



LOGAN CITY SCHOOL DISTRICT ANNUAL EMPLOYEE ORIENTATION

PRESENTATION 1



The board of Education and District Administration thank you for the service you provide to the students and patrons of our school.



District Mission

“Ensure all students leave our schools ready to create a positive future for themselves and their community.”



T.E.A.M. LOGAN **(Team Effort Always Matters)**



Presentation 1

In support of the team effort required to achieve the mission of the Logan City School District, Presentation 1 outlines key policies and procedures that will facilitate your success as an employee. If you have any questions regarding the information reviewed in this presentation, please contact your building administrator.

After viewing Presentations 1 and 2 of this employee orientation, you will be asked to sign an electronic form verifying completion. The electronic form is to be submitted by September 1, 2023. The form can be accessed at this link: [Annual Employee Orientation Checklist](#)

Educators are encouraged to keep an email copy of their completed electronic form for relicensure purposes.

Personnel Policies and Procedures

Department of
Human Resources

How can we help you?



As you navigate your career in the Logan City School District, our Human Resource Specialists and Payroll Specialists are here to help. Here is a list of common inquiries and the specialist who can best assist you:

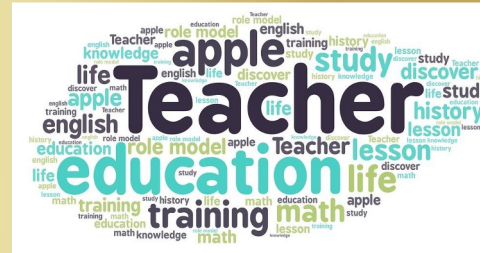
- To submit a **name change**, please contact Nicole Humpherys
- To submit a **change of address**, please contact Nicole Humpherys
- For questions about **medical leave, including maternity and FMLA**, please contact Nicole Humpherys
- For questions pertaining to **Continuing Education Advancement** or **Salary Enhancement** applications, please contact Nicole Humpherys
- To submit a **bank deposit change**, please contact Blanca Galvan or Elsa Akina
- To inquire about **paycheck discrepancies**, please contact Blanca Galvan or Elsa Akina
- For **insurance and medical benefits**, please contact Blanca Galvan or Elsa Akina

Educators as Role Models

The professional educator is aware that public trust depends on a level of responsibility and professional conduct that may be higher than what is required by law. This trust entails holding oneself and one's colleagues to the same high ethical standards.

Educators are role models of civic and societal responsibility and, as such, must demonstrate professional conduct that:

- Is befitting a Logan City School District employee;
- Aligns with District and school policies and procedures;
- Complies with federal, state, and local laws; and
- Reflects professional ethics and standards outlined in State rules and regulations.



Professional Ethics, Standards and Conduct

Utah State Rule outlines specific professional ethics, standards, conduct, and responsibilities designed to promote student safety and welfare, guide educator decision-making, foster public confidence in the public education, and advance the profession's ability to withstand public scrutiny. It outlines educator responsibilities such as:

- Educators maintain a positive and safe learning environment for students.
- Educators express personal opinions professionally and responsibly in the community served by the District.
- Educators communicate and/or resolve a grievance with a student, colleague, school community member, or parent professionally, with civility, and in accordance with District policy.
- Educators comply with directives from supervisors

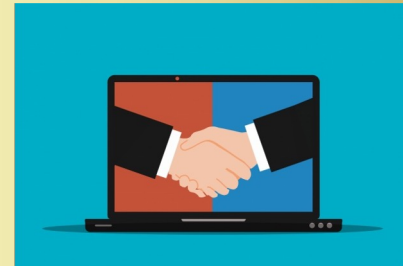
Other components of State Rule can be reviewed online; educators are responsible for all conduct included therein.



Logan City School District Policies and Procedures

In addition to conduct outlined in State Rule, Educators are responsible for the policies and provisions outlined in the Logan City School District's *Licensed Negotiated Agreement*. This Agreement addresses such things as:

- Salary Provisions and Enhancements
- Continuing Education Advancements
- Attendance at Meetings and Professional Development Activities
 - Recent changes to negotiated agreement states that absences for school/district meetings are to be avoided (4-6-3)
- Resignation and Retirement Requirements
- Paid Leave Provisions
- Insurance Benefits
- Provisional and Career Educator Status
- Orderly Termination Process



Educators have the responsibility to know and abide by the policies and provisions contained in this Agreement. Negotiated agreements **can be located on the District's webpage: [Negotiated Agreements](#)**. Additionally, educators are responsible to know and abide by District policy **[DAD-Employee Code of Conduct](#)**. Educators are required to sign a disclosure statement indicating they understand this policy. Both the policy and signature form can be found on the District's

Professional Responsibilities

When educators are accessible and available to meet with and attend to the needs of students, it strengthens school-home partnerships. Therefore, educators are expected to be present a minimum of thirty (30) minutes before the start of school and thirty (30) minutes after dismissal.



As a courtesy to parents, colleagues, and administration, educators are to notify their building administrator when leaving the campus during the work day. Educators are to appropriately utilize sick or personal leave in such circumstances.

Educators, as exempt employees under section 13(a) of The Fair Labor Standards Act (FLSA), fulfill associated responsibilities such as chaperoning school events, attending faculty/department meetings, attending IEP meetings, and serving on school/district committees. Attendance for the duration of these events is expected, even when it may extend beyond typical work hours.

Public Relations

The professional educator promotes positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.



- All media contact with students or school personnel should be channeled through school administration, who will then notify the employee/student. If employees receive media requests without having heard from their school administration, those requests should be referred to the building principal.
- Media personnel should not be allowed access to students without authorization from school administration and parents.

Please contact the District's Director of Communications and Public Relations, Shana Longhurst. to publicize the accomplishments and activities of students and faculty.

Educator Licensing

It is the educator's responsibility to obtain and maintain through the Utah State Board of Education a current Utah Educator License, including the renewal of an expiring license. Educators receive a courtesy notification from the Utah State Board of Education the year in which their license will expire. Educators should monitor the status of their educator record and license on the State's CACTUS website.

If you have questions regarding educator licensing, please contact the District's Licensing Coordinator, Eric Markworth, at eric.markworth@loganschools.org.

Communication of Concerns

As we communicate effectively with others, we improve our ability to work as a team, which leads to greater success for more students.

We recognize, that in the case of normal district operations, concerns between employees may arise. In such cases, employees should address concerns at the lowest level possible and adhere to the following means for appropriately communicating and resolving concerns:

Direct communication between the individuals involved
Communication with building level administration

Monthly School Advisory Council (SAC) meetings

Communication of concerns to Logan Education
Association (LEA) Leadership through use of the *LEA
Concern Form*

Monthly LEA leadership meetings with District
administration

Association representation in conversations with
administration when desired

The use of other means to communicate concerns, including school and district-wide announce lists, is not acceptable.



District Leave Provisions and Substitutes

Annually, educators receive ten (10) days of paid sick leave and four (4) days of paid personal leave. Utilization of leave shall be in accordance with Article 7 of the *Licensed Negotiated Agreement*. Some of the provisions outlined in Article 7 include:

- Educators are responsible for the proper supervision of their students at all times.
- Educators are to properly report absence from the building to the building principal, regardless of the need for a substitute.
- Educators are to secure substitutes through Kelly Education Services.
- Educators may not arrange for a relative, nor a paraprofessional, as a substitute.
- Educators are to provide substitutes with written lesson plans and means to identify students (e.g. seating charts).

Extended absence is governed by the Family and Medical Leave Act (FMLA), and is to be requested through the Department of Human Resources. Eligible



Absence Beyond Available Leave

Recent changes in negotiated agreement are reflected as follows in Article 7-7:

- Only to be taken when personal leave is exhausted
- Requires prior written authorization of the superintendent or designee 24 hours post factum of an emergency situation
 - The following is required:
 - If the Educator has an accrued sick leave balance two (2) days of sick leave will be converted to one (1) day of additional personal leave
 - If the request exhausts all categories of accrued leave, the absence is without pay and the Educator's daily rate of pay and equivalent insurance premiums are deducted from the salary
- May be addressed through corrective discipline

Timelines for Resignation & Retirement

Recent changes in the LCSD Negotiated Agreements include the following timelines for resignation and retirement (Article 4):

4-10-1-2 If an Educator intends to resign upon conclusion of the present contract term and/or prior to the next contract term, the written resignation must be received by HR no later than April 15th of the present contract term.

4-10-2 A \$500 Early Declaration Award will be given if their resignation is received by the last business day in January of the present contract term paid in the February payroll.

4-11-1, 4-11-1-1 If an educator intends to resign at the conclusion of the present contract term, a written statement of retirement must be received by HR no later than the last business day in January of the present contract. Failure to comply will result in a fine of \$2,500.

4-11-2 A \$500 Early Declaration Award will be given if their written notice of retirement is received by the last business day in December of the present contract term and paid in the January payroll.

Electronic Communications

Educators' communications with students, whether verbal or electronic, shall be appropriate and professional. In all forms of communication with students, minors, and colleagues, Educators **shall not**:

- Make inappropriate contact in any communication including written, verbal, or electronic with a minor, student, or colleague, regardless of age or location.
- Solicit, encourage, or consummate a personal or inappropriate relationship, whether written, verbal, or physical, with a student or minor.

Although texting and/or e-mailing students is not prohibited, such means of communication shall be limited to group conversations related to class/school requirements only.

Additionally, educators shall not interact privately with individual students through social media, such as Facebook, Instagram, Snapchat, Twitter, etc., whether through a computer or handheld device.



Professional Boundaries and Interactions

Educators shall recognize and maintain appropriate personal boundaries in teaching, supervising, and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to an appearance of impropriety.

Guidelines for maintaining appropriate professional boundaries include:

- Educators **shall not** touch a student in a way that makes a reasonably objective student feel uncomfortable.
- Educators **shall not** provide gifts, special favors, or preferential treatment to a student or group of students.
- Educators **shall not** discriminate against a student on the basis of sex, race, religion, and or any other protected class.
- Educators **shall not** engage in any sexual conduct with a student including the sharing of sexually explicit or lewd communication, images, or photographs.



Boundary Violations

A “boundary violation” means crossing verbal, physical, emotional, and social lines that an educator must maintain in order to ensure structure, security, and predictability in an educational environment.

Guidelines for maintaining appropriate professional boundaries include, but are not limited to:

- Educators **shall avoid** isolated one-on-one interactions with students, out of the line of sight of others.
- Educators **shall not** tell/make risqué jokes or comments to or in the presence of a student.
- Educators **shall not** give gifts to individual students.
- Educators **shall not** exchange personal email or phone numbers with a student for non-educational purposes.
- Educators **shall not** discuss an educator’s personal life or personal issues with a student.
- Educators **shall not** meet alone with a student in rooms with covered or blocked windows.
- Educators **shall not** communicate with individual students using social media platforms.

Failure to maintain appropriate and professional boundaries and interactions with students may result in disciplinary action.

Responsibility to Report Employee Misconduct

Any employee who has reason to believe that an educator has violated the standards outlined in this presentation and/or defined by District policy, the Utah Educator Standards, or State Rule, shall immediately report such conduct to an appropriate supervisor or school administrator. If an employee has reason to believe a school administrator has violated District policy, the Utah Educator Standards, or State Rule, shall immediately report such conduct to the administrator's supervisor.

Failure to report suspected employee misconduct may result in disciplinary action.

Reporting Arrests and Convictions

Reporting Arrests

An educator must notify his/her Principal or the District's Director of Human Resources, Susanne Kuresa, if arrested* for any of the following:

- an alleged sex offense;
- an alleged drug-related offense;
- an alleged alcohol-related offense;
- an alleged offense against a person (domestic violence, assault, violation of protective orders, abuse/neglect of a child, etc.); or
- any matters involving an alleged felony offense.

Arrests must be reported **within 48 hours**. (**Arrested means any detention that involves fingerprinting at the initial interaction with police OR at a later time.*)

Reporting Convictions

In addition to the legal requirement to report arrests, an educator must also report to his/her Principal or the District's Director of Human Resources, Susanne Kuresa, the following:

- ANY CONVICTION, regardless of the offense;
- Pleas in Abeyance; or
- Diversion agreements.

Convictions must be reported **within 48 hours**.



Discrimination and Illegal Harassment

The Logan City School District is committed to providing an environment free from discrimination and illegal harassment. Accordingly, educators take prompt and appropriate action to prevent discriminatory conduct or harassment toward a student or District employee that may result in a hostile, intimidating, abusive, offensive, or oppressive learning and/or work environment. The District's *Discrimination and Harassment Policy* and the District's *Title IX Policy* can be located on the District's webpage: <https://www.loganschools.org/online-policy-manual>



A person who believes he/she has been the victim of discrimination or illegal harassment by a student or an employee of the District, or any third person with knowledge or belief of conduct which may constitute illegal harassment, should submit a report of the alleged actions immediately to the District's Title IX Coordinator, Melisa Richardson.

Any employee who knows of, or suspects, any conduct that is sexual in nature occurring at school and/or the work environment MUST immediately report such conduct to the District's Title IX Coordinator, Melisa Richardson. The reporting party or complainant is encouraged to use the *Report Bullying, Harassment, Discrimination, or Hazing or Abuse Reporting Form* from your building principal or the district office.

Drug Free Workplace

Substance abuse by employees can impair job performance and threaten the safety of the employee and others, including students. Additionally, employees may not use or be under the influence of alcohol, tobacco, electronic cigarettes, or illegal substances during work hours, on school property or at school events when acting as a district employee.

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is a violation of District policy, the Utah Educator Standards, and state law, and is prohibited in the workplace and may result in disciplinary action up to and including termination of employment.

Educator Evaluation

Department of Human
Resources

Formative and Summative Evaluations

Formative evaluation is designed to promote growth and improvement in an educator's performance.

Summative evaluation summarizes an educator's performance and is designed to make an annual rating of an educator's effectiveness.

Frequency of Evaluation

- The formative evaluation process is ongoing. Formative observations may begin on the first day of any given school year.
- The summative evaluation process occurs according to an educator's provisional, career, or probationary status (see next slide). The summative evaluation process may begin 15 calendar days after the first contract day of any given school year.

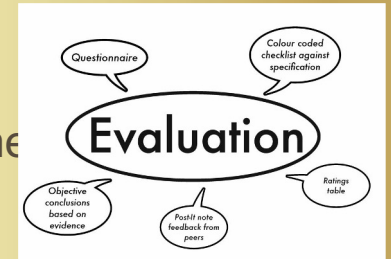


Frequency of Summative Evaluations

The frequency of an educator's summative evaluation is as follows:

- Provisional educators receive a summative evaluation annually during provisional status.
- Career educators receive a summative evaluation during the year commensurate with their relicensure year. Career educators not receiving a summative evaluation in any given year participate in ongoing formative evaluations.
- Probationary educators receive a summative evaluation throughout their probationary status.

More frequent summative evaluations may be completed as deemed necessary by an educator's immediate supervisor.



Evaluation Instruments

Evaluation instruments used may include the following:

- The *Utah Teaching Observation Tool*
- The *Utah Educator Evaluation Form*
- Walk-through observations/debriefings
- Formal classroom observations/debriefings
- Observations of performance outside the classroom
- Observation interviews
- The *Logan City School District Student Learning Objective (SLO) Rubric*
- The *Logan City School District Stakeholder Input/Feedback Review Rubric*



Educators may contribute information to inform the summative evaluation process at any time throughout the year

Effectiveness Ratings

Summative evaluations result in an effectiveness rating which differentiates between the following four levels of performance:

- **Highly Effective**
- **Effective**
- **Emerging/Minimally Effective** (in accordance with R277-533)
- **Not Effective**



Effectiveness ratings are based on multiple lines of evidence related to the following components:

- **Professional performance** based on professional standards established by the State Board of Education
- **Student academic growth** as measured by Student Learning Objectives (SLOs)
- **Stakeholder input**

All educators receive an annual effectiveness rating based on the educator's performance as reflected on the educator's most recent summative evaluation or changes documented and discussed during the year.

In accordance with Utah Code, an educator may not advance on the District's salary schedule if the educator's effectiveness rating on the most recent summative evaluation is "Not Effective," unless the educator is a provisional educator or in the first year of an assignment, including a new subject, grade level, or school.

Curriculum and Instruction Policies

Department of Teaching,
Learning, and Assessment

Maintaining a Safe Learning Environment

Educators maintain a positive and safe learning environment for students, and work toward meeting educational standards required by law. Their actions include, but are not limited to:

- Supervising students appropriately at school and school-related activities
- Demonstrating honesty and integrity by strictly adhering to all state and District instructions and protocols
- Following policies and directives regarding teaching and supervising students
- Refraining from promoting personal opinions, personal issues, or political positions as part of the instructional process in a manner inconsistent with law



Assessment



Assessment is an essential component of effective teaching and learning.

Consequently, educators must adhere to all ethical practices and procedures as outlined in the *USBE Standard Test Administration and Testing Ethics Policy*

Assessment Ethics

Procedures outlined in the *USBE Standard Test Administration and Testing Ethics Policy* include:

- Providing instruction to the intended depth and breadth of the course curriculum
- Providing accommodations throughout instruction to eligible students as identified by an ELL, IEP, or 504 team
- Using a variety of assessment methods to inform instructional practices
- Providing an appropriate environment, reflective of an instructional setting for testing
- Ensuring all students who are eligible for testing are tested
- Ensuring a student is not discouraged from participating in state assessments, but upon a parent's opt-out request (following local procedures), the student is provided with a meaningful educational activity
- Ensuring tests are administered in-person and testing procedures meet all test administration requirements
- Ensuring the importance of the test, test participation, and the good faith efforts of all students are not undermined

Video Policy

The appropriate use of video materials in classroom instruction can enrich a student's level of understanding when used in relation to course objectives.

Employees are encouraged to use video material in the classroom that is suitable to the maturity level of students and that relates to predetermined instructional objectives.

Video materials must be:

- Used for instructional purposes
- Tied to curriculum
- Part of the systematic teaching activities of the class
- Previewed before sharing with students



Copyright Laws & Publisher Licensing Agreements

Educators must adhere to federal/state copyright laws and publisher licensing agreements, as outlined in the [*Logan City School District Video Material Policy*](#).



Special Education Policies

Department of Special
Education

Child Find

Educators in the Logan City School District have an obligation to assist in the identification of students who may have disabilities.

This also applies to:

- students who are highly mobile students (migrant and/or homeless).
- students who have been suspended or expelled from school.
- students who are suspected of being a student with a disability even though they are advancing from grade to grade.
- students who reside in LCSD boundaries but are homeschool students.
- students who are the care or custody of the state (DCFS, JJS, etc).



Child Find, cont.

When a parent indicates they have a concern that their child might have a disability, or they request testing for Special Education, that request needs to be shared with the building administrator. The request does not have to be in writing.

The request **MUST** be addressed in one of two ways within 10 school days:

Beginning the referral process

Providing proof written notice of refusal to take action from an administrator



Individualized Education Plan (IEP) Meeting Attendance

The following are the required members of any IEP team:

- Parent/Guardian
- LEA representative (Local Education Agency)
- Not less than one Special Education teacher of the student
- At least one General Education teacher of the student

Attendance for the duration of the IEP meeting is expected, even if the meeting extends beyond the typical teacher hours.



Student Services Policies

Department of Student
Services

Translation Services

Limited English Proficient parents/guardians have the right to oral language assistance services. All oral language assistance services should be coordinated through the school's Parent Liason or school Principal.

Confidentiality/FERPA/HIPAA

Employees must keep all protected and personally identifiable information confidential (e.g. FERPA, HIPAA).



“Personally identifiable” means information that includes:

- student’s name, the student’s parent(s), or other family member(s);
- student’s address;
- a personal identifier such as the student’s social security number or student number; or
- a list of personal characteristics or other information which would make it possible to identify the student with reasonable certainty.

Confidentiality/FERPA/HIPAA, cont.

Student information is the property of the student and the parent or guardian.

Student information should not be shared with any outside entities, except as identified in district policy **FED Student Data Protection**

Please contact your building administrator if you have any questions



Confidentiality & Student Images

Student images may not be distributed or published, unless authorized by the student's parent/guardian, as indicated on the LCSD Student Media Release Form found at each individual school site.



This includes:

- Student images being used for school publicity materials, including on social media
- Student images shared with outside media outlets

Employees should not publish student images on the employee's *personal* social media account.

Employee Involvement in Medical Discussions

School employees may provide information and observations to a student's parents/guardians about the student's

- progress
- health and wellness
- social interactions



School employees may complete a behavior health evaluation form if requested by the parent/guardian to provide information to a licensed physician.

Employee Involvement in Medical Discussions, cont.

- A school employee may communicate information and observations between school personnel regarding a student.
- School employees may also refer a student to other appropriate school personnel and agents, including referrals and communication with a school counselor or other mental health professionals working within the school.

Employee Involvement in Medical Discussions, cont.

- School employees may not require that a student take or continue to take a specific medication whether over-the-counter or prescription medicine, as a condition for attending school.
- This policy does not include immunizations against communicable diseases as required by the Department of Health as a prerequisite to school attendance.

Employee Involvement in Medical Discussions, cont.

School employees may not:

- Recommend to a parent/guardian that a student take or continue to take a psychotropic medication;
- Require that a student take or continue to take a psychotropic medication as a condition for attending school;
- Recommend that a parent/guardian seek or use a type of psychiatric or psychological treatment for a student;

Employee Involvement in Medical Discussions, cont.

School employees may not:

- Conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a student, except when necessitated to meet the requirements of the Individuals with Disabilities Education Act (IDEA), also known as Special Education.

Employee Involvement in Medical Discussions, cont.

School employees may not:

- Make a child abuse or neglect report to authorities, including the Division of Child and Family Services, solely or primarily on the basis that a parent/guardian refuses to consent to:
 - A psychiatric, psychological, or behavioral treatment for a student, including the administration of a psychotropic medication to a student;
 - A psychiatric or behavioral health evaluation of a student.

Medical Recommendations by School Personnel to Parents

School employees may make a report that would otherwise be prohibited if failure to take action would present a serious, imminent risk to the student's safety or the safety of others.



Student Discipline

Student discipline shall be carried out according to state and federal law, school board policy, and local building procedures.

In an effort to provide a safe, positive environment for staff and students, the Logan City School District promotes the practices and principles commonly known as **Positive Behavior Interventions and Supports (PBIS)**. These practices include:

- Clear, specific rules and expectations
- Explicit teaching of rules and expectations
- Systematic reinforcement of rules and expectations
- Consistent correction of behavioral errors



All educators are responsible for actively promoting a safe, positive environment for students and staff through the application of these principles.

Corporal Punishment

"Corporal punishment" means the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure.

It is the intention of LCSD to provide a safe, secure environment for learning.

School employees **MAY NOT** inflict or cause the infliction of corporal punishment upon a student receiving services from the school.



Safe Learning Environment

Logan City School District is committed to providing a learning environment free from bullying, cyberbullying, hazing, harassment, and other forms of discrimination based upon sex, race, color, ethnicity, religion, citizenship, sexual preference, and/or disability.

Educators within the school community have a responsibility to model and advocate appropriate behavior and interactions.

Educators and students are prohibited from engaging in bullying, cyberbullying, hazing, harassment and/or discrimination of a student or school employee on school property, at a school related or sponsored event, on a school bus, at a school bus stop, or while the student is traveling to or from a school location or school related or sponsored event.



Bullying

“Bullying” means intentionally committing a written, physical, or verbal act that a reasonable person should reasonably foresee will have one of the following effects:

- physical or emotional harm to the student or school employee
- damage to the student or school employee’s property
- placing the student or school employee in reasonable fear of harm or damage to their property
- creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - the pervasiveness, persistence, or severity of the actions; or
 - a power differential between the bully and the target
- substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits

Cyber-Bullying

“Cyber-Bullying” means:

- Using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the content will hurt, embarrass, or threaten an individual, regardless of whether the individual directed or consented to the conduct, or voluntarily accessed the electronic communication.
- In addition, any communication of this form that is generated off-campus but causes or threatens to cause a material and substantial disruption at school or interference with the rights of students to be secure may also be considered cyber-bullying.

Hazing

- "Hazing" includes behavior that is committed for the purpose of initiation into, affiliation with, or as a condition for membership in any school or school sponsored team, organization, program, club, or event
- The conduct described next constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Hazing, cont.

- "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act that meets one of the following:
- endangers the mental or physical health or safety of a school employee or student
- involves any brutality of a physical nature
- involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student
- involves any activity that would subject a school employee or student to extreme mental stress or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation

Harassment & Discrimination

Harassment and Discrimination mean:

- Repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual
- Unwelcome conduct that is demeaning or derisive or occurs substantially because of an individual's race, color, ethnic background, national origin, religion, creed, age, citizenship or disability, and which creates a hostile learning or work environment
- Conduct, including words or gestures and other actions, which illegally disadvantages an individual
- Any unwelcome treatment that is sexual in nature or occurs substantially because of the gender of the victim, which creates a hostile learning or work environment.

Educators' Responsibilities

Educators are expected to take prompt and appropriate actions to prevent bullying, cyberbullying, hazing, harassment, and discrimination including:

- Quickly intervening whenever such behavior is observed or whenever they are made aware of bullying, cyberbullying, hazing, harassment, or discrimination
- Immediately reporting such information to the principal

The District's *Discrimination and Harassment Policy* can be located on the [District's webpage](#).

Child Abuse Reporting

Any school employee who knows or reasonably believes that a child has been neglected, or physically or sexually abused shall immediately notify the nearest peace officer, law enforcement agency, or office of the State Division of Family Services.

Employees must also notify the building principal of suspected abuse.

Any person, official, or institution required to report a case of suspected child abuse, child sexual abuse, or neglect and fails to do so is guilty of a **Class B Misdemeanor**.

It is not the responsibility of school employees to prove that the child has been abused or neglected, or determine whether the child is in need of protection.

Student Mental/Emotional Well-Being

If a school employee believes a student is at risk of

- attempting suicide
- physical self-harm
- harming others

the employee may question the student in order to refer the student to appropriate prevention services and to inform the student's parent or guardian.

The questioning shall be limited to that which is necessary for referral to prevention services or to make the parent or guardian aware of the perceived risk.

Student Mental Well-Being

- If a school employee believes that a situation exists which presents a serious threat to the well-being of a student, that employee shall notify the student's parent/guardian and the building principal without delay.
- The school shall notify the parent/guardian of a student who threatens to commit suicide or is involved in an incident of bullying, hazing, abusive conduct, cyber-bullying, or retaliation (whether as a victim or as a perpetrator).

Student Mental Well-Being, cont.

The process for notifying the parent/guardian in cases where a student's well-being is in danger shall consist of:

- The school principal or designee, and a witness, shall attempt to make personal contact with a parent/guardian
 - If personal contact is not possible, the parent or guardian may be contacted by phone.

The contact must be documented on a “Verification of Parent or Guardian Contact Regarding Threat or Incident” form, available from the building principal.



Title IX

The provisions of Title IX protect students and employees from discrimination based on sex.

All employees are responsible to promptly report knowledge of discrimination or sexual harassment of any kind, including:

- student-student
- student-employee
- employee-employee

Complaints should be filed with the individual's principal or supervisor and/or the Title IX Coordinator in person, by mail, or electronically.

Title IX Coordinator

The District's Title IX Coordinator may be reached at the following address, telephone number, or email:

Address:

Logan City School District

Title IX Coordinator

Melisa Richardson

101 W. Center, Logan, UT

Phone: (435) 755-2300

Email: Melisa.Richardson@loganschools.org

Thank you!!

Please contact your building principal if you have questions.

Please view Presentation 2