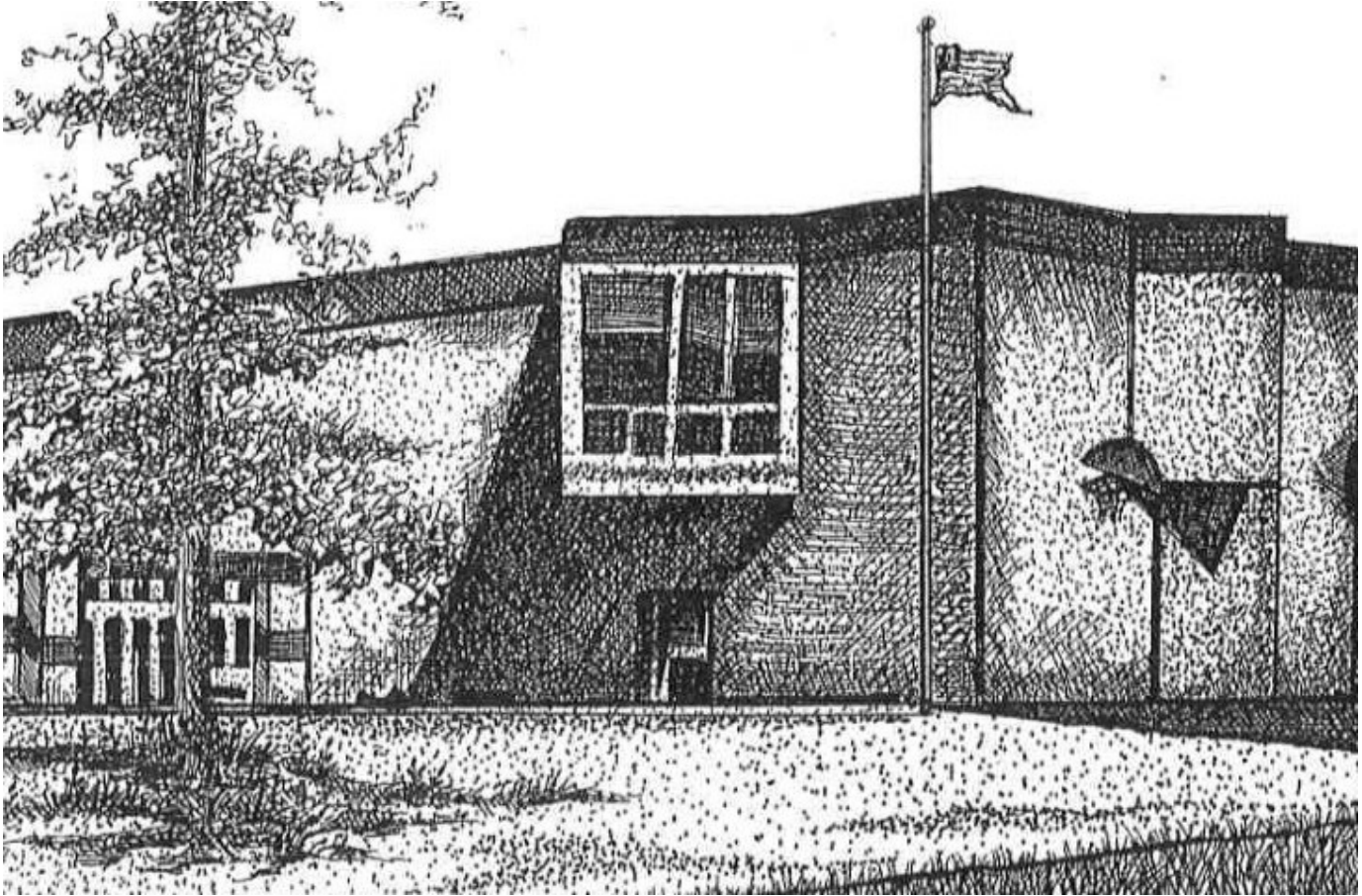


2022-2023

SPOKANE GARRY MIDDLE SCHOOL

725 EAST JOSEPH AVENUE
SPOKANE, WASHINGTON 99208



ARTWORK BY TERESA MILLER (SPOKANE GARRY TEACHER)

Principal

Dr. Wendy Watson

(509) 354-5210

**Assistant Principal
Kent Hibbard**

(509) 354-5204

**Grade Level
Counselor**

John Schutz
(509) 354-5122

Principal Assistant

(509) 354-5207

**Grade Level
Counselor**

Karyn Holt
(509) 354-5157

Attendance Hotline (509)354-5179

Main Office (509)354-5200

Safety Hotline (509)354-7233

AUGUST

MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
♦29	♦30	♦31		

SEPTEMBER

MON	TUE	WED	THUR	FRI
			①	2
5	6	⑦	8	9
12	13	14	15	16
19	20	21	22	▲23
26	27	28	29	30

OCTOBER

MON	TUE	WED	THUR	FRI
3	4	5	6	♦7
10	11	12	13	▲14
17	18	19	20	21
24	25	26	27	▲28
31				

NOVEMBER

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	▲9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY

MON	TUE	WED	THUR	FRI
2	3	4	5	▲6
9	10	11	12	13
16	17	18	19	▲20
23	24	25	26	27
*30	31			

SIGNIFICANT DATES

Aug. 29-31	Teacher Workday/Prof. Learning Imp. Day
Sept. 1	First Day of School
Sept. 5	Labor Day - No School
Sept. 7	First day of Kindergarten
Sept. 23	Friday Collaboration/Early Release
Oct. 7	Professional Learning Improvement Day
Oct. 14	Friday Collaboration/Early Release
Oct. 28	Friday Collaboration/Early Release
Oct. 31-Nov. 4	Elementary Conferences
Nov. 1-4	Secondary Conferences
Nov. 11	Veteran's Day - No School
Nov. 24-25	Thanksgiving Break
Dec. 9	Friday Collaboration/Early Release
Dec. 19-Jan. 2	Winter Break
Jan. 6	Friday Collaboration/Early Release
Jan. 16	MLK Day - No School
Jan. 20	Friday Collaboration/Early Release
Jan. 30	Semester break/Weather Make-up
Feb. 3	Friday Collaboration/Early Release
Feb. 17	Friday Collaboration/Early Release
Feb. 20	President's Day - No School
Mar. 3	Teacher Workday/Prof. Learning Imp. Day
Mar. 13	Weather/Emergency Make-up
Mar. 17	Friday Collaboration/Early Release
Mar. 27-31	Elementary Conferences
Apr. 3-7	Spring Break
Apr. 21	Friday Collaboration/Early Release
May 5	Friday Collaboration/Early Release
May 19	Friday Collaboration/Early Release
May 29	Memorial Day - No School
June 16	Last day of School 1/2 day
June 19	Juneteenth - No School
June 20	Weather/Emergency Make-up

ELEMENTARY GRADING PERIODS

Jan. 27	End of First Semester Elementary
June 16	End of Second Semester Elementary

ELEMENTARY REPORTING

First Grading Period

Feb. 6	Report Cards
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Second Grading Period

June 16	Report Cards
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SECONDARY GRADING PERIODS

Nov. 4	End of First Quarter
Jan. 27	End of First Semester
Apr. 14	End of Third Quarter
June 16	End of Second Semester

SECONDARY REPORTING

Nov. 15	First Quarter Report Cards Secondary
Feb. 7	First Semester Report Cards Secondary
Apr. 24	Third Quarter Report Cards

FEBRUARY

MON	TUE	WED	THUR	FRI
		1	2	▲3
6	7	8	9	10
13	14	15	16	▲17
20	21	22	23	24
27	28			

MARCH

MON	TUE	WED	THUR	FRI
		1	2	♦3
6	7	8	9	10
*13	14	15	16	▲17
20	21	22	23	24
27	28	29	30	31

APRIL

MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	▲21
24	25	26	27	28

MAY

MON	TUE	WED	THUR	FRI
1	2	3	4	▲5
8	9	10	11	12
15	16	17	18	▲19
22	23	24	25	26
29	30	31		

JUNE

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	*20	21	22	23
26	27	28	29	30

LEGEND

- First/Last day of School
- Holiday
- No School/School Break Day
- Afternoon or All-Day Conferences
- ▲ Friday Collaboration Day/Early Release
- ♦ Teacher Workday/Prof. Learning Imp. Day
- * Weather/Emergency Makeup Day

2022-2023 SPS Calendar



THIS IS ME

NAME

MY GOALS FOR THIS YEAR

- 1.
- 2.
- 3.

MY TOP THREE PEOPLE

I LEARN BEST WHEN

THINGS THAT MAKE
ME LAUGH

IF I COULD HAVE ONE
SUPERPOWER, IT WOULD BE

THE CELEBRITY WHO
WOULD PLAY ME IN A
MOVIE OF MY LIFE

THINGS I DO IN
MY SPARE TIME

THE SONG THAT BEST
REPRESENTS MY LIFE IS

BECAUSE...

2022 - 2023 SPOKANE GARRY MIDDLE SCHOOL STUDENT EXPECTATIONS

Our ultimate objective with our guidelines expectations and guidelines is to have a safe and productive learning environment for all students. The following table provides expectations and rationales for student guidelines. Please see the complete student handbook on our school website.

	EXPECTATION	RATIONALE
ON CAMPUS	<ul style="list-style-type: none"> Students will remain on campus for the entirety of the day. Once on campus (this includes the playfields), students are NOT allowed to LEAVE campus at any time before school is dismissed unless students have an early dismissal notice. Breakfast in the cafeteria begins at 8:20 AM (<i>Breakfast will not be served after 8:50 AM</i>). Students are not allowed to enter the rest of the building until 8:50 AM, unless they are participating in a supervised activity or have a pass from a teacher. <u>Students must leave school grounds by 3:40 PM</u> or be in their supervised after school activity. The Nevada Park and Playfields are considered part of Spokane Garry Middle School campus between the hours of 7:00 AM and 5:30 PM or until an event is concluded (example: baseball fields). The park area (SE corner of Nevada Playfield, bordered by the trees on the north and west sides) is also part of the Garry Campus until 5:30 PM or until activities are concluded. 	<ul style="list-style-type: none"> We are responsible for you and your safety is paramount. In order to provide adequate supervision, students are expected to remain in designated areas while on campus.
ELECTRONICS	<ul style="list-style-type: none"> Cell Phones and headphones may be used before school, during lunch, and after school, but NOT DURING classes. Cell Phones are to be “silent” and out of sight at all times. Students are expected to power off their phones at the first warning bell (8:50 AM). If the phone is out during class for any reason it may be confiscated by a teacher and turned into the office that day. School Board Policy No. 3245: Telecommunication devices will be turned on and operated only before and after the regular school day and during the student’s lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator or staff member authorizes the student to use the device; If a student refuses to hand their cell phone to a teacher, the cell phone may be confiscated for the class period or the remainder of the school day. If cell phone issues are recurrent, a parent or guardian will be contacted, and a cell phone plan will be implemented. Camera or recording functions on phones or other devices are not permitted at any time due to privacy expectations. RCW 9.73.030 Spokane Garry Middle School is not responsible for lost, stolen or damaged electronics, or other personal property. During lunch, laptops must remain inside backpacks when students are in the cafeteria or outside. 	<ul style="list-style-type: none"> Cell phones are distracting to the learning environment. All students deserve to feel safe and comfortable in the school environment. Capturing other students in photos or videos reduces feelings of safety and comfort.
PERSONAL APPEARANCE	<ul style="list-style-type: none"> Students must dress in clothing that does not disrupt the educational process, call undue attention to themselves, or affect the safety of others. Please see the Dress Code section and graphic on page 6 of this handbook for more specific details. If a student’s attire is not appropriate, the student will be asked to fix it with: clothing provided by the office or something they have or can borrow from a classmate. Students may call home and ask for a parent/guardian to bring them clothes. Students who refuse to comply with dress code expectations and refuse to change into appropriate clothing will be placed in “In School Intervention” they are able to meet dress code. 	<ul style="list-style-type: none"> Preserving a learning environment and assuring the safety and well-being of all students are primary concerns of Spokane Garry Middle School.
FOOD AND DRINK	<ul style="list-style-type: none"> Non-glass bottles containing water are permissible throughout the school day. No coffee stand drinks or other food and drinks that cannot be sealed are allowed in the hallways or lockers. Students may only have drinks and snacks in the cafeteria. 	<ul style="list-style-type: none"> To keep the school clean, food and drink should be consumed in designated areas.
HEALTH AND FITNESS UNIFORMS	<ul style="list-style-type: none"> Students are expected to wear a Fitness and Health uniform to Fitness & Health class. At the beginning of the school year, students will be given an order form to purchase a school uniform. 	<ul style="list-style-type: none"> Changing into appropriate clothing for sports and activities, supports good hygiene and allows students to fully participate in the class.

	EXPECTATION	RATIONALE
PERSONAL BEHAVIOR	<ul style="list-style-type: none"> • Treat yourself and others with respect. • Remain in the designated areas at lunch (on the school side of the trees that line the park). • Follow directions or requests from any adult, the first time they are given, while on campus. • Use a voice level that is conversational and not too loud, throughout the building. • Use appropriate language in all areas of the campus. • Prohibited behaviors included, but are not limited to: <ul style="list-style-type: none"> ○ Horseplay is not permitted. This includes hitting, tripping, running, pushing, etc. Students are expected to keep their hands and feet to themselves. ○ <u>P</u>ublic <u>D</u>isplays of <u>A</u>ffection are not permitted. This includes kissing, holding hands, walking w/ arms around each other, prolonged hugs. High fives, knuckle bumps, and brief side hugs are appropriate ways to make contact with others. ○ Harassment, bullying, or threatening other students (jokingly or seriously) is not tolerated. ○ Using or exhibiting swear words, negative gestures, or gang related words/symbols is not tolerated. ○ Possessing or using tobacco or vaping products, drugs or drug paraphernalia, or alcohol is illegal and not permitted. All violations will be referred to law enforcement. 	<ul style="list-style-type: none"> • Our school is a place of learning where we treat ourselves and one another with respect. To ensure that we maintain a safe and orderly environment, students are expected to be respectful to all students and adults at Spokane Garry Middle School.
Backpacks	<ul style="list-style-type: none"> • Students will not be assigned a locker. • Aerosol deodorant, hair spray, and spray bottles of perfume or cologne are not allowed (this is due to potential allergic reactions). • Students are accountable for the contents of their backpack 	<ul style="list-style-type: none"> • Backpacks provide a safe place to store laptops between classes
PREPARED AND PUNCTUAL	<ul style="list-style-type: none"> • Students will arrive to class: on time, with all materials, every period, and every day. • Binders and planners are required for all students. At the beginning of the year, a binder is supplied to all students which includes: <ul style="list-style-type: none"> ○ Planner (the first planner is free for all students) ○ 2 inch 3-ring binder with college-ruled notebook paper ○ Heavy-duty pencil pouch with metal reinforced holes with pens and pencils • If a student loses their planner, they must replace it. Replacement binders and supplies may be purchased in the Business Office. • Students who are consistently tardy to class will have progressive interventions. 	<ul style="list-style-type: none"> • Learning occurs in the classroom. Students need to come to class prepared to learn, including having materials and supplies with them when they arrive.
HALLWAYS	<ul style="list-style-type: none"> • Any time a student travels during instructional time, they must have a yellow pass from an adult. • Students will walk whenever they are inside the building and keep their hands and feet to themselves. 	<ul style="list-style-type: none"> • Students need to be able to safely move through the building
HOME EVENT	<ul style="list-style-type: none"> • Students will only be allowed to spectate at home sporting events if their Parent/Guardian or Emergency Contact (documented in Power School) is present or with a Spokane Garry Chief Season Ticket. • In order to attend games and events, students must be present at school that day without any discipline issues. • If a student demonstrates poor behavior during any event, the student will be asked to leave, and may be denied the right to attend future games/events. 	<ul style="list-style-type: none"> • All parents and fans should enjoy the events free of distraction. Students with their adults ensures adequate supervision at all events.

SPOKANE GARRY 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 354-5179 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: Spokane Garry 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.

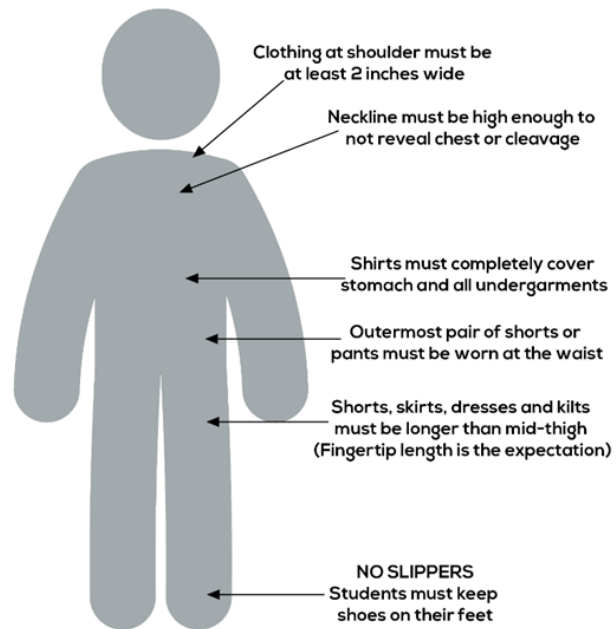
Obtaining assignments for a sick or absent child: Students that are ill/absent may request homework assignments by having a parent/guardian call the Student Office before 9:15AM or email their teachers. Work may be picked up in the Main Office between 8:30AM and 4:00PM. It is the responsibility of the 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.

DRESS CODE

At Spokane Garry Middle School, we are committed to excellence in the classroom and in the halls. Garry Ravens dress and exhibit grooming appropriate for the educational activity and follow school guidelines.

- Student attire (tops, skirts, pants) should cover the student's undergarments and entire body.
- Belts on pants need to be properly secured. Students should not wear anything that is illegal, immoral or that promotes drug and alcohol use, violence or sexual activity.
- In certain educational settings, students may be required to wear safety devices or uniforms that ensure the student's safety and/or unrestricted movement.



ACTIVITIES AND ATHLETICS

Spokane Garry Middle School offers a wide variety of after school and athletic programs. Students are sure to find something fun and interesting for students to engage them. We strongly encourage students to be involved with some after school activity. If students are eligible for the bus, there is an academic bus that boards at 4:45 PM and an activity bus that boards at 5:30 PM to deliver children home. Bus Transportation phone number is (509) 483-0224.

ACTIVITIES & CLUBS (this list may vary once the school year begins)

ASB ADVISOR: Eric Brazington 354-5177

- | | | |
|-----------------------|-----------------|-----------------------|
| • Strategy Games Club | • Anime Club | • Multi-Cultural Club |
| • Raven's Circle | • Robotics Club | • Lunch Groups |

ATHLETICS

ATHLETIC COORDINATOR: Kim Macpherson 354-5138

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

1. Pass a physical examination by a physician (physicals are valid for 2 years).*
2. Have a waiver of insurance (personal family insurance), or school insurance coverage.
3. Paperwork through Family ID.
4. **Purchase an ASB card for \$10. An ASB card is REQUIRED to participate in any extracurricular activity.**

* Some families are eligible for a free or reduced ASB fee.

The link to FamilyID on the Spokane Garry homepage at spokaneschools.org/garry.

You can also visit www.Familyid.com and search for 'Garry' under Find a Program.

We have four sport seasons at Garry (this list may vary once the school year begins):

FALL	WINTER 1	WINTER 2	SPRING
Cross Country Softball Flag Football	Wrestling Volleyball	Basketball (Boys and Girls)	Track and Field Disc Golf Baseball

*Sports physicals are available for a cash fee (\$25/\$30) at Northeast Community Center.

BULLYING AND HARASSMENT

We have a zero-tolerance policy for bullying and harassment at Spokane Garry 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. Administrators, counselors, and staff members use the Double I/R definition in the graphic to discuss bullying behavior with students.

**WHAT IS HARASSMENT?**

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 utilizes 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.

Find the link on our school website under the 'Students' tab to report a concern.

ZERO TOLERANCE TO FIGHTING AND THE PROMOTION OF FIGHTING

Spokane Garry Middle School maintains zero-tolerance fighting policy. Students who promote fighting in any way and/or refuse to leave the fight area immediately when requested by staff are subject to progressive discipline. If you feel harassed or threatened in any way or witness threats or harassment, report these issues to an adult you trust. Failure to report is considered participating in the situation and may result in progressive discipline. There are no winners in a fight. We believe strongly at Spokane Garry that mediation is the best answer to conflicts.

SCHOOL CLIMATE & PBIS

Spokane Garry Middle School practices Positive Behavior Intervention & Supports (PBIS) and Restorative Practices to help create a safe, welcoming, developmentally appropriate learning environment. Students learn to take ownership for the academic and social behaviors that help them to be successful in preparation for high school and beyond. Our Spokane Garry *Caught SoaRRRing* program, Student of the Month events, and student recognition events spotlight and encourage positive student behaviors

SPOKANE GARRY RAVENS ARE LEADERS personally, and in our community.




We are **READY** to learn – every period, every day.

We are **RESPONSIBLE** for our own learning and ensuring other can learn.

We are always **RESPECTFUL** of ourselves and others at all times.






READY – RESPONSIBLE – RESPECTFUL IN THE CLASSROOM

	ENTERING/EXITING	INDEPENDENT WORK TIME	GROUP WORK TIME	WHOLE CLASS INSTRUCTION
	<ul style="list-style-type: none"> • Arrive to the classroom before the bell rings • Bring binder, planner, book, pencil, laptop & charger • Be motivated to learn 	<ul style="list-style-type: none"> • Use materials appropriately • Bring a positive attitude to class 	<ul style="list-style-type: none"> • Transition to group without distraction • Have a positive attitude toward learning 	<ul style="list-style-type: none"> • Sit up • Lean forward • Activate thinking • Name key info • Track the talker
	<ul style="list-style-type: none"> • Regulate self • Sit in assigned seat • Engage in entry and exit task • Turn in work • Be a leader 	<ul style="list-style-type: none"> • Focus on quality work • Manage time effectively 	<ul style="list-style-type: none"> • Participate • Contribute to the group's task and thinking 	<ul style="list-style-type: none"> • Ask questions when appropriate • Take quality notes • Produce quality work
	<ul style="list-style-type: none"> • Keep Hands Feet and Other Objects to Yourself • Pay attention to directions • Show regard for the space of others 	<ul style="list-style-type: none"> • Follow directions first time • Don't distract self or others from learning 	<ul style="list-style-type: none"> • Allow each member to participate • Learn from others in your group 	<ul style="list-style-type: none"> • Give attention to the speaker • Don't distract self or others from learning

MANAGE ELECTRONICS (CELL PHONES/HEADPHONES) - POWERED OFF BY 8:50






READY – RESPONSIBLE – RESPECTFUL IN THE HALLWAY

	BEFORE & AFTER SCHOOL	PASSING PERIODS	DURING CLASS
 READY	<ul style="list-style-type: none"> Enter and exit during designated school times 	<ul style="list-style-type: none"> Use restroom and drinking fountain before class 	<ul style="list-style-type: none"> Have hall pass signed and ready to display
 RESPONSIBLE	<ul style="list-style-type: none"> Avoid horseplay Stay to the right Low voices Open passages Walk 	<ul style="list-style-type: none"> Lock your locker Move with a purpose to next class SLOW 	<ul style="list-style-type: none"> Return to class promptly SLOW
 RESPECTFUL	<ul style="list-style-type: none"> Follow staff directions Use appropriate language 	<ul style="list-style-type: none"> Follow staff directions Put electronics out of sight 	<ul style="list-style-type: none"> Respond to staff quickly
K H F O O T Y <small>KEEP HANDS, FEET, AND OTHER OBJECTS TO YOURSELF</small> MANAGE ELECTRONICS (CELL PHONES/HEADPHONES) - POWERED OFF BY 8:50			



READY – RESPONSIBLE – RESPECTFUL IN THE CAFETERIA

	ENTERING	IN LINE	WHILE SEATED	EXITING
 READY	<ul style="list-style-type: none"> Arrive in cafeteria when breakfast and lunch are served 	<ul style="list-style-type: none"> Select and stay in appropriate line Wait your turn 	<ul style="list-style-type: none"> Active listening to announcements Stay seated until dismissed 	<ul style="list-style-type: none"> Active listening to directions and dismissal procedures
 RESPONSIBLE	<ul style="list-style-type: none"> Regulate self Stay to the right Low voices Open passages Walk 	<ul style="list-style-type: none"> Take fruit and vegetable and milk before entree stand 	<ul style="list-style-type: none"> All food and drink stay in eating areas Clean up any messes 	<ul style="list-style-type: none"> Throw away trash and return tray Food stays in cafeteria SLOW
 RESPECTFUL	<ul style="list-style-type: none"> Follow staff directions Show regard for the space of others 	<ul style="list-style-type: none"> Take what will be eaten and eat what is taken Say please & thank you 	<ul style="list-style-type: none"> Only eat the food on your plate 	<ul style="list-style-type: none"> Pick up trash around you—even if left by others.
K H F O O T Y <small>KEEP HANDS, FEET, AND OTHER OBJECTS TO YOURSELF</small>				

CELEBRATING SPOKANE GARRY RAVENS

Spokane Garry Middle School come to school, work hard and making a difference every day. Throughout the year, Spokane Garry students' efforts are celebrated with recognitions like the Raven Season Ticket, Student of the Month, and monthly SoaRRR Awards. Read below for more information about two of our student recognition programs.

The **Raven Season Ticket** is an opportunity for Spokane Garry Middle School students to attend after school sporting events without the prerequisite of their parents to attend with them. Students may earn this privilege through demonstrating the Three R's (Ready – Responsible – Respectful) by showing ownership for their attendance, behavior and grades. Students have the opportunity to apply quarterly (late fall season - volleyball/wrestling, early winter season – 7th grade basketball, and late winter season – 8th grade basketball). Student applications which is scored according to a rubric with benchmarks for attendance, behavior and grades. Students who apply and meet the benchmark criterion will be allowed the opportunity to attend Spokane Garry Middle School home athletic events without parental supervision for the season valid on their Raven Season Ticket.



The **SoaRRR Award** is a way for Spokane Garry Middle School to recognize exemplary students who consistently do the right thing; they attend class on time, earn good grades, and act as positive social leaders with their peers. Each month, students focus on a school-wide goal regarding behavior, grades, or attendance. Students meeting the goal are recognized with a SoaRRR Award, a ticket which has tabs that tear off and are redeemed for privileges and tokens at the student's choice. Monthly SoaRRR Award winners are recognized in common spaces around campus.

Spokane GaRRRy Ravens Can SoaRRR!!

- . We are **READY**
to learn - every period, every day.
- . We are **RESPONSIBLE**
for our own learning and for
ensuring others can learn.
- . We are **RESPECTFUL**
of ourselves and others at all
times.

*Seeking Opportunities Around
Respect Responsibility Readiness*

SAW YOU **SOARRR**ing!

- ☐ Ready
- ☐ Responsible
- ☐ Respectful

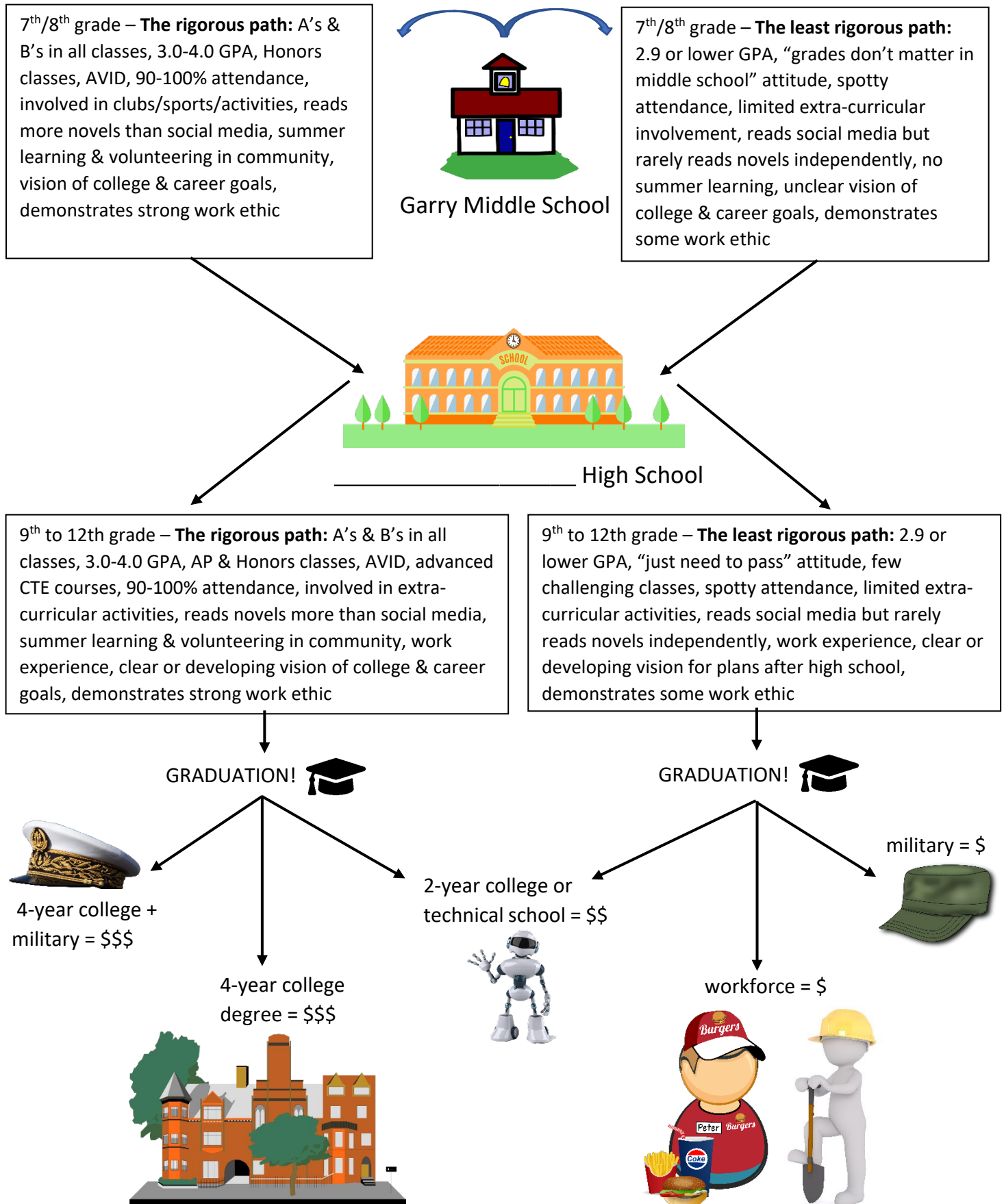


Name: _____

Staff: _____

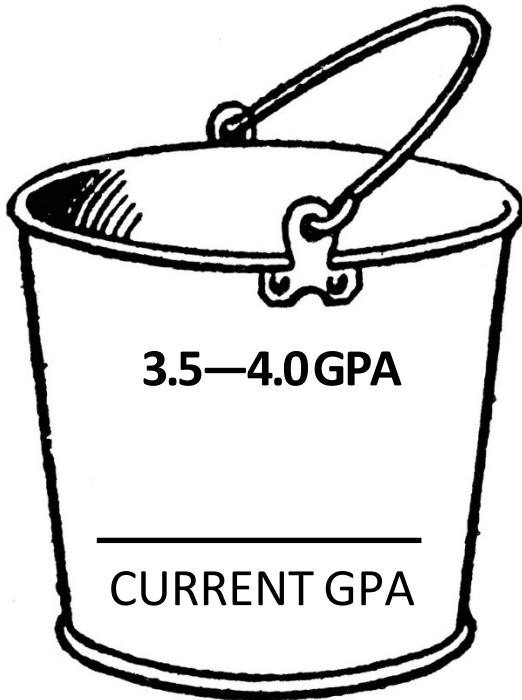
Place in the PBIS box outside the Student Office

My Big, Beautiful Future!

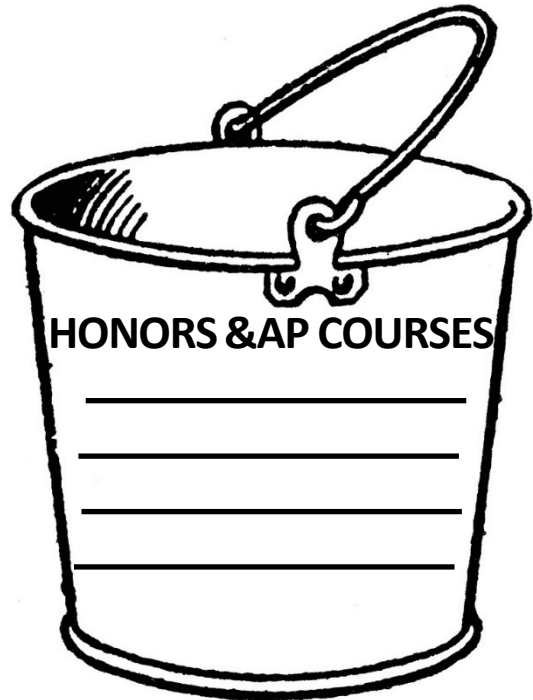


HOW FULL IS YOUR COLLEGE BUCKET?

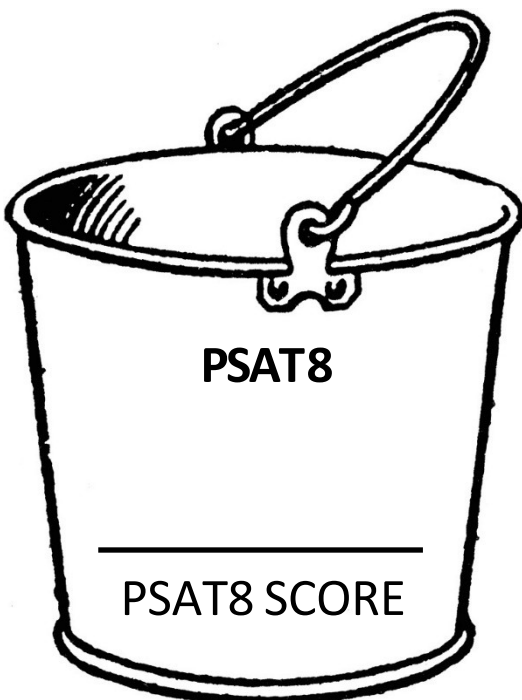
STRONG GPA



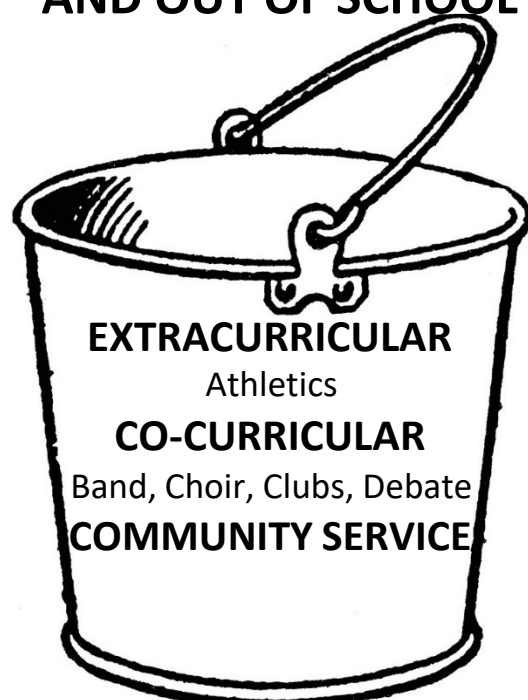
RIGOR OF COURSEWORK



TEST SCORES



**EXCELLENCE & INVOLVEMENT IN
AND OUT OF SCHOOL**



Time-Planning Chart

	MON	TUES	WED	THUR	FRI	SAT	SUN
Morning							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
Afternoon							
1:00							
2:00							
3:00							
4:00							
5:00							
Evening							
6:00							
7:00							
8:00							
9:00							

Use this sheet to plan.

1. Make a list of things you always do every week (eating, sleeping, homework).
2. Make a list of additional activities you must do this week (sports and other scheduled activities).
3. Make a list of optional things you would like to do this week, if you have time.

Weekly List of Priorities

Things I **always do** every week—

1. _____
2. _____
3. _____
4. _____
5. _____

Other things I **must do** this week—

For School

1. _____
2. _____
3. _____
4. _____
5. _____

For Home

1. _____
2. _____
3. _____
4. _____
5. _____

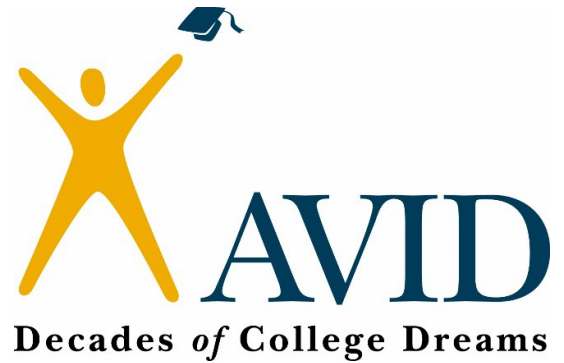
Optional things I would like to do if I have time this week—

1. _____
2. _____
3. _____

Welcome Ravens to Spokane Garry Middle School, an AVID School-wide Site of Distinction for the past four years!

Spokane Garry MS is honored to represent the highest level of AVID implementation fidelity demonstrating excellence in instructional practice and the promotion of college readiness school-wide.

Spokane Garry staff and students are proud of this AVID award and work hard every day to continue to uphold this distinction.



Spokane Garry student expectations include;

- Bring and maintain a 2-inch binder with the necessary school supplies to *all* classes *every* day.
- Complete the necessary requirements in the student planner *daily*.
- Set goals, reflect, and modify them for student success every quarter.
- Staff members at Spokane Garry Middle School are committed to prepare all students for T24 and beyond!

2017

Did You Know
The Pac-Man video arcade game featured colorful ghosts named Inky, Blinky, Pinky, and Clyde.

DECEMBER

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

Word Of The Week
frig-id
[fri-id]
a. very cold in temperature; without warmth of feeling; without ardor or enthusiasm.

vocabulary
[ALGEBRA]
- Intercept
- x-intercept (horizontal)
- y-intercept (vertical)

subject/teacher	monday lunes 11	tuesday martes 12
AVID	Binder check	Grade check
AVID	Finish partner posters → TRF * GET ONE *	Tutoria → TRF
P.E.	Lane tournament	AVID Meeting
M.E.S.A.	what is a Newton Lab?	what is a Newton Lab?
Math	Practice @ & pg. 30 Ci-7 aID	Math Writing Problems & pg. 310 C#22 pg. 312 C#39
ELA	Fish Bowl Discussion	Fahrenheit 451
S.S.	I can analyze current events and explain which amendments involved	I can analyze current events and explain which amendments involved
	Volleyball practice (7:00-8:30)	*TOURNAMENT* Garry v.s. Sac v.s. Shady
parents sign	<i>[Signature]</i>	<i>[Signature]</i>

Notes

PLANNER TIPS

Create an entry for every class – even when there isn't a homework assignment.

Stay on top of your homework by tracking your completed homework assignments.

You are going to get busy - include details for your afterschool activities like sports or club meetings.

Writing in the Margins: *Six Strategies at a Glance*

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 Cornell notes.

<p>Visualize</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"> • What does this look like? • How can I draw this concept/idea? • What visual and/or symbol best represents this idea? 	<p>Summarize</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"> • state what the paragraph is about • describe what the author is doing • account for key terms and/or ideas
<p>Clarify</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"> • define key terms • reread sections of the text • analyze or connect ideas in the text • paraphrase or summarize ideas 	<p>Connect</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"> • How does this relate to me? • How does this idea relate to other ideas in the text? • How does this relate to the world?
<p>Respond</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"> • interesting ideas • emotional arguments • provocative statements • author's claims • facts, data, and other support 	<p>Question</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"> • What is the author saying here? • What is the author doing? • What do I understand so far? • What is the purpose of this section? • What do I agree/disagree with?

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 . . .

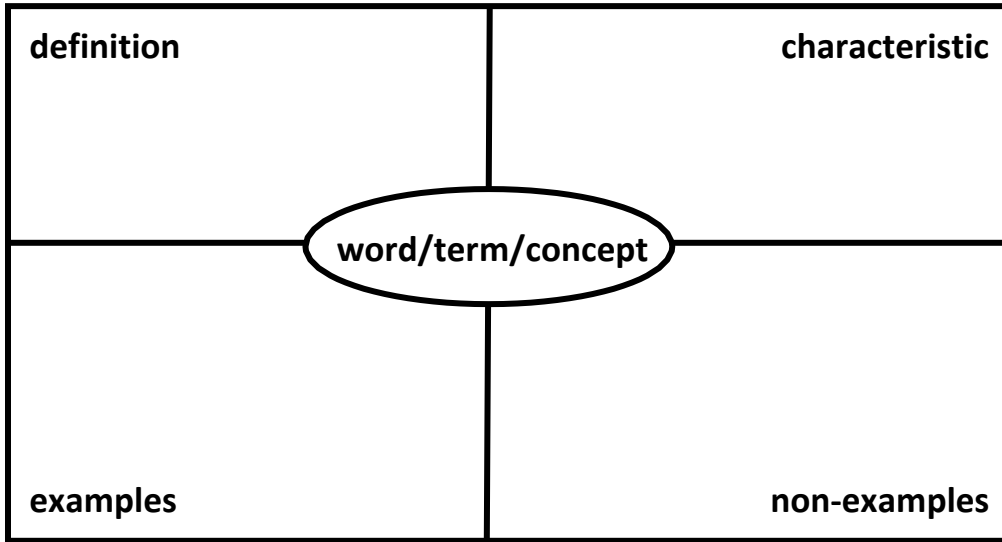
Offering a Suggestion

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

Classroom Reporting

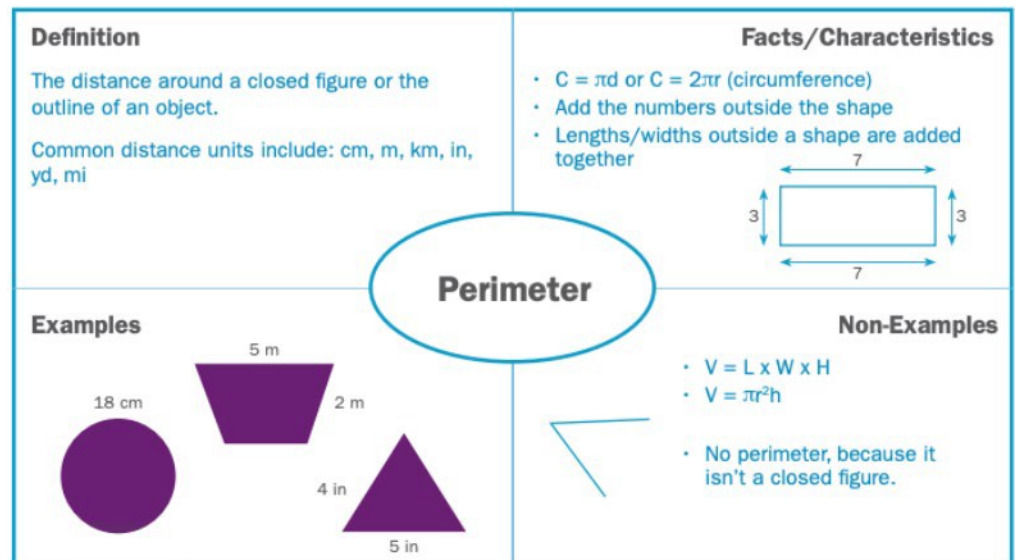
- _____ explained to me that . . .
- _____ pointed out that . . .
- _____ mentioned that . . .
- _____ shared with me that . . .
- _____ brought to my attention that . . .
- _____ pointed out something (interesting, intriguing, surprising).

VOCABULARY STRATEGY: FRAYER MODEL

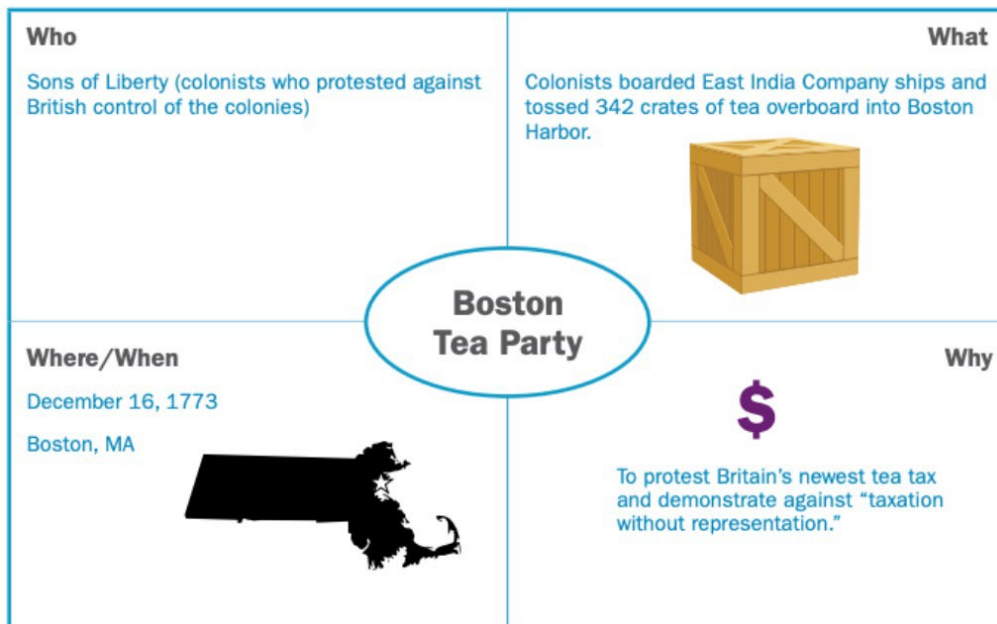


The Frayer Model is a graphic organizer that helps you analyze a word/term/concept using examples, non-examples, illustrations, characteristics, and more.

MATH EXAMPLE



SOCIAL STUDIES EXAMPLE



Spokane Garry Middle School is beginning the fourth year of a school-wide focus on writing in all classes. Writing is a crucial part of a student's success in high school and beyond. Students are expected to write in all classes throughout the school year.

Two important school-wide writing strategies are the **RACE strategy** and the **TLQC strategy**.

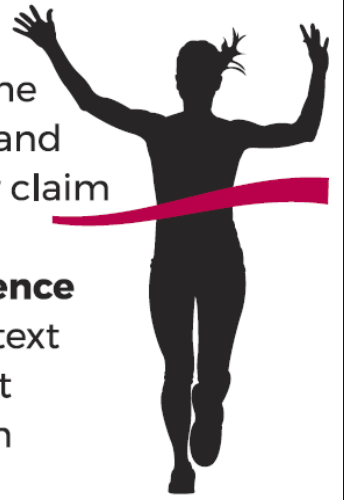
- The **RACE strategy** helps students remember the important elements required when answering any writing prompt.
- The **TLQC strategy** helps students remember the important elements required when using quotations and textual evidence from articles, stories, and other sources.

R Restate the question

A Answer the question and state your claim

C Cite evidence from the text to support your claim

E Explain how the evidence supports your claim



T
Transition

L
Lead-In

Q
Quote

C
Citation

For example,
According to
To illustrate,
In this case,
In addition,
Most important,
Likewise,
Finally,
Additionally,

The lead-in is usually a phrase that sets the context for the specific information that follows; it often answers the question "Where?" or "When?"

A quote may be used to support the topic. The "quote" portion of the detail sentence does not always need to be a direct quote in quotation marks; it can be paraphrased material explaining the fact, detail, or example.

Author's Last Name

→ (Twain 33).

Page Number →

When author's name is in the sentence cite only the page number.

(33).

EXAMPLES

According to a CBS news poll, about 4 in 10 Americans look forward to shopping for the holidays.

For instance, in the magazine advertisement for Gatorade sports drink, the ad uses the technique of testimonial by showing a picture of Major League Baseball player Derek Jeter holding up his fist to the fans and by including text under the picture stating "Gatorade has always been a part of Derek Jeter's team."

For example, the author says, "taking it slow is the only way to get the angle of the plane correct" (Twain 33).

According to Harvard Medical School researcher, Dr. Naomi Bird, "obesity is an epidemic among teenage Americans" (34).

Likewise, after Scout hit Cunningham in the school yard, she explains "He made me start off on the wrong foot" (Lee 42).

SENTENCE FRAME

(Transition) _____, (Lead-in) _____ (Quote) " _____, " (Citation).

OPTIC is a Pre-AP Strategy for analyzing visual or non-print texts like photographs, infographics, and photo essays.

OPTIC	Analysis	Textual Evidence
Overview <ul style="list-style-type: none"> • Write a brief overview of the image: in one complete sentence, what is this image about? • What is happening in the picture? 		
Parts <ul style="list-style-type: none"> • Key in on all of the parts by noting any details that seem important. • This can be anything: color, figures, textures, scenery, groupings, shadings, patterns, numbers, etc 		
Title/Text <ul style="list-style-type: none"> • What does the title suggest? • Is there any text in the image—a caption, or words in the image itself? • What might this text suggest? 		
Interrelationships <ul style="list-style-type: none"> • How the parts are related, both to one another and the image as a whole? • Consider how the parts come together to create a mood or convey an idea or argument. 		
Conclusion <ul style="list-style-type: none"> • Draw a conclusion about the visual as a whole 		

SOAPSTone is an **AP Strategy** for analyzing speeches and primary documents.

SOAPSTone	Analysis	Textual Support
Speaker: Who is the writer? What information do we know about them?		
Occasion: What are the circumstances surrounding the text?		
Audience: Who is the target audience?		
Purpose: Why did the author write this text?		
Subject: What is the topic?		
Tone: What is the author's tone or attitude toward the subject?		

Literacies Within the Disciplines

What are literacies within the disciplines? The following lists for each of the major content areas, while not comprehensive, can act as a starting point through which communities of teachers can begin to think in terms of disciplinary literacy.

	Read <i>When scientists read, they...</i>	Write <i>When scientists write, they...</i>	Think <i>When scientists think, they...</i>
Science	<ul style="list-style-type: none"> Ask "Why?" more than "What?" Interpret data, charts, and illustrations. Seek to understand concepts and words. Determine validity of sources and quality of evidence. Pay attention to details. 	<ul style="list-style-type: none"> Use precise vocabulary. Compose in phrases, bullets, graphs, or sketches. Use passive voice. Favor exactness over craft or elaboration. Communicate in a systematic form. 	<ul style="list-style-type: none"> Tap into curiosity to create questions. Rely on prior knowledge or research. Consider new hypotheses or evidence. Propose explanations. Create solutions.
History	<i>When historians read, they...</i> <ul style="list-style-type: none"> Interpret primary and secondary sources. Identify bias. Think sequentially. Compare and contrast events, accounts, documents, and visuals. Determine meaning of words within context. 	<i>When historians write, they...</i> <ul style="list-style-type: none"> Create timelines with accompanying narratives. Synthesize information/evidence from multiple sources. Emphasize coherent organization of ideas. Grapple with multiple ideas and large quantities of information. Create essays based on argumentative principles. 	<i>When historians think, they...</i> <ul style="list-style-type: none"> Create narratives. Rely on valid primary and secondary sources to guide their thinking. Compare and contrast or ponder causes and effects. Consider big ideas or inquiries across long periods of time. Recognize bias.
Math	<i>When mathematicians read, they...</i> <ul style="list-style-type: none"> Use information to piece together a solution. Look for patterns and relationships. Decipher symbols and abstract ideas. Ask questions. Apply mathematical reasoning. 	<i>When mathematicians write, they...</i> <ul style="list-style-type: none"> Explain, justify, describe, estimate, or analyze. Favor calculations over words. Use precise vocabulary. Include reasons and examples. Utilize real-world situations. 	<i>When mathematicians think, they...</i> <ul style="list-style-type: none"> Consider patterns. Utilize previous understandings. Find connections. Estimate, generalize, and find exceptions. Employ mathematical principles.
English Language Arts	<i>When students of English read, they...</i> <ul style="list-style-type: none"> Understand how figurative language works. Find underlying messages that evolve as a theme. Assume a skeptical stance. Pay attention to new vocabulary or words used in new ways. Summarize and synthesize. 	<i>When students of English write, they...</i> <ul style="list-style-type: none"> Engage in a process that includes drafting, revising, and editing. Use mentor texts to aid their writing craft. Pay attention to organization, details, elaboration, and voice. Rely on the feedback of others. Avoid formulaic writing. 	<i>When students of English think, they...</i> <ul style="list-style-type: none"> Reflect on multiple texts. Ask questions of the author. Consider research or others' ideas. Discuss ideas and themes. Argue both sides of a point.

SCHOOL-WIDE READING

Reading is an important part of being successful at Spokane Garry Middle School. All students are expected to have an independent reading book with them in all classes. Once a week, all students are expected to read in their Advisory class. Each quarter, students set reading goals and take assessments on the books that they read. All book assessments and goals are tracked through Spokane Garry's library. Use the table below to track your reading for each quarter:

1 st Quarter		2 nd Quarter		3 rd Quarter		4 th Quarter	
Q1 STAR Test: AR Goal:		Q2 STAR Test: AR Goal:		Q3 STAR Test: AR Goal:		Q4 STAR Test: AR Goal:	
Title of Book Read	% on AR Test	Title of Book Read	% on AR Test	Title of Book Read	% on AR Test	Title of Book Read	% on AR Test
END OF 1 st Quarter Pts: _____%_____		END OF 2 nd Quarter Pts: _____%_____		END OF 3 rd Quarter Pts: _____%_____		END OF 4 th Quarter Pts: _____%_____	

IMPORTANT LOG-IN INFORMATION

<p style="text-align: center;">COMPUTER & O365 LOGIN</p> <p style="text-align: center;">Username:(Last Name + last 4 of student ID@sps81.org)</p> <p style="text-align: center;">Password:(DDMMYYYY 8-digit birthday)</p> <p style="text-align: center;">Example: smith3456@sps81.org</p>	
<p style="text-align: center;">POWERSCHOOL LOGIN</p> <p style="text-align: center;">powerschool.spokaneschools.org</p> <p>Username:</p> <p>Password:</p>	<p style="text-align: center;">BLACKBOARD LOGIN</p> <p style="text-align: center;">bb.spokaneschools.org Username:</p> <p style="text-align: center;">(6-digit student ID number)</p> <p>Password:(DDMMYY 6-digit birthday)</p>

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, or the use of a trained dog 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: 504 Compliance Officer: Jodi Harmon, 509.354.7344 | ADA Officer: Stephanie Busch, 509.354.5993 | Affirmative Action Officer: Nancy Lopez-Williams, 509-354-5651 | AHERA Officer: Robert Findley, 509.354.7143 | ALE Officer: Gwen Harris, 509.354.7393 | Certification Officer: Cindy Coleman, 509.354.7318 | Claims Agent: Salliejo Evers, 509.354.7250 | 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: Jodi Harmon, 509.354.7344 | Personnel Officer: Nancy Lopez-Williams, 509-354-5651 | Public Records Officer: Terri LeFors, 509.354.7395 | Safety/OSHA/WISHA Officer: Salliejo Evers, 509.354.7250 | Secretary, Board of Directors: Dr. Adam Swinyard, 509.354.7268 | Title IX/Staff Civil Rights Officer: Jodi Harmon, 509.354.7344 | You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Officer, listed above

HARASSMENT, INTIMIDATION OR BULLYING (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.

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint. Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, listed above. This is often the fastest way to revolve your concerns. The complaint process and options are outlined on the district website: <https://www.spokaneschools.org/Page/1564>.

Full Non-Discrimination Statement

Revised: September 2021

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, or the use of a trained dog 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.

Officers: *Title IX/Staff Civil Rights Officer, Jodi Harmon, (509) 354-7269 *Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, Melanie Smith, (509) 354-7284 *504 Compliance Officer, Melanie Smith, (509) 354-7284 * ADA Officer, Stephanie Busch, (509) 354-5993 * Affirmative Action Officer, Nancy Lopez-Williams, (509) 354-5651 * Equal Opportunity Officer, Nancy Lopez-Williams, (509) 354-5651 *200 N. Bernard Street, Spokane, WA 99201-0206

Unlawful Discrimination

Allegations of discrimination should be reported to your child's teacher or principal immediately. This will allow the school the opportunity to address your concerns and resolve the situation as soon as possible. Unlawful discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to reasonably accommodate a student or employee's disability. A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington state law include: sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression or identity, honorably discharged veteran or military status, or the use of a trained dog guide or service animal. If you are unable to resolve your concerns with your child's teacher or principal, contact Melanie Smith, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, (509) 354-7284, MelanieSm@spokaneschools.org to discuss your concerns or to file a complaint. If you cannot resolve your concern with the school, you may wish to file a formal complaint with the school district. Procedure 3210 provides the procedure for filing a discrimination complaint. **There are three (3) steps: Step 1:** Complaint to School District Superintendent, **Step 2:** Appeal to the School Board, and **Step 3:** Complaint to OSPI. The instructions on how to follow these steps may be found at k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns-about-discrimination.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on 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, or 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. You can find a copy of the district's policy and procedure 5011 on the district's website www.spokaneschools.org, at your school, or Human Resources. Individuals who believe there has been a violation of policy are encouraged to report to any school staff member, contact their building administrator, or contact Jodi Harmon, Title IX/Staff Civil Rights Officer, at (509)354-7269. Further information and instructions on how to file a formal complaint can be found at <https://spokaneschools.org/domain/182>.

Complaint Options: Discrimination and Sexual Harassment

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

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's officers: Title IX/Staff Civil Rights Officer, Jodi Harmon, (509) 354-7269

*Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, Melanie Smith, (509) 354-7284 *504 Compliance Officer, Melanie Smith, (509) 354-7284 * ADA Officer, Stephanie Busch, (509) 354-5993 * Affirmative Action Officer, Nancy Lopez-Williams, (509) 354-5651 * Equal Opportunity Officer, Nancy Lopez-Williams, (509) 354-5651

Complaint to the School District

1. **Write Out Your Complaint:** In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.
2. **School District Investigates Your Complaint:** Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

3. **School District Responds to Your Complaint:** In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI. You can do this in the following methods.

- Email: Equity@k12.wa.us
- Fax: 360.664.2967
- Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

Harassment, Intimidation or Bullying (HIB)

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and Policy and Procedure 3207 defines 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 354-7306. Further information and complaint forms can be found at spokaneschools.org/nondiscrimination.