



# **Flett Middle School**

5020 W Wellesley Ave  
Spokane, WA 99205

## **Principal**

Dr. Matthew Henshaw

## **Assistant Principal**

Michelle Lewis

## **6<sup>th</sup> Grade Counselor**

Kitty Hennessey

## **7<sup>th</sup> Grade Counselor**

Tatriana Muravez

**This planner belongs to:**

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## Welcome to Flett!

It is my privilege to welcome you to the inaugural school year of Flett Middle School. Dozens of staff have been working years in advance to plan for a successful launch to ensure each student thrives as they transition to the middle level. We know transitions can be challenging so we have been planning and refining systems and structures that support small communities of learners where each student can be known, supported, and challenged. Some of these supports are built right into the very structure of the school, such as neighborhoods of classrooms instead of isolated hallways of classrooms we experienced as students.

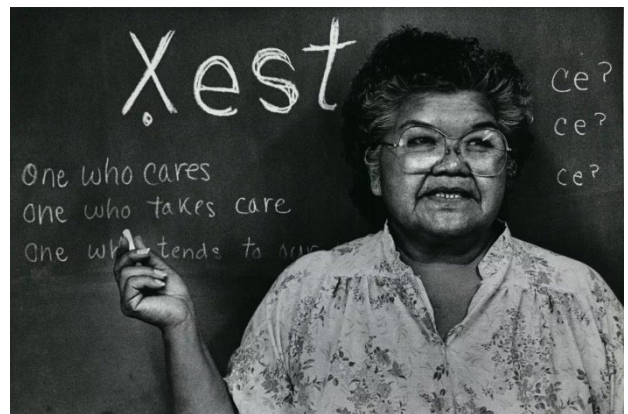
Our team believes in educating the whole child. That means we are working to plan a learning community that supports students academically, athletically, emotionally, and socially. We believe the middle school age presents an opportunity for young people to explore their interests, find their voice, and gain confidence in their ability reach their goals.

We also believe that education of our young people is a community effort. We understand that you are your students first teachers, and we wish to partner with you and the surrounding community to support the development of our communities students. I urge you to stay connected to your child's education as they transition to secondary school. We look forward to working together to meet the needs of students and help them reach their full potential as they move through their educational journey.

In partnership,  
Dr. Matthew Henshaw

## More Than a Name

Pauline Flett was a Spokane Tribal elder credited with saving the Spokane Salish language. Pauline's family members and friends exchange stories of her undying passion for sharing the Salish language, exemplified by her copious notebooks containing information regarding the Spokane Salish Language, some of which are on display at the Smithsonian Institute in Washington, DC. Flett is acknowledged as the creator of the first Spokane-English dictionary after working with Eastern Washington University linguist, Barry Carlson.



(The Spokesman-Review photo archive)

Pauline Flett's passion for her culture, community, and the next generation of Spokane Salish speakers is a key inspiration for the middle school named in her honor. At Flett Middle School, we strive to build a community of learners who will make a difference in the lives of their peers for generations to come. We celebrate her spirit in our school with small communities where all voices are heard, and all cultures are celebrated. We honor her legacy with the Salish language throughout the school as further evidence of her impact on saving the Spokane Salish language.

# FLETT MIDDLE SCHOOL 2022-2023 CALENDAR

## AUGUST NOTES

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## FEBRUARY NOTES

FEBRUARY 2023						
S	M	T	W	Th	F	S
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## SEPTEMBER NOTES

SEPTEMBER 2022						
S	M	T	W	Th	F	S
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## MARCH NOTES

MARCH 2023						
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## OCTOBER NOTES

OCTOBER 2022						
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30	31					

## APRIL NOTES

APRIL 2023						
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30						

## NOVEMBER NOTES

NOVEMBER 2022						
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## MAY NOTES

MAY 2023						
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## DECEMBER NOTES

DECEMBER 2022						
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## JUNE NOTES

JUNE 2023						
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## JANUARY NOTES

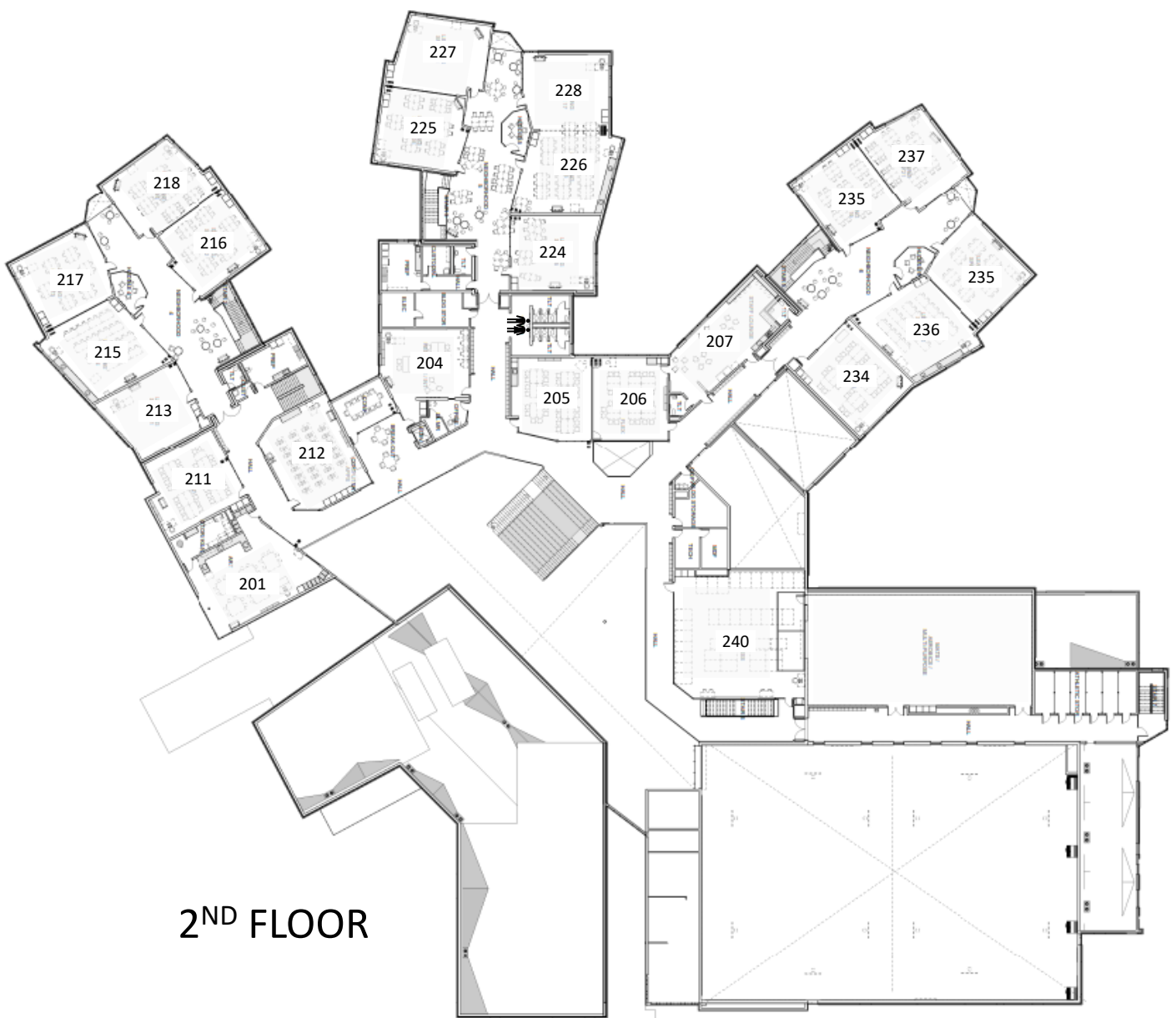
JANUARY 2023						
S	M	T	W	Th	F	S
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22	23	24	25	26	27	28
29	30	31				

## GRADING PERIODS

QUARTER 1
QUARTER 2
QUARTER 3
QUARTER 4



1<sup>ST</sup> FLOOR



2<sup>ND</sup> FLOOR

# Flett School Counseling Team

**Kitty Hennessey**

Grade 6

[KathrynH@spokaneschools.org](mailto:KathrynH@spokaneschools.org)

**Tatriana Muravez**

Grade 7

[TatrianaM@spokaneschools.org](mailto:TatrianaM@spokaneschools.org)

## What services do school counselors provide?

- **Academic Support and Course Planning**  
Provide course information and selection, development of study, organization, and time-management skills.
- **Personal/Social Growth Opportunities**  
Support students in personal and social relationships, learning to manage and regulate emotions, and develop healthy coping strategies
- **Career and Post-secondary Planning**  
Assist with goal setting, planning, preparation, and performance through a rigorous academic program. Connect career goals and interests with post-secondary education options.
- **Crisis Intervention**  
Support students and families in crisis, including suicide prevention, homelessness, hunger, neglect, bullying, harassment, abuse, grief and loss.



- **Substance Abuse Support**  
Provide education, referral for assessment and treatment, and share available resources.
- **Student/Parent Support**  
Provide individual and group conferences centered on the academic and personal growth of the student.
- **Student/Teacher Support**  
Assist with communication and facilitate cooperation between students and their teachers to promote student achievement and academic success. ***Students and parents are always encouraged to contact teachers directly as a first step.***

## Is what I share with my counselor confidential?

Information students share with the school counselor is confidential. However, the school counselor is obligated to break confidentiality when there is a potential harm to the student or others, concern of neglect or abuse, or a court of law that requires testimony or student records.



## How do I sign up to see my counselor?

Students may make a request to any of their teachers to see their counselor. They may also submit a request in the counseling center before school, after school, at lunch, and with permission from their teacher.

**If you are in crisis or experiencing an emergency, please call 911.**

**Spokane Regional Crisis Line: 1-877-266-1818**

**National Crisis Text Line: 741-741**

**National Suicide Hotline: 1-800-273-8255**



Students are required to take the following coursework:

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English Math Science Social Studies .5 Fitness .5 Elective 1.0 Music Elective	English Math Science Social Studies .5 Fitness 1.5 Electives	English Math Science Social Studies .5 Fitness .5 College, Career, Life Readiness 1.0 Elective

### GRADING POLICY

It is the intent of the Spokane School Board that students enrolled in middle school courses receive grades and credits in a manner that is understandable, accurate, and consistent across the district. Towards that end the following grading scale will be used.

**Grading is scheduled at the end of each quarter period, with final grades to be recorded at the semester.**

- Report cards are issued at the end of each quarter and sent home from 6<sup>th</sup> period.
- Only semester grades are used to compute a cumulative grade point average.
- Letter grades are used to designate pupil's progress.
- Spokane Public Schools Official Middle School Grading Scale:

Percentage	Letter Grade	Grade Point
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0
Below 60	F	0

### PowerSchool Access for Students and Families

PowerSchool is an online portal accessible anywhere that students and families can log into and see grades, assignments, scores, attendance and more. Students have personalized PowerSchool accounts and are given their account information at the start of the school year. Families can create their own PowerSchool account and are given personalized letters at the start of the year. Additional copies of their PowerSchool information can be obtained by visiting or contacting the Main Office.

PowerSchool can be accessed via this link:

<https://powerschool.spokaneschools.org/public>

Use the School Code **KMMW** when first logging in.

## Flett Daily Bell Schedule

Regular Schedule -Weekdays	Early Release- Fridays
<b>Breakfast Open in Cafeteria</b> <b>Halls Open to Students</b> <b>5 Minute Warning Bell</b>	<b>Breakfast Open in Cafeteria</b> <b>Halls Open to Students</b> <b>5 Minute Warning Bell</b>
<b>Advisory</b> <b>Period 1</b> <b>Period 2</b> <b>Period 3</b>	<b>Advisory</b> <b>Period 1</b> <b>Period 2</b> <b>Period 3</b>
<b>1<sup>st</sup> Lunch</b> <b>Period 4</b>	<b>1<sup>st</sup> Lunch</b> <b>Period 4</b>
<b>2<sup>nd</sup> Lunch</b> <b>Period 4</b>	<b>2<sup>nd</sup> Lunch</b> <b>Period 4</b>
<b>Period 5</b> <b>Period 6</b>	<b>Period 5</b> <b>Period 6</b>

### IMPORTANT LOG-IN INFORMATION

<b>Computer &amp; Office 365 LOGIN</b> Username: (Last Name + last 4 of student ID@sps81.org) Password: (DDMMYYYY 8-digit birthday) Example: smith3456@sps81.org	
<b>POWER SCHOOL LOGIN</b> powerschool.spokaneschools.org Username: Password:	<b>CLEVER ACCESS</b>

#### **PowerSchool Access for Students and Families**

PowerSchool is an online portal accessible anywhere that students and families can log into and see grades, assignments, scores, attendance and more. Students have personalized PowerSchool accounts and are given their account information at the start of the school year. Families can create their own PowerSchool account and are given personalized letters at the start of the year. Additional copies of their PowerSchool information can be obtained by visiting or contacting the Main Office. PowerSchool can be accessed via this link: <https://powerschool.spokaneschools.org/public>

## FLETT ATTENDANCE POLICY

### Absence from School

Washington State Law. RCW 28A.255.010, requires that students under the age of 18 attend school. Students are expected to be present and on time for all classes throughout the year unless they have a valid excuse from a parent or staff member. We realize there may be times when students may not be able to attend school. According to school district policy, **the following are valid excuses for absences or tardies:**

- Participation in a district or school approved activity or instructional program;
- Illness, health condition, or medical appointment (including, but not limited to, medical, counseling, dental, and optometry)
- Family emergency, including, but not limited to: a death or illness in the family;
- Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding, or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless status;
- Absence resulting from a disciplinary/corrective action. (e.g. suspension, emergency expulsion)
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity

*\*\*Absences for parental-requested activities such as vacations, trips etc., must receive prior approval from a building administrator.*

### Procedures for student absences:

1. **Full day absence:** The student's parent/guardian must do one of the following:
  - Notify the attendance secretary by phone or call the Attendance Hotline at \_\_\_\_\_ prior to 8:30 a.m. if their child is ill or going to be absent. This helps to ensure the child's safety.**OR**
  - Upon the student returning to school, send a note, signed and dated by parents/guardians, explaining the reason for the absence. Please bring this to the Student Office.
2. **Tardy:** Students are expected to be in their classroom, with all required materials, when the bell rings. Individual classroom teachers will document students who are tardy to their classes. Students who arrive at school any time after 9:00 should:
  - Bring a note from a parent/guardian excusing the tardy to the Student Office or have the parent/guardian call the Student Office secretary to excuse the tardy.
3. **Early dismissals:** Students may be excused during the school day for valid reasons. (See list above.) Safety is our primary concern. In order to leave school:
  - Parent/guardian must come into the Student Office to check out their child. Please contact the office if you have questions or if this presents a hardship.
  - If parents are excusing their child with a written note, students must bring the note to the Student Office before 8:55 a.m. to receive a green Temporary Dismissal Slip.
  - Check back into the Student Office if you return the same day.

**Truancy:** Flett Middle School is a closed campus. **This means that once on school grounds students may not leave without written permission (Street Pass) from the Student Office.** Students will remain on campus and attend their regularly scheduled classes from time of arrival until close of school unless officially excused. Students who are more than 10 minutes late to class or miss class without official permission will be unexcused or truant and may receive corrective action.



**Obtaining assignments for a sick or absent child:** Students that are ill/absent may request homework assignments by having a parent/guardian call the Student Office before 9:15AM or email their teachers. Work may be picked up in the Main Office between 8:30AM and 4:00PM. It is the responsibility of the student to make up work missed while absent. Students need to make arrangements with their teachers to make up activities, quizzes, or tests that cannot be made up at home. Students are given the same number of days they were absent to make up missed work unless arrangements are made with the teacher for extra time.

**Sick Students:** If a student becomes ill at school, they must obtain a pass from their teacher and report to the Student Office to call home and check out. Parents or guardians must speak with a staff member to give permission for their student to leave campus.

## **GUIDELINES FOR SCHOOL BUS TRANSPORTATION**

1. School bus routes and bus stops shall be established in a manner to safely and efficiently serve all passengers to include:
  - a. On time arrival and departure from schools;
  - b. A bus rider sign-up system for students attending secondary schools to confirm eligibility and placement of bus stops;
  - c. Efficient placement of neighborhood bus stops (students shall not usually be required to travel more than ten blocks, as shown by 100 block designation on the district map to a district approved bus stop); and
  - d. Bus routes, stops and schedules approved by the transportation supervisor or designee and altered only upon approval of the transportation supervisor or designee.
2. The District may offer transportation to/from schools or programs outside of the school
3. Geographic attendance area in which the student resides as follows:
  - a. Students complete a school bus registration form;
  - b. The transportation supervisor evaluates the feasibility and design for providing school bus route(s) to/from the school or program that would be funded by state's student transportation operations allocation; and
  - c. The transportation supervisor offers students to ride on an established school bus route or access to a Spokane Transit Authority ("STA") bus pass to the school if the student qualifies under Section II of this procedure.
4. School principals or designee shall monitor bus loading procedures for students.
5. Specific rules for students riding school buses are contained in Procedure 3200 and will be posted in each bus, provided and reviewed with passengers.
6. School buses, school bus operation, and school bus driver qualifications shall be in compliance with all applicable state and federal rules and regulations.
7. School bus drivers and schools will each receive a copy of students eligible to ride the bus

**Bus loading expectations:** Students are to report to their assigned buses immediately following the end of the school day. Buses will begin leaving at **3:35**. We cannot hold buses for late students so it is important that all students arrive on time. Students not riding a school bus are not allowed in the bus loading area. Students living more than 1.5 miles from school are eligible for bus transportation. Please check the district website for your bus riding eligibility. **Riding the bus is a privilege not a right. All school policies apply to conduct on school buses. Student safety is our primary concern.** It is expected that students will demonstrate appropriate behavior while riding the bus. Citations issued for misbehavior will result in the following consequences:

- **1<sup>st</sup> citation** – Letter home from school, conference with student (warning)
- **2<sup>nd</sup> citation** – 3-5 day bus suspension or restorative option in lieu of bus suspension. Re-entry meeting with Transportation Specialist to review bus conduct and expectations.
- **3<sup>rd</sup> citation** – Up to 20 day suspension
- **4<sup>th</sup> citation** – Removal for the remainder of the year.

## 2022 - 2023 FLETT MIDDLE SCHOOL STUDENT EXPECTATIONS

Our objective is to have a safe and productive learning environment for all students.  
The following table provides guidelines and rationales for student behavior and expectations.

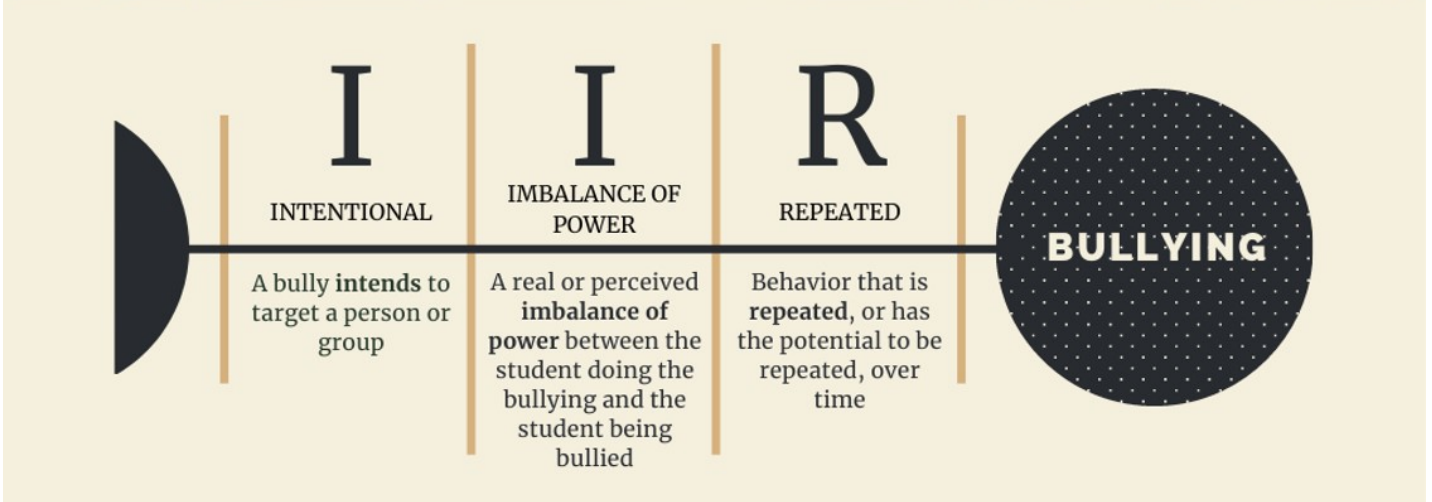
	Expectation	Rationale
<b>ON CAMPUS</b>	<ul style="list-style-type: none"> <li>• Students remain on campus for the entirety of the school day and are not permitted to visit local businesses after being dropped off at school.</li> <li>• Students may enter the cafeteria commons from <b>8:30 AM – 8:50 AM</b> for breakfast.</li> <li>• Students may transition to class beginning at <b>8:50 AM</b>.</li> <li>• Students must make their way off district property by <b>3:40 PM</b> unless they are participating in after-school activities or waiting for the bus.</li> <li>• Students can use a variety of methods to get to school (skateboards, bikes, scooters, etc.) but are expected to walk once on campus. Students are expected to secure their modes of transportation on the racks outside of school before entering the building.</li> </ul>	<p>We are responsible for students while on campus during the school day and want to support them. Student safety is paramount, so we have designated areas for students to be during the school day where we can make sure supervision is present.</p>
<b>PERSONAL APPEARANCE</b>	<ul style="list-style-type: none"> <li>• Student clothing and accessories promote a productive, inclusive, positive, and safe learning/workplace environment.</li> <li>• A student’s private areas and undergarments must always remain covered.</li> <li>• Undergarments should not serve as a primary article of clothing.</li> <li>• <b>Prohibited clothing/accessories</b> include, but are not limited to:               <ul style="list-style-type: none"> <li>-Items that promote illegal activities, violence or could jeopardize safety (ex: drug, alcohol references, and references that detract from a productive, inclusive, positive, and safe learning environment).</li> <li>-Items that could be discriminatory (ex. symbols, words or images aimed against others).</li> <li>-Items that reveal midriff, undergarments, or are backless or low-cut.</li> </ul> </li> </ul>	<p>Preserving a learning environment and assuring the safety and well-being of all students are primary concerns of Flett Middle School.</p>
<b>PERSONAL BEHAVIOR</b>	<ul style="list-style-type: none"> <li>• Students are expected to be in class and on time with the required materials.</li> <li>• Treat yourself and others with respect. Show kindness through your words, actions, and tone.</li> <li>• Follow directions or requests from any adult the first time they are given.</li> <li>• <b>Harassment, bullying, or threatening other students (jokingly or seriously) is not tolerated.</b></li> <li>• Use a voice level that is conversational and not too loud throughout the building.</li> <li>• <b>Use appropriate language in all areas of the campus.</b> Profanity, negative gestures, or gang related words/symbols should not be used at school.</li> <li>• Students should respect appropriate boundaries with one another and keep their hands and feet to themselves. Horseplay is not permitted. This includes hitting, tripping, running, pushing, etc.</li> <li>• <b>Public Displays of Affection</b> are not permitted. This includes kissing, holding hands, walking with arms around each other, and prolonged hugs.</li> <li>• Possessing or using tobacco, tobacco products, vaping or vaping products, drugs or drug paraphernalia, or alcohol is not tolerated.</li> </ul>	<p>-Learning occurs in the classroom. This means that students need to come to class prepared to learn, including having materials.</p> <p>-To ensure that we maintain a safe and orderly environment, students are expected to be respectful to all students and adults at Flett Middle School.</p> <p>-Substance possession and use by minors is against the law.</p>
<b>ELECTRONICS</b>	<ul style="list-style-type: none"> <li>• Students are expected to silence their phones and have them out of sight by <b>8:50 AM</b>. If the phone is out during class for any reason it may be confiscated by a teacher and turned into the office that day.</li> <li>• Cell phones and headphones <b>MAY BE USED</b> before school, in the cafeteria, outside during lunch, and after school, but <b>NOT DURING</b> school in any areas including the halls.</li> <li>• Camera/recording functions on phones or other devices are not permitted due to privacy expectations.</li> </ul>	<p>-Cell phones can be disruptive to the learning environment.</p> <p>-Capturing other people in photos/videos reduces the feelings of safety and comfort.</p>

<b>PASSES</b>	<ul style="list-style-type: none"> <li>Any time a student travels outside of their neighborhood during class, they need a <b>pass</b> from a teacher.</li> <li>Students must have their passes visible.</li> </ul>	<p>-Students who have permission to be out of class are easily identified with a pass.</p>
<b>PASSING PERIODS</b>	<ul style="list-style-type: none"> <li>Neighborhood doors should remain closed unless students are transitioning to/from electives or lunch.</li> <li>Students should not go into a neighborhood where they are not assigned unless directed by a staff member or in the event of an emergency.</li> <li>Students should keep their hands to themselves and be respectful of their surroundings.</li> </ul>	<p>-We are responsible for student safety and need to know where students are at all times.</p>
<b>FOOD AND DRINK</b>	<ul style="list-style-type: none"> <li>All food/drinks are consumed in the <b>cafeteria commons</b> area by the <b>end of breakfast or lunch</b> or in spaces that have been approved by a staff member or neighborhood team.</li> <li>Students will be asked to throw away all non-permitted drinks when breakfast or lunch is finished.</li> <li>Students are permitted to carry resealable, non-glass, water bottles throughout the school day containing <b>water only</b>. They may not share the contents with others.</li> </ul>	<p>- Consuming food/drinks in designated areas helps keep our building clean.          -Not sharing water bottles minimizes the potential for spills and spreading illness.          -Keeping food in designated areas reduces disruptions to the learning environment.</p>
<b>OFFICE/ NURSE/EARLY DISMISSAL</b>	<ul style="list-style-type: none"> <li>A student visiting the office or nurse for any reason must have a <b>pass</b> from a staff member. This includes visits to the office during passing periods.</li> <li>If a student is leaving school, an office staff member must talk to a family member before they leave. An office staff member will call for that student to come to the office to leave.</li> </ul>	<p>-Visiting the office results in missed class time and should be reserved for times when there is an urgent need that cannot wait.</p>
<b>LOCKERS</b>	<ul style="list-style-type: none"> <li>Lockers will be assigned only with permission and can <b>ONLY</b> be used by the assigned student.</li> <li>A student is responsible for all the items that are stored in their locker. Lockers are the property of the school and can be accessed by staff at any time.</li> <li>A student is responsible for not sharing their code with others, keeping their locker closed and always locked.</li> </ul>	<p>-Neighborhood scheduling makes lockers not as necessary.          -Students are held accountable for the contents of their assigned locker.          -Sharing codes can result in items going missing.</p>
<b>LUNCH DETENTION</b>	<ul style="list-style-type: none"> <li>Lunch detention may be assigned for any behavioral issues and/ or tardiness and truancy.</li> <li>Not complying with the rules of lunch detention may result in progressive discipline.</li> </ul>	<p>-Specific circumstances involving behavior issues may require additional support in the form of discipline.</p>
<b>AFTER-SCHOOL ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Students need to have parent/guardian permission to participate in after-school activities.</li> <li>Students participating in after-school activities (athletics, clubs) are expected to arrive at their destination by <b>3:35 PM</b> with appropriate materials/equipment.</li> <li>Students participating in after-school activities must be present and attend school on the day of the activity, practice, meeting, game, or event.</li> </ul>	<p>-It is important that your parent/guardian knows where you are after school.          -Arriving on time means you do not miss out on activities.</p>
<b>HOME EVENTS</b>	<ul style="list-style-type: none"> <li>The middle school sports environment is one of inclusivity and participation; and spectators should cheer and celebrate in a manner that promotes positive sportsmanship throughout the event.</li> <li>Students are encouraged to support their peers at events but must be accompanied by a parent or guardian.</li> </ul>	<p>-Students attending with responsible adults ensures adequate supervision at all events.          -We want all fans to enjoy</p>

	<ul style="list-style-type: none"> <li>• In unique circumstances, students may be allowed to spectate without a parent/guardian present but must have approval from an administrator prior to the day of the event. The student wishing to spectate must meet the criteria of having no documented behavioral concerns and/or support requests within the quarter.</li> <li>• Students will be responsible for their own transportation after an event and will not be permitted to use district transportation unless an exception has been made by an administrator, advisor, or coach.</li> <li>• A student's permission to attend events may be revoked if safety and behavior expectations are not met.</li> </ul>	<p>events free of distraction.</p> <p>-Flett's Character Strong Core Values are encouraged and expected on and off the field of play and are directly related to positive sportsmanship and citizenship.</p>
<p><b>SOCIAL MEDIA</b></p>	<ul style="list-style-type: none"> <li>• Students who choose to participate in social media are <b>responsible</b> for the content that they share and create.</li> <li>• Students can be held accountable for any social media use (either during school hours or outside of school) that disrupts the school environment.</li> <li>• Negative content thrives on social media when someone posts it, and others share and respond to it.</li> <li>• Extreme student behavior (hate speech, harassment, use of slurs, lewd conduct, promotion of illegal unsafe activities, etc.) that presents an immediate threat and/or disruption to others or self may be subject to an emergency removal from school and immediate loss of district technology use.</li> </ul>	<p>-Every student deserves to feel safe and comfortable. The responsibility of posted content lies with the individual who posts it and the individuals who share it.</p>
<p><b>TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>• Students are expected to follow the District's <b>"Accepted Use Policy"</b> and be responsible when using technology.</li> <li>• Inappropriate actions and violations of the District's Acceptable Use Policy will be documented by staff and addressed in a manner consistent with Flett's Discipline Plan.</li> <li>• Teams chat is to be used for educational purposes only and needs to be school appropriate. Students continuing to violate the chat expectations will be documented by staff and may have their privileges limited.</li> </ul>	
<p><b>STUDENT PRIVACY</b></p>	<ul style="list-style-type: none"> <li>• A school principal, vice-principal, or principal's designee may search a student, the student's possessions, and the student's locker if the principal, vice-principal, or principal's designee has reasonable grounds to suspect that the search will yield evidence of the student's violation of the law or school rules.</li> </ul>	<p>-School officials have the authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband.</p> <p>-The superintendent, the principal, vice principal, or principal's designee have the authority to conduct reasonable searches on school property as provided in this policy and procedure.</p>

**BULLYING AND HARASSMENT**

We have a zero tolerance for bullying and harassment at Flett Middle School. Each fall, students complete an anti-bullying curriculum in their Advisory period. Part of this curriculum includes the definition of bullying taken from *Bully Busters: A Teacher's Manual* by Newman, Horne, and Bartolomucci. Administrator, counselors, and staff members use the Double I/R definition in the graphic to discuss bullying behavior with students.



**WHAT IS HARASSMENT?**

Simply put, harassment is a repeated negative behavior that takes advantage of a less powerful person. The negative behavior may involve physical violence, name-calling, shunning, shaming, threatening, and/or cyber-bullying. Hitting, name calling, shunning, and shaming are all forms of bullying.

**WHAT IS CYBER-BULLYING?**

Cyber-bullying is bullying using electronic devices to initiate repeated negative behavior toward a less-powerful person. Electronic name-calling, shunning and shaming are all forms of cyber-bullying. So are spreading rumors, gossiping and making threats online. Schools are permitted to discipline students who engage in cyber-bullying if it disrupts the orderly operation of school.

To report bullying, please find the link on our school website and complete the form.

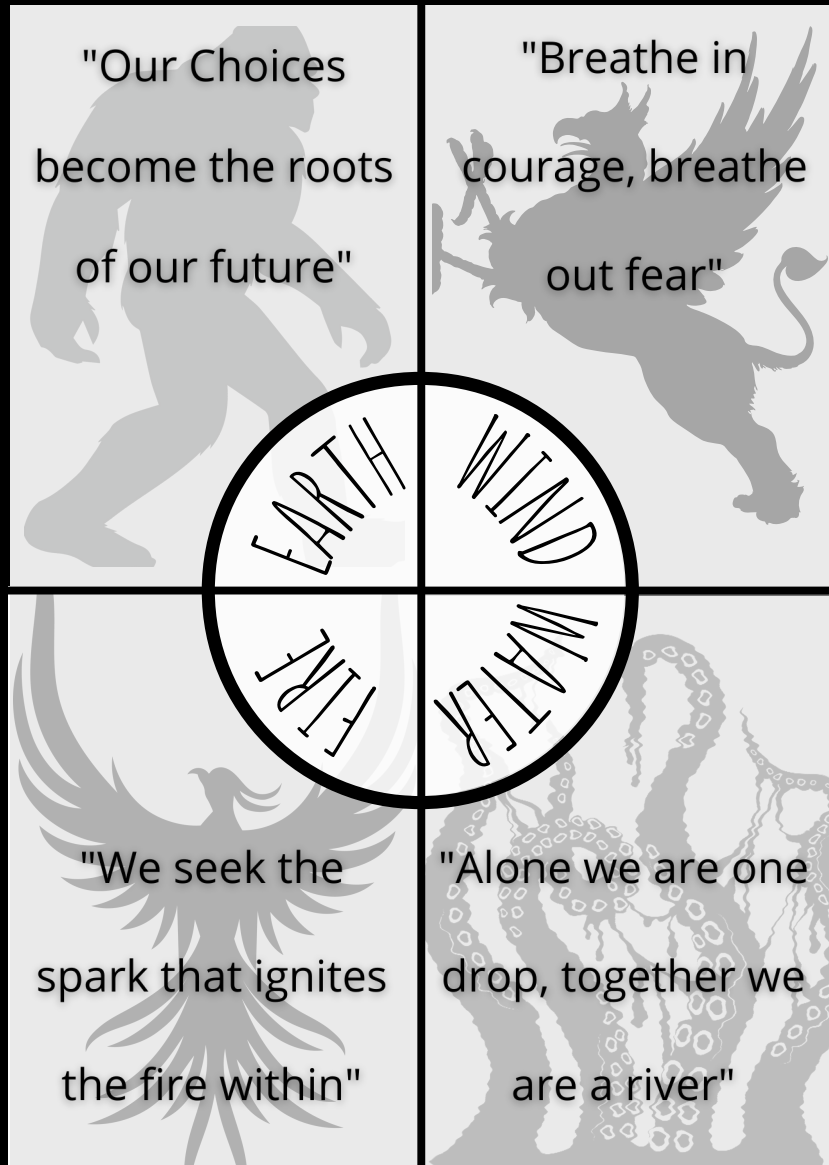
**ZERO TOLERANCE TO FIGHTING AND THE PROMOTION OF FIGHTING**

Flett Middle School maintains zero tolerance to fighting. Students who promote fighting in any way and/or refuse to leave the fight area immediately when requested by a staff member are also subject to progressive discipline. If you feel harassed or threatened in any way, report these issues to an adult you trust. Not reporting these issues will be considered participating in the situation and may result in suspension. There are no winners in a fight. We believe strongly at Flett that mediation is the best answer to conflicts.

"The earth, the air, the land, and the water are not an inheritance from our forefathers but on loan from our children. So we have to handover to them at least as it was handed over to us." Gandhi!

# The League of Four

## Welcome to Flett's House System



Each Riverhawk will be joining a team to compete throughout the year in The League of Four championship. Students earn points for their team by building relationships with staff and peers, engaging in school activities, and challenging themselves academically. We believe that Riverhawks work together to create a positive climate and culture.



## Activities and Athletics

There are many opportunities available at Flett; before, during, and after school. To participate in athletics, clubs, drill team, band, and choir activities, a student must be eligible under Flett rules and agree to read, sign, and abide by the Middle School Activities Contract along with parent/guardian and be in compliance with eligibility requirements. If students have any F's, then students will be put on a two-week probation to bring their grades up to a minimum standard before they can compete in any events. During probation, students may attend practices, classes, etc., but are not allowed to participate in any contests.

### All students who wish to compete in inter-school athletics must:

- Purchase an ASB card for \$20
- Pass a physical examination by a physician (physicals are valid for 2 years). \*
- Students must be academically eligible as defined by the WIAA and our league.
- Complete all required district paperwork

### We have four sport seasons at Flett:

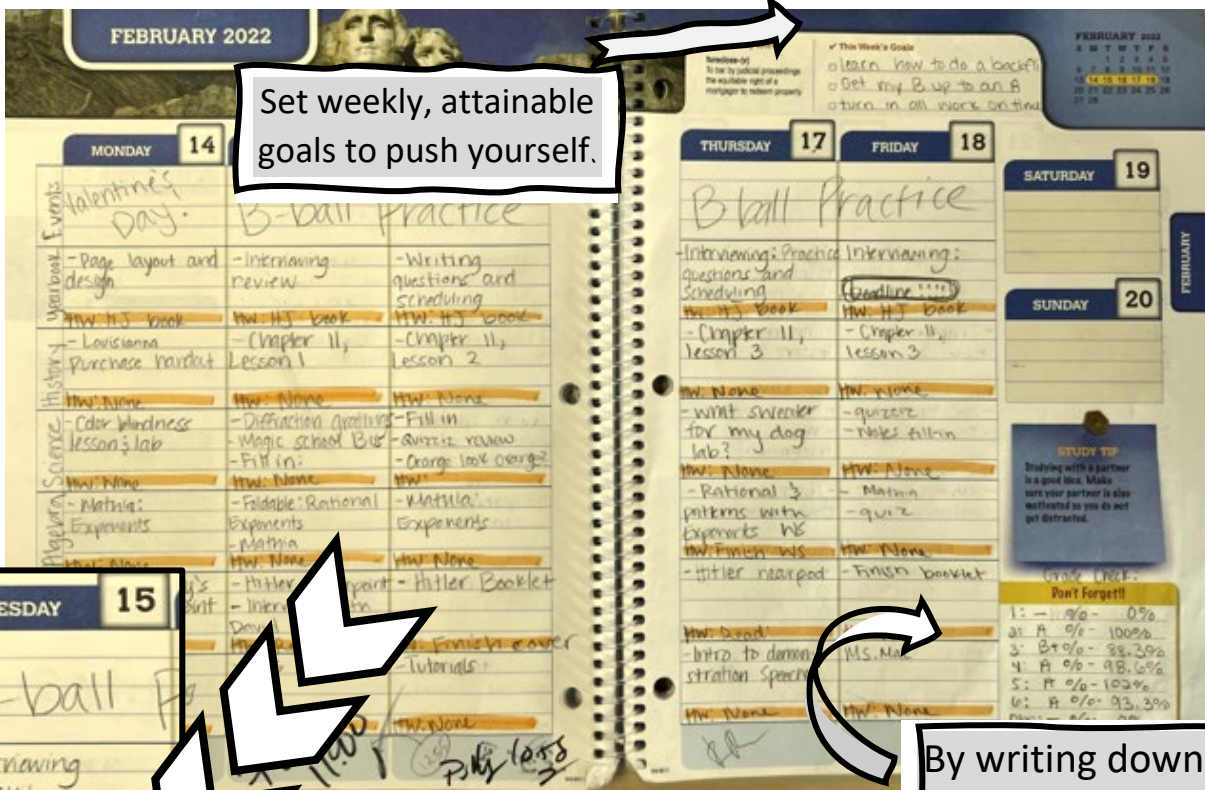
FALL	WINTER 1	WINTER 2	SPRING
Cross Country (6 <sup>th</sup> & 7 <sup>th</sup> ) Softball (7 <sup>th</sup> )	Wrestling (7 <sup>th</sup> ) Volleyball (7 <sup>th</sup> )	Basketball (7 <sup>th</sup> )	Track & Field (7 <sup>th</sup> Grade) Disc Golf (6 <sup>th</sup> & 7 <sup>th</sup> ) Baseball (7 <sup>th</sup> Grade)

### Some ideas for clubs or extracurricular activities I would like to see at Flett Middle School:

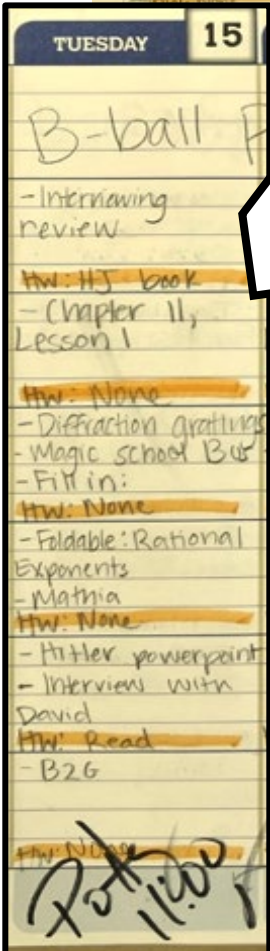
- ①
- ②
- ③
- ④
- ⑤

# AVVID Planner Organization

Organizing your planner with your academic content standards, homework given, and important due dates is vital to staying on track with your grades. You can also include a grade check, set goals and write important dates in your personal life (athletics, clubs, appointments, chores, etc.). Read below to see tips on how to stay organized this year at Flett Middle School!



Set weekly, attainable goals to push yourself.



For each class, your teacher will have specific items for you to write down. It may be the standard covered in class or the topic you're currently working on. For each class, write down what homework you have and when it is due. If there is nothing due, be sure to write, "No Homework!"

By writing down your letter grade, percentage, and GPA, you can track growth from week to week throughout the year.

Use the QR Code to find a video walking you through the steps:



# Cornell Notes

TOPICS/STANDARD/OBJECTIVE	<b>Heading</b>
<b>ESSENTIAL QUESTIONS:</b> <p>The overall question that guides the content of the notes. It is based on the standard or objective in the heading. The summary should provide the answer to the essential question.</p>	
<b>QUESTIONS:</b> <i>Left 1/3 of page</i> <ul style="list-style-type: none"> <li>• Identify the main ideas in the notes.</li> <li>• Create study questions that are answered by each main idea.</li> <li>• Write higher-level questions (Costa's Levels 2 &amp; 3) for the main ideas. <i>(Some material in the notes may not lend itself to higher-level questions.)</i></li> <li>• Use the questions to study for quizzes and exams.</li> </ul>	<b>NOTES:</b> <i>Right 2/3 of page</i> <ul style="list-style-type: none"> <li>• Be prepared to actively listen and take notes.</li> <li>• Take notes in <i>your own words</i> while listening to the teacher, reading a textbook, watching a video, solving a math problem, or participating in a science lab.</li> <li>• Record <i>facts, explanations, definitions, graphs, etc.</i></li> <li>• Use <i>abbreviations and visuals</i> that work for you.</li> <li>• Write in <i>phrases</i> (not complete sentences).</li> <li>• Don't worry about spelling except on important terms.</li> <li>• Write <i>important information</i>, not every word that is said or read.</li> <li>• <i>Listen</i> for important points emphasized by the teacher.</li> <li>• Fill in details, mark important information and vocabulary, and delete irrelevant information after class.</li> <li>• Use symbols (star, checkmark, etc.) to indicate what is significant.</li> <li>• Use memory cues: <i>underline, highlight, draw diagrams, etc.</i></li> <li>• Use <i>different colors</i> to indicate changes in topics or to mark important vocabulary words or phrases.</li> <li>• <i>Review notes</i> with a partner whenever possible.</li> <li>• <i>Review notes 10-24-7 (after 10 minutes, 24 hours, and 7 days).</i></li> </ul> <p>Note any points that need to be clarified with the instructor.</p>
<b>SUMMARY:</b> <ul style="list-style-type: none"> <li>• Address the essential question of the lesson.</li> <li>• Answer the higher-level questions from the left side to tie together the main ideas.</li> <li>• Paraphrase (use your own words) the answers to the questions.</li> </ul>	

## Writing in the Margins

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your notes.

<p><b>Visualize</b></p> <p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p>When visualizing, ask:</p> <ul style="list-style-type: none"> <li>• What does this look like?</li> <li>• How can I draw this concept/idea?</li> <li>• What visual and/or symbol best represents this idea?</li> </ul>	<p><b>Summarize</b></p> <p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p>Summaries will:</p> <ul style="list-style-type: none"> <li>• state what the paragraph is about</li> <li>• describe what the author is doing</li> <li>• account for key terms and/or ideas</li> </ul>
<p><b>Clarify</b></p> <p>Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.</p> <p>In order to clarify information, you might:</p> <ul style="list-style-type: none"> <li>• define key terms</li> <li>• reread sections of the text</li> <li>• analyze or connect ideas in the text</li> <li>• paraphrase or summarize ideas</li> </ul>	<p><b>Connect</b></p> <p>Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</p> <p>While reading, you might ask:</p> <ul style="list-style-type: none"> <li>• How does this relate to me?</li> <li>• How does this idea relate to other ideas in the text?</li> <li>• How does this relate to the larger world?</li> </ul>
<p><b>Respond</b></p> <p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.</p> <p>Readers will often respond to:</p> <ul style="list-style-type: none"> <li>• interesting ideas</li> <li>• emotional arguments</li> <li>• provocative statements</li> <li>• authors' claims</li> <li>• facts, data, and other support</li> </ul>	<p><b>Question</b></p> <p>Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p>While reading, you might ask:</p> <ul style="list-style-type: none"> <li>• What is the author saying here?</li> <li>• What is the author doing?</li> <li>• What do I understand so far?</li> <li>• What is the purpose of this section?</li> <li>• What do I agree/disagree with?</li> </ul>

# Academic Language Scripts

## Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this. . . , write this. . . , draw this. . . , pronounce this. . . , solve this?

## Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but. . . (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

## Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: . . . ?
- Could you please explain what \_\_\_\_\_ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean. . . ?

## Probing for Higher Level Thinking

- What examples do you have of . . . ?
- Where in the text can we find. . . ?
- I understand . . . , but I wonder about. . . .
- How does this idea connect to . . . ?
- If \_\_\_\_\_ is true, then . . . ?
- What would happen if . . . ?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are \_\_\_\_ and \_\_\_\_ similar?
- Why is \_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

## Expressing an Opinion

- I think/believe/predict/imagine that . . .
- In my opinion . . .
- It seems to me that . . .
- Not everyone will agree with me, but . . .

## Building on What Others Say

- I agree with what \_\_\_\_\_ said because . . . .
- You bring up an interesting point, and I also think . . . .
- That's an interesting idea. I wonder . . . ? I think. . . . Do you think . . . ?
- I thought about that also, and I'm wondering why . . . ?
- I hadn't thought of that before. You make me wonder if . . . ? Do you think . . . ?
- \_\_\_\_\_ said that. . . . I agree and also think. . . .
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that. . . ."
- That's an excellent point, and I would add. . .

## Soliciting a Response

- Do you agree?
- \_\_\_\_\_ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- \_\_\_\_\_ (name), what did you understand from that answer?

## Disagreeing

- I don't really agree with you because . . . .
- I see it another way. I think . . . .
- My idea is slightly different from yours. I believe that . . . . I think that . . . .
- I have a different answer than you . . . .

## Offering a Suggestion

- Maybe you/we could . . . .
- Here's something you/we might try.
- What if you/we . . . ?

## Classroom Reporting

- \_\_\_\_\_ explained to me that . . . .
- \_\_\_\_\_ pointed out that . . . .
- \_\_\_\_\_ mentioned that . . . .
- \_\_\_\_\_ shared with me that . . . .
- \_\_\_\_\_ brought to my attention that . . . .
- \_\_\_\_\_ pointed out something (interesting, intriguing, surprising).

# Reading Annotation Strategies

## R

Recognize and number the paragraphs or stanzas

## E

Explore and circle key terms and important dates

## A

Author's claims and main ideas are underlined

## D

Draw a box around new or unfamiliar words to look up later

## ! AHA Moment

Something that grabs your attention or is interesting to you

## ? Point of Confusion

Something that you are confused by or have questions about.

## ★ Remember it

Something that supports your thinking or is worth remembering



## Ethanol's Failed Promise

*By Lester Brown and Jonathan Lewis*

- 1 The willingness to try, fail and try again is the essence of scientific progress. The same sometimes holds true for public policy. It is in this spirit that we call upon Congress to revisit recently enacted federal mandates requiring the diversion of foodstuffs for production of biofuels. These "food-to-fuel" mandates were meant to move America toward energy independence and mitigate global climate change. But the evidence irrefutably demonstrates that this policy is not delivering on either goal. In fact, it is causing environmental harm and contributing to a growing global food crisis.

"Ethanol's Failed Promise," by Lester Brown and Jonathan Lewis. LA TIMES-WASHINGTON POST -- 04-22-08 ©2008  
Special to the Washington Post



## Transition Words for Writing

**Transitions** help organize and clarify your ideas for the reader. Like road signs, they guide a reader smoothly from idea to idea. When you consult this list, determine the type of signal word or **Lead-in** you need. Then, select the word or phrase most appropriate for the type of writing you are working on.

### Transitions which can be used to show location:

above	among	beneath
in front of	on top of	nearby
around	beside	inside
outside	against	away from
between	into	over
along	back of	beyond
near	throughout	alongside
behind	by	off
to the right	amid	below
down	onto	under
adjacent to	to the left/right	in the foreground
in the background		across

### Transitions which can be used to show time:

first	second	secondly
third	thirdly	last
once	subsequently	previously
at last	today	tomorrow
about	until	soon
then	after	lastly
meanwhile	later	next
at	today	afterward
before	prior to	tomorrow
immediately	as soon as	in the meantime
during	until	yesterday
finally	when	next week
formerly	at last	in the past
so far	thereafter	until now
simultaneously	since	when
whenever	formerly	

### Transitions which can be used to compare or contrast:

likewise	as	also
like	similarly	in the same way
in like manner	but	yet
although	otherwise	on the other hand
however	still	even though
counter to	in the meantime	even so
nevertheless	on the contrary	conversely
as opposed to	in contrast	equally important

### Transitions which can be used to signal a suggestion:

for this purpose	to this end	with this object
for these reasons	truly	

### Transitions which can be used to show emphasis:

For this reason	truly	to repeat	in fact
Again	with this in mind	to emphasize	
clearly	then	certainly	
the fact remains	still	indeed	
to be sure	naturally	in truth	

### Transitions which can be used to add information or present examples:

again	and	furthermore
next	also	besides
likewise	*finally	additionally
moreover	as well	equally important
in addition	*for example	further
another	for instance	together with
furthermore	along with	an illustration of
of course	specifically	*to illustrate

### Transitions which can be used to clarify:

that is	*to clarify	*for instance
put another way	in other words	stated differently
*to illustrate		

### Transitions which can be used to grant a point or concede an idea:

granted that	although	though	even though
of course	in spite of	obviously	
admittedly	assuredly	even so	
it is true that	but realize	while it may be true	

### Transitions to refute an idea:

However	although this may be true
in spite of	nevertheless

### Transitions which can be used to conclude or summarize:

*as a result	*consequently	accordingly
in short	*finally	thus
due to	to sum up	*therefore
*in summary	all in all	*in conclusion
in brief	on the whole	*to justify

### Transition to begin a series:

First of all	to begin with	first and foremost,
primarily	in the first place	

\*Words marked with an asterisk (\*) can be particularly helpful with math explanations.

## Mathematics & Science Resources

### The Number System

**Equivalent fractions** are fractions that have the same values but may look different. ex.  $\frac{3}{5} = \frac{9}{15}$

**Reducing fractions** can be done by dividing the numerator and denominator by a common factor. ex.

$$\frac{9}{15} \div \frac{3}{3} = \frac{3}{5}$$

To **add or subtract fractions** you need to have common denominators. If the denominators are the same, keep it the same and add/subtract the

numerators. ex.  $\frac{1}{8} + \frac{3}{8} = \frac{4}{8}$

If the denominators are not the same, change the fractions to equivalent fractions with a common

denominator. ex.  $\frac{1}{3} + \frac{4}{9} = (\frac{1}{3} * \frac{3}{3}) + \frac{4}{9} = \frac{3}{9} + \frac{4}{9} = \frac{7}{9}$

To **multiply fractions** you multiply your numerators together and your denominators together and reduce

the product if possible. ex.  $\frac{6}{7} * \frac{2}{3} = \frac{6*2}{7*3} = \frac{12}{21} = \frac{4}{7}$

To **divide fractions** you multiply the first fraction by the reciprocal of the second fraction and reduce the

quotient if possible. ex.  $\frac{5}{6} \div \frac{1}{4} = \frac{5}{6} * \frac{4}{1} = \frac{20}{6} = 3\frac{2}{6} = 3\frac{1}{3}$

### Expressions and Equations

A **term** is a single number or a variable or numbers and variables multiplied together. ex.  $3, x, \frac{1}{2}, 5y,$  and  $3xy$

A **variable** is a letter that represents an unknown value.

**Constants** are numbers on their own like  $3, 2.7,$  and  $\frac{1}{2}$ .

**Like terms** are terms with the same variables (and exponents) like  $4x$  and  $0.5x$  or  $3xy$  and  $xy$ .

An **expression** is a group of terms which can be separated by + or – symbols.

An **equation** is a statement that two expressions are equal. ex.  $3 + 7 = 2 * 5$

**Order of Operations** describes the order in which addition, subtraction, multiplication, and division should occur when simplifying or evaluating expressions. Work from left to right when multiplying/dividing and adding/subtracting.

**Grouping symbols**  $18 - 4^2 + (16 \div 4) * 12$

Exponents

$$18 - 4^2 + 4 * 12$$

Multiply **OR** divide

$$18 - 16 + 4 * 12$$

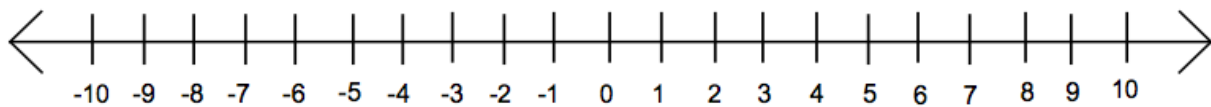
Add **OR** subtract

$$18 - 16 + 48$$

Add **OR** subtract

$$2 + 48$$

$$50$$



**Multiplication Chart**

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## Mathematics & Science Resources

### Ratios and Proportional Relationships

A **ratio** shows a comparison between two values. Ratios can be written multiple ways. Ex. If there are 2 cats and 6 dogs in a yard, we could write:

- The ratio of cats to dogs is 2:6 or 2/6
- The ratio of dogs to cats is 6:2 or 6/2
- The ratio of cats to all animals in the yard is 2:8 or 2/8
- The ratio of dogs to all animals in the yard is 8:2 or 8/2

A **proportion** describes two ratios that are equivalent. Ex.

$$\frac{6 \text{ dogs}}{2 \text{ cats}} = \frac{3 \text{ dogs}}{1 \text{ cat}}$$

A **unit rate** describes how much of something there is for 1 of another thing like 3 dogs per 1 cat.

A **ratio table** is a way to show equivalent ratios as well as a comparison between two quantities.

Cats	Dogs	Cats:Dogs
1	3	1:3
2	6	1:3
4	12	1:3
7	21	1:3

### Data and Measurements

**Data** is information collected from observations, experiments, or measurements.

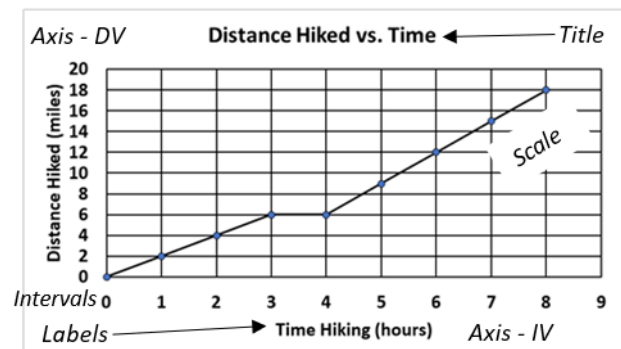
**Measurements** are values associated with what is being measured.

Common units of Measurement		
	Metric	US Customary Units
Distance	Meters (m), kilometers (km), centimeters (cm)	Feet (ft), inches (in), miles (mi), yards (yd)
Volume	Liter (L), milliliter (mL)	Cubic inch (in <sup>3</sup> ), cubic foot (ft <sup>3</sup> ), gallon (gal)
Mass	Grams (g), kilograms (kg), milligrams (mg)	Ounces (oz), pounds (lb), tons

### Graphing

A quality graph has the following:

- T Title** – summarizes the data being shown
- A Axes** – Independent variable on the x and dependent variable on the y
- I Intervals** – lines on the graph are numbered to show the same change in values from one line to the next
- L Labels** – Axes are labeled with the variables **and** units of measurement
- S Scale** – Chosen intervals allow the data to cover at least 50% of the graph.



### Geometry

**Area** describes the number of square units that covers a 2-dimensional space.

Formulas for area of common shapes	
A = area, s = side length, l = length, w = width, b = base, h = height, r = radius	
Square $A = s^2$	Rectangle $A = l * w$
Circle $A = \pi r^2$	Triangle $A = \frac{1}{2} b * h$

**Surface area** describes the total area of the surface of a 3-dimensional object.

**Perimeter** is the distance around a shape.

**Volume** describes the number of cubic units that fill a 3-dimensional object.

Formulas for volume of common shapes	
V = volume, s = side length, l = length, w = width, h = height, r = radius, $\pi = pi$	
Cube $V = s^3$	Rectangular prism $V = l * w * h$
Cylinder $V = \pi r^2 * h$	Cone $V = \frac{1}{3} \pi r^2 * h$
Sphere $V = \frac{4}{3} \pi r^3$	

### Variables

An **independent (manipulated) variable** is the element of an experiment or observation that a scientist intentionally changes to see how it affects the dependent variable.

A **dependent (responding) variable** is the element of an experiment or observation that is measured to see how the independent variable affects it.

**Controlled variables** are all of the elements of an experiment or observation that are kept the same to prevent them from affecting the dependent variable.

## NON-DISCRIMINATION STATEMENT

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate in the admission, treatment, employment, or access to its programs or activities on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, to the use of a trained guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer and/or 504 Compliance Officer.

The following **Civil Rights Compliance Coordinators** have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator: [Jodi Harmon](#), 509.354.7344 | Section 504 Coordinator: [Melanie Smith](#), 509.354.7284

**Other district contacts:** ADA Officer: Stephanie Busch, 509.354.5993 | Affirmative Action Officer: Nancy Lopez-Williams, 509-354-5651 | AHERA Officer: Bob Turner, 509.354.7143 | ALE Officer: Heather Bybee, 509.354.7361 | Certification Officer: Cindy Coleman, 509.354.7318 | Claims Agent: Rebecca Doughty, 509.354.7298 | Contract Officer: Cindy Coleman, 509.354.7318 | Copyright Compliance Officer: Mark Martell, 509.354.7212 | Equal Opportunity Officer: Nancy Lopez-Williams, 509-354-5651 | Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284 | Personnel Officer: Nancy Lopez-Williams, 509-354-5651 | Public Records Officer: Terri LeFors, 509.354.7395 | Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298 | Secretary, Board of Directors: Adam Swinyard, 509.354.7268 **Address:** 200 N Bernard Street, Spokane 99201-0282. You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Officer, listed above. You also have the right to file a complaint (see the SPS website).

## BULLYING, INTIMIDATION, OR HARASSMENT (HIB)

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and [Policy](#) and [Procedure 3207](#) define harassment, intimidation or bullying as: any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student's property; has the effect of substantially interfering with a student's education; is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact their building administration or HIB/Student Civil Rights Officer, Jodi Harmon.

## SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, emails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, listed above. You also have the right to file a complaint (see the SPS website)