce a culture of civility and respect for all. Complaints alleging conduct arising out of District programs that is uncivil or involves harassment, intimidation, or bullying of parents or volunteers will be processed via policy and procedure 3207, provided that parental complaints against District employees will be processed via policy and procedure 4220.

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 policies 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.

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	POSSESSION OF WEAPONS BY EMPLOYEES
Code	5283
Status	Active
Adopted	June 28, 1994
Last Revised	January 23, 2007

Employees of the district are not permitted to possess firearms or dangerous weapons as defined in RCW 9.41.250 while on school premises or school property during their working hours.

"Possession" includes, but is not limited to, having firearms or dangerous weapons on district property or at district-sponsored events or located:

a. in a space assigned to the employee such as a desk or locker; or

b. on the employee's person or property such as clothing, purse or automobile; or

c. in an area under the employee's control.

The district has zero tolerance to possession of firearms or weapons while on school premises or school property during their working hours. Violation of this policy will subject the employee to immediate disciplinary action which may include possible termination of employment.

This prohibition does not apply to employees who are officially engaged in military, police or security activities; employees involved in a convention, showing, demonstration, lecture or martial arts or firearms safety course authorized by the district; or employees supervising a firearms or air gun competition authorized by the district.

Legal RCW 9.41.010, 070, 250, 270, 280

Book	Bethel School District Board Policy Manual
Section	5000 Personnel
Title	SUBSTITUTE TEACHER ASSIGNMENT
Code	5610PR
Status	Active
Last Revised	May 8, 2003

Substitute teachers will be assigned by the human resources office except as noted below. The human resources office will maintain a list of qualified substitute teachers and will assign substitutes on a priority basis from that list.

Assignment of substitute teachers shall be determined by the following factors:

1. Request of the regular teacher.
2. Availability and record of responsiveness.
3. Appropriate experience and training.

Principals will:

- Arrange for substitutes for approved release time.
- Inform regular teachers of their responsibilities in the event a substitute is needed.

Teachers will:

- Plan and prepare for the substitute teacher.

Substitute teachers will:

- Leave a written report for regular teachers at the conclusion of each substituting term
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Administrative Procedure
Bethel School District #403

Book	Bethel School District Board Policy Manual
Section	6000 Management Support
Title	SEXUAL HARASSMENT
Code	6590
Status	Active
Adopted	March 13, 1984
Last Revised	September 3, 2003

The board of directors recognizes that sexual harassment is a form of misconduct that undermines the integrity of the employment relationship and that harassment on the basis of sex is a violation of both federal and state employment discrimination laws.

The district will provide a work and educational environment free from sexual harassment and will not tolerate such conduct on the part of any employee or individual involved in school district activities. Employees who instigate this type of harassment will be subject to disciplinary action, including suspension, demotion, or removal.

Any individual with a complaint of sexual harassment should notify his or her immediate supervisor or the administrator of their choice and/or the district's compliance officer. Administrators and supervisors who become aware of any allegation(s) of sexual harassment will immediately report such allegations to the district's compliance officer. All complaints of sexual harassment will be investigated promptly and properly resolved.

Definitions: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of an individual's employment; or is a stated or implied condition for obtaining an education, work opportunity or other benefit;
2. Submission to or rejection of such conduct is used as the basis for employment decisions or is a factor in an academic, work or other school-related decision affecting an individual; 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, and female to female. For additional information on sexual harassment related to students, reference policy 3206.

Bethel School District is committed to a positive and productive education and working environment free from discrimination, (sexual harassment is a form of employment discrimination). The district prohibits sexual harass¬ment of students, employees, and others involved in school district activities. The district will take prompt, equitable and remedial action within its authority on reports, complaints, and grievances alleging sexual harassment.

In fulfilling the district’s obligation to maintain a positive and productive work environment, the board of directors and administration will make every attempt to prevent sexual harassment and to halt any harassment of which they become aware. Engaging in sexual harassment will result in appropriate discipline or other sanctions against offending students, staff, and contractors. Other individuals (parents, volunteers, etc.) involved in district activities found engaging in sexual harassment on school property or at school activities will have 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. 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.

This policy includes formal procedures for reporting and investigating allegations of sexual harassment. Informal resolution to allegations of sexual harassment is appropriate at any time in the process, upon mutual agreement of the parties. All supervisory staff are responsible for receiving informal complaints and reports of sexual harassment and directing the complainants to the compliance officer.

The superintendent, or designee, shall develop procedures to provide information and education to district staff, students, parents and volunteers regarding the district's policy on sexual harassment. The district's policy on sexual harassment will be included in staff orientations. This policy shall be posted in each district building in a place available to staff, volunteers, parents and visitors. This policy will be reproduced in each staff, volunteer and parent handbook. Additionally, schools shall post sexual harassment policy 3206 which relates to students. Policy 3206 will be reproduced in student handbooks.

The superintendent or designee shall make an annual report to the board reviewing the district's sexual harassment policies and related procedures.

Cross Ref: Student Policy 3206

Legal RCW 28A.640.020

WAC 392-190-056-058

SEXUAL HARASSMENT

INFORMAL COMPLAINT PROCEDURES: Anyone may informally report or inquire about behaviors which may constitute sexual harassment. Informal reports may be made to any supervisor or the district's compliance officer. Complainants should be advised of their right to, and the process for, filing a formal complaint. Parties are encouraged to resolve complaints of sexual harassment in the informal process, if at all possible. Informal remedies include an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate. Informal complaints may become formal complaints at the request of the complainant, or because the district believes the allegation requires more thorough investigation.

FORMAL COMPLAINT PROCEDURES: The district shall orient all supervisory staff to the intent of this sexual harassment policy. Individual supervisors shall be responsible for implementation of this policy within their department or building location.

The district compliance officer shall be responsible for directing all investigations and monitoring all concerns arising under this policy.

Resolution Process:

1. Employees who believe they have been subjected to sexual harassment may file a complaint in the manner prescribed in this procedure to their immediate supervisor, the next higher level of supervisor or administrator of choice, or the compliance officer without fear of reprisal. All formal complaints shall be in writing and signed by the complainant. The complaint shall set forth the specific acts, conditions or circumstances alleged to have constituted sexual harassment.
2. Supervisors (principals, assistant principals or other administrators) who receive a complaint, either orally or in writing, shall promptly refer the complaint to the compliance officer who shall receive and direct the investigation of all formal (written) complaints of sexual harassment.
3. a. A complaint alleging sexual harassment shall be reduced to writing and signed by the complainant(s). The complaint shall set forth specific acts, conditions, or circumstances alleged to constitute sexual harassment in sufficient detail to allow the investigating officer to know the nature and extent of the alleged sexual discrimination or harassment.

   b. Upon receipt of a complaint that complies with subsection (1), the compliance officer shall investigate the allegations and, upon completion of the investigation, provide the superintendent with a written report concerning the complaint and the results of the investigation.

c. To determine whether the conduct alleged in the complaint constitutes sexual harassment, the investigator shall consider the totality of the circumstances, the nature of the harassment, and the context in which the alleged incident(s) occurred.

4. a. The compliance officer shall respond in writing to the complainant(s) within 30 days from the date the complaint was filed, stating:
   (1) That the district does not have adequate evidence to conclude that harassment occurred;
   (2) The corrective actions the district has taken, or intends to take; and/or
   (3) That the investigation is incomplete to date and will be continuing.

   b. Any corrective action identified in the compliance officer's response shall be taken in an expeditious manner, but in no event, no later than 30 calendar days following the superintendent's written response to the complainant(s).

5. a. If a complainant remains aggrieved by the decision of the superintendent, the complainant may file a written notice of appeal with the school board on or before the 10th calendar day following the date upon which complainant received the superintendent's written response.

   b. In the event the superintendent has failed to provide a written response to the complainant within 30 days from the date of original filing, the complainant may file a written notice of appeal with the school board on or before the 10th calendar day following expiration of the 30-day period.

   c. The notice of appeal shall set forth specific reasons why the complainant disagrees with the superintendent's response and the relief sought from the board of directors. The notice of appeal shall be filed with the superintendent's office.

   d. Upon receipt of a timely notice of appeal, in compliance with subsections (a), (b), and (c), the board of directors shall schedule a hearing to commence on or before the 20th calendar day following the filing of the written notice of appeal. The district and the complainant(s) shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board of directors shall render a written decision on or before the 10th calendar day following the termination of the hearing and shall provide a copy to all parties involved.

6. If a complainant is aggrieved by the decision of the board of directors, the complainant may appeal the decision to the Superintendent of Public Instruction in the manner prescribed in WAC 392-190-075.

7. Timelines provided in this procedure may be extended by mutual agreement of the complainant(s) and the district.

Sexual harassment may include, but is not limited to, the following behaviors:

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

All district orientation sessions for staff shall introduce the elements of the district's sexual harassment policy. Staff will be fully informed on the formal and informal complaint process and their roles and responsibilities under this policy and procedure.

Administrative Procedure
Bethel School District #403

Book	Bethel School District Board Policy Manual
Section	6000 Management Support
Title	USE OF SUPPLIES AND EQUIPMENT
Code	6802
Status	Active
Adopted	May 12, 1992
Last Revised	October 27, 2015

Supplies and equipment are purchased and maintained for use by the Bethel School District; they may not be used by employees or students for personal betterment or financial gain.

All requests for use of equipment, service, or property assigned to Bethel schools, departments, or programs, or owned by the student body shall be referred to the administrator in charge. Any violation of this policy may result in disciplinary action, up to and including termination.

District equipment may be assigned to employees for district use outside of the department or building. Employees are responsible for the safekeeping and appropriate use of district equipment while in their possession outside of the department or building to which they are assigned. Negligence by employees that result in lost or damaged equipment may be cause for discipline and require the employee to reimburse the district to replace or repair the lost or damaged item.

Book	Bethel School District Board Policy Manual
Section	6000 Management Support
Title	HOME USE OF DISTRICT EQUIPMENT
Code	6802PR
Status	Active
Last Revised	October 27, 2015

Frequently, there is a need for district staff to take computers and other district-owned equipment home to conduct district business. If the device is stolen, lost, or damaged while being used outside of the employees regularly assigned duties , the cost of replacing or repairing the damaged, lost, or stolen equipment may be recovered from the employee using a sliding scale of value that takes into account depreciation.

The following procedures will govern the use of district equipment outside the employee's normal work setting:

1. Any staff member issued laptop or iPad will be required to receive training from the Technology Department.

2. The employee's supervisor will determine whether equipment may be taken home.

3. An inventory record will be maintained by a designated staff member to account for all equipment taken home by staff. Details will include the specific piece of equipment being checked out, the equipment serial and bar code numbers, dates checked in/out, and a signed Hold Harmless Agreement -of the staff member checking in/out the equipment.

4. When equipment is returned, a check will be made to ensure that the equipment is operational.

Lost, Damaged, or Stolen Equipment
The following procedures have been established to recover funds from employees for equipment that is lost, damaged, or stolen:

In any case of lost or stolen equipment, a Property Loss Notice is required to be submitted to Risk Management.

The loss value of laptops will be on a 5-year depreciation schedule. The value will be reduced by one-fifth of its original purchase price for each year of its operation. The first year of use will be at full value of the device, with each remaining year less its one-fifth value. The employee may be responsible to reimburse the district for the remaining value of lost or stolen laptops if the superintendent or designee determines the employee has been negligent or has repeated occurrences. If a laptop is damaged the employee may be responsible to reimburse the district for the costs to repair, as determined by the Technology Department, up to the remaining value of the asset. If the damaged laptop cannot be repaired, as determined by the Technology Department, the employee ~~will~~ may be responsible to reimburse the district for the remaining value of the laptop.

The loss value of iPads will be on a 3-year depreciation schedule. The value will be reduced by one-third of its original purchase price for each year of its operation. The first year of use will be at full value of the device, with each remaining year less its one-third value. The employee may be responsible to reimburse the district for the remaining value of lost or stolen iPads if the superintendent or designee determines the employee was negligent or has repeated occurrences. If an iPad is damaged the employee may be responsible to reimburse the district for the costs to repair, as determined by the Technology Department, up to the remaining value of the asset. If the damaged iPad cannot be repaired, as determined by the Technology Department, the employee may be responsible to reimburse the district for the remaining value of the iPad.

Costs to repair or replace a lost or damaged laptop or iPad, beyond the depreciated value, will be paid by the appropriate department or building budget.

In all cases of stolen equipment, a Property Loss Notice is required to be submitted to Risk Management.