

8/27/2019



# Hawthorne Elementary School

## “Home of the Hawks”

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Hawthorne's webpage: <http://www.everettsd.org/hawthornees>

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## **The Mission & Vision of Hawthorne Elementary School**

*VISION: To be a model school where each student achieves a high level of educational growth*

*Mission: Educating each student for success by providing quality instruction and rigorous learning experiences*

### **We agree to:**

#### **Make instructional decisions based on what is in the best interest of all students' learning & achievement Danielson/Criterion 1: Centering instruction on high expectations for student achievement**

- Focus instruction on learning targets
- Focus on analyzing student work
- Collaborate, use data, and implement strategies
- Intentionally implement the HAE PBIS using and teaching the common area expectations
- Apply research-based, culturally relevant strategies to promote differentiation
- Increase student growth and achievement by implementing the 8 step process (continuous improvement model)

#### **Foster a healthy, positive work environment by demonstrating professionalism, honesty, & integrity Danielson/Criterion 5: Fostering and managing a safe, positive learning environment**

- Value one another
- Consider time, manner and place when dealing with emotional and sensitive issues
- Share your expertise and knowledge with others
- Address concern or misunderstanding directly by talking to the person
- Maintain confidentiality
- Take ownership and apologize
- Keep a sense of humor and a sense of understanding

#### **Work in partnership with our families and community members to achieve educational growth for each student Danielson/Criterion 7: Communicating and collaborating with parents and the school community**

*See Title I Parent/School Compact review annually, publish annually*

*See SIP and Parent Involvement Plan*

- Provide opportunities for volunteers

#### **Implement and maintain a shared decision-making model Danielson: Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning**

Maintain a positive climate to facilitate ideal decision making-use an effective plan and process-value diversity-be cooperative in nature-have a clear evaluation process

#### **Hawthorne's School Improvement Plan Danielson/Criterion 4: providing clear and intentional focus on subject matter, content and curriculum**

Written in collaboration with teachers, instructional coaches, and school administrators is the guiding document for planning and decisions made regarding program and instruction. The SIP is the school's guiding document towards increasing student achievement and engagement in learning.

- Grade level teams align instruction and practice to the SIP
- Professional development and instructional coaching aligns to the SIP
- Learning log meetings reflect progress towards achieving SIP SMART goals and opportunities to discuss SIP effectiveness
- Hawthorne Instructional Leadership Team is responsible for writing and preparing the SIP for school and community review with grade level input

## **Title I School**

Budget to support families for family involvement, professional development for all staff and extended day. Requirements from the federal and state government include but not limited to:

- ✓ Family events to support their child's education and academic success
- ✓ Regular communication with families
- ✓ Academic support for students beyond the school day
- ✓ Parent compact
- ✓ Use of interpreters and translation of materials and documents
- ✓ Additional family services (family therapist, family advocate and additional instructional para-educators)

## **Family Advocate**

Assist families with connecting to and navigating school system (provide help filling out paperwork and explaining materials sent home, work with parent groups (Natural Leaders and PTA) and volunteers, plan family engagement events, schedule interpreters, set up meetings/facilitate communication with school staff, help families access school and district services/supports, build relationships)

Assist families in accessing school and community resources needed to support family stability and well-being (counseling, housing, food and clothing assistance, job training, immigration services, and health care/insurance)

Manage strategic partnerships with community organizations that support Hawthorne and individual community volunteers

Spanish interpretation and translation

## **Shared Leadership Overview Chart and Procedures**

### **Agendas/Minutes:**

Meeting agendas will be shared and published in Office 365 with staff notified if/when a team decision is to be made quickly so impacted parties may consider options, attend meeting and/or give input to others. Minutes will be maintained during meetings and made available on Office 365.

### **Continual Progress:**

We will regularly measure and /revisit these agreements based on our CEE/Title/EEA/Plan, Do, Check, Act and other informal surveys or requests for input from our staff, students, and/or parent community.

### **Hawthorne Instructional Leadership Team (HILT)**

Our School Improvement Team meets once a month on Wednesdays from 3-4:00. The purpose of HILT is to facilitate the implementation of the School Improvement Plan that was developed by the entire staff. The School Improvement Team is composed of the team leaders from each of the grade levels, specialists, para educators, and the administrative team. HILT also addresses questions/concerns from grade level teams, parent involvement activities and other school activities. HILT committee members receive a stipend from the district for their participation.

### **HILT Dates:**

9/18	10/16	11/20
12/18	1/22	2/19
3/18	4/22	5/20

### Hawthorne Committee Teams

(Draft – Work in Progress)

Hawthorne Committee Teams	Structures & Expectations	Who	When
Administrative Team	HILT (Hawthorne Instructional Leadership Team), SIT, SpEd, Food Services, Maintenance, Evaluations/TPEP,PD	Paige and Tanya	On-going
	HILT, SIT, SpEd Instructional PD, Evaluation/TPEP, Recess Supervision		
Hawthorne Instructional Leadership Team (HILT)	8 Step Process: The Work of High Performing Teams Monitoring SIP Title I budget PD PBIS (new data documentation beginning 2018 19 ACE Attend all meetings SOSR		Meeting Dates: Wednesdays (1x per month)
Student Intervention Team (SIT)	Determine interventions for both academics and behavioral needs Analyze student data Create a time-line and complete the SIT form Determine next steps e.g. required ELL steps, incorporate interventions, MDT process	Facilitator: Heather Rogers Counselor Referring Teacher Teachers: Judy McWilliams, Steve Perry, Kim Demetre Instructional Coaches: Becky Ruddy Julie Kaufman, Becky Hassler, Holly Im-Hamper	Once a week – Tuesdays 3-3:30 counselors office <i>Additional dates may be added as necessary</i>
Multiple Disciplinary Team (MDT)	Discuss SpEd case load Meet to discuss evaluations and assessments IEP's Meet to discuss behavior support Provide staff with necessary professional devlp.	Facilitator: Courtney Wagner Barb Hauschel/Resource rm teacher Stacey Davis/SLP Cynthia Stoppelmoor/OT/PT Celia/Valerie Debbie Halliday and Julie Bowers (Dvlp Preschool team) Jules Hehn Danielle Jacobson	Tuesdays at 8:00 in the resource room

Instructional Coaches (IC)	Plan PD around SIP Instructional support Plan for SBA/scheduling Coaching Modeling lessons	Julie Kaufman Becky Hassler Holly Im-Hamper Christina Allen Celia & Valerie	Wednesdays at 11:50-12:45
PBIS Team	Analyze the referrals using our electronic process Look for trends Relay info to staff members Provide positive behavior intervention support to all staff members	Barb Hauschel FA Rachel Allen Paige and Tanya Liberty Sponek Meghan K-Zender Katherine Kim Heather Rogers Recess/Para Haider Al Jerew	Dates: Monthly on Wednesdays from 3-4:00
Safety Committee	Plan/conduct safety drills Organize disaster plans Document all drills etc in Rapid Responder Handle building safety concerns	Facilitator: Tanya Jon Chafe & Paul Duro Jan Anderson, Tina Jensen, Judi Caudle Patrol leader: Holly Brown, Julie Boyer, Liberty Sponek	Dates:
Grade Level Teams	Examine common formative assessment data to make real-time instructional calendar adjustments and plan instruction Grade level business		Teams meet weekly: Kinder Mondays (all other grade levels will be the 4 <sup>th</sup> Wed. of the month)
Attendance Team	Analyze student attendance Send letters home Phone calls home Implement specific interventions: bus pick up, alarm clocks, incentive chart with prizes ALL HERE (Hawk Trophy) Parent/Guardian meetings (clarify if students can be late and still receive a letter?)	Tanya Brinck Doreen Cardin Rachel Allen Heather Rogers District support Para Ed ? LAP \$	Weekly/Dates: Tuesdays @10:00am
Instructional Para-Educator Team	Develop and implement their instructional schedules Align their PD with our SIP Meet regularly	<b>Reading:</b> Julie Kaufman Pat Law, Luba Novazhilova, Mary Kay Bailey <b>EL Coach:</b> Holly Im-Hamper <b>EL Teacher:</b> Christina Allen <b>EL Paras:</b> Shir Ahmad & Rania Salib <b>Math:</b> Becky Hassler Miriam Shafik and Shelly Pountain	Meet monthly/Dates: ?

		<b>Recess/Café:</b> Tanya Brinck Shelly Pountain AM Holly Brown/PM, Haider Al-Jerew and Cassie Ann Lara	
Everett Education Association (EEA)	Check-in/ address needs regarding: School Policy/Procedure & Shared Leadership Working Agreements & Climate	Julie Bowers & ? Paige and Tanya	
Social Committee	Staff appreciation/moral building End of Year Celebration Baby/Wedding/Retirement: Summer, Fall, Winter, Spring B-day celebrations	Amanda Baker Laurie Duhrkoop Lora Hammon Kerri Sparks and Liberty Sponek	As needed (monthly)
Hawthorne Scholarship Fund Committee	Select Recipients Manage snack bar Fundraising to provide scholarships to former Hawthorne students	Judi Caudle, Julie Bowers, Deb Halliday, Liz Trujillo	
District Level Cadre Leads	Staff members attend district trainings/PD in the specified curricula area The DCL's share information to staff during extended staff meetings or GLT meeting	Science: Wilson, Allen Girault & Duhrkoop Math: Hassler ELA: Kaufman EL: Im-Hamper & Christina Allen Writing: Perry Technology: Carlson Robotics: Lisa Fieck Student Leadership:	Refer to district dates

<b><u>Office Support and Operations</u></b>	<b><u>Staff</u></b>	<b><u>Responsibilities</u></b>
<b>Maintenance Requests</b>	Jon, Tina J., Paige, Tanya	Prevent/respond to facility needs. Schedule maintenance accordingly.
<b>Purchasing/Management</b>	Tina J., Paige, Tanya	facility use, master calendar Enrollment, Variances staff notes or emails, monthly parent note, payroll sub. mgmt, LOA, HR papers budget/purchasing conferences, interpreters
<b>Attendance/KIT/Transportation</b>	Doreen, Tanya, Rachel Allen, Heather Rogers	student entry/information transfers/student records front desk & phone monthly newsletters

<b>Health Concerns</b>	Lead: HRA assist: Eleanora	Life-threatening Training/notifying staff as necessary/appropriate Health Logs, Medications, F/T permission
<b>Student Concerns</b>	Heather Rogers Tiffany Classen (Family Therapist) Rachel Allen Sara Beebout Paige and Tanya	Student Intervention/Support CPS (all staff are mandatory CPS reporters)
<b>Family Needs/Support</b>	Rachel Allen Heather Rogers Tiffany Classen- Family Therapist Paige and Tanya	PTA, Family Events, NLs Volunteers, Partnerships & Community Partners

### **Administrative Roles & Responsibilities**

<b><u>Paige</u></b>	<b><u>Both</u></b>	<b><u>Tanya</u></b>
Staffing Monthly Parent Letter Title Budget: Parent Inv., PD Budget: NERC, SOSR Lead: SIP, 8 Step Process Student Placement Staff assignments Hiring staff Community Support Services & Stake Holders The instructional Weekly (TSTL)	Shared Decision Making Process Culture and Climate Student Mgmt/Discipline/PBIS Supervision of instruction, curriculum and assessment Schedules for Instruction, Para, Specialist, Conference Week Learning Log & EOY LL IEP, contracts/plans SIP/8 Step Process Facility Use/Management SOSR Announcements / Assemblies PTA Connect ed calls	Emergency Operational Plans and Procedures-Safety Student Government Building Policy/Procedures Title/Budget: Extended Day Lead: TPEP, Instruction Coordinate High School Volunteers and Boeing Volunteers Watch DOGS/Angie James Boys and Girls Club Coordinator Coordinate CEE surveys

## **School Events Calendar**

### **Staff Meetings**

These meetings are intended for all Hawthorne certificated staff and will begin at 3:00 pm in the library. By contract, attendance is required for all certificated staff; other staff members are encouraged to attend. Certificated staff who may not be able to attend a staff meeting are expected to discuss the need to be absent with an administrator prior to the meeting.

### **Important Dates:**

#### **Report Cards**

The academic year is divided into two semesters: First semester starts September, and second semester starts February.

### **Other Non-standard Days**

The following is a list of other important dates during the school year.



### *First Semester*

August 28	Welcome Back! LID Day
August 29	LID Day #2
September 2	Labor Day
September 3	Non Instructional Work Day
September 4	First Day of School
October 18	LID Day. No school for students.
November 1	12:20 ER, Teacher Conference Prep
November 4-8	12:20 ER Parent/Teacher Conferences
November 11	Veterans Day, No School
November 27	Student/employee early release
November 28-29	Thanksgiving Break, no school
December 23-January 3	Winter Break, no school
January 20	Martin Luther King Jr. holiday, no school

### *Second Semester*

January 27	Individually Directed Workday. No school for students.
February 17-18	Midwinter Break, no school
March 27	12:20 ER, Teacher Conference Prep
March 30- April 3	12:20 ER, Parent/Teacher Conferences
April 6-10	Spring Break, no school
May 25	Memorial Day, no school
June 5	Early Release for all Students (2 1/2 hours)
June 15	Last student day, early release
June 16-19	Potential Inclement Weather Make-up Days

Note: Emergency make-up days will be added to the end of the school year.

## **HAWKS**

**Have respect Act responsibly Work together Keep safe Soar to success!**

### **HAWKS Pride Assembly Themes and Dates 2019-2020**

**(Draft – Work in Progress)**

<b>Month</b>	<b>Theme</b>	<b>Assembly Date</b>	<b>Time</b>
<b>September</b>	<b>HAWKS</b> <b>Welcome Back +</b> <b>Explain</b> , using a PPT, what “HAWKS” expectations are and look like	<b>Friday, Sept 6<sup>th</sup></b> 1 <sup>st</sup> -5 <sup>th</sup> grades <b>Wed, Sept 11<sup>th</sup></b> Kinder	<b>9:15-10:00</b> <b>9:15-10:00</b>



**Learning Improvement Fridays (LIF)**

LIF days occur on designated Fridays at the end of the school day. The purpose of this student early release time is to provide a resource for school improvement work that consequently protects both instructional time for teachers and students, and the individual preparation activities that have a direct impact on student learning.

**Administrator-facilitated Fridays**

Administrators will engage with collegial teams on matters related to the continuous improvement of instruction, school programs, professional growth, student learning opportunities and best instructional practices. Agendas and notes are part of this activity. Larger staff meetings might be needed to facilitate this work. Singletons and partial FTE staff will work with their principal to develop a plan regarding their use of this time.

**Employee-facilitated Fridays**

Employees will engage in the implementation of programs and classroom instruction, which may include but not be limited to, planning lessons and units, scoring and analyzing students’ work, using the data to plan next steps, and/or collaborating with their colleagues in this process.

### District-facilitated Fridays

9/13

9/27

10/11

11/22

12/13

1/17

1/31

2/14

2/28

3/13

4/17

5/1

5/15

5/29

### Individual-facilitated Fridays

9/6

9/20

10/4

10/25

11/22

12/13

1/10

1/24

2/7

2/21

3/6

3/20

4/24

5/8

5/22

6/12

### Staff Call Backs

9/26/19 : 5:00-7:00pm - Curriculum Night

3/26/19: 6:30-8:00 – Musical K-5

5/28/19: HAE Science Expo (Time TBD)

### Health Room

The HRA (Health Room Assistant) keeps a computerized Daily Log and communicates regularly with the School Nurse and office team, who are the Health Room support before 9:00 and after 2:00.

The HRA is trained regarding all students' individual health plans. The basic procedures for handling concerns are as follows:

When a student reports "not feeling well," the HRA takes student's temperature.

A decision is made using the following protocol:

- ✓ Go home: The student is sent home if their temp. is 100.4 or higher or if s/he has vomited.
- ✓ Make a decision: If their temperature is below 100.4, the following is considered before making parent contact: student appearance and health history
- ✓ Teacher input from note/call. *Let us know if you would like the Health room to call home on a student because a parent notified you they weren't feeling well and told them to come see the nurse if they got worse. The health room does not usually call unless they have a temp of over 100.1, vomiting because of illness not forced, or over activity and serious injury, and at the request of parents.*

Return to class: If a student is returned to class and continues to demonstrate a problem or is disruptive, please send a written note of observations to the Health Room and parent will be called with this information.

Students do not necessarily have the same report to us that they tell you.

Communication: If you would like something in writing about the Health Room response when a student is returned to class, please send him/her with something written (i.e., document what symptoms the student

reported in class so the HRA is clear on what needs to be checked and/or your observations as well- this is helpful!)

### **Parent Communication**

**District:** Distribute Student Rights & Responsibilities Handbook, FERPA, Calendar, etc at Back To School

**School-Wide:** Wednesday Folders: Parent Handbook & Title I documents (Fall), Principal monthly newsletters, various 1/2 sheet reminders/notices of events

**Grade Level/Teacher:** Monthly communication about learning targets, progress, expectations and how parents can support at home.

**All:** Regular, timely positive/reminder phone calls or notes re: individual students.

### **Visitors/Volunteers**

Volunteers work under the direction of and invitation of teachers, administrators, office staff and family advocate. We agree to train and schedule our own volunteers. (Family Advocate) will assist with basic procedure training and drop-ins are welcome in the Family Resource Center if there are jobs needing completion.

The office staff will guide and remind volunteers regarding volunteer policy/procedures (i.e., sign in, where to go, volunteer tags, who to ask for help, how to do things, use of space, etc).

All staff agree to approach visitors/volunteers about signing-in and getting a badge/sticker. We are all responsible for checking that guests have their sticker or badge. Visitors/volunteers will pre-arrange times with teachers. The district has new guidelines for volunteers. All volunteers are required to complete a volunteer on-line form. Background checks will be conducted both in State and out of state for all applicants.

### **Guest Teachers**

All teachers will create a sub folder and clearly outline the daily schedule, routines & procedures as well as a **dismissal plan for each student**. Substitutes will be asked to let us know how we are doing when they visit. Staff is asked to give input re: guest teachers as well- if a concern arises, the office will request observed concerns in writing. All guest teachers complete a district survey about their experience at our school. This information is published in our district public documents.

### **Instructional Para Educators**

All instructional Paras must have a substitute file in the office.

### **Student Supervision**

Teachers will review the expectations from Student Rights & Responsibilities, Parent Handbook, Character counts, HAWK Agreements and/or Common Area Expectations.

Teachers will instruct students on how to earn individual, group, class, or area rewards/consequences. All students will clearly understand the progressive steps of intervention that will be taken if needed. (***see Positive Behavior Intervention Support section***) Teachers will practice expectations with their students such as walking quietly in the hallway, flushing the toilet, washing hands and throwing paper towels in the garbage

- Individual and groups of students may never be left unattended.
- All students are expected to have hall passes.
- Students will be allowed to use bathrooms one at a time unless a teacher escorts a class and monitors as students enter 2-3/bathroom. Some students may require special bathroom supervision or need to use the nurse's office bathroom
- Returning/visiting students from the MS or HS should follow the same guidelines as any other visitor.
- Teachers walk their students to and from recesses. Students will enter the building in a quiet manner and in a line.

### **BEFORE/AFTER SCHOOL SAFETY PLANS (See Afterschool Safety Plan)** **Morning**

7:50-8:00	Students line up on the yellow lines by the breakfast doors. Patrols enter early to eat breakfast.
8:00	Breakfast doors open first- just before 8:00. Front doors open second- at 8:00 sharp.
8:10-8:15	When K-4 students are done with breakfast, they go directly to the gym for DEAR with their class. 5 <sup>th</sup> graders go to the library
8:30	Students who are not in line by 8:30 wait at the corner until classes have left the gym. Teachers pick up their students in the gym no later than 8:30. Kinders walk out the gym exterior doors and walk to the exterior doors in the kinder wing 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grade classes go out the interior gym doors and 4 <sup>th</sup> grade will go out the back north end gym doors and 5 <sup>th</sup> grade picks up in the library.
8:35	Tardy bell rings at 8:35 and instruction begins.
8:45	Morning Announcements 8:50

### **AFTERNOON: (all teachers need to escort their students out of the building during dismissal)**

*See dismissal map attached*

**ROLLING PICK UP & BUS RIDERS NEED TO BE DISMISSED FROM CLASSROOMS BY 2:40 NO LATER**

#### **WALKERS**

2:50	<b><u>(K) Bissell, Campbell, Caudle~</u></b> dismisses at the back doors by preschool-south end by 12 <sup>th</sup> Street
2:50	<b><u>(1<sup>st</sup>) Sponek, Girault, Small &amp; Carlson</u></b> ~will escort their students out the exterior door by Kinder wing (near boy's bathroom) 1 <sup>st</sup> graders go to the paved area next to the Kindergarten doors and 2 <sup>nd</sup> graders are escorted to the paved area by the breakfast doors-yellow lines
2:50	<b><u>(2<sup>nd</sup>) Duhrkoop, Perry &amp; Lee</u></b> ~will escort their students out of building A exterior doors by kitchen/breakfast doors. 2 <sup>nd</sup> stays by breakfast doors-on the yellow lines & 1 <sup>st</sup> grade walks farther down toward kinder
2:50	<b><u>(3<sup>rd</sup>) Kim, McWilliams &amp; Hammon~</u></b> will escort their students out of building A out of the breezeway doors.
2:50	<b><u>(4<sup>th</sup> and 5<sup>th</sup>) Baker, Booth, Swanson, Vick~</u></b> will escort their students out of the B through breezeway. Students will need to walk to the designated walker areas to pick up their siblings <b><u>(not through the building)</u></b> to meet younger siblings

**Teachers wait until at least 3:00 before bringing students to the office who were not picked up by parent-usually K-2 students**



### Para Educator Dismissal Duties

<b>Name</b>	<b>Duty</b>	<b>Students</b>
Shelly Pountain	Pick up and escort students to <b>rolling pick up</b> Walk students to <b>Boys and Girls club</b>	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> (Picks up students in hallway of Bldg. A)  2 <sup>nd</sup> through 5 <sup>th</sup> (from Café)
Rania Salib	Pick up and escort students to <b>rolling pick up</b> from building B	4 <sup>th</sup> and 5 <sup>th</sup> (Picks up students in hallway of Bldg. B)
Chelsea Downie and 4 <sup>th</sup> /5 <sup>th</sup> Grade Teams	Take the 4 <sup>th</sup> and 5 <sup>th</sup> grade to Boys and Girls Club to the cafeteria	4 <sup>th</sup> and 5 <sup>th</sup> B&G club students go to Chelsea's room and she will escort them to the B&G Club
Amy Farnham	Escort 2 <sup>nd</sup> and 3 <sup>rd</sup> graders to the Boys and Girls Club	2 <sup>nd</sup> and 3 <sup>rd</sup> (Picks up students in hallway in Bldg. A by Perry's room)
Ping Law	Picks up and escort kinder <b>bussers</b> and kinder <b>rolling pick up</b> (kinder wing)	Kindergarten (Kinder wing)
Wendy Conklin	Picks up and escort 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> <b>bussers and then help with RPU</b>	1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> (Bldg. A hallway)
Luba Novozhilova	Pick up and escort 4 <sup>th</sup> & 5 <sup>th</sup> grade <b>bussers</b> to the bus	4 <sup>th</sup> and 5 <sup>th</sup> (Bldg. B hallway)
Mary Kay Bailey and Shir Ahmad	Pick up and escort Kinder and 1st to B&G club	Kinder (Kinder wing) 1 <sup>st</sup> grade teachers walk their B&G club students to the kinder hallway on the way to walking their "walkers" outside
Haider Al Jerew	Loads students into cars for rolling pick up (back by the cafeteria)	K-5 (back of building in parking lot)
Holly Brown	Lunch Supervisor/Patrol Supervisor	K-5 Lunch 5 <sup>th</sup> graders



**Building Maintenance**  
**See attached run sheets (AM/PM)**

**Assigned custodial areas and responsibilities:**

When we cannot keep the schedule/duties as listed, we will do our best to email or tell you in advance.

**Day Shift Assignments/Schedule:** Jon takes care of whatever is not listed on the Swing Shift Run Sheet & responds as needed throughout the day. He specifically attends to the cafeteria during/after meal times. *(see attached document)*

**Swing Shift (PM) Schedule:** See attached Swing Shift Run Sheet for information on afternoon/evening rounds. *(See attached document)*

**Staff Room & Conference Room & Unassigned Classrooms**

To help keep the staff room clean, please put dishes in the dishwasher.

Students are not allowed in the staff room unless pre-arranged.

Leave the room the way you found it (or better); do not store items unless approved.

Staff members follow the grade level staff room clean-up schedule

**Work Room**

Please help keep the workroom clean during school hours.

Due to cutting boards and other sharp items in the workroom, students are not allowed in workroom.

**Recycling**

Thank your Recycle Rangers- this is special to Hawthorne! Watch email for updates.

Composting: Stay tuned- the "Green Team" will keep us posted.

**CLEANING: HELP OUR CUSTODIANS HELP YOU!**  
**Please remember to**

- 1) **Pick up the floor:** Have kids pick up all pencils, crayons, and big paper.
- 2) **Stack chairs:** Have the kids pick up chairs every night (even if it is not your vacuum night- we are going to try to do more whenever we can)
- 3) **Trash cans outside your door:** Please put all trashcans outside your door at the end of class every day. If you need paper towels, please put a sticky note on your trashcan.
- 4) **Lock up & Lights out:** Please make sure windows and door are locked and lights are out. That includes all lamps and twinkly lights. Blinds must be closed

**REQUESTS FOR CUSTODIAL STAFF**  
**How is it best to notify custodians you have a need?**

**Emergency clean-up and/or mid-day needs:** Call the office. They will walkie-talkie Jon ASAP.

**As needed:** Trash liners are changed per need and/or before each vacation. Some additional items will be done per need (e.g., refill soap/towels, change scrub sink, extra vacuuming when lice occurs or if needed). When you have a refill/request you do not want missed, just email the custodian assigned to your area (see run sheet). Remember: If you have a special request/need or have input regarding a guest custodian, just email Jon or text him (425.318.5012)

**Trash vs. Composting:** Very few items go into trashcans (which will be emptied only when full) - plastic, aluminum, etc. All paper goes into recycle. Food/items that held food can go in trashcans w/ green compostable liners.

## HAWTHORNE ELEMENTARY STAFF LIST

<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	ROOM	EXT
GOETSCH, KAYLA	ACHIEVE	B006	4687
JACOBSON, DANIELLE MIKULSKI	ACHIEVE	B007	4666
FIECK, LISA M	ART/TECH	A153	4655
BRINCK, TANYA HELEN	ASST PRINCIPAL	A102	4691
ROGERS, HEATHER	COUNSELOR	A102	4613
NELSON, ASHLEE E	ECEAP	B108	4688
OLSON, KEALA A	ECEAP	A110	4620
BOYER, JULIE KIM	ECEAP FAM SPEC	A110	4627
FERENCZY, MELANIE AILEEN	ECEAP FAMILY SUPPORT	A110	4627
ATTERBURY, KIMBERLY CLAIRE	ECEAP INSTRUCTO	B108	4688
RIOS, EVALYNN MARIE	ECEAP Teacher	A110	4620
SPERO-MALLY, THERESA RENEE	ECEAP TEACHER	B108	4688
IM-HAMPER, HOLLY HYE Y	EL COACH	A128	4667
KAUFMAN, JULIE ANN	ELA COACH	A153	4653
KREFT ZENDER, MEGHAN ELIZABETH	ELA COACH	A153	4653
ALLEN, CHRISTINA M	ENG LANG LEARN	A137	4637
ALLEN, RACHEL JEAN	FAMILY SPEC	A147	4610
BOOTH, ELIZABETH MARY	FIFTH GRADE	B103	4686
GIRAULT, DERLY MARCELLE	FIRST GRADE	A151	4651
CARLSON, TANEAL ROSE	FIRST GRADE	A133	4633
SMALL, HOLLY	FIRST GRADE	A132	4632
SPONEK, LIBERTY D	FIRST GRADE	A145	4645
BAKER, AMANDA MARIE	FOURTH GRADE	B105	4685
CHAFE, JONATHAN M	HEAD CUST	A119	4697
MUROVCEVA, ELEONORA	HEALTH ROOM ASST.	102C	4606
BISSELL, DIANE M	KINDERGARTEN	A105	4615
CAMPBELL, MELISSA JANE	KINDERGARTEN	A111	4621
CAUDLE, JUDI ANN	KINDERGARTEN	A104	4614
MAY, KAREN C	KITCHEN	A155	4607
WILSON, CINDY M	KITCHEN	A155	4607
SCIGLIBAGLIO-TRUJILL, ELIZABET	Librarian	B102	4609
HASSLER, REBECCA L	MATH COACH	B102	4682
DEMETRE, KIMBERLY N	MUSIC	B003	4663
DEMETRE, KIMBERLY N	MUSIC	B003	4663
NELSON, JING	NIGHT CUSTODIAN	A119	4697
JENSEN, TINA L	OFFICE MANAGER		4601
CARDIN, DOREEN LYNN WARD	OFFICE SUPPORT	A101	4600
STOPPELMOOR, CYNTHIA SUE	OT/PT	B002	4662
AHMAD, AHMAD SHIR	PARAEDUCATOR	A137	4637
AL JEREW, HAIDER SAMEER	PARAEDUCATOR	A153	4655
BAILEY, MARY K	PARAEDUCATOR	A153	4659
BRACKETT, DARRYL W	PARAEDUCATOR	B007	4687
BROWN, HOLLY A	PARAEDUCATOR		

CONKLIN, WENDY E	PARAEDUCATOR	B102	4682
DANNER, LAURA JEAN	PARAEDUCATOR	B007	4666
FARNHAM, AMY E	PARAEDUCATOR	B102	4682
GARCIA, GLORIA	PARAEDUCATOR	A106	4618
LARA, CASSIE-ANN MARIE	PARAEDUCATOR		
LAW, PATRICIA	PARAEDUCATOR	A153	4653
LOPEZ, MICHELEL	PARAEDUCATOR	A106	4616
MURDOCK, MELINDA G	PARAEDUCATOR	B007	4666
NOVOZHILOVA, LYUBOV	PARAEDUCATOR	A153	4655
POUNTAIN, SHELLY MARIE	PARAEDUCATOR	B102	4682
PUNKIEWICZ, BRIANNA ROSE	PARAEDUCATOR	A106	4616
SALIB, RANIA RAMIS ROSH	PARAEDUCATOR	A137	4637
SCHILLING, NICOLE MARIE	PARAEDUCATOR	A106	4616
SHAFIK, MARIAM	PARAEDUCATOR	B102	4682
KELLEY, TRACY ANN	PARAEDUCATORr ACHIEVE	B007	4660
ANDERSON, JAN LYNN	PHYSICAL ED	A122	4624
HALLIDAY, DEBORAH A	PRESCHOOL	A106	4616
NGUYEN, PAIGE A	PRINCIPAL	A101	4690
HAUSCHEL, BARBARA LORRAINE	RESOURCE ROOM	A129	4660
BOWERS, JULIE A	SE PRESCHOOL	A106	4618
DUHRKOOP, LAURIE	SECOND GRADE	A138	4638
LEE, SOEUN	SECOND GRADE	A138	4638
PERRY, STEVEN EDWARD	SECOND GRADE	A143	4643
DAVIS, STACEY J	SPEECH/LANG	A108	4630
DAVIS, STACEY J	SPEECH/LANG	A152	4631
HAMMON, LORA ELAINE	THIRD GRADE	A140	4640
KIM, KATHERINE S	THIRD GRADE	A139	4639
MCWILLIAMS, JUDY LYNN	THIRD GRADE	A144	4644
HINDS, JENNIFER ANN			

### **Positive Behavior Intervention Support**















# HAWKS Behavior Matrix

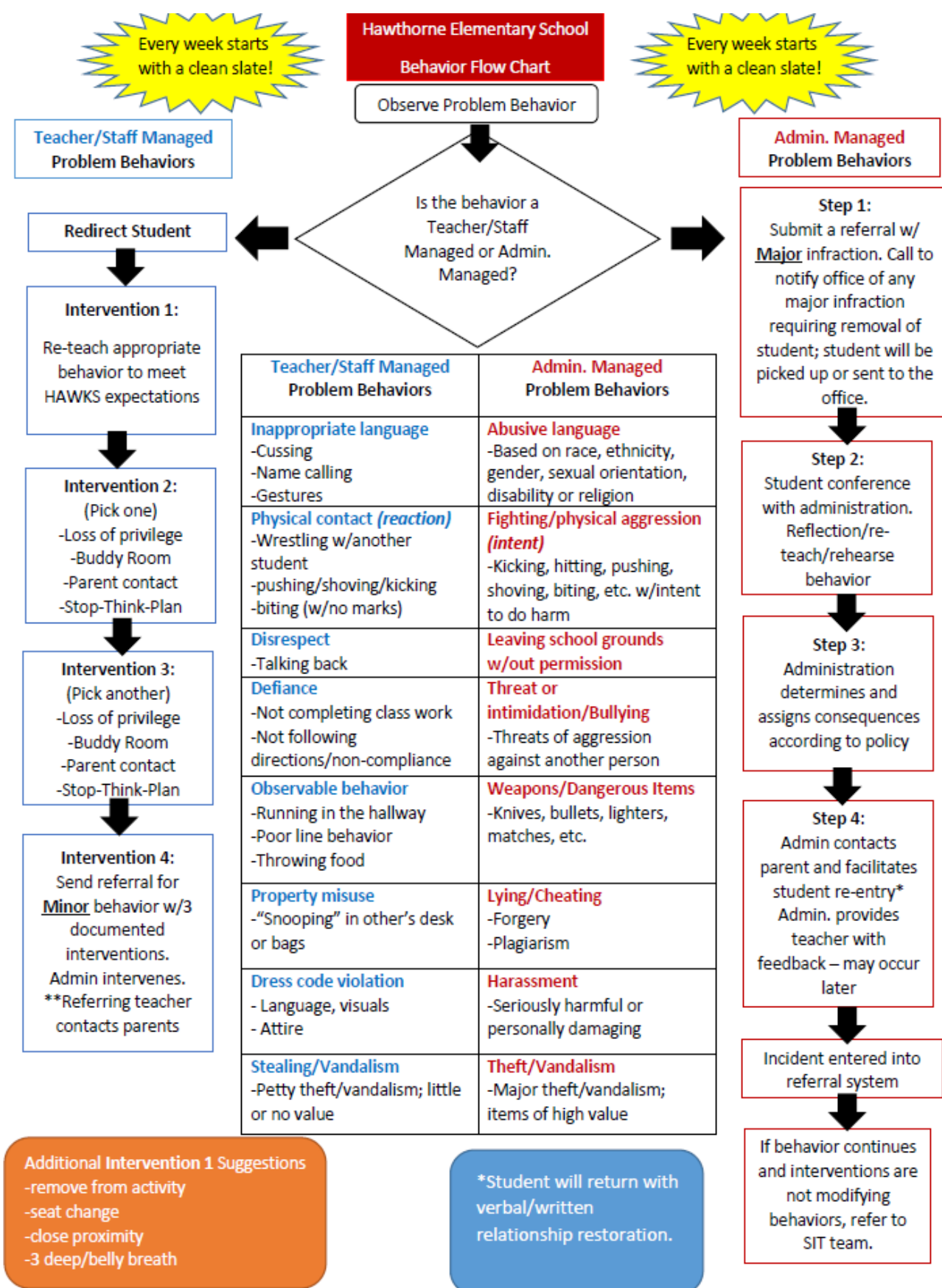
*Hawthorne Elementary School (June 2018)*



**Collaboration   Communication   Creativity   Critical Thinking   Citizenship   Growth Mindset**

	 <b>Classroom</b>	 <b>Recess</b>	 <b>Cafeteria/Line</b>	 <b>Hallway</b>	 <b>Bathroom</b>	 <b>Bus</b>	 <b>Assembly</b>
<b>Have Respect</b> 	<ul style="list-style-type: none"> <li>• Use inside voice</li> <li>• Use kind words</li> <li>• Listen to others</li> <li>• Ask for permission</li> </ul>	<ul style="list-style-type: none"> <li>• Outside voice</li> <li>• Use kind words</li> <li>• Listen to others</li> <li>• Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voice</li> <li>• Use kind words</li> <li>• Listen to others</li> <li>• Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>• Voices off</li> <li>• Keep hands to self</li> <li>• Arrive on time</li> <li>• Close lockers quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voice</li> <li>• Use kind words</li> <li>• Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voice</li> <li>• Use kind words</li> <li>• Listen to direction</li> </ul>	<ul style="list-style-type: none"> <li>• Sit quietly</li> <li>• Listen to the speaker</li> </ul>
<b>Act Responsibly</b> 	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Accept consequences</li> <li>• Be honest</li> <li>• Be prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Put equipment away</li> <li>• Line up quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your area clean</li> <li>• Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention</li> <li>• Stand and wait patiently</li> <li>• Respect our bulletin boards by not touching them</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet</li> <li>• Keep the bathroom clean</li> <li>• Use paper and soap appropriately</li> <li>• Quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Go directly to a seat</li> <li>• Stay in your seat</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention</li> <li>• Wait patiently</li> </ul>
<b>Work Together</b> 	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Share</li> <li>• Encourage others</li> <li>• Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Include everyone</li> <li>• Share</li> <li>• Help others</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Help your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>• Stay with your group</li> <li>• Walk behind the person in front of you</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Help others</li> </ul>	<ul style="list-style-type: none"> <li>• Be a good audience</li> </ul>
<b>Keep Safe</b> 	<ul style="list-style-type: none"> <li>• Keep hands, body, and feet to self</li> <li>• Use materials carefully</li> <li>• Walk carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, body, feet to self</li> <li>• Use equipment properly</li> <li>• Stay on playground or field</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, body, feet to self</li> <li>• Eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, body, feet to self</li> <li>• Face forward</li> <li>• Walk slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, body, feet to self</li> <li>• Wash and dry your hands</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, body, feet to self</li> <li>• Keep aisle clear</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, body, feet to self</li> <li>• Face forward</li> <li>• Keep aisle clear</li> <li>• Stay in assigned area</li> </ul>
<b>Soar to Success</b> 	<ul style="list-style-type: none"> <li>• Actively participate</li> <li>• Finish work on time</li> <li>• Learn from your mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Follow game rules</li> <li>• Be kind to all team members</li> </ul>	<ul style="list-style-type: none"> <li>• Learn your lunch number</li> <li>• Make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth and quiet transitions</li> <li>• Go straight to class</li> <li>• Be ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Use bathroom correctly</li> <li>• Report problem to adult immediately</li> </ul>	<ul style="list-style-type: none"> <li>• Leave class on time</li> <li>• Be on time to the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Clap at the right time and in the appropriate way</li> </ul>

## Behavior Flow Chart



## Classroom Behavior Log

**Student:** \_\_\_\_\_

**Classroom Behavior Log**

1 <sup>st</sup> Intervention	Date:	Time:
<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Location</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Classroom  <input type="checkbox"/> Playground  <input type="checkbox"/> Hallway  <input type="checkbox"/> Restroom  <input type="checkbox"/> Specialist  <input type="checkbox"/> _____                 </div> <div style="width: 50%;"> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">Problem Behavior (see Behavior Flow Chart: Minor)</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Inappropriate language  <input type="checkbox"/> Physical Contact (reaction)  <input type="checkbox"/> Disrespect (passive/low level)  <input type="checkbox"/> Defiance  <input type="checkbox"/> Observable Behavior  <input type="checkbox"/> Property Misuse  <input type="checkbox"/> Dress Code Violation  <input type="checkbox"/> Stealing/Vandalism  <input type="checkbox"/> _____                     </div> <div style="width: 50%;"> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">Staff Response/Intervention</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Re-teach appropriate behavior to meet HAWKS Expectations                             </div> <div style="width: 50%;"> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">NOTES:</div> </div> </div> </div> </div> </div> </div>		

2 <sup>nd</sup> Intervention	Date:	Time:		
<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Location</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Classroom  <input type="checkbox"/> Playground  <input type="checkbox"/> Hallway  <input type="checkbox"/> Restroom  <input type="checkbox"/> Specialist  <input type="checkbox"/> _____                 </div> <div style="width: 50%;"> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">Problem Behavior (see Behavior Flow Chart: Minor)</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Inappropriate language  <input type="checkbox"/> Physical Contact (reaction)  <input type="checkbox"/> Disrespect (passive/low level)  <input type="checkbox"/> Defiance  <input type="checkbox"/> Observable Behavior  <input type="checkbox"/> Property Misuse  <input type="checkbox"/> Dress Code Violation  <input type="checkbox"/> Stealing/Vandalism  <input type="checkbox"/> _____                     </div> <div style="width: 50%;"> <div style="border-bottom: 1px solid black; 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	2019-2020 Instructional Master Schedule						8/14/2019				
	K	1	2	3	4	5 Booth	5 Swanson				
8:30 AM	8:30-9:00 Second Step & Mindfulness Strategies					Second Step & Mindfulness Strategies		8:30 AM			
8:35 AM								8:35 AM			
8:40 AM								8:40 AM			
8:45 AM								8:45 AM			
8:50 AM								8:50 AM			
8:55 AM								8:55 AM			
9:00 AM	9:00-10:00 Math Support	9:00-9:40 Writing	9:00-9:30 ELA Support	9:00-9:30 Guided Reading	9:00-9:35 Math Routines	8:45-9:30 Specialist	8:45-9:30 Specialist	9:00 AM			
9:05 AM									9:05 AM		
9:10 AM									9:10 AM		
9:15 AM									9:15 AM		
9:20 AM									9:20 AM		
9:25 AM					9:25 AM						
9:30 AM					9:30 AM						
9:35 AM					9:35 AM						
9:40 AM		9:40-10:10 Math Routines	9:30-10:00 Guided Reading	9:30-10:00 ELA Support	9:35-10:20 Specialist	9:35-10:05 Core Math	9:35-10:05 ELA Support	9:40 AM			
9:45 AM											9:45 AM
9:50 AM										9:50 AM	
9:55 AM										9:55 AM	
10:00 AM										10:00 AM	
10:05 AM	10:00-10:30 Math	10:10-10:40 ELA Support	10:00-10:40 Shared Reading		10:05-10:35 Math Support	10:05-10:35 Guided Reading	10:05 AM				
10:10 AM										10:10 AM	
10:15 AM										10:15 AM	
10:20 AM										10:20 AM	
10:25 AM										10:25 AM	
10:30 AM		10:40-11:10 Guided Reading	10:40-10:50 2nd Recess	10:25-11:10 Specialist	10:20-11:00 Shared Reading	10:35-10:50 Writing	10:35-10:50 Writing	10:30 AM			
10:35 AM											10:35 AM
10:40 AM											10:40 AM
10:45 AM											10:45 AM
10:50 AM											10:50 AM
10:55 AM	11:10 - 11:30 K Lunch	10:50-11:20 Core Math		11:00-11:10 4th Recess	11:00-11:30 Writing	11:00-11:30 Writing	10:55 AM				
11:00 AM										11:00 AM	
11:05 AM										11:05 AM	
11:10 AM										11:10 AM	
11:15 AM										11:15 AM	
11:20 AM		11:30 - 11:50 K Recess	11:20-11:50 Math Support	11:15-11:45 Shared Reading	11:10-11:50 Core Math	11:30-12:00 Guided Reading	11:30-12:00 Core Math	11:20 AM			
11:25 AM											11:25 AM
11:30 AM											11:30 AM
11:35 AM											11:35 AM
11:40 AM											11:40 AM
11:45 AM	11:50-12:30 ELA	12:00-12:35 Specialist	11:50 - 12:10 2nd Recess	11:50 - 12:10 3rd Lunch	11:50-12:20 Math Support	12:00-12:30 ELA Support	12:00-12:30 Math Support	11:45 AM			
11:50 AM									11:50 AM		
11:55 AM									11:55 AM		
12:00 PM									12:00 PM		
12:05 PM									12:05 PM		
12:10 PM		12:30-1:30 ELA Support	12:35-1:20 Shared Reading	12:10 - 12:30 2nd Lunch	12:10 - 12:30 3rd Recess			12:10 PM			
12:15 PM							12:15 PM				
12:20 PM							12:20 PM				
12:25 PM							12:25 PM				
12:30 PM							12:30 PM				
12:35 PM	12:40-1:25 Specialist		12:30-1:00 Math Routines	12:30 - 12:50 4th Lunch	12:30 - 12:50 5th Recess	12:30 - 12:50 5th Recess	12:35 PM				
12:40 PM										12:40 PM	
12:45 PM										12:45 PM	
12:50 PM										12:50 PM	
12:55 PM										12:55 PM	
1:00 PM	1:40-2:25 Specialist	1:30-2:05 Core Math	1:25-2:00 Math Routines	1:30-2:00 Math Support	12:50 - 1:10 4th Recess	12:50 - 1:10 5th Lunch	12:50 - 1:10 5th Lunch	1:00 PM			
1:05 PM											1:05 PM
1:10 PM											1:10 PM
1:15 PM											1:15 PM
1:20 PM											1:20 PM
1:25 PM		1:20-1:30 1st Recess		1:00-1:30 Core Math	1:10-1:45 Guided Reading	Second Step & Mindfulness Strategies		1:25 PM			
1:30 PM										1:30 PM	
1:35 PM										1:35 PM	
1:40 PM										1:40 PM	
1:45 PM										1:45 PM	
1:50 PM	2:05-2:35 Math Support	2:00-2:45 Writing	2:00-2:45 Writing	2:15-2:45 Writing	2:10-2:40 Math Routines	1:55-2:40 Shared Reading	1:50 PM				
1:55 PM										1:55 PM	
2:00 PM										2:00 PM	
2:05 PM										2:05 PM	
2:10 PM										2:10 PM	
2:15 PM								2:15 PM			
2:20 PM											2:20 PM
2:25 PM											2:25 PM
2:30 PM											2:30 PM
2:35 PM											2:35 PM
2:40 PM							2:40 PM				
2:45 PM	2:45 Dismiss Bus Riders and Rolling Pick-Up							2:45 PM			
2:50 PM	2:50 Dismiss Walkers and B&G Club							2:50 PM			



# Dismissal Map

**Dismissal Notes**

8/24/2018 Rolling Pick Up Dismiss at 2:40 to:

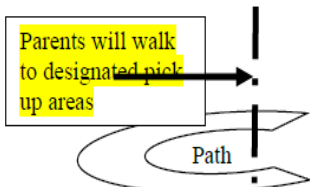
- Amy-picks up 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Bldg. A then ( Helps to escorts 2<sup>nd</sup> and 3<sup>rd</sup> to B&G club) Hallway A
- Rania- picks up 4<sup>th</sup> & 5<sup>th</sup> Bldg. B  
**(RED SIGNS)**
- Bus Riders Dismiss at 2:40 to:
  - Ping-Kinder bussers and RPU Kinder wing
  - Wendy-picks up 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> Bldg. A then helps with RPU
  - Luba-picks up 4<sup>th</sup> & 5<sup>th</sup> Bldg. B  
**(YELLOW SIGNS)**
- Boys & Girls Club @ 2:45
  - Amy escorts 2<sup>nd</sup> and 3<sup>rd</sup> grade
  - Shir & Mary Kay-picks up K and 1 in kinder wing and walks them down
  - 4<sup>th</sup> and 5<sup>th</sup> grade team escorts their students  
**(BLUE SIGNS)**
- Haider supports Rolling pick up (put cones out, carries walkie talkie and walks students to their cars) Parents stay inside their vehicles.

B006 Achieve Hehn	B007 Achieve Jacobson	B008	B009	B010 Science office
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B003A Music	♀	♂	B013 Science Dept. SRC
	Stairs/ Elevator		
	B002 OT/PT		

B102 Library Trujillo	B103 5th Booth	B104 5th Sparks	B105 4th Sprague	B106 4th Kreft-Z
	4th/5th Booth, Sparks, Downie, Wilson, Sprague & Kreft-Z			
	Math Lab Hassler	♀	♂	B109 4th Wilson
		Stairs/ Elevator		B108 5th Downie

**Breezeway Gates:**  
-North gate remains locked at all times.  
-South gate is opened for arrival and dismissal.



Designated teachers (per gr. Level) need to walk out with Walker/ siblings

1<sup>st</sup> and 2<sup>nd</sup>  
Walkers/sibs

3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>  
Walkers/sibs

A110 ECEAP	A111 KK McAlister	A112 KK Strawn	♀
			♂

A116 Custodian	A117 Custodian
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A122 Gym Anderson	A123 Staff Room	♀
		♂

A129 RR Hauschel	A130 James	A131 Conf
---------------------	---------------	--------------

A132 1st Read	A133 1st Carlson
---------------------	------------------------

♀	A137	A138 2nd Ripley	A139 3rd Kim	A140 3rd Hammon
♂				

1 <sup>st</sup> Girault, Sponek, Read & Carlson
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3 <sup>rd</sup> McWilliams & Hammon
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2 <sup>nd</sup> Perry, Ripley & Baker
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A145 1 <sup>st</sup> Sponek	A144 3rd McW.	A143 2nd Perry	A142 2nd Baker
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A156 Cafeteria	A155 Kitchen	A154 A154A	A153A, B, C Reading/ELL	A152 Speech	A151 1 <sup>st</sup> Girault	A147 FA
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A108 PreSch Bowers	A106 PreK Halliday	A105 KK Duhkoo P	A104 KK Caudle	A103 Rogers	A102C Nurse Asst. Prin	A102B Asst. Prin	A102A Principal
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Kindergarten
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Rolling Pick up
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Teachers escort their walkers to designated areas and wait for parents/guardians to pick up-see map
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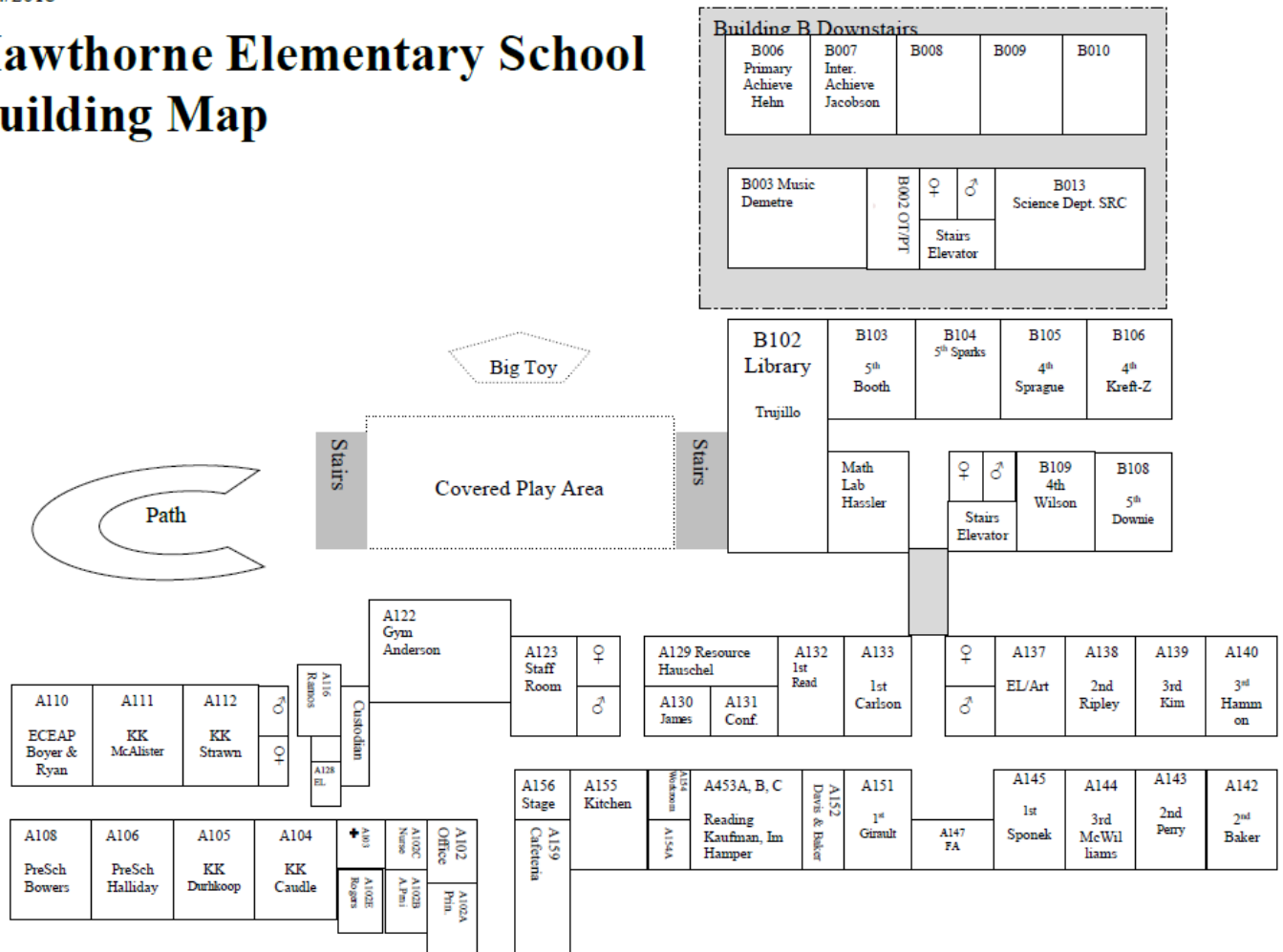
August 24, 2018



## Building Map

8/24/2018

# Hawthorne Elementary School Building Map



## HAE Daily Bell Schedule

### Hawthorne Elementary Daily Bell Schedule 2019/2020

8/27/2019



- Breakfast (Free to all students) 8:00 a.m.
- First Bell 8:30 a.m.
- School Begins 8:35 a.m.
- Dismissal Bell 2:50 p.m. (LIF dismissal at 1:35)

10 Minute Recess Schedule			
Regular Day		Learning Improvement Friday	
2 <sup>nd</sup> 10:40-10:50	1 <sup>st</sup> 1:20-1:30	K 10:10-10:20 (Mariam, Luba)	5 <sup>th</sup> 10:50-11:00 (TBD)
5 <sup>th</sup> 10:50-11:00	K 1:30-1:40	1 <sup>st</sup> 10:20-10:30 (TBD)	4 <sup>th</sup> 11:00-11:10 (TBD)
4 <sup>th</sup> 11:00-11:10	3 <sup>rd</sup>	2 <sup>nd</sup> 10:40-10:50 (MaryKay)	3 <sup>rd</sup>

#### Lunch & Recess Schedule (K-5)

Kindergarten Lunch/Recess	11:10 → → 11:30 Lunch Recess	→ → 11:50	<u>Bells(3)</u> 11:29
Grade 1 Recess/Lunch	11:10 → → 11:30 Recess Lunch	→ → 11:50	11:49
Grade 2 Recess Lunch	11:50 → → 12:10 Recess Lunch	→ → 12:30	12:29
Grade 3 Lunch/Recess	11:50 → → 12:10 Lunch Recess	→ → 12:30	12:09
Grade 4 Lunch/Recess	12:30 → → 12:50 Lunch Recess	→ → 1:10	12:49
Grade 5 Recess/Lunch	12:30 → → 12:50 Recess Lunch	→ → 1:10	1:09

#### Preschool & ECEAP Daily Schedule

A.M. PreK 8:20 – 11:05am	ECEAP 8:15 – 11:00 am
P.M. PreK 12:00 – 2:50pm	ECEAP 12:00 – 2:50 pm

Early Release Schedules

<b>Conference Week Schedule (Dismiss 12:20pm)</b>	<b>Learning Improvement Fridays Schedule (Dismiss 1:35pm)</b>
Same AM bells / No 10-minute recesses KK lunch 10:20 - 10:40; Recess 10:40 - 11:00 Grades 1 & 2: lunch 10:45-11:05; Recess 11:05-11:25 Grade 4 & 5: lunch 11:10-11:30; Recess 11:30-11:50 Grades 3: lunch 11:35-11:55; Recess 11:55-12:15 AM PreK 8:20-10 / PM PreK 10:45-12:20	Same AM bells Regular Lunch and Specialist Schedule  No PreK or ECEAP on Fridays

<b>Bell Schedules</b>		
Schedule 1 (LIF)	Schedule 2 (ER)	Schedule 3 (Daily)
<b>8:30</b>	<b>8:30</b>	<b>8:30</b>
<b>8:35</b>	<b>8:35</b>	<b>8:35</b>
<b>11:29</b>	<b>10:59</b>	<b>11:29</b>
<b>11:49</b>	<b>11:24</b>	<b>11:49</b>
<b>12:09</b>	<b>11:49</b>	<b>12:09</b>
<b>12:29</b>	<b>12:14</b>	<b>12:29</b>
<b>12:49</b>	<b>12:20</b>	<b>12:49</b>
<b>1:09</b>		<b>1:09</b>
<b>1:35</b>		<b>2:50</b>

## Instructional Para Educator Schedule 19-20

[illegible]

# **District Policies and Procedures**

## **ABSENCE REPORTING AND LEAVES OF ABSENCE**

### **REPORT ABSENCES**

Frontline – please see instructions below

### **LEAVE WITHOUT PAY**

- Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken. Frontline Absence Management has been updated to alert the employee that a Payroll Absence Verification Form is required for this type of leave to be taken (similar to how bereavement leave works).

### **LONG-TERM LEAVE & WORK RESTRICTIONS**

- When an employee is on a long-term leave (medical, personal, childcare, etc.) they may not work for the District or anywhere else for the duration of their leave, without prior approval from the Executive Director of Human Resources. They may not attend classes offered by the district attend LID, in-service or other professional development days, nor may they work as a substitute in any capacity.

Questions about absence reporting contact:

- Kylie Helm, Substitute Coordinator @ 4111 or 24 Hour Line @ 425.320.1337

*Payroll Absence Verification forms available in office*

## **Communications**

### **Instructional Weekly ~ The Sky's the Limit**

The weekly bulletin will be sent out on Sunday on the district email service. All announcements for the weekly bulletin must be emailed to Celia/Valerie TSTL 2018 19 doc by Friday.

Staff members are responsible to read the weekly bulletin carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is included. The information in the Staff Weekly Bulletin is for staff only; students and parents should not have access to this information. Please keep your copies in a secure location. Past issues of the Staff Weekly Bulletin are kept in a binder in the office for your reference. Admins or office staff will post a hard copy of TSTL on the whiteboard in the office and put a copy in each staff members mailbox.

### **Email**

Email is considered a central form of communication in the Everett Public Schools. "All messages on the Everett Public Schools email system are considered to be Public Records. No privacy is guaranteed for any message sent on this system. Never send a message that you would not want to see appear in the newspaper, court records, etc. Email is also filtered for key words to identify unwanted threats, hate mail, etc. If you have private messages to send, you should use another communication system." (Information Systems Training Document, 2003)

All staff are to check their email each day. Refer to the email guidelines under Instructional Resources on page 37 for specific policies and procedures related to the acceptable use of district email. Students must not be given teacher's password to access teacher's email or other electronic records.

### **Mailboxes in Office**

Teachers are requested to check their mailbox before and after school.

**Memos/Additions to the Staff Handbook** Updates to the Staff Handbook will be given throughout the year. Please file them in the correct section. Administrative memos should be kept in the back of this staff handbook for future reference.

## **Public Relations**

As staff members of Hawthorne Elementary School and an employee of the Everett Public School, we all share the responsibility to promote a positive image of our school. Studies show that our community members put more faith in the comments of staff members than in our printed information or comments by students. Please use discretion when discussing issues and concerns with others in the community. **When approached by reporters regarding sensitive or tragic incidents, refer the reporter to the administration.** For more information, refer to the suggestions for Dealing with the Press, found in this handbook in the Crisis Response Section.

## **Staff – Student Communication**

- ☐ Contact between staff members and students should always be professional and, in order to ensure your own and the students' safety and welfare, should also be in public and reasonably related to the student's progress in school. Examples of appropriate interactions with students include, but are not limited to, classroom instruction, helping students with academics after school in your classroom or other campus location, and meeting with students in a school-sanctioned club or activity. Expressing care and concern for a student when they indicate that they are having personal or academic difficulty is also appropriate. Staff members other than trained counselors should take care, however, to avoid counseling students and should refer them to the school counselor as needed.
- ☐ In all your interactions, it should be clear that your role as a staff member is separate from your role as a private citizen. Examples of interactions with students where this separation of roles becomes unclear include, but are not limited to, inviting students to your home for social gatherings, engaging in telephone, email, text messaging, or other communications with students that are purely social in nature and not related to school.
- ☐ If at any time you feel that a student is communicating with you in a manner that puts your professionalism at risk, contact an administrator immediately.

## **Telephone**

Students may use a school phone only in an emergency and only with the permission of a teacher or staff member. Students asking to use a phone should be directed to use the phone during lunch or during other non-instructional time.

## **Voice Mail**

To facilitate communication with parents, teachers are requested to update their voice mail regularly and to check their voice mail on a daily basis. Remember to answer voice mail within 24 hours of receipt.

## **Crisis Intervention Plan**

### **Prior to a Crisis: Identify members of the Crisis Response Team**

- ☐ Principal
- ☐ Assistant Principal
- ☐ Counselors
- ☐ Psychologist
- ☐ Nurse
- ☐ Faculty representative

### **Functions of the Crisis Response Team**

- ☐ Develop the plan for the school
- ☐ Train each staff member throughout the year
- ☐ Develop a phone tree to be used for staff notification
- ☐ Train secretaries how to deal with the press
- ☐ Inform Central Office staff of the plan
- ☐ Inform off-campus resources such as any district-contracted mental health staff
- ☐ Implement plan during crisis
- ☐ Evaluate plan's effectiveness after it is used
- ☐ Review the plan periodically

## **Putting the Plan Into Action**

- ☐ Notify all Crisis Response Team members of the crisis. Arrange to meet as soon as possible.
- ☐ Check the known facts of the crisis with police, fire department, and central administration contact.
- ☐ Review the plan and adapt it to fit the crisis.
- ☐ Use the phone tree to notify all staff. Inform and request that they arrive early at school to attend a special meeting.

## **Plan Components**

### Administrator's responsibilities

- ☐ Contact the CRC to report the event (Assistant Superintendent of Central Region at 385-4023)
- ☐ Contact Crisis Response Team to arrange to meet ASAP to develop plan
- ☐ Notify all staff using phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings
- ☐ Contact district crisis team for additional counseling support, if needed
- ☐ Assign extra secretarial help to the office
- ☐ Provide written statement for the secretaries to use with phone calls
- ☐ Update the recording on the school's welcoming voice mail message
- ☐ Instruct secretaries to keep a log of all concerned calls, and inform them how to deal with the press over the phone
- ☐ Keep visible, be available in the halls
- ☐ Possibly arrange for a psychiatrist or "outside expert" to be at the school to lend support and help students and teachers. This expert may also speak to parents and faculty.
- ☐ Handle the media (with the assistance of Communications Office, at 385-4040)
- ☐ Be sensitive to staff who have a difficult time dealing with the crisis and be prepared to relieve them
- ☐ Emphasize facts, stop rumors
- ☐ Keep staff informed through one person designated as rumor control person
- ☐ Cancel scheduled activities as possible
- ☐ Meet with full staff after school day to debrief
- ☐ The principal or any school representative should visit the victim's family at home to offer solace and support, return personal belongings and discuss a memorial service
- ☐ Meet with Crisis Response Team to plan the next few days

### Counselor/social worker/psychologist responsibilities

- ☐ Maintain a list of students counseled
- ☐ Call parents of very distressed students
- ☐ Don't allow distressed students to go to an empty home – encourage the parent to meet them there
- ☐ Be aware of own limits in regards to energy and emotional support – help each other know when to take a break
- ☐ Contact the family to offer any support they may need
- ☐ During staff meeting, brief staff on possible reactions to expect from students
- ☐ Keep a current list of community resources that you can provide to parents

### Faculty responsibilities

- ☐ Announce event in classroom using the script that will be provided at the meeting held before school
- ☐ Identify students in need of counseling support
- ☐ Have distraught students escorted to the counseling office
- ☐ Discuss the crisis

- ☐ Recognize that the grieving process is essential to the well-being of students and staff
- ☐ Postpone planned lesson until class seems ready to move on
- ☐ Be sensitive to students' need for reduced assignments or no homework
- ☐ Be prepared to discuss event every time a new group of students come to your class
- ☐ Let an administrator know if you feel unable to continue dealing with students due to your own emotional state
- ☐ Keep track of all students – don't allow them to wander the halls

### Dealing with the press

- ☐ Realize that it's strictly business with the press. They are not necessarily our friends. Protect yourself, staff, students and parents.
- ☐ Notify the Central Office and Communications Office before talking to the press.
- ☐ Only one person on staff will speak with the press (principal, assistant principal)
- ☐ Develop a written statement
- ☐ Be proactive – contact them before they contact you. Set location, time limits and restrictions about their access to staff and students
- ☐ Do not give impromptu interviews, and none on the phone.
- ☐ Never talk "off the record," as it does not exist. Remember item #1 – it's a business for them.
- ☐ Tape record the interview. Have another staff member in the room. Have everyone identify him or herself on the tape, including the reporter. Make a copy of the tape for yourself, but don't give one to the reporter.
- ☐ Don't say, "No comment." Say, "I don't have enough information at this time to answer that question."
- ☐ Don't offer more than they ask.
- ☐ Use qualifying statement like, "It appears that..."
- ☐ Speak in a peaceful, calm, voice, using good eye contact.
- ☐ Keep media away from staff and students. Insist that they not approach students on school property.
- ☐ Develop a script for the secretary to use when answering the phone. Have her keep a log of all calls.
- ☐ Advise students of the media policy. Let them know they can refuse to talk to the media, and should first speak with their parents before speaking to the media.

### **Homework Guidelines**

The quantity and quality of homework assignments can often be a source of parent frustration and concern. If a teacher, student, or family member is concerned with the amount of time being spent on homework consider assisting the students with an after school homework club. Homework should be something the student can do independently. It should not be busy work or packets of work. If their child is not using class time well, more time outside of class could be required in order for the student to adequately demonstrate learning of the standards.

If a teacher, student, or parent is requesting additional homework, consider providing opportunities for extension and enrichment activities where students can demonstrate higher level thinking skills above and beyond the standard assignment/assessment.

K-2 grade students should spend no more than 20 minutes per night on homework which includes all subjects. 3-5 grade students should spend no more than 30-40 minutes per night of homework, which includes all subjects.

### **Instruction**

The EPS has established policy regarding curriculum that states: "The Board recognizes that the delivery of instruction will vary among schools and staff and will be further differentiated by the learning needs of students. Nonetheless, instruction throughout the district will be derived from a common curriculum. An integrated, multi-disciplinary curriculum will provide teachers, students, and parents with the District's expectations of what students should know and be able to do. Teachers are expected to follow the curriculum. Principals will provide appropriate instructional supervision to ensure implementation." [2121]

### **Communicating Discipline Concerns**

Staff must keep others informed when there are discipline concerns developing with a student. Work closely with the student's counselor and with an administrator to develop appropriate, consistent interventions to address behavior concerns. It is the teacher's responsibility to inform parents of on-going behavior concerns.



## **Assembly Conduct**

Assemblies are held for the education and enjoyment of students and staff. Give every courtesy to the speaker and to the program. It is the responsibility of each student to maintain high standards of conduct. Staff must be seated in student areas (assigned seats if provided or with class) to maintain a positive atmosphere.

## **Discipline**

*“Rules don’t teach responsible and ethical behavior. People do.”*

Frey, Fisher, and Pumpian, 2012

**Goals of Discipline** The overall goal of all discipline at HAE is to instruct students in the skills necessary for effective self-discipline and to encourage students to become self-managers. We are a Positive Behavior Intervention Program school. We focus on empowering students and not being punitive in our process. According to EPS Policy 3000, “In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and instructions of staff.

## **Teacher Rights and Responsibilities**

Teachers have both rights and responsibilities in regard to student discipline in accordance with EPS Policy 3325 (reprinted in the Student Handbook). In addition, the Collective Bargaining Agreement (CBA) outlines the rights and responsibilities of teachers regarding student discipline. Teacher rights are enumerated in CBA Section 5.07. Teacher responsibilities are stated in CBA Section 10.03 V.

Several pertinent EPS policies include:

“The teacher shall have the right and it shall be his/her responsibility to maintain good order and discipline in the classroom at all times.”

“A teacher may use such appropriate action as is necessary to protect a student, himself / herself, or others from physical abuse or injury.”

The teacher has the right to temporarily remove a student from a classroom in accordance with Policy 3300.

If considering removing a student temporarily from a classroom, the teacher has several options: (1) provide a time-out area for a removed student by placing him/her within sight or hearing; (2) place the student with another teacher; (3) notify the office and send the student there. Please remember to send a referral to the office. Except in emergencies, teachers must take one or more corrective actions before temporarily excluding a student. [3300](CBA 5.07, D-4)

## **District Discipline Policy/Procedures**

See attached Student Handbook and District Student’s Rights and Responsibilities

## **Dress and Appearance**

See attached Student Handbook

## **Emergency Procedures**

Refer to your safety handbooks for Emergency Response and Lock Down Procedures.

## **Facilities and Equipment**

### **Furniture**

We do not have extra furniture. Out of respect for your colleagues, please do not take furniture or other items from other areas in the building without first speaking to administration.

### **Lamination**

Staff should send their lamination requests to Holly Brown. Due to the high cost of laminating material, please use this service very judiciously. Laminating is only done when the number of requests has collected to a size, which justifies heating up the machine. There is a bin in the teacher's work room to place items to be laminated.

### **Property Damage**

"Damage of any nature to school property shall be reported to the site administrator."

### **Staff Lounge**

Staff are **NOT** to send students to the staff lounge for **ANY** reason.

It is the responsibility of every staff member to clean up after themselves when using the staff lounge. Please keep all conversations appropriate and respectful during your lunches and breaks.

### **Technology**

Classrooms are furnished with computers, printers, overhead projectors, TV/VCR units, and other standard technology. To borrow other equipment, please contact the office staff or admins.

### **Storage**

In an effort to create equitable storage opportunity and minimize excess materials from collecting space, please discard any old personal materials, and/or surplus old unused curriculum. DO NOT store your personal teaching materials anywhere in the building. We do not have the room for staff members to store anything at school. If we find teacher materials and they are not labeled then they will be thrown out.

## **Fieldtrips**

Approval for any Field Trips must go through Celia and Patty. Field trip forms are available in the office. (2320P)

Pre-approval of day field trip from the building administrator. Transportation requested through building Office Manager-Tina Jensen.

## **Finances**

### **Cash Handling**

Here are some basic policies to remember when working with cash:

- ☐ Before charging a fee for any school activity, item or event, discuss your plan with an Administrator for approval. State laws and district policies are very strict concerning fund raising in public schools.
- ☐ Use the office cash lock box. Two staff members always count and record the amount and date it before placing it in the cash lock box.
- ☐ After sales are done for the day, count all money, and fill out an Activity cash report.
- ☐ The Activity cash report and all money **MUST** be turned in to the cash lock box or deposited into the bank!
- ☐ Checks must be made payable to Hawthorne Elementary School.
- ☐ It is **ILLEGAL** to give cash back if a check is written for more than the amount required.
- ☐ **NEVER** cash a check outright.

### **Fees**

Our obligation is to provide a free public education. "The District shall provide an educational program for the students as free of costs as possible." [3520] Students, however, will be charged for loss or damage to materials. Policy 2311P states, "Students and/or parents will be held responsible for instructional materials lost or damaged." Teachers may not establish any fees or fines—such policies must be established through the Administrator.

## **Fund Raising**

All fundraising activities must be handled through the PTA. Well in advance, a fundraiser request form must be filled out and signed by the club/team, advisor/coach or grade level members.

## **Grading and Progress Reports**

### **End of Semester Grading**

Report card procedures and due dates will be announced prior to each grading period.

### **Progress Reports**

In all cases, it is the responsibility of the teacher to communicate with the student **and** his or her parents through a progress report. Progress reports are mailed home in the fall and the spring.

## **Handbook Changes**

Changes in the Student and Staff Handbook may be made during the school year by the school authorities. Such changes will be made available to students and staff in writing.

## **Instructional Resources**

### **Academic Freedom**

The EPS Policy 2330 addresses the rights of teachers and students. "Education is fostered in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration for the rights of students and the community. Teachers are entitled to exercise academic freedom subject to accepted standards of professional responsibility."

### **Copyright Compliance**

Be aware of copyright laws when using copyrighted materials. "The reproduction or use of copyrighted material by educators and librarians is permitted by law under certain circumstances. District personnel shall abide by such principles of 'fair use' as permitted by law, federal guidelines, and district procedures."

### **Copyright Laws and Videos**

By law, as well as by intent, the pre-recorded home videos and videodiscs which are available in stores throughout the United States are for HOME USE only—unless you have a license to show them elsewhere. The Federal Copyright Act (Public Law 95-553, Title 17 of the U.S. Code) contains, simple, straightforward rules governing showing of video materials. These rules are summarized in the following paragraphs.

1. The rental or purchase of home videocassette DOES NOT carry with it the right to show it outside the home (Section 202).
2. Home videos may be shown, without a license, in the home to a normal circle of family and its social acquaintances because such showings are not public.
3. Home videos may be shown, without a license, in certain narrowly defined "face-to-face" teaching activities (Section 110.0) because the law makes a specific, limited exception to such showings. There are not other exceptions. (It is a violation to show such videos in schools for recreation, reward or recess).
4. All other showings of home videos are illegal unless they have been authorized by license. Even "performances in 'semipublic' places such as clubs, lodges, factories, summer camps and schools are "public" performance subject to copyright control." (Senate Report No. 94-473, page 60; House Report No. 94-1476, page 62)
5. Businesses, institutions, organizations, companies or individuals wishing to engage in non-home showings of home videos must secure licenses to do to—regardless of whether an admission or other fee is charged.
6. (Section 501). This legal requirement applies equally to profit-making organizations and non-profit institutions (Senate Report No. 94-473, page 59; House Report No. 94-1476, page 62)

Showing of home videos without a license, when one is required, is an infringement of copyright. If done “willfully and for purposes of commercial advantage or private financial gain,” it is a federal crime (Section 506). In addition, even innocent or inadvertent infringes are subject to substantial civil damages, ranging from \$500 to \$20,000 for each illegal showing, and other penalties (Section 501-502).

### **YouTube & Online Video Services**

Teachers who are planning on using online video services such as YouTube must download/preview material prior to showing the videos to students. This allows teachers to avoid possible inappropriate images or language from being presented to students live.

### **Pledge of Allegiance**

The Pledge of Allegiance is recited in each classroom at the conclusion of morning announcements. According to EPS Policy 2333, “Flag exercises shall be conducted in each classroom at the beginning of the school day and the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence.”

Flag etiquette: The flag should not be used for any decoration in general, flag should never be used for any advertising purpose, flag should not be used as part of a costume or athletic uniform, the flag should never have any mark, insignia, letter, word, number, figure, or drawing of any kind placed on it, or attached to it. Flag etiquette referenced [www.usa-flag-site.org/etiquette](http://www.usa-flag-site.org/etiquette)

### **Textbooks**

Teacher are responsible for storing and taking care of all curriculum materials such as the Reach for Reading materials and all math materials. All Reach for Reading materials need to be inventoried and accounted for by the end of each school year. It is recommended that you do not mix the RFR books with your own personal books. DO NOT drop of math materials/manipulative or reading materials in the reading or math labs.

### **Lesson Plans**

Each teacher shall prepare daily and long-term lesson preparations and shall have adequate plans for use by substitutes. Those preparations should be on the teacher’s desk and available for an administrator to review when they come for a scheduled or unscheduled observation.

### **PE Injuries**

If a PE injury occurs, the student must tell the appropriate PE teacher who will determine if the injury requires ice or other attention. Ice will be provided in the nurse’s office. If further treatment is indicated, the student will remain in the nurse’s office with a pass directly from PE. With **all head injuries**, the student will be assessed in the Nurse’s Office and a Head Injury report form be filled out regarding the incident. One copy is kept at school and one is sent home. The nurse will call home and talk to the student’s guardian.

## Safety Rules and Policies

See Safety Handbook

### Search and Seizure

**Teachers should never conduct a search of a student, or their property. If you have any concerns about inappropriate student activity please notify an Administrator.**

### Security

#### Keys

If you do not have a key to get into the building, please see Patty Tetrault and keys will be issued to you with the approval of an administrator. Please follow these guidelines for school keys carefully:

1. Always keep your building key(s) with you. Keys are never to be given to students.
2. Sign a record for each key issued to you.
3. In the event of a lost key, the principal and office manager should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
4. Do not duplicate keys. This is a serious violation of district procedures.
5. Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.

Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with Patty Tetrault.

Keys are used for all exterior doors except our front door. Staff are required to use their electronic badges to open the front door at ALL times.

#### Personal Belongings

Each of us likes to personalize our work environment to make it comfortable and welcoming for students, parents and staff. When at all possible, the classroom or offices in schools should reflect student learning and work, balancing the creation of an attractive environment with student needs for a neat and orderly classroom that is not overly distracting or stimulating.

In creating this environment, care should be exercised as to the decorations, equipment and furniture that are brought; taking into account the ages of your students, health and safety factors. The district provides staff with appropriate equipment such as desks, chairs, file cabinets; therefore, it should not be necessary for staff to bring in their own items.

For energy conservation purposes, the district prohibits microwave ovens, refrigerators, coffee pots and other small appliances in classrooms and offices except in locations, which are approved by the work site administrator; e.g. staff rooms. In addition, for health and safety reasons please see an administrator for guidelines, which prohibits soft-sided furniture such as couches and overstuffed chairs, and slider-chairs. A limited number of personal items which are in good taste, such as knickknacks, family photos, and small electronics such as a small radio are acceptable. There are limitations on the district's responsibility for the care and security of personal items you choose to bring to school or your work site.

#### Sonitrol Security System

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our building using the number provided to you by the administration. Instructions for use of the Sonitrol key panel are located in building A by the front door and building B by the breezeway door. Both building require coding on and off separately. Never write your Sonitrol code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. **Above all else, please work with the building custodians to ensure clear and accurate information about**

**coding out of any building, if you are using your classroom or any other space, after hours, on weekends, or during holidays. HAE is charged for every false security alarm!**

Sonitrol has installed sensors in all outside doors as well as sensitive microphones throughout the building, and actively monitors our campus whenever it is unattended. Entering a building without first turning off the Sonitrol system will cause police to respond.

### **Turning the System Off (to enter the building)**

When you enter through a designated entry / exit door, the keypad will “beep” to remind you to turn the system off.

1. Open the Sonitrol Box.
2. Push the far right arrow.
3. Enter your access code.
4. Press enter (#).
5. The WAIT light will illuminate briefly, then go off.
6. The OFF light will illuminate. This means the system is off and you are cleared to enter.
7. Sign in to indicate that you are in the building.

### **Turning the System On (leave the building)**

Before you begin, check to be sure the OFF, SYSTEM READY and AC POWER lights are illuminated. Do not prop open any doors—this will keep the system from approving your request.

1. Open the Sonitrol Box
2. Enter your access code.
3. Press AUTO ON
4. Press ENTER (#)
5. The WAIT light will illuminate briefly, and then go off
6. The ON light will illuminate. This means the system is now on. The pad will begin to “beep” slowly. Leave the school immediately through the designated Entry / Exit door

### **Volunteers**

The following policies govern the use of volunteers: EPS Policy 5430: “The district recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens; hence, use of volunteers in the district is encouraged, subject to suitable regulations and safeguards.” EPS Policy 5430P: “A volunteer works under the direction and supervision of a district staff member. Volunteers are required to complete a disclosure statement (5430P, page 3) as part of the volunteer screening process.” Please notify Roselyn Resch, the volunteer coordinator, if you have a volunteer or wish to have one.

### **Selling Items at School**

The conducting of private business or selling unauthorized items is prohibited.

### **Staff Parking**

All staff are to park in the staff parking lots. We have a parking lot in the front of the school with signs designating where the Principal, Secretary and Police park. Please never park in those spots or the visitors spots. Please remind substitutes they should never park in the visitors spots.

### **Student Property**

See Student Handbook for Procedure

## **PRIVACY RIGHTS OF PARENT(S)/GUARDIAN(S) AND STUDENTS**

The Everett School District, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s)/guardian(s) and students.

As in the past, a student's records are open for inspection and review with interpretation to the parent(s)/guardian(s) of the student, legal guardian(s), or the student himself/herself if eighteen years of age or older. Appointments may be made at the principal's office for viewing cumulative records of grades, achievement test scores, health records, or psychological records. (Psychologicals are administered only with prior parent(s)/guardian(s) approval.) Parent(s)/guardian(s) or students eighteen years of age or older may view their records, attach written comments, or request a hearing to remove a part of the records.

Student record information will not be released to most persons or agencies without the written consent of the parent(s)/guardian(s). However, the Everett School District will forward elementary and secondary student's educational records on request to the school in which the student seeks or intends to enroll without further parent(s)/guardian(s) notification. Parent(s)/guardian(s) may receive a copy of the records at their expense if requested. Similarly, transcripts or other information requested by students will be forwarded to colleges and educational institutions to which students are applying.

All rights of review and Due Process procedures transfer from parent(s)/guardian(s) to the individual student when the student becomes eighteen years of age. Parent(s)/guardian(s) not wishing this information be made public should notify the school principal in writing within ten (10) calendar days following notice of these rights to students.

The following table of Rules, and definition should be helpful:

### **School Conduct Rules**

#### **Everett School District No. 2**

Refer to the Student Rights and Responsibilities Handbook

### **Student Recognition**

All staff should plan for the recognition of personal and academic achievement of students. "The Board encourages staff to recognize students for significant growth and/or improvement in academic achievement and/or distinguished performance in any school or classroom activity." [2440] These types of student recognition are conducted during our HAWKS Pride Assemblies.

### **Student Supervision**

#### **Assemblies**

Attendance at all school assemblies for both students and teachers is required. Teachers should sit in their assigned locations during assemblies and should actively monitor their students' behavior and attentiveness. Teachers should review the assembly expectations prior to each assembly. Teachers without students should be alert to supervise where needed.

#### **Hall Pass**

When students leave the classroom, they must wear a lanyard indicating that they are allowed to leave the classroom. Please use the passes that we provide you. We have nurses passes, bathroom and hallway passes. If teachers are requesting that a student go from lunch to their classroom instead of recess then they must wear a pass.

### **Student Welfare**

#### **Accidents**

"Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care." [3431P] Send the injured student to the office immediately with an escort, if the

injured student is able to go safely and comfortably. Otherwise, notify the office and request help while making the injured student as comfortable and as safe as possible.

Complete and submit an accident report to the office promptly. If you yourself are hurt while at work, call the office immediately to ensure proper care. As soon as possible, obtain and complete an accident report form, available on-line or ask office manager.

### **Medication**

No medication shall be given to students by school personnel, with the exception of those authorized and trained to dispense medication. The parents of students needing medication during school hours must first give the medication to the Health Room Assistant, who will distribute and monitor the student's dosage.

### **Safety**

All staff members are responsible for student safety under the following EPS Policy 3420P, page 1: "Staff are responsible for creating and maintaining the safest possible environment for students at all times." Except for during a lockdown, windows, doors and sightlines shall remain unobstructed.

### **Suicide**

"Any staff member who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will immediately notify the principal." [3423P, page 1]. Also, contact the student's counselor so action may be taken to assist the student.

## **Substance Abuse by Staff Reporting Process**

If you suspect a staff person is at work under the influence of alcohol, a controlled substance or other intoxicants you are to:

1. Immediately have a witness present with the individual. It is preferable to have a witness who has substance abuse training, e.g. a substance abuse counselor.
2. Notify the Assistant Superintendent or a Human Resources Director immediately whether it is a verified or a second hand report. You will be then guided through the next steps. It is of little value to report the suspected usage the next day, week or weeks afterwards. Do not take a wait and see approach.
3. Do not send the person home!
4. Encourage them to take a substance abuse test through the district's provider or an appropriate medical clinic. Do not administer a breathalyzer test yourself. If one is given on the work site, it must be by a school resource officer.
5. For certificated staff, keep in mind the Code of Professional Conduct, WAC 180-87-055, Alcohol or Controlled Substance Abuse:

Unprofessional conduct includes:

Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:

- ☐ Notification of the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance.
- ☐ A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
- ☐ The education practitioner has had a reasonable opportunity to obtain such assistance.

The possession, use or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

The consumption of an alcoholic beverage on school premises or at a school-sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.



## **Substitutes/Guest Teachers**

Guest Teachers are a critical part of the smooth operation of the education program. Staff are expected to carefully prepare for any absence, whether pre-arranged or sudden. You should speak frequently with your students concerning your expectations for behavior and activity at any time when the class is being taught by a guest teacher.

1. Each teacher will complete a substitute folder and keep it in their classroom. The substitute information must include the location of the ALL lesson plans in your classroom and any other pertinent information. The substitute folder must contain the following: lesson plans, specific classroom routines, emergency procedures, daily schedule, seating charts, class lists, contact information, emergency sub plans and the dismissal information for each student. A clipboard containing dismissal procedures and direction is also kept by the door. Substitute procedure forms and substitute folders must be updated regularly.
  2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
  3. Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals.” (Collective Bargaining Agreement 10.03)
  4. Preferred guest teachers can be requested through the district’s automated substitute calling program. Staff with questions about this system should ask for help from HR.
- Staff are responsible for informing the district of any personal absence by calling the Automated Sub System or by logging in to the system from the district website. (See Appendix.) All absences must be recorded in the system, whether you require a substitute or not. Staff must log in or call in to the system personally; the office cannot call in an absence for you. Any non-personal (eg. Field trip/conference) absence must be communicated to office staff and admins.

## **Supplemental Classroom Activities**

### **Contests**

“Student participation in contests, advertising, promotions and surveys sponsored by any non-school organization must be entirely voluntary. All such activities involving students must have prior approval.” [2322]

### **Parties**

Celebrations, parties and other disruptions to the regular school routine are to be kept to a minimum and must be shown to contribute substantially to the educational program at Hawthorne. Discuss with the administration any plans for parties during academic learning time. Be especially cautious when planning any activity which includes refreshments or in which food items are brought from home as part of a classroom presentation or project. For the safety of our students and staff, Everett Public Schools Food & Nutrition Department has developed the following food guidelines based on information from Snohomish Health District:

- ☐ Use careful handwashing with soap and hot water before preparing and/or serving food, after using the restroom, after sneezing or coughing, and as necessary when food is being served.
- ☐ Food served to students should be served using disposable gloves or tongs. It is best to use gloves or utensils rather than touch with hands. If gloves or tongs are not available, serve with well-washed hands and use minimal touch.
- ☐ Due to the increase in allergies, please check with the school nurse or teacher for any specific allergies in the classroom. Please read labels carefully: some foods have “hidden” source of allergens (for example, tortilla chips fried in peanut oil).
- ☐ Cakes, breads, cookies, and other potentially non-hazardous baked goods are preferred.
- ☐ Prepared food from a commercial source is made following strict state and local inspection. For that reason, it is preferred that food items come sealed, from the store.
- ☐ Because of the difficulty of providing adequate refrigeration, foods containing custard or cream fillings are not to be served. Commercial fruit pies are acceptable, but not pumpkin pies or other custard pies made with eggs.
- ☐ Meat dishes, meat-filled pies, sprouts, and potato or macaroni salads should not be served.

- ☐ No home canned products are allowed.
- ☐ Fresh fruit can be used if it is washed and cut immediately before it is to be served. All cut melons are considered potentially hazardous and must be kept ice cold until served.
- ☐ Never serve unpasteurized milk or juice of any kind, especially apple juice or cider.
- ☐ Canned or bottled drinks are preferable to beverages that are mixed and brought in.
- ☐ Disposable cups and utensils are preferable. Minimize handling of all disposable cups, plates, napkins and utensils.
- ☐ For more information please visit the Snohomish County Health Department (<http://www.snohd.org/>).

### **Performances**

“Permission and approval to perform as a representative of the school or District shall be contingent upon the determination that such participation is in the best interest of the student, the school and the District. The activity, program, performance or contest under consideration shall have educational value consistent with the goals and objectives of the District.” [2325]

### **Resources:**

Child Protective Services	1-866-829-2153
Youth Crisis Line	1-800-784-2433
1-800-SUICIDE	

### **Weather Related Emergencies**

#### **Late Start Procedures for Weather or Other Emergencies**

Staff are expected to make all safe efforts to arrive at work at the usual time in the case of a late start.

#### **Notification of Late Start Schedule**

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, you will receive a message from the school via Blackboard (formerly ConnectEd - Please confirm with the office that your number is updated). Most radio and television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

#### **Radio and TV Stations**

KRKO AM 1380	KEZX FM 98.9
KCIS AM 630	KSLY FM 92.5
KWYZ AM 1230	KCMS FM 105.3
KTAC AM 850	KMGI FM 107.7
KIRO AM 710	KPLZ FM 101.5
KIXI AM 880	KMPS FM 94
KING AM 1090	KUBE FM 93
KEZX AM 1150	KPLU FM 83
KOMO AM 1000	KBSG FM 97.3
KMPS AM 1300	KRPM FM 106.1
KVI AM 550	KBRD FM 104
KBSG AM 1210	KOMO - TV 4
KJR AM 950	KING - TV 5
KLSY AM 1540	KIRO - TV 7

Please do not call the radio stations or district administrative offices. Jammed telephone lines only compound emergencies. Information is also immediately available on the Everett Public Schools' Web site.  
[www.everett.k12.wa.us/everett](http://www.everett.k12.wa.us/everett)

#### **Early Dismissal Procedures for Weather or Other Emergencies**

In the case of an early dismissal from school for weather or other emergencies, staff are required by contract to remain on campus until all students have been safely dismissed.

## To Enter an Absence

Call 425.320.1337 for the Automated Telephone Substitute Request System

Or you can enter your absence on the district website: <https://login.frontlineeducation.com/sso/everettsd>



Employee QuickStart Guide | 1

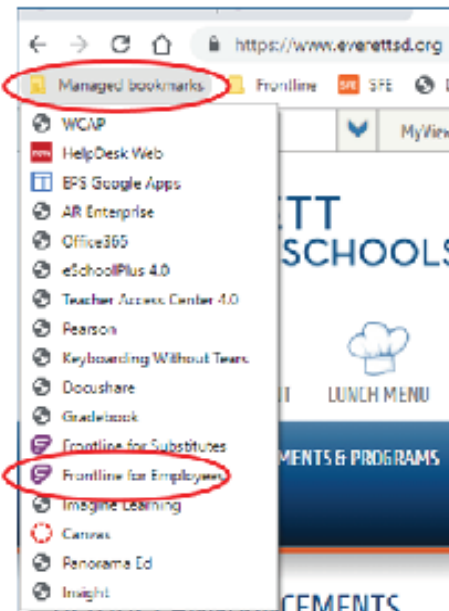
## Absence Management

### LOGGING IN ON THE WEB

<https://login.frontlineeducation.com/sso/everettsd>

No log in credentials will be required within the district network.

You will find Frontline for Employees in the Managed Bookmarks on Google Chrome.



### CREATING AN ABSENCE

You can enter a new absence from your Absence Management home page under the Create Absence tab.

Enter the absence details including the date of the absence, the absence reason, notes to administrator or substitute, and attach any files.

Enter your work schedule if it is different than what is showing, remember to deduct any unpaid break period.

Choose YES/No if you need a sub.

You can then click Create Absence.

**Create Absence** | 3 Scheduled Absences | 1 Past Absences | 0 Denied Absences

Please select a date

Substitute Required: Yes

Absence Reason: Sick Day

Time: 07:00 AM to 05:00 PM

Notes to Administrator: (text area)

Notes to Substitute: (text area)

Attach any files: (file upload area)

**Create Absence**

## MANAGING YOUR PIN AND PERSONAL INFORMATION

Using the "Account" option, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), manage your preferred substitutes, and more.

Personal Info	Personal Info
Change Phone Pin	General Information
Shared Attachments	Name: Amy Pond
Preferred Substitutes	Phone: 6105553747
Excluded Substitutes	Email Address: Apond@education.com
Absence Reason Balances	Title:
	Room Number: Main Office
	Language: English Your language preference can be changed in your Account Settings.
	Address

## MANAGING YOUR PREFERRED SUBSTITUTE LIST

Personal Info	Preferred Substitutes List
Change Pin	Substitutes included on this list will be to five subs as your top favorites. If the Note: The number of favorites you can sel
Shared Attachments	
Preferred Substitutes	Order Name
Absence Reason Balances	1 Blackstone, Amie (No Rating)

To access the "Preferred Substitutes" page, click the Account in the side navigation.

Select the Preferred Substitutes tab then the Add Substitute(s) button.

This will open up the substitute selection page. Here, you can find the substitutes you want by searching by the substitute's last name, filtering by the first letter of the substitute's last name, or just browsing the list of substitutes..

## ACCESSING ABSENCE MANAGEMENT ON THE PHONE

To call the Absence Management system, dial 1-800-942-3767. You'll be prompted to enter your ID number followed by the # and then your PIN number followed by the #. In most cases your ID will be your home phone and PIN your employee ID.

Over the phone you can:

- Create an absence (within the next 30 days) – **Press 1**
- Review upcoming absences – **Press 3**
- Review a specific absence – **Press 4**
- Review or change your personal information – **Press 5**

## Paraeducator Competencies

To work in education and related service programs for students, Para educators will demonstrate:

Competency 1	Understanding of the value of providing instructional and other direct services to all students
Competency 2	Understanding of the roles and responsibilities of certificated/ licensed staff and Para educators
Competency 3	Knowledge of ... (a) patterns of human development and learning, as well as milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development
Competency 4	Ability to practice ethical, professional, and legal standards of conduct, including the requirements of confidentiality
Competency 5	Ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable the Para educator to work as an effective member of the instructional team
Competency 6	Ability to provide positive behavioral support, management, and discipline techniques to motivate and assist students
Competency 7	Knowledge of the legal issues related to the education of students with disabilities and their families
Competency 8	Awareness of diversity among the students, families, and colleagues with whom they work
Competency 9	Knowledge and application of the elements of effective instruction and assessment and the use of technology to assist teaching and learning under direction of certificated/licensed staff in a variety of settings
Competency 10	Knowledge of and ability to follow health, safety, and emergency procedures of the district

Adopted: December 2008

Non-discrimination statement and compliance coordinators:

The Everett School District does not discriminate on the basis of race, color, national origin, disability or age in its programs and activities. Designated to handle inquiries about nondiscrimination policies are: Affirmative Action Officer, Randi Seaberg, 3900 Broadway, Everett, WA 98201, 425-385-4106; Title IX Officer, Mary O'Brien, 3900 Broadway, Everett, WA 98201, 425-385-4104; 504 Coordinator, Becky Ballbach 425-385-4063; ADA Coordinator, Becky Clifford, 3900 Broadway, Everett, WA 98203, 425-385-5250. (Email address for each is FirstInitialLastName@everettsd.org).



## **District Policies and Procedures**

District policies are adopted by the Everett Public Schools Board of Directors, based on laws and regulations. Procedures are developed by administrative staff to implement Board adopted policies.

The following pages provide nondiscrimination, harassment, and complaint policies and procedures, as well as some of the most frequently referenced policies and procedures, and include an example of how the policy/procedure might apply in a specific situation.

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## **Policy 2152 Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX**

Everett Public Schools shall not discriminate on the basis of sex in its educational programs or activities. The district is required by Title IX of the 1972 Educational Amendments and by regulations promulgated thereunder not to discriminate on the basis of sex against students, student activities, applicants or employees.

Consistent with the requirements of Title IX, Everett Public Schools is committed to provide opportunities in interscholastic athletics for female and male students in the district, which equally and effectively accommodate the athletic interests and abilities of members of both sexes. The district will develop procedures to determine if it is meeting the requirements of Title IX and how the addition of an interscholastic sport may be requested and processed.

Any person having an inquiry concerning Everett Public Schools' implementation of the state and federal statutes and regulations should contact the district's Title IX Officer or the district administrator in charge of student athletics.

The superintendent is authorized to develop administrative procedures to implement this policy.

## **Procedure 2152P Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX**

Consistent with the requirements of Title IX, Everett Public Schools is committed to provide opportunities in interscholastic athletics for female and male students in the district, which equally and effectively accommodate the athletic interests and abilities of members of both sexes. These procedures were developed to assist Everett Public Schools in meeting the requirements of Title IX.

### **Title IX Program/Activity Evaluation**

To provide equal educational opportunity in its programs, including athletic programs, the Title IX officer, in cooperation with the district's administrator for athletics, shall be responsible for providing ongoing monitoring to assure that the district's athletic program effectively accommodates the athletic interests and abilities of both sexes. The Title IX officer shall annually report to the superintendent regarding participation opportunities for students and will recommend any changes needed for program compliance.

### **Determination of Effective Accommodation**

The district will provide participation opportunities in interscholastic athletics for female and male students, which equally and effectively accommodate the athletic interests and abilities of members of both sexes. In determining the district's compliance with the requirements of Title IX, the following three-prong test will be utilized in determining accommodation:

1. Provide interscholastic participation opportunities for male and female students in numbers substantially proportionate to their respective enrollments; or
2. Show a history and continuing practice of program expansion, which is demonstrably responsive to the developing interests, and abilities of both sexes; or
3. Demonstrate that the program has fully and effectively accommodated the interests and abilities of both sexes.

### **Student Interest Survey**

The district will conduct a formal written survey of every student in all grades that offer interscholastic activities regarding their interests and abilities. The student interest survey will be conducted every three years and will include:

1. At a minimum, all interscholastic sports currently offered by the district and those sponsored by the Washington Interscholastic Activities Association (WIAA) by sport season; and
2. A space for the student to indicate interest in additional sports not currently offered by the district and/or not currently sponsored by the WIAA by sport season.

The results of the survey and information from other sources will help determine if program additions, modifications or changes are needed to the existing program to assist the district in program compliance.

### **Student Requests for Modifications of Existing Programs or Additional Sports**

Students may make a formal request for modifying an existing program or adding a new sport. Request forms are available at the district athletic office and will be turned in to the district's administrator for athletics for processing. The administrator will work with the appropriate building principal to determine if the request can be approved. The athletic administrator will respond back in writing to the requesting party within 20 days of receipt. If the request is not approved, the submitting party may request that it be forwarded to the district's Title IX officer for consideration during the Title IX officer's annual report to the superintendent. The Title IX officer will review each request and respond back to the submitting party in writing within 20 days of receipt. If the request is subject to further review, the district's response shall provide a date of final response.

## **Procedure 2152P Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX (cont.)**

### **Annual Building Program Review**

Each building will participate in an annual building program review and submit it to the Title IX officer for processing. The content and format of this review will be established by the district's Title IX officer. The results will be used in the Title IX officer's annual report to the superintendent.

### **Record Retention**

All information gathered and requested by the Title IX officer and presented in the yearly report to the superintendent will be retained for five years. This would include student interest surveys, building program reviews and requests for modification of existing programs or adding of additional sports.

### **Information and Inquiry**

Information about [Policy 2152](#) and [Procedure 2152P](#) will be published initially and as needed in the [Student Rights and Responsibilities Handbook](#).

Any person having an inquiry concerning Everett Public Schools implementation of the state and federal statutes and regulations should contact the district's Title IX Officer or the district administrator in charge of student athletics.

## **Policy 3204 Prohibition of Harassment, Intimidation and Bullying**

Everett Public Schools maintains a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation and bullying (HIB). Our district's core values include our commitment to value differences among people and treat one another respectfully. HIB of students by other students, by staff members, by volunteers, by parents or by guardians is prohibited.

It shall be a violation of this policy and the district's sexual harassment policy for any student of the district to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct while in or on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

### **Behaviors/Expressions**

HIB can take many forms, including but not limited to, slurs, name calling, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, hazing, physical attacks, threats or other written, oral, or physical acts or electronically transmitted messages or images.

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

### **Training**

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

### **Prevention**

The district will provide students with strategies designed to prevent HIB. In its efforts to educate students, the district will seek partnerships with families, law enforcement and other community agencies.

### **Interventions**

Interventions will be designed to address the impact that HIB has on victims and upon others impacted by the violation. Interventions will also be designed to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct to determine intervention strategies. Interventions may include counseling, correcting behavior and discipline, to law enforcement referrals.

## **Procedure 3204P Prohibition of Harassment, Intimidation and Bullying**

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

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

### **Retaliation**

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

### **False Allegations**

Knowingly reporting false allegations of HIB is prohibited. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Compliance Officer**

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

The superintendent is authorized to direct the development and implementation of procedures to carry out this policy.

#### **A. Introduction**

Everett Public Schools strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

#### **B. Definitions**

"Aggressor" means a student, staff member, volunteer, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

"**Harassment, intimidation or bullying**" (HIB) means any intentional electronic, written, verbal, or physical act that:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating, embarrassing or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

## Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

Conduct that may rise to the level of HIB may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. Nothing in this section requires the targeted student to actually possess a characteristic that is a basis for HIB.

**“Other distinguishing characteristics”** may include, but are not limited to: physical appearance, clothing or other apparel, socio-economic status and weight.

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

**“Retaliation”** occurs when an aggressor takes adverse action or reprisal against a student because the student has reported incidents of HIB, or because the student has participated in an investigation of HIB.

**“School community”** includes students, staff members, school board members, contractors, volunteers, parents and guardians, families, patrons, and other visitors.

**“Staff member”** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

**“Targeted student”** is a student against whom HIB has allegedly been perpetrated.

### C. Relationship to Other Laws

The school community should be aware of other laws and procedures that address related issues such as sexual harassment or discrimination, including:

1. [RCW 28A.300.285](#) – Harassment, Intimidation and Bullying
2. [RCW 28A.640.020](#) – Sexual Harassment
3. [RCW 28A.642](#) – Discrimination Prohibition
4. [RCW 49.60.010](#) – The “law against discrimination”

The district will ensure its compliance with all state laws regarding HIB. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s gender or membership in a legally protected class under local, state, or federal law.

### D. Prevention

#### 1. Dissemination

In each school and on the district’s website the district will prominently post information on reporting HIB; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer and parent handbooks, is available in school and district offices and/or hallways or is posted on the district’s website.

#### 2. Education

Annually students will receive age-appropriate information on the recognition and prevention of HIB at student orientation sessions and on other appropriate occasions. The information will include a process to report HIB via the internet, email, text message and phone.

#### 3. Training

Staff will receive annual training on the district’s policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district’s reporting website.

#### 4. Prevention Strategies

The district will implement a range of strategies including individual, classroom, school, and district-level approaches to prevent HIB.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate HIB in schools.

## **Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)**

### **E. Staff Intervention**

All staff members who observe, overhear, or otherwise witness HIB or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of HIB, may require no further action under this procedure.

### **F. Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for HIB. If the allegations in a written report of HIB indicate a potential violation of [Policy 3204](#), the district staff member who receives the report must promptly notify the district compliance officer. During the course of an investigation of harassment, intimidation or bullying, if the district becomes aware of a potential violation of [Policy 3204](#), the district investigator must promptly notify the compliance officer. In response, the compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in [WAC 392-190-065](#) through [WAC 392-190-075](#).
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all HIB reports, discipline referral forms relating to HIB, and letters to parents providing the outcomes of investigations. If a written report of HIB indicates a potential violation of the district's nondiscrimination policy ([Policy 3210](#)), the compliance officer must promptly notify the district's civil rights compliance coordinator.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences HIB that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student.

### **G. Incident Reporting**

If the HIB incident report allegations indicate discriminatory harassment under [Procedure 3210P](#) (such as race, sex, or disability-based harassment) or if such allegations arise during the course of the district's investigation, the principal or designee will promptly notify the district's Title IX/Civil Rights Compliance Officer and the complaint will be investigated under [Procedure 3210P](#), as well as the HIB complaint procedure. The Title IX/Civil Rights Compliance Officer will notify the complainant that the complaint will also proceed under [Procedure 3210P](#) in a language that the complainant understands.

#### **Step 1: Filing an Incident Report**

An individual's identity need not be revealed when reporting HIB. The report may be filed anonymously, confidentially, or the individual may choose to disclose their identity (non-confidential). Staff members should report incidents of HIB via the reporting website or phone number.

#### **Status of Reporter**

##### **a. Non-Confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation.

The district will, however, fully implement the anti-retaliation provision in [Policy 3204](#) and this procedure to protect complainants and witnesses.



## Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

### b. Confidential

Individuals may file a report asking that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied near the basketball court but asks that nobody know who reported the incident. The supervisor says, "I can start monitoring the basketball court more closely and keep an eye out for your classmate and any problems that might crop up, but I can't take any disciplinary action against the bully(ies) unless you or someone else who saw it is willing to let me use their names.")

### c. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may use complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Report Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

## Step 2: Receiving an Incident Report

All staff members are responsible for receiving oral and written reports. Whenever possible, staff members who initially receive an oral or written report of HIB shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of HIB, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent HIB will be recorded on the district reporting website and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

## Step 3: Investigations of Unresolved, Severe, or Persistent HIB

All reports of unresolved, severe, or persistent HIB will be investigated with reasonable promptness. To aid in the investigation in the case of alleged cyberbullying, a request may be made to the reporter to allow access to the social media or internet site(s) on which the cyberbullying is occurring. Any student may have a trusted adult (e.g., parent/guardian, relative, mentor, staff member) with them throughout the report and investigation process.

- a. Upon receipt of the incident report that alleges unresolved, severe, or persistent HIB, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of HIB occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the [Policy 3210](#), Nondiscrimination, the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in [WAC 392-190-065](#) through [WAC 392-190-075](#), as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand.

The investigation and response timeline for the discrimination complaint procedure will follow that set forth in [WAC 392-190-065](#) and begins when the district knows or should have known that a written report of HIB involves allegations of a violation of the district's nondiscrimination policy.

- c. Within two (2) school days after receiving the incident report, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on HIB.

#### **Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)**

- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve their parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of HIB. If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district [Policy 3421](#) for reporting such cases to Child Protective Services or law enforcement.
- e. The investigation shall include, at a minimum:
  - An interview with the complainant;
  - An interview with the alleged aggressor;
  - A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.
- g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or verbally to the parent/guardian of the complainant and the alleged aggressor stating:
  - The results of the investigation;
  - Whether the allegations were found to be factual;
  - Whether there was a violation of policy; and
  - The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the laws regarding the confidentiality of student records (FERPA), the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If the district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve their family.

If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy for reporting such cases to Child Protective Services or law enforcement.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district compliance officer.

#### **Step 4: Corrective Measures for the Aggressor**

- a. After completion of the investigation, the school or district designee will institute appropriate corrective measures.
- b. Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.
- c. Corrective measures that involve student discipline will be implemented according to district [Policy 3300](#) – Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.
- d. If a principal or principal's designee finds that a student, staff member, or other member of the school community knowingly made a false allegation of HIB, that individual may be subject to corrective measures, including discipline.



## **Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)**

### **Step 5: Targeted Student's Right to Appeal**

- a. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or designee by filing a written notice of appeal within five (5) school days of receiving the decision. The superintendent or designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
- b. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student or parent/guardian may appeal to the school board by filing a written notice of appeal with the superintendent within five (5) school days of receiving the superintendent's written decision.
- c. An appeal to the school board or disciplinary appeal council must be heard within ten (10) school days of receipt of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal within five (5) school days following the termination of the hearing, and shall provide a copy of the decision to all parties involved. The board or council's decision will be the final district decision.

### **Step 6: Discipline**

The district will take prompt and equitable corrective measures within its authority on findings of HIB. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for the student who commits an act of HIB will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district [Policy 3300](#) – Student Discipline.

If the HIB was of a public nature or involved groups of students or bystanders, the school may consider schoolwide training or other activities to address the incident.

If a staff member has been found to be in violation of [Policy 3204](#) and this procedure, the district may impose disciplinary action, up to and including termination of employment. If a certificated employee is found to have committed a violation of [Chapter 181-87 WAC](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may impose disciplinary action on a certificate, up to and including revocation. Contractor violations of [Policy 3204](#) may result in the loss of contracts.

### **Step 7: Support for the Targeted Student**

Students found to have been subjected to HIB will be provided information regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

### **F. Immunity/Retaliation**

A staff member, student, or other member of the school community who promptly reports an incident of HIB to an appropriate school official, and who makes this report in compliance with the district's policy and procedure relating to HIB is immune from a cause of action for damages from arising from any failure to remedy the reported incident. No staff member, student, volunteer, or other member of the school community may engage in reprisal or retaliation against a student, witness, or other person who brings forward information about an alleged act of HIB. Retaliation is prohibited and will result in appropriate discipline.

### **G. Other Resources**

Students and families should use the district's complaint and appeal procedures as a first response to allegations of HIB.

Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A HIB complaint based on a student's legally protected status may also be reported to the following state or federal agencies:

## **Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)**

- OSPI Equity and Civil Rights Office  
360.725.6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
[www.k12.wa.us/Equity/default.aspx](http://www.k12.wa.us/Equity/default.aspx)
- Washington State Human Rights Commission  
800.233.3247  
<http://www.hum.wa.gov/>
- Office for Civil Rights, U.S. Department of Education, Region IX  
206.607.1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service  
877.292.3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombudsman  
866.297-2597  
Email: [OEInfo@gov.wa.gov](mailto:OEInfo@gov.wa.gov)  
<http://oeo.wa.gov/>
- OSPI Safety Center  
360.725.6044  
[www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx)

### **H. Other District Policies and Procedures**

Nothing in this procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of HIB as defined herein, but which are prohibited by other district or school rules.

## **Policy 3205 Sexual Harassment of Students**

It is the policy of Everett School District to maintain a learning environment for students that is free from all forms of discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

For the purposes of this policy, “**sexual harassment**” means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to adult, student to student or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in district activities.

Under federal and state law, the term sexual harassment may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

## **Policy 3205 Sexual Harassment of Students (cont.)**

A “**hostile environment**” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

### **Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

Knowingly reporting false allegations of sexual harassment is prohibited. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Staff Responsibilities**

The superintendent or designee will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX/Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district’s Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district’s Section 504 Coordinator.

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

### **Notice and Training**

The superintendent or designee will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy and [Procedure 3205P](#), which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district’s Title IX coordinator and provide contact information, including the coordinator’s email address.

## **Policy 3205 Sexual Harassment of Students (cont.)**

### **Policy Review**

The superintendent or designee will make an annual report to the board reviewing the use and efficacy of this policy and [Procedure 3205P](#). Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent or designee is encouraged to involve staff, students, volunteers, and parents in the review process.

## **Procedure 3205P Sexual Harassment of Students**

This procedure is intended to set forth the requirements of [Policy 3205](#), including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, [Chapter 28A.640, RCW](#) and [Chapter 392-190 WAC](#).

### **Notice**

Reasonable efforts shall be made to inform all students and their parents of the district's sexual harassment policy and procedure. Information about the district's sexual harassment policy and procedure will be reproduced in the [Student Rights and Responsibilities Policies Handbook](#), in each schools' student/parent handbook, staff handbook, and volunteer handbook, posting the policy and procedure in each school building, and discussion of the policy and procedure at each school.

The name and telephone numbers of the building Title IX Officer, as well as the district Title IX/Civil Rights Compliance Officer, and assistant superintendent of human resources shall be posted in such locations in buildings as to be commonly and easily viewed by students and staff.

### **Staff Responsibilities**

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.

The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

### **Confidentiality**

If a complainant requests their name not be revealed to the alleged aggressor or asks that the district not investigate or seek action against the alleged aggressor, the request will be forwarded to the district Title IX Officer for evaluation.

The district Title IX Officer should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged aggressor.

If the complainant still requests their name not be disclosed to the alleged aggressor or that the district not investigate or seek action against the alleged aggressor, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have their name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

### **Retaliation**

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

## **Procedure 3205P Sexual Harassment of Students (cont.)**

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal complaints of sexual harassment of students shall be reported to the building principal or designee. The building principal or designee will be responsible for investigation and resolution of informal complaints. The building principal or designee may seek assistance or guidance from the district's Title IX/Civil Rights Compliance Officer. The building principal or designee must notify the complainant of the right to file a formal complaint. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged aggressor). Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that the conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training.

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

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

### **Formal Complaint Process**

- A. The district's Title IX/Civil Rights Compliance Officer, assistant superintendent of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [WAC 392-190](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Title IX/Civil Rights Compliance Officer ("Compliance Officer") is:

Mary O'Brien  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[mobrien@everettsd.org](mailto:mobrien@everettsd.org)  
Phone: (425) 385-4106

The Executive Director of Human Resources is:

Debra Kovacs  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[dkovacs@everettsd.org](mailto:dkovacs@everettsd.org)  
Phone: (425) 385-4100

## **Procedure 3205P Sexual Harassment of Students (cont.)**

The compliance officer or designee will receive and investigate formal complaints that involve only students. The assistant superintendent of human resources or designee will receive and investigate formal complaints when allegations of sexual harassment are brought against employees or other adults. School or district administrators who receive a formal complaint of sexual harassment will promptly notify the compliance officer or assistant superintendent of human resources and forward a copy of the complaint.

- B. The allegations of sexual harassment shall:
1. be written;
  2. be signed by the complainant;
  3. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination; and
  4. be filed with the compliance officer or assistant superintendent of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [WAC 392-190](#) or related guidelines.
- C. Upon receipt of the complaint, the district's compliance officer, the assistant superintendent of human resources, or designee will provide the complainant a copy of [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the compliance officer or the assistant superintendent of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.
- D. The superintendent or designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time the district responds to the complainant, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- E. The response by the superintendent or designee will include:
1. A summary of the results of the investigation;
  2. Whether the district failed to comply with [WAC 392-190](#) or related guidelines;
  3. If the district failed to comply with [WAC 392-190](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.

The district's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.

- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.
- G. A complainant may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- H. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant's right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The decision of the hearing officer will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the complainant's right to file a complaint with the Office of the Superintendent of Public Instruction. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.



## **Procedure 3205P Sexual Harassment of Students (cont.)**

- I. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [392-190-070](#), the complainant may file a complaint with the Office of the Superintendent of Public Instruction under [WAC 392-190-075](#). A complaint must be received by the Office Superintendent of Public Instruction within twenty (20) calendar days after the complainant received the hearing officer's written appeal decision.

### **Mediation of Complaints**

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
1. Must be voluntary;
  2. Requires the agreement of the district and the complainant;
  3. May be terminated by either party during the mediation process;
  4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
  5. Be conducted by a qualified and impartial mediator, who is not an employee of the district or providing services to a student who is the subject of the mediation.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
1. Sets forth the resolution;
  2. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
  3. Is signed by both the complainant and a district representative.
- C. The complainant and district may agree to extend the complaint timelines to pursue mediation.

### **Disciplinary Action**

The district will take such disciplinary action as it deems necessary and appropriate to end harassment and to prevent its reoccurrence. Such disciplinary action will be consistent with state and federal law. When deemed appropriate by the district, the district shall provide support and/or assistance for individuals who have been subjected to harassment in the district's educational environment.

### **Training and Orientation**

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

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

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

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

## **Procedure 3205P Sexual Harassment of Students (cont.)**

### **Reports to the Board**

Annually, in conjunction with the report to the board of directors on the district's Affirmative Action Plan, the Title IX/Civil Rights Compliance Officer will review the use and efficacy of the sexual harassment policy and procedures.

### **Policy and Procedure Review**

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

## **Policy 3210 Nondiscrimination**

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

District students shall be free from harassment based on legally protected attributes or characteristics.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings, educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include:

1. Notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories;
2. The name and contact information of the district's compliance officer designated to ensure compliance with this policy; and
3. The names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the affirmative action/Title IX compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will offer or provide training to administrators and certificated and classroom personnel on their responsibility to raise awareness of and to eliminate bias based on the categories identified in this policy.

The superintendent or designee shall provide for the annual evaluation, periodic surveys, annual notice and complaint procedures as required by law to ensure that there is in fact equal opportunity and treatment for all students in the district.

## **Procedure 3210P Nondiscrimination**

### **Procedures for Resolving Equal Educational Opportunity Complaints/Grievances**

To ensure fairness and consistency, the following review procedure is to be used with regard to issues covered by state and federal equal educational opportunity laws, including Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Civil Rights Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, [RCW 28A.640.010](#) governing sexual equality in public schools, and [RCW 28A.642](#) prohibiting discrimination. This grievance procedure applies to complaints alleging discrimination or discriminatory harassment by employees, other students, or third parties against students based on race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a student with a disability.



## **Procedure 3210P Nondiscrimination (cont.)**

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. As used in this procedure:

- Grievance means a complaint which has been filed by a complainant relating to the alleged violations of any state or federal anti-discrimination laws.
- Complaint means a written, signed charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. Complaints may be submitted by mail, fax, email or hand-delivery to any district or school administrator, or to any employee designated under [WAC 392-190-060](#), or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

### **Informal Complaints**

At the student and parent/guardian's option, attempts will be made to resolve complaints of discrimination or discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discrimination or discriminatory harassment of students shall be reported to the building principal/designee. The building principal/designee will be responsible for investigation and resolution of informal complaints. The building principal/designee may seek assistance or guidance from the district's Title IX/Civil Rights Compliance Officer. The building principal/designee must notify the complainant of his/her right to file a formal complaint under this policy. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

### **Formal Complaints**

#### **Level One – Complaint to the District**

- A. The district's Title IX/Compliance officer, assistant superintendent of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [WAC 392-190](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Title IX/Compliance officer is:

Mary O'Brien  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[mobrien@everettsd.org](mailto:mobrien@everettsd.org)  
Phone: 425-385-4106

The Executive Director of Human Resources is:

Debra Kovacs  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[dkovacs@everettsd.org](mailto:dkovacs@everettsd.org)  
Phone: 425-385-4100

The Title IX/Compliance officer or designee will receive and investigate formal complaints that involve only students. The assistant superintendent of human resources or designee will receive and investigate formal complaints when allegations of discrimination are brought against employees or other adults. School or district administrators who receive a formal complaint of discrimination or discriminatory harassment will promptly notify the Title IX/Compliance officer or assistant superintendent of human resources and forward a copy of the complaint.

## **Procedure 3210P Nondiscrimination (cont.)**

- B. The allegations of discrimination or discriminatory harassment shall:
1. be written;
  2. be signed by the complainant;
  3. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination; and
  4. be filed with the Title IX/Compliance officer or assistant superintendent of human resources within one (1) year from the date of the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [WAC 392-190](#) or related guidelines.
- C. Upon receipt of the complaint, the district's Title IX/Compliance officer, the assistant superintendent of human resources, or designee will provide the complainant a copy of [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the Title IX Compliance officer or the assistant superintendent of human resources shall provide the superintendent/designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.
- D. The superintendent/designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time the district responds to the complainant, the district will send a copy of the response to the office of the superintendent of public instruction.
- E. The response by the superintendent/designee will include:
1. A summary of the results of the investigation;
  2. Whether the district failed to comply with [WAC 392-190](#) or related guidelines;
  3. If the district failed to comply with [WAC 392-190](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.
- The district's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.
- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.

### **Level Two – Appeal**

- A. A complainant may appeal the superintendent's/designee's decision to a hearing officer designated by the superintendent to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent/designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- B. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant's right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The decision of the hearing officer will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.

## **Procedure 3210P Nondiscrimination (cont.)**

The decision of the hearing officer will include notice of the complainant's right to file a complaint with the office of the superintendent of public instruction. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

### **Level Three – Complaint to the Superintendent of Public Instruction**

A. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), the complainant may file a complaint with the office of the superintendent of public instruction under [WAC 392-190-075](#). A complaint must be received by the office of the superintendent of public instruction within twenty (20) calendar days after the complainant received the hearing officer's written appeal decision, unless the superintendent of public instruction grants an extension for good cause. Complaints may be submitted by mail, fax, email or hand delivery.

1. A complaint must be in writing and include:

- A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws;
- The complainant's name and contact information, including address;
- The name and address of the district subject to the complaint;
- A copy of the district's complaint and appeal decision, if any; and
- A proposed resolution of the complaint or relief requested.

If the allegations involve a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

2. Upon receipt of a complaint, the office of the superintendent of public instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with [RCW 28A.642.010](#) or [WAC 392-190](#), and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

### **Level Four – Administrative Hearing**

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, RCW 34.05.

NOTE: The complaint procedure outlined above does not prohibit the processing of a complaint in an informal manner and without investigation if the complainant so desires.

### **Mediation of Complaints**

A. The district may offer mediation, at its own expense, to resolve a complaint at any time during the complaint procedure. Mediation must be voluntary and requires the mutual agreement of the district and the complainant. It may be terminated by either party at any time during the mediation process. It cannot be used to deny or delay a complainant's right to utilize the complaint procedure.

### **Procedure 3210P Nondiscrimination (cont.)**

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator.

Mediation must be conducted by a qualified and impartial mediator who may not:

1. Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or
  2. Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding. The agreement must be signed by both the complainant and a district representative who has authority to bind the district.
- C. The complainant and district may agree to extend the complaint timelines to pursue mediation.

### **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the Title IX/Compliance officer for a period of six (6) years after resolution or closure of the complaint.

### **Policy 3213 Transgender Students**

In order to foster an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression, the board recognizes the importance of an inclusive approach toward transgender students in order to provide these students with an equal educational opportunity. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning transgender students.

### **Procedure 3213P Transgender Students**

The principal or designee is encouraged to request a meeting with a transgender student and his or her parent/guardian upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. The goals of the meeting are to:

- Develop understanding of that student's individual needs with respect to his or her gender expression or identity; and
- Develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to his or her attendance at school.

The principal or designee may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Policy and Procedure 3213, and state and federal law regarding gender expression or identity.

### **Definitions/Terms**

- **Gender Expression** is how a person expresses his or her gender, often through behavior, emotional expression, mannerisms, dress, grooming, interests, and activities.
- **Gender Identity** refers to one's deeply felt internal sense of being female, or male, or both, or neither, regardless of the gender assigned at birth.
- **Gender Nonconforming** describes a person whose gender expression differs from stereotypical expectations about how the person should look or act based on the gender assigned at birth. This term includes people who identify outside traditional gender categories or identify as both genders, or as gender neutral.
- **Biological Sex/Sex** refers to a person's internal and external anatomy, chromosomes, and hormones.
- **Transgender** is a general term often used to describe a person whose gender identity and/or expression is different from that traditionally associated with the person's gender assigned at birth.
- **Transitioning** refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

## **Procedure 3213P Transgender Students (cont.)**

### **Official Records**

The district is required to maintain a permanent student record which includes the student's legal name and the student's gender. The district will change a student's official records to reflect a change in legal name or gender upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that a student over the age of eighteen (18) has exercised a common-law name change and has changed his or her name for all intents and purposes and that the change has not been made for fraudulent reasons.

When a former student asks for his or her official student transcript to be changed to reflect a different name or gender:

- Document the transaction (request for the change, proof of identity, certificate, court papers, etc.);
- Issue a new record; and
- Retain (1) the original record; (2) the newly issued record; and (3) the documentation of the transaction.

To the extent that the district is not legally required to use a student's legal name and biological sex on school records or documents, the district should use the name and gender by which the student identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender nonconforming status. More information is available online at [Washington Law Help and Northwest Justice Project](#).

### **Confidential Health or Educational Information**

Information about a student's gender status, legal name, or gender assigned at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232; 34 C.F.R. Part 99](#)). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender nonconforming status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required to do so, or (2) the student has authorized such disclosure.

### **Communication and Use of Names and Pronouns**

An appropriate school employee will privately ask known transgender or gender nonconforming students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change his or her official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to his or her gender identity.

When communicating with transgender or gender nonconforming students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity. When communicating with parents/guardians of transgender or gender nonconforming students, school employees will refrain from the use of gender pronouns and refer to the student by name whenever practicable. The district will not condone the intentional and persistent refusal to respect a student's gender identity, or inappropriate release of information regarding a student's transgender status.

### **Restroom Accessibility**

Students will be allowed to use the restroom that corresponds to the gender identity consistently asserted at school. No student will be required to use a restroom that conflicts with his or her gender identity.

## **Procedure 3213P Transgender Students (cont.)**

### **Locker Room Accessibility**

Use of locker rooms by transgender or gender nonconforming students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender nonconforming student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area, such as:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health room office restroom); or
- A separate changing schedule (i.e., utilizing the locker room before or after the other students).

Any alternative arrangement will be provided in a manner that allows the student to keep his or her transgender or gender nonconforming status private. No student, however, will be required to use a locker room that conflicts with his or her gender identity.

### **Sports and Physical Education Classes**

The district will provide all students, including transgender students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with his or her gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by the procedure set forth in the Washington Interscholastic Activities Association ([WIAA](#)) handbook.

### **Dress Codes**

The district will allow students to dress according to the gender with which they consistently identify, within the constraints of the dress codes adopted at his or her school site and within the constraints of the district guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel).

### **Other School Activities**

In any school activity involving separation by gender (i.e., class discussions, field trips), students will be permitted to participate in accordance with the gender identity they consistently assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

### **Training and Professional Development**

When practical, the district will conduct staff training and ongoing professional development as needed in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber-bullying; and
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, and gender identity and expression issues.

### **Discrimination and Harassment Complaints**

Discrimination and harassment on the basis of sex, sexual orientation, or gender identity or expression are prohibited. It is the responsibility of each school, the district and all staff to ensure that all students, including transgender and gender nonconforming students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the district's Civil Rights Compliance Coordinator.



### **Procedure 3213P Transgender Students (cont.)**

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and/or harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Complaints of discrimination based on gender identity or expression will follow the complaint process outlined in the district's Nondiscrimination [Procedure 3210P](#).

### **Policy 4312 Complaints to Board Members Concerning Staff**

The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs. Complaints received by the board or board members will be referred to the superintendent for investigation.

The board will disallow complaints about individual staff members at public board meetings.

The superintendent will develop procedures to handle complaints about district staff, programs, or instructional materials.

### **Procedure 4312P Complaints to Board Members Concerning Staff**

Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the building leader should be contacted in an effort to resolve the issue through conferences with the staff member involved and the citizen.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

1. If the problem is not satisfactorily resolved at the building level, a written complaint should be filed by the citizen to the associate superintendent, deputy superintendent, department manager, or the superintendent. The complaint should describe the problem and what solution seems appropriate. Copies should be sent to the building leader and staff member involved.
2. The building leader and staff member shall respond to the complaint, in writing or in person, to the superintendent, associate superintendent, deputy superintendent, or department manager.
3. The superintendent or designee shall then attempt to resolve the matter through conference with the citizen, staff member and building leader.
4. If the matter is still not resolved, the superintendent shall present the issue to the board in an executive session in accordance with district personnel policies and procedures.
5. This procedure shall govern complaints not covered more specifically by some other district policy or procedure or an applicable collective bargaining agreement. See, for example, Selection and Adoption of Instructional Materials, [Policy 2311](#); Harassment, [Policy 3205](#); Nondiscrimination, [Policy 3210](#); Sexual Harassment, [Policy 5160](#); and Affirmative Action and Nondiscrimination [5010P](#).

### **Policy 5010 Affirmative Action and Nondiscrimination**

The district shall provide equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices in recruitment, hiring, retention, assignment, transfer, promotion and training; such equal employment opportunity will be provided without discrimination on the basis of race, color, national origin, creed, religion, sex, sexual orientation including gender expression or identity, marital status, age, honorably discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

District employees shall be free from harassment based on legally protected attributes or characteristics. The district shall implement programs and practices that value diversity, ensure equity, and build understanding, awareness, and appreciation of the diverse array of human characteristics, needs and perspectives that influence the district environment.

The district shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship on the operation of the district program.

## **Policy 5010 Affirmative Action and Nondiscrimination (cont.)**

The district is committed to undertake affirmative action which will provide equal employment opportunities for all employees and applicants for employment. Such affirmative action shall include a review of programs, monitoring of the workforce composition, and use of employment procedures which ensure equal employment opportunities for minority and female employees and applicants.

It shall be the responsibility of the superintendent or designee to develop an Affirmative Action Plan and procedures to be followed by management and supervisory personnel in all schools and departments of the district to carry out the provisions and intent of this policy.

## **Procedure 5010P Affirmative Action and Nondiscrimination**

### **Affirmative Action**

The board of directors of the Everett School District recognizes that an Affirmative Action Employment Plan is a sound employment practice, as well as a positive approach toward achieving lasting and equitable human resources policies and procedures.

In accordance with state and federal requirements, the district shall develop an Affirmative Action Plan. Such a plan shall include a work force analysis, a projection of possible work force vacancies, an analysis of activities designed to take appropriate affirmative action and a grievance procedure.

The superintendent or designee shall be responsible for the development, implementation and annual reporting of the Affirmative Action Plan. The overall responsibility for monitoring and auditing this plan shall be assigned to the human resources department.

### **Nondiscrimination**

The district shall provide equal employment opportunity for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion and training. The district shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship on the operation of the district program. District employees shall be free from harassment based on legally protected attributes or characteristics.

In cases where employees or applicants believe that they have been discriminated against on the basis of their legally protected status, that their disabilities have not been reasonably accommodated, or that they have been harassed on the basis of their legally protected status, the employee or applicant may file a complaint using the complaint process set forth in this procedure. To ensure fairness and consistency, these procedures are to be used to address complaints covered by state and federal equal employment laws, including the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), Titles VII and IX of the Civil Rights Act, the Washington Law Against Discrimination, and/or the district's Affirmative Action Plan. No person shall be retaliated against because of the utilization of these procedures. The assistant superintendent of human resources or designee shall investigate all allegations of noncompliance or discrimination.

### **Informal Complaints**

With regard to ADA matters, a distinction is to be made between a request for accommodation and a complaint. A request for accommodation should be submitted to the assistant superintendent of human resources. The parties should cooperate to resolve any issues of accommodation through an interactive process prior to the filing of a formal complaint. A complaint is to be filed only in the event there is a complaint of noncompliance after a request for accommodation has been made.

At the employee's option, attempts will be made to resolve complaints of discrimination informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discrimination of an employee may be reported to his/her supervisor, the affirmative action officer, or the assistant superintendent of human resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's affirmative action officer or assistant superintendent of human resources. The supervisor must notify the complainant of his/her right to file a formal complaint under this policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.



## **Procedure 5010P Affirmative Action and Nondiscrimination (cont.)**

### **Formal Complaints**

- A. The district's assistant superintendent of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [WAC 392-190](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Executive Director of Human Resources is:

Debra Kovacs  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[dkovacs@everettsd.org](mailto:dkovacs@everettsd.org)  
Phone: (425) 385-4100

The assistant superintendent of human resources or designee will receive and investigate formal complaints. School or district administrators who receive a formal complaint of discrimination will promptly notify the assistant superintendent of human resources and forward a copy of the complaint.

- B. The allegations of discrimination shall:
1. Be written;
  2. Be signed by the complainant;
  3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and
  4. Be filed with the assistant superintendent of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [WAC 392-190](#) or related guidelines.
- C. Upon receipt of the complaint, the district's assistant superintendent of human resources or designee will provide the complainant a copy of Procedure 5010P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the assistant superintendent of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.
- D. The superintendent or designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time, the district responds to the complainant, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- E. The response by the superintendent or designee will include:
1. A summary of the results of the investigation;
  2. Whether the district failed to comply with [WAC 392-190](#) or related guidelines;
  3. If the district failed to comply with [WAC 392-190](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the complainant's right to appeal under [WAC 392-190-070](#), including where and with whom the appeal should be filed.

The district's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.

## **Procedure 5010P Affirmative Action and Nondiscrimination (cont.)**

- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.
- G. A complainant may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- H. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant's right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The appeal decision will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the complainant's right to file a complaint with the Office of the Superintendent of Public Instruction. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.
- I. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), the complainant may file a complaint with the Office of the Superintendent of Public Instruction under [WAC 392-190-075](#). A complaint must be received by the Office Superintendent of Public Instruction within twenty (20) calendar days after the complainant received the hearing officer's written appeal decision.

### **Mediation of Complaints**

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
  - 6. Must be voluntary;
  - 7. Requires the agreement of the district and the complainant;
  - 8. May be terminated by either party during the mediation process;
  - 9. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
  - 10. Be conducted by a qualified and impartial mediator, who is not an employee of the district and who has no personal or professional conflict of interest.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
  - 4. Sets forth the resolution;
  - 5. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
  - 6. Is signed by both the complainant and a district representative.
- C. The complainant and district may agree to extend the complaint timelines to pursue mediation.

### **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the Title IX/Compliance officer following the State of Washington's [School Districts Records Retention Schedule](#).

## **Policy 5160 Sexual Harassment**

All employees and volunteers will be provided a work environment free from sexual harassment. Sexual harassment is a form of misconduct which undermines the integrity of the employment relationship. Such conduct, whether committed by supervisory or nonsupervisory personnel, is specifically prohibited.

## **Policy 5160 Sexual Harassment (cont.)**

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

1. Submission to such conduct is made either an explicit or implicit term or condition of an individual's employment, or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that person, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Any employee or volunteer who believes he/she has been subjected to sexual harassment on the job should bring this to the immediate attention of his/her supervisor, the Affirmative Action officer, or the assistant superintendent of human resources.

All such complaints will be promptly investigated and, where appropriate, immediate corrective action will be taken to end sexual harassment and prevent its recurrence. Corrective action may include disciplinary action, up to and including suspension or termination, against those who violate the sexual harassment policy and support and/or assistance, as appropriate, for individuals who have been subjected to sexual harassment. Disciplinary actions shall be in compliance with collective bargaining agreements and state and federal law. To the highest degree possible, allowing for a fair investigation, complaints will be treated in a confidential manner. Retaliation against employees or volunteers shall not occur because they have made complaints of sexual harassment to management.

Persons who knowingly report false allegations of sexual harassment or corroborate false allegations of sexual harassment will be subject to appropriate discipline or other sanctions.

Reasonable efforts shall be made to inform all employees and volunteers of the district's sexual harassment policy and procedures. These efforts shall include insertion of the policy and procedures in new employee information and volunteer orientation materials.

Informal complaints of sexual harassment by employees or volunteers shall be reported to the employee's or volunteer's supervisor, the Affirmative Action officer, or the assistant superintendent of human resources. The administrator receiving the complaint will be responsible for coordinating the investigation of such complaint with the district's Affirmative Action officer or assistant superintendent of human resources. Formal complaints of sexual harassment shall be processed in accordance with the complaint procedures set forth in [Procedure 5160P](#).

Annually in conjunction with the report to the board of directors on the Affirmative Action Plan, the Affirmative Action officer will review the use and efficacy of the sexual harassment policy and procedures.

## **Procedure 5160P Sexual Harassment**

### **Complaint Procedure**

These procedures have been developed for the resolution of sexual harassment complaints of employees or volunteers of the district. No person shall be adversely affected in any way because of the utilization of these procedures.

### **Informal Complaints**

At the employee/volunteer's option, attempts will be made to resolve complaints of discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discriminatory harassment of an employee/volunteer may be reported to his/her supervisor, the Affirmative Action officer, or the assistant superintendent of human resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's Affirmative Action Officer or assistant superintendent of human resources. The supervisor must notify the complainant of his/her right to file a formal complaint under this policy. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

## **Procedure 5160P Sexual Harassment (cont.)**

### **Formal Complaints**

- A. The district's assistant superintendent of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with WAC 392-190 and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The executive director of human resources is:

Debra Kovacs  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
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Phone: (425) 385-4100

The assistant superintendent of human resources or designee will receive and investigate formal complaints. School or district administrators who receive a formal complaint of discriminatory harassment will promptly notify the assistant superintendent of human resources or designee and forward a copy of the complaint.

- B. The allegations of discriminatory harassment shall:
1. Be written;
  2. Be signed by the complainant;
  3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and
  4. Be filed with the assistant superintendent of human resources or designee within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [WAC 392-190](#) or related guidelines.
- C. Upon receipt of the complaint, the district's assistant superintendent of human resources or designee will provide the complainant a copy of Procedure 5160P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the assistant superintendent of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.
- D. The superintendent or designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time the district responds to the complainant, the district will send a copy of the response to the office of the superintendent of public (OSPI) instruction.
- E. The response by the superintendent or designee will include:
1. A summary of the results of the investigation;
  2. Whether the district failed to comply with [WAC 392-190](#) or related guidelines;
  3. If the district failed to comply with [WAC 392-190](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.

## **Procedure 5160P Sexual Harassment (cont.)**

The district's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.

- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.
- G. A complainant may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- H. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant's right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The appeal decision will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the complainant's right to file a complaint with OSPI. The district will send a copy of the appeal decision to OSPI.
- I. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), the complainant may file a complaint with OSPI under [WAC 392-190-075](#). A complaint must be received by OSPI within twenty (20) calendar days after the complainant received the hearing officer's written appeal decision.

### **Mediation of Complaints**

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
  - 11. Must be voluntary;
  - 12. Requires the agreement of the district and the complainant;
  - 13. May be terminated by either party during the mediation process;
  - 14. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
  - 15. Be conducted by a qualified and impartial mediator, who is not an employee of the district and who has no personal or professional conflict of interest.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
  - 7. Sets forth the resolution;
  - 8. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
  - 9. Is signed by both the complainant and a district representative.
- C. The complainant and district may agree to extend the complaint timelines to pursue mediation.

The complaint procedure outlined above does not prohibit the processing of complaints by an employee pursuant to complaint procedures established in applicable collective bargaining agreements.

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

### **Purpose**

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

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

### **General Standards**

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

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

The interactions and relationships between district staff and students should be based upon mutual respect, trust, and commitment to the professional boundaries between staff and students in and outside of the educational setting, and consist with the educational mission of the district.

District staff will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member's duties in the district. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor or human resources whenever they suspect or question whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy.

A staff member who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another staff member is required by law to report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if the administrator has reasonable cause to believe that misconduct or abuse has occurred. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

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

### **Use of Technology**

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

Staff whose conduct violates this policy may face discipline and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

The superintendent or designee will develop protocols for reporting and investigating allegations of a failure to maintain professional boundaries and develop procedures and training to accompany this policy.

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

School employees and volunteers are required to maintain professional and appropriate boundaries in their relationships with students that are consistent with legal and ethical standards of care.

### **Reporting Violations**

All school staff members or volunteers must promptly notify the supervisor of a staff member or volunteer suspected of engaging in a boundary invasion toward a student.



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

Staff members should:

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

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

### **Boundary Invasion**

A boundary invasion is an act or pattern of behavior by a staff member or volunteer that does not have a bona fide health, safety, or educational purpose for the student. Staff members and volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following:

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board's policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being "overly touchy" with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos, taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
- C. Any kind of flirtatious or sexual communications with a student;
- D. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship. This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in "peer like" behavior with one or more students;
- E. Providing alcohol, drugs, or tobacco to students or failing to report their use of these substances;
- F. For non-guidance/counseling staff, allowing or encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members shall refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- G. Sending students on personal errands unrelated to any educational purpose;
- H. Banter, allusions, jokes, or innuendos of a sexual nature with students;
- I. Commenting on a student's appearance in a flirtatious or sexual nature, or if the comments have no educational value;
- J. Disclosing personal, sexual, family, or employment concerns or other private matters to one or more students;
- K. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- L. Maintaining personal contact (including "friending" or "following") a student on any social networking application or device;
- M. Sending phone, email, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to school work or other legitimate school business. If staff members have educational or legitimate school business to conduct, they shall include a parent/guardian and a school administrator on the communication. If staff members receive communication from a student, the staff member shall reply by including the student's parent/guardian, unless doing so would jeopardize the safety, health or welfare of the student, and an administrator. Staff members should use school email addresses and phone numbers and the parents'/guardians' phone numbers for communications with students, except in an emergency situation;
- N. Exchanging or providing personal gifts, cards, or letters with an individual student;
- O. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;

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

- P. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
- Q. Providing a student with information or views about other students or staff members without a legitimate professional purpose;
- R. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct;
- S. Unnecessarily invading a student's privacy, (e.g., walking in on the student in the bathroom or a hotel room on a field trip);
- T. Being alone with an individual student out of the view of others; and/or
- U. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student's parent/guardian and an administrator are informed and have consented.

### **Investigation and Documentation**

When an administrator receives information that a boundary invasion has occurred or might have occurred, the administrator must document, in writing, the concern and provide a copy of the documentation to the appropriate regional superintendent, the district Title IX coordinator, and general counsel. The Title IX coordinator will investigate and document the matter, and if a boundary invasion has occurred without a legitimate educational or safety purpose, ensure that appropriate action is taken and documented. The district will maintain a file documenting reports, letters of direction, and discipline relating to professional boundary investigations.

### **Reminder About Reporting Sexual Abuse**

All school personnel who have reasonable cause to believe that a student has experienced sexual abuse by an adult or another student are required to make a report to Child Protective Services and/or law enforcement. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

### **Disciplinary Action**

Staff member or volunteer violations of this procedure may result in disciplinary action up to and including dismissal. Violations may occur by ignoring professional boundaries, as well as by failing to report another staff member or volunteer who is ignoring professional boundaries. In any disciplinary situation, the superintendent or designee should consider whether the conduct violates the code of professional conduct in [Chapter 181-87 WAC](#) and whether a report to the Office of Professional Practices is warranted.

### **Training**

All new staff members and volunteers will receive training on appropriate staff/student boundaries within three (3) months of employment or beginning of service. Such initial training may be on-line training. Site administration and classified employee supervisors shall see to it that more detailed, live training covering this entire procedure shall occur every two (2) years for all schools and work sites. Site administration and classified employee supervisors will also address professional boundaries at staff meetings early in the year.

### **Dissemination of Policy and Reporting Protocols**

[Policy 5253](#) and this procedure will be included on the district website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.



SERIES 1000 – BOARD OF DIRECTORS			
Policy/ Procedure	Title	Description	Situation to apply
<a href="#">1400S</a>	Board Meeting Schedule	Yearly schedule of school board meetings	<ul style="list-style-type: none"> <li>To attend a school board meeting or refer someone to a meeting.</li> </ul>

SERIES 2000 - INSTRUCTION			
Policy/ Procedure	Title	Description	Situation to apply
<a href="#">2125P</a>	Web-based Resources and Other Online Educational Services	The availability of innovative online technologies to engage students in relevant learning opportunities.	<ul style="list-style-type: none"> <li>Before providing/piloting web resources</li> <li>Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program</li> <li>Before notifying parents of approved web service not part of an adopted instructional program</li> </ul>
<a href="#">2145P</a>	Suicide Prevention	Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors or have attempted to harm themselves.	<ul style="list-style-type: none"> <li>While assessing the risk of student's mental health</li> <li>In the event a student suicide occurs or is attempted</li> <li>When looking for suicide prevention resources</li> </ul>
<a href="#">2150P</a>	Co-Curricular Program	Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students.	<ul style="list-style-type: none"> <li>Before implementing a new co-curricular activity.</li> <li>While reviewing the qualifications/criteria for a co-curricular program.</li> <li>Cross-reference to <a href="#">2150</a>.</li> </ul>
<a href="#">2151P</a>	Interscholastic Athletics/Activities	The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students.	<ul style="list-style-type: none"> <li>When a new coach has been hired.</li> <li>When assessing a student's eligibility for athletics/activities.</li> <li>When a parent/guardian has questions regarding a student's eligibility.</li> <li>When a guardian requests to transport a student to/from an event.</li> <li>If a student is found potentially in violation of the code of conduct.</li> <li>When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport.</li> <li>If a student of the opposite gender requests to participate in an interscholastic program.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#"><u>2153P</u></a>	Student Group Meetings (Limited Open Forum)	Groups of secondary students want to organize for co-curricular or non-curricular purposes and hold meetings in school facilities.	<ul style="list-style-type: none"> <li>• When a non-curriculum group requests principal recognition of co-curricular status.</li> <li>• Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities.</li> </ul>
<a href="#"><u>2210P</u></a>	Special Education and Related Services for Eligible Students	Students whose disabilities adversely impact educational performance and who require specially designed instruction. Ensure that disabled students are identified, evaluated, and provided with appropriate educational services.	<ul style="list-style-type: none"> <li>• When reviewing insurance or funding for student's special education provisions and services.</li> <li>• Before engaging with parents/guardians on the student's Individual Education Plan (IEP)</li> <li>• Before referring a child for special education and related services. (Child Find)</li> <li>• Before transitioning a student to special education services or vice versa.</li> <li>• Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing.</li> </ul>
<a href="#"><u>2211/2211P</u></a>	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973	Ensure that disabled students within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.	<ul style="list-style-type: none"> <li>• Before accommodating a student with disabilities(s) or impairment(s) in any school service/program.</li> <li>• Before disciplining, a student recognized to have a disabling condition.</li> <li>• When referencing or complying to Section 504 and/or IDEA.</li> <li>• When placing a student in a program not operated by the district.</li> <li>• Before taking action to resolve a legal dispute regarding a student with disabilities.</li> </ul>
<a href="#"><u>2311P</u></a>	Selection and Adoption of Instructional Materials	Procedures for adoption and approval of instructional materials.	<ul style="list-style-type: none"> <li>• Before implementing a social studies adoption.</li> <li>• Before establishing a Curriculum Review Committee</li> <li>• Before establishing an Instructional Materials Committee or adding a new member.</li> <li>• Before deciding upon a referral for the school board to review.</li> <li>• If an affected staff member would like to appeal a materials decision.</li> <li>• For parents to challenge a curriculum or excuse a student from participation in curriculum.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">2320P</a>	Field Trips	Field trips are natural extensions of the curricular, co-curricular, and interscholastic programs and are opportunities for students to participate in activities and gain learning experiences that cannot be duplicated in the classroom or on the school site.	<ul style="list-style-type: none"> <li>• To obtain approval from building administration to organize/plan a field trip.</li> <li>• Before making financial arrangements for a field trip.</li> <li>• Before planning a field trip and communicating to parents/guardians.</li> <li>• Before approving a volunteer adult supervisor for field trips/events.</li> <li>• While reviewing the plausibility of a disabled student participating in a field trip.</li> <li>• When transportation is required through staff members or non-employee drivers.</li> <li>• When preparing for student health care needs, insurance and emergencies on field trips.</li> <li>• When experiencing issues with a student on a field trip.</li> </ul>
<a href="#">2321P</a>	Guest Speakers	The district may provide for the use of guest speakers and have procedures for their use and approval including notification of parents/guardians.	<ul style="list-style-type: none"> <li>• Before requesting a guest speaker.</li> <li>• Before the approved guest speaker visits the classroom.</li> <li>• Information for guest speakers to read relating to the topic of government and democracy.</li> <li>• Speakers that are elected or are running for office</li> <li>• Cross reference: <a href="#">2321</a> and <a href="#">2331</a></li> </ul>
<a href="#">2331/2331P</a>	Controversial Issues	The district offers courses of study to afford learning experiences appropriate to the level of student understanding.	<ul style="list-style-type: none"> <li>• Before presenting a controversial topic or class to students.</li> <li>• Obligation for staff to be fair and impartial while facilitating classroom discussions</li> <li>• Before allowing a controversial speaker to present.</li> <li>• In the event a student does not wish to attend a controversial presentation.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">2340P</a>	Religious-Related Activities and Practices	The district complies with the United States and Washington State constitutions, federal and state law, and the decisions made by the respective courts in making decisions regarding religious-related activities and practices.	<ul style="list-style-type: none"> <li>• Before instructing in a discipline that may have a religious dimension.</li> <li>• If student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs.</li> <li>• Before planning an activity focused on a holiday.</li> <li>• If a student engages in devotional activity during school programs or in activities before or after school on site.</li> <li>• If a parent/student is aggrieved by practices or activities conducted in the school or district.</li> </ul>
<a href="#">2410/2410P</a>	High School Graduation Requirements	Graduation requirements have been established to ensure students are prepared for post-secondary education, training and career with 21st century skills and the foundations needed for lifelong learning.	<ul style="list-style-type: none"> <li>• Before the class of 2021 starts grade 9.</li> <li>• Before implementing a new secondary course study.</li> <li>• When reviewing a student's graduation requirements.</li> </ul>

<b>SERIES 3000 - STUDENTS</b>			
<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">3122P</a>	Attendance	Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Teachers will keep a record of student absences and tardiness.	<ul style="list-style-type: none"> <li>• Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.</li> </ul>
<a href="#">3200</a>	Student Rights and Responsibilities	Assuring learning experiences to help all students develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens.	<ul style="list-style-type: none"> <li>• Quick reference guide to district policies and procedures related to student rights, conduct and discipline.</li> </ul>
<a href="#">3204/3204P</a>	Prohibition of Harassment, Intimidation and Bullying	The district maintains a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation and bullying	<ul style="list-style-type: none"> <li>• Reference for steps to take to identify, report, and address HIB and for staff interventions.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">3205/3205P</a>	Sexual Harassment of Students	The district maintains a learning environment for students that is free from all forms of discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.	<ul style="list-style-type: none"> <li>• Definition of harassment, complaint process and corrective actions.</li> </ul>
<a href="#">3210/3210P</a>	Nondiscrimination	The district provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program.	<ul style="list-style-type: none"> <li>• Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined.</li> </ul>
<a href="#">3213/3213P</a>	Transgender Students	The district provides an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression.	<ul style="list-style-type: none"> <li>• Definitions and specific steps for compliance with local, state and federal laws concerning transgender students.</li> </ul>
<a href="#">3224/3224P</a>	Student Dress	Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance.	<ul style="list-style-type: none"> <li>• When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives.</li> </ul>
<a href="#">3231P</a>	Searches of Students and Their Property	Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	<ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee.</li> </ul>
<a href="#">3232P</a>	Searches of Lockers, Desks, and Storage Areas	A student's locker, desk, or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	<ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee.</li> </ul>
<a href="#">3244/3244P</a>	Students Riding School Buses or Other District Provided Transportation	The denial of the privilege of riding the bus is reserved for the principal or their designee.	<ul style="list-style-type: none"> <li>• When a student's conduct on a school bus merits corrective action.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">3245/3245P</a>	Technology	To help ensure student safety and digital citizenship in appropriate, ethical online activities, students will be educated about appropriate use of district technology and online behavior.	<ul style="list-style-type: none"> <li>• Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have been used inappropriately.</li> <li>• Inappropriate actions with other individuals on websites; cyberbullying awareness and response.</li> </ul>
<a href="#">3246P</a>	Personal Electronic Devices	The district provides students with the technology they need during the school day to access digital and online learning experiences. However, students may use personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices while on school property or while attending school-sponsored or school-related activities subject to procedures established by the superintendent.	<ul style="list-style-type: none"> <li>• Guidelines and expectations for students for proper use of PEDs on district property, and disciplinary actions for violations of district policy.</li> </ul>
<a href="#">3300/3300P</a>	Student Discipline	Rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment.	<ul style="list-style-type: none"> <li>• Guidelines for staff authority regarding student discipline and behavioral expectations.</li> </ul>
<a href="#">3318</a>	Discipline of Special Education Students	Guidelines for the discipline of students with an Individualized Education Program (IEP) or related services.	<ul style="list-style-type: none"> <li>• When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion.</li> </ul>
<a href="#">3319/3319P</a>	Use of Physical Restraint and Isolation with Students	Physical restraint and isolation of a student should be avoided; however, on occasion it may be necessary to use physical restraint or to isolate a student to preserve the safety of students and staff.	<ul style="list-style-type: none"> <li>• Definition of physical restraint and isolation, and district process for its use.</li> </ul>
<a href="#">3332/3332P</a>	Teacher Responsibilities and Rights	General provisions and procedures for teachers' rights and responsibilities for student behavior expectations.	<ul style="list-style-type: none"> <li>• Defining student behavior expectations and teacher's rights, responsibilities and authority to maintain classroom order.</li> </ul>
<a href="#">3400/3400P</a>	Student Welfare	Staff are to conduct all school programs and operations in a manner that recognizes the health and safety of students.	<ul style="list-style-type: none"> <li>• Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">3416/3416P</a>	Medication at School	Guidelines for the appropriate and authorized storage, administration, and monitoring of prescribed or non-prescribed medication on school grounds.	<ul style="list-style-type: none"> <li>• When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school.</li> <li>• Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian.</li> <li>• Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school.</li> </ul>
<a href="#">3418/3418P</a>	Animals in Schools	Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program.	<ul style="list-style-type: none"> <li>• Guidelines and restrictions for introduction of animals at school.</li> </ul>
<a href="#">3421/3421P</a>	Child Abuse, Neglect and Exploitation	Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect.	<ul style="list-style-type: none"> <li>• Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation.</li> </ul>
<a href="#">3530/3530P</a>	Student Fundraising Activities	The solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools.	<ul style="list-style-type: none"> <li>• Guidelines and expectations to follow for student fundraising activities.</li> </ul>
<a href="#">3600P</a>	Student Records	The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner.	<ul style="list-style-type: none"> <li>• Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records.</li> </ul>
<a href="#">3610P</a>	Child Custody	Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of his/her child, to visit with his/her child, or to remove his/her child from the school premises.	<ul style="list-style-type: none"> <li>• Defining rights of non-custodial parents to have access to the classroom, school-sponsored activities, and teaching materials. Guidelines for visits and/or releasing student to non-custodial parent.</li> </ul>



SERIES 4000 – COMMUNITY RELATIONS			
Policy/ Procedure	Title	Description	Situation to apply
<a href="#">4131P</a>	Confidential Communications	Staff shall follow all applicable laws, regulations and rules regarding release of information about students, personnel, and district programs.	<ul style="list-style-type: none"> <li>Guidelines to follow if a student reveals confidential information that may put them or others in danger.</li> </ul>
<a href="#">4205</a>	Use of Tobacco or Tobacco-Like Products on School Property	To protect students from exposure to the addictive substance of nicotine and to set a smoking-free example for students, employees, students and all community members have an obligation as role models to refrain from the use of tobacco and tobacco-like products on district property.	<ul style="list-style-type: none"> <li>Guidelines to enforce the district's policy for no smoking cigarettes, electronic cigarettes, cigars or any other use of tobacco or tobacco-like products at schools, district buildings, district property and district-owned vehicles.</li> <li>Cross reference: <a href="#">Policy 5140</a></li> </ul>
<a href="#">4207</a>	Regulation of Firearms and Dangerous Weapons on School District Property	It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district property, district-provided transportation or areas of other facilities being used exclusively for school district activities unless specifically authorized by state law.	<ul style="list-style-type: none"> <li>School or district officials will promptly notify the student's parents/guardians and the appropriate law enforcement agency of known or suspected violations of this policy.</li> </ul>
<a href="#">4310</a>	Contact with School/District Staff	Certificated staff working at school sites shall be available to consult with parents, citizens, or students for one-half hour before and after the school day.	<ul style="list-style-type: none"> <li>Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct.</li> </ul>
<a href="#">4312P</a>	Complaints to Board Members Concerning Staff	The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.	<ul style="list-style-type: none"> <li>Process to follow for filing/expressing a complaint regarding a staff member.</li> </ul>
<a href="#">4314/4314P</a>	Visitors, Animals on District Property and/or Disruption of School Operations	Visits to schools by parents/guardians, other adult residents of the community, and other educators are welcome. In order to manage the risks associated with the presence of dogs or other animals on district property, the superintendent will establish guidelines governing such activity.	<ul style="list-style-type: none"> <li>Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program.</li> <li>Restrictions applying to dogs and other animals on district property.</li> </ul>
<a href="#">4316P</a>	Notification of Threats of Violence or Harm	Students and school employees who are subjects of significant, credible threats of violence or physical harm shall be notified of the threats.	<ul style="list-style-type: none"> <li>Notification procedure for if/when credible threats are made and federal confidentiality obligations.</li> </ul>



Policy/ Procedure	Title	Description	Situation to apply
<a href="#">4340/4340P</a>	Public Access to District Records	The district shall afford full access to public records concerning the administration and operations of the district in accordance with the Public Records Act. Access to student records is primarily controlled by the Family Educational Rights and Privacy Act FERPA (20 U.S.C. § 1232g. 34 CFR Part 99).	<ul style="list-style-type: none"> <li>When a parent or community member requests to see or be provided copies of district records beyond their normal access online or in regular school communications.</li> <li>Public Records Office CRC – 3900 Broadway 425-385-4188 425-385-4172 (Fax) <a href="mailto:publicrecords@everettsd.org">publicrecords@everettsd.org</a></li> </ul>
<a href="#">4411/4411P</a>	Working Relationships with Law Enforcement, Child Protective Services and the County Health Department	The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Therefore, district staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.	<ul style="list-style-type: none"> <li>Protocols for interviews of students by law enforcement, CPS and the county health department on school grounds. Parameters for when a parent must be notified of such actions by the school administrator.</li> </ul>
<a href="#">4412</a>	Political Relationships with Governmental Agencies	The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.	<ul style="list-style-type: none"> <li>Guidelines for staff to engage in political activity or who hold elective or appointive public office.</li> </ul>

#### SERIES 5000 – HUMAN RESOURCES

Policy/ Procedure	Title	Description	Situation to apply
<a href="#">5010/5010P</a>	Affirmative Action and Nondiscrimination	The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices.	<ul style="list-style-type: none"> <li>Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA)</li> </ul>
<a href="#">5140</a>	Tobacco or Tobacco-Like Products Use Policy	Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles.	<ul style="list-style-type: none"> <li>Employees are subject to this policy, which includes rented or leased facilities to other agencies.</li> <li>Cross reference: <a href="#">Policy 4205</a></li> </ul>
<a href="#">5150</a>	Drug-Free Workplace	The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana (cannabis) per the Drug-Free Workplace Act of 1988.	<ul style="list-style-type: none"> <li>Employees and patrons are subject to this policy. Workplace includes any district building or property, district-owned vehicle, or other district-approved vehicle used to transport students, off-district property during any school-sponsored or school-approved activity, event, or function.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">5160/5160P</a>	Sexual Harassment	All employees and volunteers will be provided a work environment free from sexual harassment.	<ul style="list-style-type: none"> <li>When an employee or volunteer reports unwelcome requests for sexual favors, and other verbal or physical conduct of a sexual nature as a condition of employment, in employment decisions or it substantially affects the individual's work performance.</li> </ul>
<a href="#">5161</a>	Civility in the Workplace	The board commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics.	<ul style="list-style-type: none"> <li>Board of Directors, employees, parents, volunteers, contractors and visitors are subject to this policy when uncivil conduct or other forms of disruptive behavior interferes with an employee's ability to accomplish their work and a school's ability to educate its students.</li> </ul>
<a href="#">5215</a>	Conflicts of Interest	The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest.	<ul style="list-style-type: none"> <li>Any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest that interferes with the objective exercise of his/her district duties or for gain/advantage by virtue of his/her position in the district.</li> </ul>
<a href="#">5225/5225P</a>	Technology	Use of technology is to improve performance and achievement for all students and employees, and increase productivity and efficiency in day-to-day operations.	<ul style="list-style-type: none"> <li>Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology.</li> </ul>
<a href="#">5253/5253P</a>	Maintaining Professional Staff/Student Boundaries	All employees will maintain the highest professional, moral and ethical standards in interactions with students.	<ul style="list-style-type: none"> <li>When an employee's behavior has no legitimate educational purpose, has the potential to abuse the relationship between the employee and the student, or violates legal and ethical standards of care.</li> </ul>
<a href="#">5270</a>	Disciplinary Action and Discharge	The superintendent or designee may take disciplinary action against an employee in accordance with any applicable contract or bargaining agreement or state law.	<ul style="list-style-type: none"> <li>Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators, who conduct themselves on or off the job in ways that negatively impact their effectiveness on the job, or engage in certain other negative behavior and conduct, may be subject to disciplinary action or discharge.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">5320/5320P</a>	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	<ul style="list-style-type: none"> <li>• Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical.</li> </ul>
<a href="#">5320.9/5320.9P</a>	Family and Medical Leave	Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations.	<ul style="list-style-type: none"> <li>• Applies to all employees who have worked for the district for at least twelve (12) months, and at least 1,250 hours over the previous twelve (12) months, except female employees who are eligible for leave for any period of pregnancy-related illness or disability.</li> </ul>
<a href="#">5406/5406P</a>	Shared Leave Program	The district has established and administers a leave sharing program in which qualified employees may donate accrued leave.	<ul style="list-style-type: none"> <li>• The purpose of the Shared Leave Program is to provide a mechanism to allow employees to donate annual (vacation) or sick leave to eligible fellow employees in a manner consistent with state law and regulations.</li> </ul>

<b>SERIES 6000 – MANAGEMENT SUPPORT</b>			
<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">6114P</a>	Gifts	Individuals and organizations in the community may wish to contribute additional supplies, equipment or monetary donations to enhance or extend the instructional program.	<ul style="list-style-type: none"> <li>• Procedure for staff to follow if money or another type of gift is donated to a school or staff member.</li> </ul>
<a href="#">6213P</a>	Reimbursement for Travel Expenses	Travel expenses incurred by employees and board members while on approved travel may be reimbursed.	<ul style="list-style-type: none"> <li>• Procedure for staff to follow during approved district travel.</li> </ul>
<a href="#">6225P</a>	Food and Beverage Consumption	Staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances the district may expend funds for food and non-alcoholic beverages consumed by staff and others while in the conduct of district business.	<ul style="list-style-type: none"> <li>• Procedure for staff to follow when purchasing/providing food for school or district meetings.</li> </ul>
<a href="#">6505P</a>	Video Security on School District Grounds or Property	The district is committed to maintaining a safe and positive environment for students, staff and visitors.	<ul style="list-style-type: none"> <li>• It is necessary to use video security on district property to ensure the safety of school staff, students and visitors; to protect district property; and to aid in the enforcement of district policies, procedures and rules.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#"><u>6531</u></a>	Care of District Property	Staff shall ensure buildings, equipment, furniture and motor vehicles are not abused.	<ul style="list-style-type: none"> <li>District provided equipment, furniture, etc. should be maintained and treated with care.</li> </ul>
<a href="#"><u>6540P</u></a>	School District's Responsibility for Privately-Owned Property	The district shall not make reimbursement for loss or damage to a staff member's personal equipment or material brought to school unless evidence can be shown that it was necessary or highly desirable for use in the school program.	<ul style="list-style-type: none"> <li>If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage.</li> </ul>
<a href="#"><u>6550P</u></a>	Data Security and Privacy	This policy provides guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safe-guarding the security of the data and the privacy of our students, staff and the district as an organization.	<ul style="list-style-type: none"> <li>Staff members with access to personally identifying student information should consider themselves data users and are responsible to ensure the security of data. This procedure outlines obligations to ensure privacy of student information online following FERPA, COPPA and CIPA.</li> </ul>
<a href="#"><u>6571P</u></a>	Lending of District-Owned Equipment and Books	This policy provides that school equipment may be removed from school property by students or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities.	<ul style="list-style-type: none"> <li>If school equipment is to be used off the school site by a staff member, they must have prior approval from the principal and will be fully liable for loss or damage.</li> </ul>