

Everett Staff Handbook

2019-2020



Everett High School

“School of Champions”

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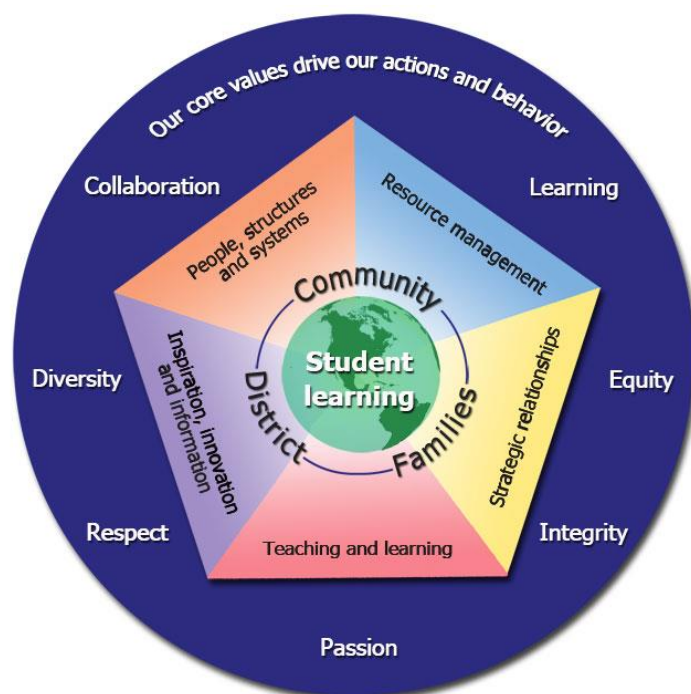
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Everett Public Schools Vision

Our students will lead and shape the future. They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes and skills to adapt to the emerging needs of a changing world.

Everett Public Schools Mission

Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

Everett High School Vision

All students will become valuable and involved members of society that display kindness, compassion and respect. They will acquire the knowledge and skills necessary to solve complex issues in a changing world. They will demonstrate cooperative and collaborative skills, respecting divergent view points while working towards common goals.

Everett High School Mission

The staff at Everett High School is here to inspire, educate and prepare every student to be career and college ready.

Everett High School Values

Community, Honor, Integrity, Accountability, Respect, Kindness, Compassion, Citizenship, and Education.

INSTRUCTION & STUDENT LEARNING

It is the expectation that each and every student learns and grows during his/her tenure at EHS. Student learning is our business, and all policies and procedures at EHS should be considered through the lens of how student learning is impacted.

All teachers are expected to use research-based instructional strategies, and as professionals, to stay abreast of the most current research. Collaboration amongst teachers should be practiced during LIF. Learning walks (visits to observe colleagues) are encouraged and administration will make efforts to support coverage for learning walks.

Classroom Syllabus & Course Expectations

Clear communication between the teacher, student, and home is an essential component for engaging students in learning, as well as being a key component of Domain 4 in the Danielson Framework. Therefore, teachers are expected to communicate to both students and families, at the start of every new course via syllabus. A copy of the course syllabus and course expectations must also be given to the assessing administrator 48 hours prior to the first day of class. All teachers should use the EHS Course Syllabus Template. Using the EHS template provides a consistent experience for our students and parents. A teacher's classroom syllabus and course expectations must include:

- Course description that includes the following: expected outcomes of the course, outline of units, and expected timelines for each semester.
- A list of activities detailing the kind of learning students will have to look forward to.

- Explanation of grading policy, grading scales, and list of interventions you will be attempting for struggling students.
- All grades should be based directly on material that was taught, and should not include any material for which students did not receive instruction.
- Other classroom rules (i.e. “Be respectful, be prepared, be on time...”)
- Guidelines for make-up work.
- Teacher’s school phone number (385-4xxx) and the best time to call, as well as teacher’s e-mail address (jdoe@everettsd.org).
- The classroom syllabus should include how parents can regularly check student’s grades online and that parents and students can expect updates at least once a week. It is an expectation that all teachers use the LMS system to track student progress and achievement.
- The classroom syllabus should also be posted on the teacher website, if the teacher has one

Communication of Student Progress and Achievement

Students and parents should be able to monitor their progress regularly through the LMS system.

- Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. Grades and attendance records must be turned in to the Registrar’s Office at the end of the school year. An explanation of the marking system must be included.
- Teachers are required to update student grades online, one to two times per week. Directions on how to access students’ grades online need to be included in your classroom syllabus, as well as on your website
- Website should also contain your Course Syllabus, contact information, and relevant course information.

Grading

Careful thought and consideration should be given to grading policies, assignments, assessments (both formative and summative) and differentiated practices. The primary purpose of grading is to measure understanding and knowledge of content. Our goal is to communicate information about student proficiency on content standards to students, parents, educators, and other stakeholders. Resulting from this, we can provide information that the student can use for evaluation or remediation, provide information that teachers can use for student evaluation and to modify planning and instruction, and can evaluate the effectiveness of the instructional program and teaching methodologies. This puts the focus of “if” students learn the material, rather than “when.” These ideas directly connect to Domain 3 of the Danielson Framework. For consistency and fairness to students, teachers are encouraged to develop consistent grading practices within their departments, and with teachers who teach the same classes. Semester exam schedules, exact report card procedures and due dates will be announced prior to each grading period.

Reassessment Policy

All students will have the opportunity to retake summative assessments. Formative assessments, assignments and end of course finals may be re-done at the discretion of the teacher.

Retakes may not apply to long-term, multi-step assessments such as research papers, projects, presentations or performances. In many of these cases, students receive feedback on each step of the process and have multiple opportunities to redo portions of the paper or project before final submission.

Prior to reassessment, students must provide evidence that relearning has occurred by completing a reassessment plan including the required formative and corrective work as determined by the teacher.

Students must complete reassessments within a reasonable amount of time allowing for re-teaching/relearning to take place. Reassessment plans should be submitted by students requesting a retake opportunity within 7 school days of receiving a grade on the original assessment and prior to the last two weeks of the current term.

Students may be reassessed on a portion of the summative assessment, the entire summative assessment, or in a completely different format as determined by the teacher.

All laws, statutes and policies pertaining to IEP or 504 accommodation plans remain in place and must be followed.

Incompletes

- When a grade of “I”, incomplete, appears on a semester report card, it means that the student has not yet completed work required to earn credit for the class and has met criteria for an extension of time to allow the student to complete the work. This grade allows the students a maximum of *25 days into the following semester to complete the coursework required to earn credit for the class. If the student has not completed the necessary work to earn credit, the “I” will automatically change to an “F” once the twenty-five (25) day deadline has passed.
- *IEP teams will document how and when an “I” grade will be changed in a student’s special education classes. IEP teams will record the length of the time the “I” grade will remain. Documentation with a Notice of Action is required. The case manager assigning the “I” grade will be responsible for tracking the student’s progress toward completion of the class.
- Teachers who wish to issue an incomplete need to first discuss the student with the appropriate counselor and then pick up the forms from the counselor. Once all signatures and information are collected, copies should be made for the counselor, teacher and student.
- Incomplete grades may be issued for the following circumstances:
 1. A student is experiencing a health emergency (this includes mental health) and was making satisfactory progress prior to the emergency.
 2. A teacher may exercise professional judgment when a student who was making satisfactory progress throughout the semester appears to need more time to complete a final project/paper/exam or master a concept or skill.

Grading ELL

Grading ELL High School Students based on their Language Acquisition Levels/WLPT II/WELPA (2015-2016)

ELL Levels of Language Acquisition	ELL Classes	Grading Requirements
Level 1 (new to country, no English or one word responses) <i>9th grade: Below 613 on the WLPT/WELPA</i> <i>10th, 11th and 12th: Below 617</i>	Enrolled in a 2 period ELL English Class (English Acquisition/Transition) 011/Eng	These students can be granted a <u>Satisfactory or Unsatisfactory</u> for their general education classes
Level 2 9 th grade: 613-671 10 th , 11 th and 12 th grade: 617-674	Enrolled in a 1 or 2 period ELL class (Transitional and	These students can be granted a <u>Satisfactory or Unsatisfactory</u> for their general education classes

	Composition Literature) 013 and/or 015 Eng	
Level 3 9 th grade: 672-731 10 th , 11 th and 12 th grade: 675-704	Enrolled in 1 period ELL Class (Advanced Composition Literature) 017 Eng	These student <u>need to be granted letter grades</u> in their general education classes

ELL Level 1's and 2's	Description for the grading
<u>ABC Grades</u>	-Student is earning an A, B, or C according to the general education teacher's grading criteria
<u>Satisfactory</u> <i>S is used in place of a D or F</i> <i>(If student meets MOST of these criteria)</i>	-Attends class at least 80-90 percent of the time -Begins to participate in class (cooperative groups, 10/2, team work) -Begins to ask questions (to partners and eventually to teachers) -Participates in tutoring -Receives additional support from teachers -Makes an effort to complete (reduced) assignments
<u>Unsatisfactory</u> <i>U is used in place of an F</i> *please note that the general education teacher should contact the ELL teacher if any of these behaviors exist for several weeks. It is more advantageous if the ELL teacher is contacted as soon as these behaviors occur. This will alert the ELL teacher and he/she can talk to the ELL Success Coordinator, student, and parent to develop a plan of action.*	-Does not attend class -Refuses to participate in class (Cooperative groups, 10/2, and team work) - Does not make an effort to complete (reduced/modified) assignments -Does not attempt to get any support from the teacher or tutoring

Instructional Content and Materials

- Instructional material must be District approved.
- All videos or electronic media shown in class must be related to the curriculum and have a positive impact on student learning/achievement.
- According to School Board Procedure, 2311P, no "NC-17" or "X" rated videos/films may be shown to any student. In selected cases, "R" videos may be shown to students in grades 7-12 if previewed in total and approved in writing by the principal. In some cases, where the overall film is considered to be of sufficient educational value, it may be appropriate to show the film, but to skip scenes, which in the judgment of the principal are not appropriate for students.

Supplemental Instructional Materials

Controversial Issues - The instructional program shall respect the right of students to face issues, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination. Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment, and the virtue of respect for conflicting opinions.

- Supplemental Materials Definition - Those items, [other than major program adoptions] used to

support, enrich, and individualize the curriculum to meet the specific needs of the students.

- Teacher Selected Materials –
 1. Teachers are encouraged to provide supplemental materials to enrich the normal classroom environment. These materials should be consistent with adopted course goals and objectives and be of a nature that all students could use the material.
 2. Supplemental material which may reasonably be expected to be controversial in our community must be approved by the building principal and/or department supervisor prior to use.
- Speakers - Teachers interested in having outside speakers address their classes, as a supplement, must receive approval from an administrator before scheduling.

Homework

Students have the legal right to make up all assignments and activities missed due to an excused absence. However, in alignment with the principles of grading for learning, staff members are encouraged to allow students to make up their work, regardless of the reason for absence in order to meet the objectives for the course.

Keep in mind that the main concern is that each student is well enough to return to school and go through the normal activities and classes. Some extra time may be necessary to receive extra help from teachers or to make up laboratory time. Teachers are required to be available before and after school for one-half hour for additional instructional purposes. Teachers should encourage students to discuss make-up arrangements upon returning to class.

The process of obtaining homework assignments during student absences:

- Counseling Secretary contacts teachers regarding request
- Teacher supplies Counseling Secretary with the assignment within 24 hours
- If teacher supplies homework via email directly to the student, teacher should inform the Counseling Center

Instructional Leadership Team (ILT)

The purpose of the Instructional Leadership Team 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 level and/or content teams, the leaders of the action teams and the administrative team as follows:

Content Team Leaders:

CTE/CE	Tammy Price
Classified	Kim Gleason
Counseling	Pam Piatz & Gretchen Stiger
English	Meg Adams
Fine Arts	Greg Stair
Library	Deb Payne
Math	Karen Price
PE	Tara Tri
Science	Danielle Deluca
Social Studies	Cheryl Carlson
Special Education	Jessica Raney-Mutale

Special Education

Teachers with IEP students enrolled in their classes will receive from the student's case manager a copy of the current IEP goals and accommodations for the student. All IEP questions and concerns should be directed to the student's case manager. In a serious situation, the case manager will contact administration. By Federal law general education teachers need to attend the annual IEP meeting for students in their class. Teachers will be notified by email with an "Invitation to An IEP Meeting" letter. General Ed teachers are required to give input towards the development of the IEP goals and accommodations. Additionally, teachers are required to follow the accommodations set forth in the IEP's.

C.H.A.M.P.S.

C.H.A.M.P.S. will take place on Tuesdays and Thursdays directly after 2nd period. This period is used both for academic support as well as school and class community building experiences.

Student Study Team/504 Team

When teachers have a concern about a student's academic or mental/emotional/physical well-being, they are encouraged to contact the student's counselor with their concerns. Please see counselors' alpha band list. The concerned teacher and counselor may decide to refer the student to the Student Study Team (SST) for closer evaluation with the appropriate staff members. The SST may determine the student needs further evaluation, testing and/or make a referral to Special Ed Evaluation Team or 504 Team. These committees are designed to assist the student by developing a plan to help them become more successful in school.

Independent Study

Prior to arranging an independent study course with a student or parent, teachers must complete the independent study form and receive authorization from the building principal. Forms are available in the counseling office. Teachers and counselors may not sign students up for independent studies courses without the permission of the principal.

Teacher's Assistants (TA's)

Teacher's Assistants (TA's) are not to be given access to: enter or view grades and attendance, staff email, phone message pick-up, and staff mail due to the potential violation of FERPA (Federal Educational Right to Privacy Act). Teachers cannot have TA's during their prep period, or have more than one TA per period.

Visitors

Everett Public Schools has an excellent relationship with the community and the parents of our students. Allowing parent and community members access to schools and classrooms is an important part of building and keeping that positive relationship.

- All visitors must be pre-approved by administration and then must register at the office upon arrival at school.
- Visitors whose sole purpose is to influence or solicit students shall not be permitted on school grounds unless the visit furthers the educational program of the district.
- If the visitor wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher.
- If the purpose of the visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.

- The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal shall give reasons for the action.
- Please be advised that during the regular school day, non-student "visitors" such as former students, seniors who have graduated, friends of students, or siblings are not allowed in classrooms for any reason. The reason is to maintain the academic learning environment and to ensure the safety & security of both students and staff.

Field Trips

"The Everett School District recognizes that field trips are natural extensions of the curricular, co-curricular, and interscholastic programs. Field trips are opportunities for students to participate in activities and gain experiences that cannot be duplicated in the classroom or on the school site. The board of directors encourages appropriate, carefully planned field trips that lead to new learning or reinforce what has been already learned at school.

Each student shall have an equal opportunity to participate in field trips that are taken by the student group. The availability of field trip opportunities for students is commensurate with the funds which can be allocated to support such activities. The district will strive to offer field trip experiences with a minimum of expense to the individual students."

Field trips, when used as a teaching strategy integral to the curriculum or to extra-curricular programs, are educationally sound components in the instructional/extra-curricular programs of the schools. Such trips must supplement and enrich classroom/extra-curricular programs by providing learning experiences in an environment beyond the school.

Student PED (Personal Electronic Devices)

Use of Personal Electronic Devices

Personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices are integral tools in our society. They must be silenced and put away during class time, and may be used before and after school, lunch, and during passing periods.

High School Students

High school students may use their cell phones and other PEDs for personal use during transition periods, at lunch and before/after school. Students are expected to silence their PEDs when entering a classroom. Headset device usage within the classroom will not be allowed unless specifically authorized by the teacher.

Use of personal electronic devices at Everett Public Schools is considered a privilege and not a right and may be revoked by a principal, assistant principal, or principal's designee. All authorized use at school shall be in compliance with district policy and school rules.

INSTRUCTIONAL RESOURCES & TECH

Technology

The following guidelines apply to all technology in the school: *(summary list)*

- No food or drink around any computers – any visible food or drink will be discarded
- Students must adhere to rules and regulations
- Computer use must be in conjunction with a class assignment
- Gaming, personal e-mailing, music listening, and surfing the Internet without an assignment are prohibited
- Students are not permitted to download without teacher permission
- Abuse of the guidelines could result in loss of the student's lab privileges and/or disciplinary actions

Audio-Visual (Digital Cameras, Infocus)

- Do not leave any equipment unattended or in an unlocked room.
- Report missing audiovisual equipment immediately.
- Do not allow students to operate the equipment unless it is clear they know how and will use good judgment.
- Secure equipment on carts when moving.
- Do not exchange, trade, or give equipment that is assigned to you to another teacher. Any equipment moves must first be cleared through an administrator.
- All surplus equipment containing a district tag number should go through the main office so it may be removed from the inventory.

Print Shop

- Located in the Main Office Building.
- Receive your staff copier code through Arlene Tucker.
- Work order requests require 48hours notice.
- There is a "Teacher Machine" for staff use; please use this for only necessary classroom materials that help with instruction,. Run all large orders through Arlene.
- Other services include: lamination, cutting, shredding, and hole punch.

Printers (classroom)

Classroom printers are for teacher use only. The toner cartridge (approximately 5000 copies) is to last the entire year.

Technology Repair Procedures

Please send all technology related problems/issues to Helpdesk. If they are unable to resolve the issue, then administration will assist.

Use of School Resources

Under state law, school personnel may not use resources provided for educational purposes for their own use. This would be regarded as a misuse of public funds, or a “gift of public funds.” For example, staff members cannot use school equipment without charge to teach a course under the auspices of another school unless the district is reimbursed.

Lamination

Staff can request for items to be laminated in the copy room, located in the main office. 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.

Library

Basic Procedures:

- The library will be open a ½ hour before and one hour for extended day after school.
- Two classes may sign up per period—e-mail, call or drop by to sign up.
- A student may use the library at any time with a pass.
- Students wishing to use the library during lunch must obtain a pass in advance from their teacher. Two students per class.
- We have one room available, by sign up, for small group work--up to 6 students. Students will have to sign-in and out of the library.
- Students need to have their EHS I.D. card with them to check out books and to use the Internet.
- Overdue and missing books must be taken care of before more materials are checked out.

How the library can help you:

- Book-talking for SSR or thematic units. (Your room or the library.)
- Collaborating on projects to show students how to question, find and use information effectively. (Example: Big 6 mini-lessons.)
- Finding leveled or theme-related books to supplement units.
- Finding Internet sites and databases for your classes.
- Purchasing resources that support student learning.

Please help us by:

- Communicating your needs with the librarian in advance.
- Sending individual students to the library **with passes**.
- Monitoring students while in the library.
- Being a library advocate! **Spread the word that the library is THE place to get information.**
- Encouraging your students to get Everett Public and Sno-Isle library cards.
- Letting them know how they can improve our services.

CALENDAR

Grading Periods

The academic year at Everett High School is divided into two semesters: First Semester starts September 6th, and second semester starts January 30th.

District Calendar and Learning Improvement Fridays

Check district website for dates. Updates will be included in all Weekly Bulletins.

Master Calendar

Staff members must see the Office Secretary to check the availability of dates for an event and then fill out a master calendar event form. The secretary will submit the form to an administrator for approval. If approved, the event will be placed on the master calendar by the secretary.

COMMUNICATIONS

Telephone

Personal use of the telephone by staff should be kept to a minimum. 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. Students are not to be excused from class because they need to use the phone.

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.

Email

Email is considered a central form of communication in the Everett Public Schools. All staff are to check their email each day for important information.

Community Update

Information you wish to have included in the Newsletter should be emailed to Joanna Chavez. Community Updates will also be posted to the Everett web page.

Staff Weekly Bulletin

The Staff Weekly Bulletin is published every Monday and will be accessible through email. 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. If any staff member would like to include information in the bulletin send it to Joanna Chavez the Friday before.

Announcements

The public address system will be used daily for general school announcements in the A.M., with P.M. announcements only when necessary. If you need to have an announcement read, you must fill out a form located in the mail room. Staff members must sign announcements before they will be approved by an administrator. **IMPORTANT: Athletic scores must be submitted by 7:15 AM the day they are to be read, while all other announcements must be submitted by 2:30 PM the night before.**

Public Relations

As 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.**

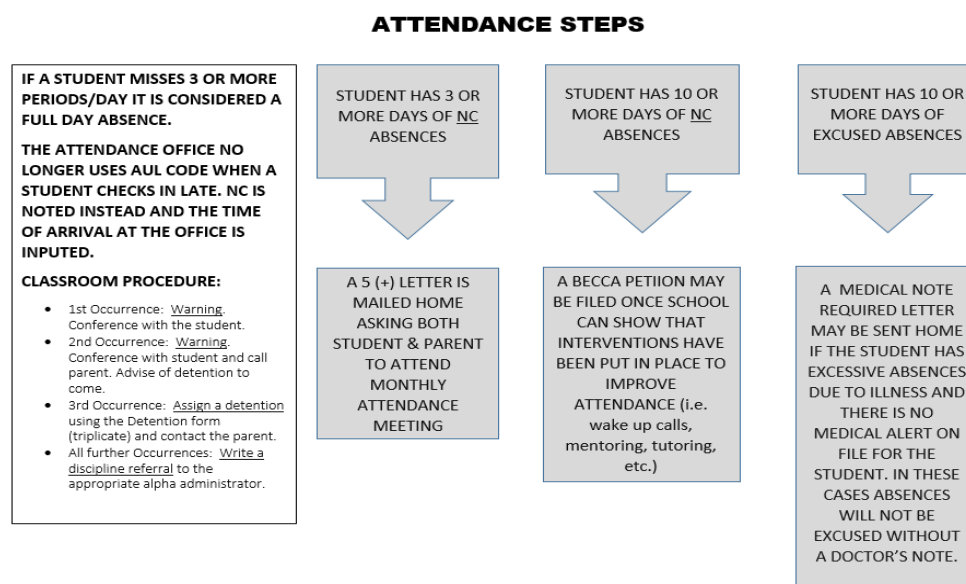
Staff – Student Communication

- 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 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.

STUDENT ATTENDANCE & DISCIPLINE



Attendance

Attendance and participation in class is essential to students learning to the highest of standards and graduating on time. Our data show that poor attendance significantly reduces the possibility of learning the core objectives of the course and earning credit. Therefore, it is essential that parents/guardians and students minimize absences. It is also essential that when an absence cannot be avoided that students complete in a timely manner the assignments necessary to demonstrate achievement of the class objectives.

Student Count

During the first week of school the State Auditor's office requires us to verify each student's presence at EHS. These accurate numbers are crucial for staffing. Please note procedures in the Opening Week Handout.

Roles and Responsibilities

Teachers hold an important role in helping our students succeed. Teachers, because of their unique position and relationships with kids, have the power to effect change much more than other staff. Below are teacher responsibilities in regards to attendance.

Key Teacher Responsibilities:

- Take attendance at the beginning of every period, every day.
- Track period attendance and assign discipline as indicated under Attendance Discipline Procedures (see below), ensuring parent communication.
- Implement tardy policy (< 5 minutes) according to class syllabus
- Direct students to turn in all excuse notes within 48 hours to the Attendance Office during passing or lunch. In the event that a teacher feels it's necessary to collect a note (student is unable to walk to office, etc.), the teacher can collect the note, but must turn it in to the Office on the same day received.
- Communicate with Attendance Secretary and Assistant Principal with repeated truancy concerns via email.
- Monitor and require all students to use sign-in/out sheets for all student movement (tardy, leaving early, restroom). This greatly assists the school in determining skipping, vandalism, etc.
- Communicate unexcused absences to parents/guardians
- Notify students and their parent/guardian when students are falling behind academically and indicate whether or not their attendance is a factor
- Provide make-up work which will be significant to the student's academic growth and achievement,

Attendance Discipline Procedure

Unexcused period and day absences are not permitted and shall be handled as outlined below.

Unexcused period absences (skipping or > 5 minutes)

- When a teacher determines that a student has an unexcused absence from class and has a reasonable suspicion that the student skipped their class (present in all other periods), or the student was > 5 minutes late to class, the teacher will assign discipline as outlined here:
 - 1st Occurrence: Warning. Conference with the student.
 - 2nd Occurrence: Warning. Conference with student and call parent. Advise of detention to come.
 - 3rd Occurrence: Assign a detention using the Detention form (triplicate) and contact the parent.
 - All further Occurrences: Write a discipline referral to the appropriate alpha administrator.

Unexcused day absences

Unexcused full day absences (greater than 3 periods) will be handled through the Attendance Secretary and Assistant Principal.

Record of Attendance

All staff will keep up-to-date and accurate records. In the case of a question about student attendance, the courts have determined that a teacher's attendance record is the official record. Be sure that you always keep accurate records of absences and tardies.

Absences and Tardies

Teachers need to enter absences/tardies on-line at the beginning of each class period. Please note that students are required to check-in with their classroom teacher upon arriving to school. If a teacher receives a note from a student or email from a parent for an excused absence or tardy, please forward to the attendance office so the note/email can be processed. Please be aware that students can drop off their notes during passing period or before or after school. Please do not send them to the office during class time.

Make-Up Work

Students returning from an excused absence will be allowed the same number of days that he/she was absent to make up the work for full credit. Although students are not entitled to make up work from an unexcused absence, the teacher should consider the quality and purpose of the assignment and whether it is important to the student's mastery of the content.

Release of Students

Teachers should not release any student during the school day. All students must check out in the office before leaving campus. If a student has on campus activities that remove them from a teacher's class (meetings, etc.), prior approval should be obtained (Pre-arranged absence form).

Closed Campus

All students are required to remain on campus for the entire school day. Students who are **juniors and seniors with 11.0 credits or more** are allowed to leave campus for their lunch period only. This will be noted on their ID badge. If a student must leave campus for an appointment, he/she must check out through the attendance office with a note from parent/guardian.

Attendance Record Access

student attendance and grade information is available to students and their parents/guardians online through a secure, password protected website.

Absence Definitions:

To establish common attendance practices within and across all school levels (elementary, middle, high), the following definitions will determine the appropriate category for absence reporting.

Length of Absence

The length of a student's daily absence per the definitions below determines if the absence will be recorded as a tardy, part day, or full day absence.

Tardy/ Part day Absence

Tardies are a discipline and safety issue and will be dealt with as such. Students need to be in class ready to learn when the bell rings. When a student arrives late, he or she is required to sign in with the teacher. If the lateness is excused, it is the student's responsibility to communicate this to the teacher with proper documentation. If the tardy is unexcused, the teacher will follow their tardy policy communicated in the class syllabus.

Remember that a tardy is < 5 minutes late to class. If the tardy is > 5 minutes, their attendance will be recorded as a period absence if the student arrives 5 minutes or more late to class or leaves 5 minutes or more early.

Full Day Absence

A full day absence is defined as a student failing to attend the majority of hours or periods in that student's average school day of seat time classes (50% or greater of the day unattended).

Pre-Arranged Absences: Teachers shall check grades and indicate academic progress in the Comments section on Pre-Arranged absence forms presented by students.

Truancy (Becca) Petitions: Under the Washington State Compulsory Attendance Law, schools are required to file a petition with the courts in order to keep students in school when they have reached seven unexcused absences in

one month, ten within the current school year, or excessive excused absences that are having profound effects on the student's academic achievement.

Discipline

Everett High School Discipline

EHS Staff strives to create a place where every student can be challenged and learn every day. If the learning environment is disrupted, staff has the right and responsibility to assign corrective actions, provide interventions, and communicate with families and administration to help students be successful.

For initial infractions, teachers are expected to provide interventions, such as parent contact through phone or email.

If initial interventions have been unsuccessful in changing behavior, you may consider 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.**

Teacher Initiated Detention

- Cell phone violation
- Disrupting student learning (excessive talking)
- Multiple tardies
- Excessive non-suits
- Behavior issues with a guest teacher

Teacher Initiated Referral to Office

- Skipping class
- Defiant/Non-Compliant
- Disruptive behavior
- Vandalism on school or personal property
- Cheating or plagiarism on school work

Removal from Class

- Drugs/Weapons
- Using profanity toward staff
- Fighting or physical violence
- Threatening behavior towards staff or students
- Theft of staff or student personal belongings
- Dangerous behavior

Goals of Discipline

The overall goal of all discipline at EHS is to instruct students in the skills necessary for effective self-discipline and to encourage students to become self-managers. According to ESD Policy 3000, "In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and instructions of staff. Corrective action shall be fairly and moderately handed out primarily to modify behavior rather than to punish students."

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.

Detention Process

Any staff member may assign detention. However, the administrator has the authority to extend, reduce, invalidate, or change other specifics of a detention. To assign a detention:

1. Assigning staff member must inform the student in a one-on-one setting within 24 hours of infraction.
 - a. Clearly explain to the student the reason for the detention,
 - b. when and where the detention must be served, [consideration should be given for transportation and after school schedules. Provide a minimum of 5 school days to complete a detention.]
 - c. and the consequences for failing to serve.
2. The assigning staff member provides the student with the white copy (original) as their reminder.
3. The assigning staff member contacts the primary guardian on the day the detention is assigned and notes the contact on the top of the yellow copy. Assigning staff retains this copy as their documentation.
4. The pink copy is given to the discipline secretary (Becky) immediately after the contact is made and is entered into eSchools. (For detentions to be served with the assigning staff, retain the pink and yellow copies until the detention has been served, or the deadline has been passed, then provide pink to becky.)
5. The pink copy is then given to the detention supervisors.
6. Once the detention is complete (or, is incomplete but past the due date) the pink copy is signed by the detention supervisor and provided to the discipline secretary. Any additional contact, reminders, extenuating circumstances, should be noted on the back.
 - a. If complete, the discipline secretary marks the detention as complete in eSchools and places it in the assigning staff member's mailbox.
 - b. If incomplete, the pink copy, with notes about attempted contact, is given to the alpha admin.

HOME CONTACT: Date _____ Time _____ Phone/email _____ Contact: Y / Message _____	
<u>EVERETT HIGH SCHOOL DETENTION ASSIGNMENT</u>	
NAME: _____	STUDENT # _____ GRADE _____ DATE _____
This detention has been assigned as a result of: _____	
This detention must be served:	
<input type="checkbox"/>	AFTER SCHOOL (Mon – Thurs ONLY). Report to A316 by 2:10. Detention ends at 3:00.
<input type="checkbox"/>	DURING LUNCH. Report to the cafeteria supervisor with 15 minutes remaining in lunch.
<input type="checkbox"/>	WITH THE ASSIGNING STAFF MEMBER. Time: _____ Location: _____ Duration: _____
This detention must be completed by (DATE): _____	
Failure to complete this detention before the date above will result in progressive discipline, including possible out-of-school suspension. If there are any questions or conflicts regarding this detention, contact the assigning staff member before the date above .	
Student Signature: _____	
Assigning Staff Member Email: _____@everettsd.org Phone: (425) 385 - _____	

VERIFICATION: Date Completed: _____ Detention Supervisor: _____	
White: Student when issued Yellow: Assigning staff member Pink: Discipline Secretary	

Referral Process

PROCESS 1. Teacher communicates with the student's parent/guardian about the incident and documents the communication on the referral form. 2. Teacher submits the referral form (electronic or paper) to Mrs. Becky Kipperman in the office as soon as possible. All appropriate information should be included within the referral form. 3. Following administrative action, the administrator will return a completed referral form to the teacher.	STUDENT BEHAVIOR REFERRAL 2013-14 Everett High School 2416 Colby Ave. Everett, WA 98201	TEACHER'S NAME:
		REPORTING DATE:
		STUDENT'S NAME:
TEACHER REPORT		
DATE, TIME, AND LOCATION OF INCIDENT:		
DESCRIPTION OF INCIDENT:		
TEACHER'S PREVIOUS CORRECTIVE EFFORTS: <input type="checkbox"/> Student Conference <input type="checkbox"/> Referral To Counselor, If Appropriate <input type="checkbox"/> Parent Communication <input type="checkbox"/> Other: _____ <input type="checkbox"/> Classroom Detention		
PLEASE INDICATE THE TIME(S), DATE(S), AND OUTCOME(S) OF THE PARENT/GUARDIAN COMMUNICATION(S):		
TEACHER'S RECOMMENDATION:		
ADMINISTRATOR REPORT		
INFRACTION(S):		
CONSEQUENCE:		
ADMINISTRATOR'S NAME AND SIGNATURE	DATE:	

Hall Passes

Students are not allowed to be in the hallways or on campus during class without a hall pass. Students who are found out without a hall pass will be escorted directly back to their room.

SAFETY & SECURITY

Accident Staff/Student

All accidents are required to be reported to the Principal's Office. Everett School District is self-insured for industrial insurance accidents. As a self-insurer, it is necessary to report all accidents to the building principal. The Principal's Office has the accident report forms for staff members. Accident Report forms are completed and returned to Amy Burton for every accident. Accident Report Forms must be completed with the office or HR before a staff member sees a physician. You cannot return to work until all forms are completed and we have received your doctor's authorization/return to work form.

A Student Accident Report Form must be completed for any student who is injured at school. The student accident form can be obtained from the Health Center and should be filled out immediately and returned to the Health Center.

****Every Period on the first day**, teachers must explain the fire, earthquake, and intruder procedures/evacuation routes for your classroom. This is state law. Instructions are found below.

Chemicals

Any chemicals that are purchased for use at school must have a Materials Safety Data Sheet (MSDS) turned into the office. Any home cleaning supplies, equipment, air fresheners, or pest control sprays are not permissible at school.

Doors

Due to fire code restrictions, classroom doors that are fire doors may not be propped open.

Earthquake Drill

Instructions must be given to all students the first month of school on procedures to follow during an earthquake.

- Students and staff within buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.
- Students and staff outside buildings at the beginning of an earthquake should immediately get as far away as possible from buildings and other elevated objects.
- Please note: Students and staff in classrooms where hazardous chemicals or electrical services are present should vacate these rooms in the event of an earthquake. Such classes include, but are not limited to, general science, physics, chemistry, biology, technology lab and crafts. Students and staff should move toward the interior of the building into the hall.

Earthquake Drill Procedures

- PA announcement of “earthquake drill”. All students take cover under nearest available desk or table and remain in a squatted position with hands folded over neck until the teachers says “all clear.” (If students are not able to get under a desk or table, they should crouch to below the level of desks or tables and use one arm to protect and hold their head and neck, and the other to hold the middle of their back.)
- We may evacuate the buildings after the “All Clear” is announced. In the event of an actual earthquake, each staff member must make the decision on when or if to evacuate after the earth stops shaking. We will have administrators and other personnel, when possible, help with this direction.
- If you evacuate, move with your students to your designated “safe zone.” Take your attendance roster with you.

Fire Drill

State law requires that regular fire drills be held. The first drill must occur within the first ten days of the school year. The fire alarm signal is the continuous emergency sounding of the bell until the school is vacated. The necessity of the drill is to form habits which will prevent panic in case of a real disaster. When the fire alarm sounds, all persons must leave the building in conformance with the schedule below. This applies to pupils, teachers, office staff, and anyone in the building when the alarm sounds.

Teacher Responsibilities:

- Teachers need to inform students of the location and route to the assigned evacuation areas. These instructions must be given to all students on the first day of school in September each year. All persons in the building must take part in fire drills. Every fire drill should be considered as a warning of an actual fire.
- Each student should know the proper exit from the room to the street for every one of his/her classrooms.
- The teacher is to be the last person out of the room with lights out and the door closed.
- The teacher must take his/her attendance record and red emergency procedure folder.
- Teachers should take attendance and report any student present for class but absent from the evacuation area to the Safe Zone Monitor for their area.

Fire Drill Procedures:

- Alarm: Fire drill warning signal will be one long continuous signal.
- At the ringing of the fire bell, students must leave the room immediately, form into lines, and clear the building as quickly and as quietly as possible. They should go out the closest exit and walk along sidewalks until they parallel a street. The building should be cleared immediately. Classroom doors are closed but not locked.
- Handicapped students will be assigned one or two aides. As per the Fire Marshall, they may stay in upper corridors with aides until emergency help arrives.
- Each student should be individually responsible for a well-executed fire drill; i.e., rapid exit, no confusion and good order. Students MUST stay with their class.
- All Clear: After everyone is out of the building the teacher will get the approval to return to the building from the Safe Zone Monitor or administrator. DO NOT re-enter the building without the Safe Zone Monitor's or administrator's authorization to return to class.

Lockdown:

Command Center is at ext. 4401

This information will help guide you through the procedures to be followed in the event Everett High School should have to "LOCKDOWN". In an emergency, your first job is to protect yourself and the students in or around your immediate control. Most incidents are usually over in just a few minutes. During those minutes your calm swift actions will help prevent tragedies.

Please familiarize yourself with the entire plan. You must have a solid understanding should your role suddenly change during an incident.

Additionally, any information given to staff members is CONFIDENTIAL. You are not to share information with students, parents or community members. Any information to be shared will be generated through the district office and/or EHS administration.

What is a lockdown?

A lockdown is designed to conceal/shield you and students from a potential threat. A lockdown could be announced for several reasons:

- Criminal activity near the school that may have the potential to cause harm to you and the students.
- A hazardous situation in the area that if students were released it may send them into harm's way such as a chemical spill at Kimberly Clark where the direction of the wind dictates our response.
- Someone with a weapon on campus.

Procedure for a person who is a threat to the safety of the staff and students

If a lockdown is due to criminal activity near the school, instructions will be announced for a modified lockdown as determined by the principal or his/her designee. Teachers may continue teaching but students MUST be kept inside classrooms.

In a full lockdown teaching will stop and the following procedure will be followed:

- An intercom announcement will be made by the principal or designee that we are going into lockdown. In the event that an intruder is in the office, an announcement will be made: "This is not a drill. We are immediately going into lockdown. All staff and students report to the nearest classroom, and teachers lock your doors."

Teachers are to:

- Quickly check hallways for students and bring any stragglers into your classroom.
- Lock classroom doors.
- Cover your door windows.

- Close window blinds or shades.
- Keep yourself and students calm and quiet. You don't want anyone to know you're in the room.
- Keep away from the doors and windows.
- Turn off the lights, TV's and radios.
- Report your status to the command center via e-mail to Amy Burton. Items to be included in your email are all students, staff members and visitors by name in your care. Report emergent needs such as injuries, what type and the severity.
- Ignore people outside your door wanting in your room after you have closed and locked your door. Remember once your door is locked and shut, you do not open it for anyone until you are informed that the event is over.
- Ignore all bells and alarms. In the event the building needed to be evacuated due to an event such as a fire; law enforcement or firefighters will evacuate you.

There are two ways you will be informed that the lockdown has concluded and the method students will be released.

- An intercom announcement delivered by an administrator.
- An administrator will announce themselves at your door, prior to entering your room with a key.

Physical Education teachers in the racquetball area will be responsible for informing PE classes outside. Those classes outside and/or off site should not return to the campus. In most cases law enforcement will be visible around the perimeter of the school, make contact with law enforcement and ask for instructions.

Any staff outside of the school will:

- Report immediately to the closest classroom.
- Take any students in the hall with you.
- Report your location via E-mail to EHS.Lockdown or phone (Ext. 4401).

Custodians/Administrators will lock the outside doors when safe to do so.

Remember, once a lockdown is in place; do not open the door. If it is the police, a firefighter or the principal, they will have a key.

Anyone, who observes a person who is deemed suspicious and/or a threat should call extension 4401.

Information you will need to provide:

- Who or what was observed and where it was observed.
- Additional information that would be helpful: color or race of the subject, approximate weight and height, hair color and clothing description, i.e. hat, glasses and/or additional identifiers.

General Guidelines during a Lockdown:

REMEMBER if a lockdown is announced, take it seriously- Follow the instructions.

- Do not call the office to ask why there is a lockdown.
- Do not call 911 to ask why there is a lockdown. We will communicate all you need to know.
- Do not use the telephone lines. Keep them available for emergency use.
- Do not allow the use of cell phones during a lockdown.
- Do Call 911 if you see a suspicious person and need to report his/her location.
- Do Call 911 if you have a person who needs immediate medical attention.
- It is important to stay calm. The students are going to look to you for reassurance.

Library

- The same lockdown procedures apply as in the classroom.
- Lock all doors and move students away from doors and windows.

Lockdown during Passing Time

- Teachers will go into the halls and begin flagging any and all students into their room.
- Then follow the Lockdown instructions.

Teachers on Lunch Break or Prep Period (These instructions are only if you are safely away from the area of the threat.)

- Check the bathrooms in the area, escort those students to the closest available classroom.
- Assist with directing students from the halls into classrooms. When the halls are clear, go to the nearest available classroom.

Cafeteria Lockdown During Lunch

- Gaining immediate control of the students will be essential. Demand complete silence. *Have a whistle if you are on lunch duty or available use of the lunchroom PA system.*
- Teachers/EA's in the cafeteria will remain and assist with students.
- The custodians will lock the outside doors.
- As soon as possible, separate students into small groups with the staff available and begin taking roll.
- Follow basic lockdown instructions.

Outside Areas during a Lockdown

Students outside of the buildings, in the courtyards or grass areas should be directed or escorted to the safest building or classroom away from the threat area. If students or staff are forced to flee the campus for safety, they need go to a nearby business and call 911 to give them your location. You may also contact law enforcement in the area, once safely away from the school.

Lockdown due to a Biological, Chemical or Hazardous Materials Release

If such an incident were to occur in our area, Everett High School staff is instructed to shelter-in-place as follows:

- An announcement would be made via the intercom.
- Teachers should follow EHS lockdown procedures.
- Check hallways and campus for students and bring them into classrooms.
- Shut and lock all exterior doors and windows. Once an exterior door or window is shut do not re-open as this will let contaminants inside the building.
- P.E. classes will secure themselves in the nearest building or the racquetball courts, weight room or locker rooms.
- Communicate your status via email to EHS.Lockdown or phone 4401.
- Ventilation to buildings will be shut down (Appropriate staff will be trained).
- Seal all external doors and windows to the best of your ability.
- Seal all vents and external electrical outlets.
- Wait for further instructions from a school administrator.
- Do not drink from the domestic water supply.

Once the exteriors of the buildings have been sealed to the best of our ability, escorted movement within the building will be permitted for lavatory needs; this will be announced by an administrator. At no time will anyone

be permitted to exit a building until the civil authorities give us instructions that the threat has passed. Once the “all clear” is given by administration, staff will be instructed on how and where students are to be released or picked up by their parents.

Power Outage

If there is a power failure, students should stay in place and not move out of your classroom area. In many cases, power will be restored quickly. Teachers should open doors and do anything else possible to help light your areas of responsibility. The administration will deliver instructions as soon as possible.

First Aid Kits

There is a kit in each building (staff lounge or lowest room number). The school nurse is responsible for restocking the kits.

Life Threatening Emergency

Please call 911 directly and then call the office on your phone. Be prepared to give the school address, 2416 Colby, and the phone number you are using (425) 385 – your extension #.

Safety Committee

Everett High Safety Committee is composed of 6-8 staff members who meet formally at least 3 times annually. They are selected in the fall. You may address any safety concerns to any one of the members who will bring them up at the meeting.

Exposure Procedures

Once an employee has direct contact with blood or other body fluids (including saliva) such as from a needle stick, cut, bite or eyesplash, post-exposure treatment may be necessary. Referral to Healthforce Occupational Medicine Center must occur **as soon as possible after exposure** (within 2 hours for HIV and 24 hours for Hepatitis B infection) to provide **immediate** protection.

What you must do if exposed:

1. Immediately wash the exposed area with soap and water for **at least** ten seconds.
2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.
3. Call Human Resources at 425-385-4115 or 425-385-4116 with a report of the incident. The **Exposure Incident Report Form** must be faxed to the Human Resource department at 425-385-4135 and the completed original must be sent to Human Resources via district mail. A confidential medical evaluation and follow-up with US Health works located at 3726 Broadway, Suite 101, Everett, phone 425-259-0300 will be set up immediately. The health care provider at US Healthworks will determine if treatment is necessary. This evaluation will be at no cost to the employee.
4. If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to the Healthforce Occupational Center for testing at the same time the employee is sent for a medical evaluation. If the source of blood or other body fluid exposure is a child, it will be necessary to request that the parent/guardian have the child tested.

5. An exposure is considered an on-the-job injury. Complete an **Employee Accident Report Form** and **Self-Insurer Accident Report Form (SIF-2)** and return both completed forms to Human Resources. (All original forms are available in your building's main office or Human Resources.) The Human Resources Department must maintain required records for at least the duration of employment plus 30 years.

A.E.D.'s

A.E.D's: Automated Electronic Defibrillators are located throughout the campus.



NORTH

E **BUILDING**

AED
1ST FLOOR
MIDDLE OF
HALLWAY

FCP
1ST FLOOR
MIDDLE OF
HALLWAY

GYM

AED 1ST FLOOR HALLWAY
BEHIND NORTH BASKETBALL HOOP

FCP 1ST FLOOR SOUTH OF ELEVATOR
NEAR WEIGHT ROOM

AUDITORIUM

AED NORTH SIDE OF BUILDING IN
"NORTH FOYER" NEAR BACK STAGE
ENTRANCE TO AUDITORIUM

FCP WEST FOYER NORTH
BASEMENT BY LADIES RESTROOM

C
BUILDING

AED 2ND
FLOOR MIDDLE OF
HALLWAY

FCP 1ST FLOOR
MIDDLE OF
HALLWAY

SCIENCE
BUILDING

AED 1ST FLOOR NEXT
TO ELEVATOR

FCP "A" BUILDING
1ST FLOOR NORTH END
BY MEN'S RESTROOM

A BUILDING

AED 2ND FLOOR NEXT TO LIBRARY
ALSO
NURSE'S OFFICE LOCATED
1ST FLOOR MAIN OFFICE

FCP 1ST FLOOR NORTH END BY MEN'S
RESTROOM

LITTLE THEATER
AED THEATER LOBBY

FCP BOILER ROOM
Located North Exterior
Crisis Intervention Plan and Team
• SHAWWELL

****AED** = AUTOMATED
EXTERNAL DIFFIBULATOR

****FCP** = FIRE CONTROL PANEL

- 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 Central Office to report the event (Executive Director of Central Region Area 1 at 385-4020)
- 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

Inclement Weather

In the event the school has a late start time due to weather conditions or other emergency closure circumstance, **employees will be expected to arrive at school as close to the regular workday start time as is safe.** In the event the school has any early student dismissal due to weather conditions or other emergency closure circumstance, employees will be expected to remain on-site until the supervisory and safety concerns of students have been met. In such situations, there shall be no reduction of the employee's pay or deduction of leave benefits.

School closures and length of closures are to be determined by the Superintendent. Every effort shall be made

to keep schools open. If necessary, due to snow or ice conditions, opening may be delayed for one or two hours. Closure or delayed starting time announcements apply to one day only and will be announced on radio stations KCIS-AM 630, KIRO- AM 710, KOMO-AM 1000, KPTK-AM1090, KWTZ-AM 1230, KMPS-AM 1300, KRKO-AM 1380, KCMS-FM 103.5 , and TV Stations KOMO- Channel 4, KING-Channel 5, and KIRO-Channel 7. Or, view: www.schoolreport.org. Staff and parents are asked to NOT CALL the radio stations. All activities in school buildings are cancelled or postponed when school is closed.

FACILITIES

EHS schedules its own building until 5:00pm as the primary user. When schools are not in use by students or for school programs, they are usually available to the community. Staff members who use any facilities outside of the normal school day must fill out a facilities use request form. Community members and groups can rent cafeterias, libraries, classrooms, gyms and fields. These are available for community use weekdays after 5:00pm, weekends and during school vacations. Staff needing to schedule school meetings, award nights, banquets, dances, concerts, student activities, etc. need to submit a "Facility Use Request" form to the Main Office. The secretary will check to see if the date is available, obtain administrative signatures and submit to the District. The secretary will receive confirmation from the District and will forward the confirmation to you.

Building Security/Sonitrol

Each staff member is provided with a Sonitrol code. This code is not to be shared with anyone. The code is to be used when accessing the building afterhours once the alarm has been set. Staff are to sign-in on the sign-in/out sheet located next to the Sonitrol keypad. Be sure to sign-out and arm the Sonitrol upon leaving the building.

GENERAL

Asst Principals	Discipline – Alpha	Phones
Mary Ingraham	A – G	425-385-4489
Doug Plucker	H - O	425-385-4491
Eric Jennings	P - Z	425-385-4492
Counselors		
Gretchen Stiger	A – Es	425-385-4421
Pam Piatz	Ev - Lu	425-385-4423
Kendall Berry	Ly - Sh	425-385-4420
Beth O'Brien	Si - Z	425-385-4422
Item	Who does it	Phone
Daily Announcements	Joanna Chavez / Meaghan Malo	4401 / 4417
ASB Purchase / Fines	Meaghan Malo	4417
Assessment Information	Anne LaRue	4487
Assistant Principal Scheduling	Becky Kippenhan (Discipline)	4438
Athletics	Jodie Sievers	4426
Attendance	Kelly Rotert	4419
AVID	Deb Payne	4488
Blue and Gold Contact	Addie Smith	4587
Career Center	Dayna Weir	4436
Counseling (registration, appointments)	Patty Osborn	4410
Culminating Exhibition Volunteers	Jodie Sievers	4426
Department Scholar	Jillian Ramirez	4408
Drug & Alcohol Counselor	Shawna Clark	4425
ELL	Brianna Smith	4412
Facilities Use	Barbara Lichneckert	4409
Field Trips/ Travel requests	Barbara Lichneckert	4417
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Grade Changes	Carol Freitas	4415
Health Room	Paula Jennings	4406
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PTA	admin@everetthighpta.com	PTA mailbox
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Staff Bulletin	Joanna Chavez	4401
Subs	Barbara Lichneckert	4409
Sunshine Committee	Gretchen Stiger	4421
Textbooks	Deb Payne	4408
Web Site	Jessica Curtiss	4401 / 4417

Fines

All teachers are expected to report student fines with the School Treasurer. In the event the student does not make proper restitution, transcripts, and/or diplomas will be withheld. In some instances, a student may make restitution through a voluntary work program.

Graduation

Graduation will be announced at a later date and staff members are encouraged to attend the ceremony. Gowns, hoods and collars will be provided for staff.

Remembrance Fund

The remembrance fund is used to acknowledge the EHS staff during times of hospitalizations, deaths, births, weddings and retirements. Certificated staff members are asked to donate \$25 and classified staff members are asked to donate \$10. Money or checks should be given to Gretchen Stiger.

Blue and Gold Club

At Everett High School we have many champions. However, many times students go unrecognized or they are unable financially to participate fully in extracurricular programs. That is why the Blue and Gold Club was created.

The Blue and Gold Club was formed in 1980 by a group of interested alumni, parents, Everett High School teachers and administrators. The members are dedicated to providing financial assistance to needy EHS students, affording them the opportunity to participate in school related activities, as well as recognizing outstanding student achievement in academics, athletics, and school related activities. Some of the programs that have benefited are: Athletics, Band, Drama, Choir, German Club, Kodak, Students Against Destructive Decisions, and academic excellence. In addition, Blue and Gold sponsors athletic awards for individual winners in all twenty sports and academic achievement awards such as high SAT scores. The goal of the Blue and Gold Club is to strive to promote participation in school and extra-curricular activities with special emphasis on assisting financially disadvantaged students.

Staff members who see a student in need of assistance should fill out the Blue and Gold Financial Assistance Request. This request form may be completed by any EHS staff member responsible for the program or activity or the parent/guardian for the student who is in need of the assistance. Requests must be submitted to Blue and Gold in order to be considered. Forms are available in the Main Office under the teacher boxes and in the Appendix. Forms should be turned in to the Blue and Gold mailbox in the Main Office. Remember, do not put any individual student information on the Blue and Gold form. The Blue and Gold Club meets at 7:30 p.m. on the second Thursday of each month at Greater Everett Community Foundation, 2823 Rockefeller Avenue. (Except July and August) You are encouraged to become a member. All staff are welcome to become members or donate. Donations for the Blue and Gold Club may be mailed to: Blue and Gold, PO Box 1194, Everett, WA 98206.

STAFF

Full Year Calendar

This link will take you to events, testing, and other important dates throughout the year:

https://docs.google.com/document/d/1CJ3fa3Z_xZnJzHqxo7YmaOVZ2DR1-xPSv804cFJ-SNQ/edit?ts=59a062e7

Duty to Report

Child Protective Services—1.866.829.2153

RCW 28A.400 requires both certificated **AND** classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator. The administrator is then required to report the abuse to the proper law enforcement agency in accordance with the mandatory reporting requirements if the administrator has reasonable cause to believe the abuse or misconduct occurred. Now, school districts must, at the first opportunity, but in all cases within 48 hours of receiving a report of sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct.

It should be noted that this does not change the previous requirement of school professionals to report to the proper law enforcement agency or the Department of Social and Health Services (CPS) if the professional has reasonable cause to believe that a child has suffered abuse or neglect.

It should be noted that this does not change the previous requirement of school professionals to report to the proper law enforcement agency or the Department of Social and Health Services (CPS) if the professional has reasonable cause to believe that a child has suffered abuse or neglect.

- Make sure you have other adults and students with you when working with students outside of school hours.
- Always get signed parent permission and notify your administrator before working with students in any extracurricular activity.
- Never transport a student alone in your automobile unless it is a true emergency.

Maintaining Professional Boundaries between Employees and Students

The board of directors expects all employees to maintain the highest professional, moral and ethical standards in interactions with students. All staff members are required to maintain an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between employees and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, an understanding of child development, and consistency with the educational mission of the schools.

Employees are expected to exercise common sense and good judgment in their interactions with students. Employees will not intrude on a student's physical or emotional boundaries unless necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the employee's duties in the district. Additionally, when interacting with students, employees are expected to be aware of and sensitive to the appearance of impropriety in their own conduct and the conduct of other employees and volunteers. Employees will report issues to their building administrator or supervisor or human resources whenever they suspect or are unsure whether 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 he or she has reasonable cause to believe that the 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 of directors supports the use of technology to communicate for educational purposes. However, employees are prohibited from online socializing with students or use of technology with students that violates the law, district policies or procedures, or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination.

The superintendent or designee is directed to develop (1) staff protocols for reporting allegations of failure to maintain boundaries; (2) training to increase staff awareness of their role in protecting children from inappropriate conduct by adults; and (3) procedures to implement this policy.

Maintaining Professional and Appropriate Boundaries between Employees and Students

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

A boundary invasion is an act, omission or pattern of behavior by an employee that:

- Is without legitimate educational purpose;
- Has the potential to abuse the relationship between the employee and the student; or
- Violates legal and ethical standards of care.

Unacceptable Conduct

Examples of unacceptable incidents and/or patterns of conduct by employees in the area of boundary violations may include but are not limited to the following:

- Inappropriate physical contact with a student;
- Comments or actions directed to a student or students that could be considered harassment, such as speech intended to intimidate or belittle a student or persistent attention, without legitimate educational purpose;
- Showing pornography to a student;
- Singling out a particular student or students for personal attention and friendship;
- Socializing where students are consuming alcohol, drugs, or tobacco;
- Encouraging students to confide their personal or family problems or information about their relationships, unless doing so is related to an assigned employee duty. If a student initiates such discussions, employees are expected to exercise caution and ensure that the discussion has legitimate educational purpose, and if necessary, refer the student to appropriate guidance/counseling staff;
- Sending students on personal errands that do not have legitimate educational purpose;
- Banter, allusions, jokes or innuendos of a sexual nature with students;
- Disclosing inappropriate personal information about private matters to students;
- Addressing students or permitting students to address employees with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining personal contact with a student outside of school by phone, email, instant messenger or internet chat rooms, social networking web sites, cards, or letters without including the parent/guardian, unless such contact is for the purpose of conducting legitimate school business, such as assigning or clarifying homework assignments or conveying schedule information.

- Exchanging personal gifts, cards or letters with an individual student;
- Socializing or spending time with students outside of the school day or school-sponsored events, except as required by educational responsibilities or as participants in organized community activities, unless the employee is also a parent and the social contact with the student is a result of the student's relationship with the employee's child;
- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Invading a student's privacy, (e.g., walking in on the student in the bathroom).

Appearance of Impropriety

The following activities are boundary violations and can create the appearance of impropriety or result in an impropriety. Whenever possible, employees should avoid these situations. If unavoidable, these activities should be reported to the employee's supervisor, and if possible, approved in advance of the activity.

Being alone with an individual student out of the view of others, except when necessary because of the employee's professional responsibilities;

Inviting or allowing individual students to visit the employee's home, unless the visit arises out of the student's relationship with the employee's child, or a relationship between the student's parent/guardian and the employee;

Visiting a student's home, except as part of assigned professional responsibilities, unless the visit arises out of the student's relationship with the employee's child, or a relationship between the student's parent/guardian and the employee; or

Social networking with students when there is no legitimate educational purpose for doing so.

Reporting Violations

Students and their parent/guardian are strongly encouraged to notify the principal or area executive director if they believe an employee has or may be engaging in conduct that violates this procedure.

Employees are required to promptly notify the principal, their supervisor, the human resources director, or the superintendent/designee if they become aware of a situation that may constitute a violation of this procedure.

All parties involved in the complaint will be notified as appropriate to the investigation in accordance with district policy and procedure and applicable collective bargaining agreements.

Disciplinary Action

Employee violations of this procedure may result in disciplinary action up to and including dismissal. Violations by employees holding professional certificates will also be reported to the Office of Professional Practices. Violations involving sexual or other abuse will also result in referral to Child Protective Services and/or law enforcement in accordance with the board's policy on Reporting Child Abuse and Neglect.

Training

All new employees will receive training on appropriate boundaries between employees and students within three months of employment. Continuing employees will receive training every three years.

Lesson Plans

Each teacher shall prepare daily and long-term lesson preparations. Each teacher will also provide their department's Instructional Leader with two weeks worth of detailed written emergency lessons for each course.

Report an Absence

Leave Without Pay

- Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken. eSchool Solutions SmartFindExpress 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:

- Ingrid Stafford, Substitute Coordinator @ 4111 or 24 Hour Line @ 425.320.1337 *Payroll Absence Verification forms available in office*

Code of Professional Conduct

As educators, we are held to a higher than average ethical and moral standing in the community. As such, it is paramount that all teachers and staff learn the Code of Professional Conduct at the State of Washington OSPI site <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx> that governs our professional behavior and discipline.

Dress Code

Staff will wear appropriate school attire, including shoes. Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe would disrupt or interfere with the school environment, activities and/or educational process. School officials will work with staff to communicate descriptions of dress considered disruptive to the educational process.

Address/Phone

Address changes may be done online at

<https://employeeonline.everett.k12.wa.us/lfas7/EmpOnline/Public/login.aspx?token=1&connect=ifas>. Contact phone number, emergency number, and emergency contact information should be updated on a regular basis to the principal's secretary and to the health room.

Professional Development Registration Procedures

The district allows you to register online for professional development classes offered through the District from any computer. Offerings range from computer to curriculum related classes. The website is:

<https://www.everett.k12.wa.us/crs/>

Employee Benefits

Watch for information from Benefits on the new open enrollment times. Flex Plan – Contact Benefits for more information and deadlines.

Information on website – <http://cms.everett.k12.wa.us/hr/Benefits>

Contact Human Resources with any questions.

Benefit cancellations – If you wish to cancel any of your voluntary benefits (i.e. short-term disability, voluntary life, etc.), you may do so by sending a written request. Contact benefits for the written deadline.

Keys

Staff will sign for keys as they are issued to them by the office secretary. **Keys should never be given to students. Do not ever leave your keys unattended.** All keys must be accounted for and signed off at the end of the school year. **Report lost or misplaced keys to the Principal's Office immediately.**

Leaving Campus

If a staff member must leave campus during his/her working day, he/she is to notify the Office Manager before leaving. To ensure proper supervision of students, all substitutes and class coverage will be arranged by the office. Teachers may not schedule their own class coverage. Please contact the office secretary regarding any substitute questions.

Parking

All staff members must park in approved street or parking lot spaces reserved for Everett High School. Please do NOT park in non-designated parking spaces. **The City of Everett enforces parking regulations on the street.**

Professional Safeguards

- School personnel are reminded that records you keep on students, including everything on your computer workstation, are NOT privileged. These records are public record and, thus, when requested, must be provided.
- Parents will be informed in our first Parent Newsletter of their right to request a review of staff discipline issues from the previous year. All staff has a professional and legal duty to report physical abuse and sexual misconduct of others, including staff members, promptly to a school administrator.
- To ensure visual supervision of students, door windows may NOT be covered in any way at any time, except as is provided by our Lockdown Policy. Any material covering the door windows will be removed.
- School personnel should report dress code violations promptly to an administrator for attention if the staff member does not feel comfortable addressing the issue in the classroom. The administrator may consult with others on the team to determine the best person to address the issue being referred.
- Supervision of students is a paramount school responsibility. For that reason, a group of students may NOT be left unattended.
- Cellular phone records- for phones belonging to the school- are public and recorded.
- Classrooms/offices must be kept clean and clutter free as to allow custodians the easy ability to clean the entire area on a regular basis.
- Students may NOT enter attendance OR grades for school personnel. Passwords are NOT to be posted or shared with students. Furthermore, students should never check staff voicemail or email.
- School personnel will report concerns regarding student safety to an administrator immediately.
- School personnel will only maintain appropriate materials in classrooms/work-area. All materials should be previewed for appropriate content. Materials collected for SSR time should also be reviewed for appropriate content.
- School personnel will always maintain appropriate verbal and non-verbal interactions with students. Never touch a student.
- School personnel will never transport students in their own vehicle or allow students to use private vehicles. School personnel should exercise due professional care, prudence and caution when

contacting with students outside of the regular school work day. (Field trips and athletics are within the regular workday.)

- School personnel will equitably enforce school rules.
- Fundraisers will follow enclosed guidelines AND Food Service Department's Nutrition Guidelines (Board Policy 8211).
- School personnel, when contacted by an attorney or parent requesting a statement on behalf of their client/student, or the press must contact an administrator immediately before making a statement.
- Teachers are never to send students off campus on errands.
- Teachers need to get prior approval from the administration if they would like to move their classrooms temporarily from one area to another.
- Teachers should never leave a class unattended.
- Teachers should not transport students in their own vehicles.
- Each classroom phone is an outside line.
- Teachers must check phone messages and e-mail daily.
- Please keep a copy of administrator handy in case you need help during class.

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. Also, for health and safety reasons, the district 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.



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
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
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297-2597
Email: OEOinfo@gov.wa.gov
<http://oeo.wa.gov/>
- OSPI Safety Center
360.725.6044
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
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
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
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
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
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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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 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
<u>1400S</u>	Board Meeting Schedule	Yearly schedule of school board meetings	<ul style="list-style-type: none"> • To attend a school board meeting or refer someone to a meeting.

SERIES 2000 - INSTRUCTION			
Policy/ Procedure	Title	Description	Situation to apply
<u>2125P</u>	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"> • Before providing/piloting web resources • Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program • Before notifying parents of approved web service not part of an adopted instructional program
<u>2145P</u>	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"> • While assessing the risk of student's mental health • In the event a student suicide occurs or is attempted • When looking for suicide prevention resources
<u>2150P</u>	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"> • Before implementing a new co-curricular activity. • While reviewing the qualifications/criteria for a co-curricular program. • Cross-reference to <u>2150.</u>
<u>2151P</u>	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"> • When a new coach has been hired. • When assessing a student's eligibility for athletics/activities. • When a parent/guardian has questions regarding a student's eligibility. • When a guardian requests to transport a student to/from an event. • If a student is found potentially in violation of the code of conduct. • When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport. • If a student of the opposite gender requests to participate in an interscholastic program.

Policy/ Procedure	Title	Description	Situation to apply
<u>2153P</u>	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"> • When a non-curriculum group requests principal recognition of co-curricular status. • Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities.
<u>2210P</u>	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"> • When reviewing insurance or funding for student's special education provisions and services. • Before engaging with parents/guardians on the student's Individual Education Plan (IEP) • Before referring a child for special education and related services. (Child Find) • Before transitioning a student to special education services or vice versa. • Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing.
<u>2211/2211P</u>	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"> • Before accommodating a student with disabilities(s) or impairment(s) in any school service/program. • Before disciplining, a student recognized to have a disabling condition. • When referencing or complying to Section 504 and/or IDEA. • When placing a student in a program not operated by the district. • Before taking action to resolve a legal dispute regarding a student with disabilities.
<u>2311P</u>	Selection and Adoption of Instructional Materials	Procedures for adoption and approval of instructional materials.	<ul style="list-style-type: none"> • Before implementing a social studies adoption. • Before establishing a Curriculum Review Committee • Before establishing an Instructional Materials Committee or adding a new member. • Before deciding upon a referral for the school board to review. • If an affected staff member would like to appeal a materials decision. • For parents to challenge a curriculum or excuse a student from participation in curriculum.

Policy/ Procedure	Title	Description	Situation to apply
2320P	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"> • To obtain approval from building administration to organize/plan a field trip. • Before making financial arrangements for a field trip. • Before planning a field trip and communicating to parents/guardians. • Before approving a volunteer adult supervisor for field trips/events. • While reviewing the plausibility of a disabled student participating in a field trip. • When transportation is required through staff members or non-employee drivers. • When preparing for student health care needs, insurance and emergencies on field trips. • When experiencing issues with a student on a field trip.
2321P	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"> • Before requesting a guest speaker. • Before the approved guest speaker visits the classroom. • Information for guest speakers to read relating to the topic of government and democracy. • Speakers that are elected or are running for office • Cross reference: 2321 and 2331
2331/2331P	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"> • Before presenting a controversial topic or class to students. • Obligation for staff to be fair and impartial while facilitating classroom discussions • Before allowing a controversial speaker to present. • In the event a student does not wish to attend a controversial presentation.

Policy/ Procedure	Title	Description	Situation to apply
2340P	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"> • Before instructing in a discipline that may have a religious dimension. • If student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs. • Before planning an activity focused on a holiday. • If a student engages in devotional activity during school programs or in activities before or after school on site. • If a parent/student is aggrieved by practices or activities conducted in the school or district.
2410/2410P	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"> • Before the class of 2021 starts grade 9. • Before implementing a new secondary course study. • When reviewing a student's graduation requirements.

SERIES 3000 - STUDENTS			
Policy/ Procedure	Title	Description	Situation to apply
3122P	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"> • Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.
3200	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"> • Quick reference guide to district policies and procedures related to student rights, conduct and discipline.
3204/3204P	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"> • Reference for steps to take to identify, report, and address HIB and for staff interventions.

Policy/ Procedure	Title	Description	Situation to apply
3205/3205P	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"> • Definition of harassment, complaint process and corrective actions.
3210/3210P	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"> • Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined.
3213/3213P	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"> • Definitions and specific steps for compliance with local, state and federal laws concerning transgender students.
3224/3224P	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"> • When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives.
3231P	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"> • Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee.
3232P	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"> • Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee.
3244/3244P	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"> • When a student's conduct on a school bus merits corrective action.

Policy/ Procedure	Title	Description	Situation to apply
3245/3245P	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"> • Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have been used inappropriately. • Inappropriate actions with other individuals on websites; cyberbullying awareness and response.
3246P	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"> • Guidelines and expectations for students for proper use of PEDs on district property, and disciplinary actions for violations of district policy.
3300/3300P	Student Discipline	Rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment.	<ul style="list-style-type: none"> • Guidelines for staff authority regarding student discipline and behavioral expectations.
3318	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"> • When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion.
3319/3319P	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"> • Definition of physical restraint and isolation, and district process for its use.
3332/3332P	Teacher Responsibilities and Rights	General provisions and procedures for teachers' rights and responsibilities for student behavior expectations.	<ul style="list-style-type: none"> • Defining student behavior expectations and teacher's rights, responsibilities and authority to maintain classroom order.
3400/3400P	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"> • Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students.

Policy/ Procedure	Title	Description	Situation to apply
3416/3416P	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"> • When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school. • Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian. • Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school.
3418/3418P	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"> • Guidelines and restrictions for introduction of animals at school.
3421/3421P	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"> • Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation.
3530/3530P	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"> • Guidelines and expectations to follow for student fundraising activities.
3600P	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"> • Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records.
3610P	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"> • 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.

SERIES 4000 – COMMUNITY RELATIONS			
Policy/ Procedure	Title	Description	Situation to apply
4131P	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"> Guidelines to follow if a student reveals confidential information that may put them or others in danger.
4205	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"> 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. Cross reference: Policy 5140
4207	<u>Regulation of Firearms and Dangerous Weapons on School District Property</u>	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"> 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.
4310	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"> Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct.
4312P	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"> Process to follow for filing/expressing a complaint regarding a staff member.
4314/4314P	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"> Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program. Restrictions applying to dogs and other animals on district property.
4316P	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"> Notification procedure for if/when credible threats are made and federal confidentiality obligations.

Policy/ Procedure	Title	Description	Situation to apply
4340/4340P	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"> 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. Public Records Office CRC – 3900 Broadway 425-385-4188 425-385-4172 (Fax) publicrecords@everettsd.org
4411/4411P	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"> 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.
4412	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"> Guidelines for staff to engage in political activity or who hold elective or appointive public office.

SERIES 5000 – HUMAN RESOURCES

Policy/ Procedure	Title	Description	Situation to apply
5010/5010P	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"> Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA)
5140	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"> Employees are subject to this policy, which includes rented or leased facilities to other agencies. Cross reference: Policy 4205
5150	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"> 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.

Policy/ Procedure	Title	Description	Situation to apply
5160/5160P	Sexual Harassment	All employees and volunteers will be provided a work environment free from sexual harassment.	<ul style="list-style-type: none"> 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.
5161	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"> 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.
5215	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"> 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.
5225/5225P	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"> Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology.
5253/5253P	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"> 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.
5270	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"> 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.

Policy/ Procedure	Title	Description	Situation to apply
5320/5320P	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	<ul style="list-style-type: none"> • Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical.
5320.9/5320.9P	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"> • 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.
5406/5406P	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"> • 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.

SERIES 6000 – MANAGEMENT SUPPORT			
Policy/ Procedure	Title	Description	Situation to apply
6114P	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"> • Procedure for staff to follow if money or another type of gift is donated to a school or staff member.
6213P	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"> • Procedure for staff to follow during approved district travel.
6225P	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"> • Procedure for staff to follow when purchasing/providing food for school or district meetings.
6505P	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"> • 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.

Policy/ Procedure	Title	Description	Situation to apply
<u>6531</u>	Care of District Property	Staff shall ensure buildings, equipment, furniture and motor vehicles are not abused.	<ul style="list-style-type: none"> District provided equipment, furniture, etc. should be maintained and treated with care.
<u>6540P</u>	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"> If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage.
<u>6550P</u>	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"> 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.
<u>6571P</u>	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"> 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.