



2020-2021
Hawthorne
Elementary School
 “Home of the Hawks”

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

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The Mission & Vision of Hawthorne Elementary School

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

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

We agree to:

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

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

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

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

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

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

See SIP and Parent Involvement Plan

- Provide opportunities for volunteers

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

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

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

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

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

Title I School

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

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

Family Advocate

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

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

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

Spanish interpretation and translation

Shared Leadership Overview Chart and Procedures

Agendas/Minutes:

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

Continual Progress:

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

Hawthorne Instructional Leadership Team (HILT)

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

HILT Meeting Dates: TBD

Hawthorne Committee Teams

Hawthorne Committee Teams	Structures & Expectations	Who	When
Administrative Team	HILT (Hawthorne Instructional Leadership Team), SIT, SpEd, Food Services, Maintenance, Evaluations/TPEP,PD	Paige Nguyen	On-going
	HILT, SIT, SpEd Instructional PD, Evaluation/TPEP, Recess Supervision	Paige Nguyen/ Tanya Brinck	
Hawthorne Instructional Leadership Team (HILT)	8 Step Process: The Work of High Performing Teams Monitoring SIP Title I budget PD PBIS (Data Tracking: 2019-2020) ACE Teacher Clarity Attend all meetings	Judi Caudle Liberty Sponek Tina Lange Amy Lee Calie Vick Mary Ouedraogo Danielle Jacobson Katherine Kim Heather Rogers Ping Patricia Law Julie Kaufman Holly Im-Hamper Becky Hassler Christina Allen Paige/Tanya (Admin)	Meeting Dates: Once a month- Wednesdays 3-4:00pm.
Student Intervention Team (SIT)	Determine interventions for both academics and behavioral needs Analyze student data Create a time-line and complete the SIT form Determine next steps e.g. required ELL steps, incorporate interventions, MDT process	Facilitator: Heather Rogers Counselor Referring Teacher Teachers: Judy McWilliams, Steve Perry, Kim Demetre Instructional Coaches: Julie Kaufman, Becky Hassler, Holly Im-Hamper	Meeting Dates: Once a week – Tuesdays 3-3:30pm. Counselors office <i>Additional dates may be added as necessary</i>
Multiple Disciplinary Team (MDT)	Discuss SpEd case load Meet to discuss evaluations and assessments IEP's Meet to discuss behavior support Provide staff with necessary professional devlp.	Facilitator: Courtney Wagner Paige McHargue/SPED teacher Stacey Davis/SLP Cynthia Stoppelmoor/OT/PT Paige/Tanya (Admin) Debbie Halliday and Julie Bowers (Dvlp Preschool team)	Meeting Dates: Once a week- Tuesdays 8-8:35am. Resource Room

		Danielle Jacobson/Primary Achieve Codrut Bolos/Intermediate Achieve	
Instructional Coaches (IC)	Plan PD around SIP Instructional support Plan for SBA/scheduling Coaching Modeling lessons	Julie Kaufman Becky Hassler Holly Im-Hamper Christina Allen Paige/Tanya (Admin) *Amy Lee (Admin Intern) Meghan Kreft-Zender & Katherine Kim (Instructional Support)	Meeting Dates: Once a week- Wednesdays 11:50-12:45 pm.
PBIS Teams Tier I and Tier II	Analyze the referrals using our electronic process Look for trends Relay info to staff members Provide positive behavior intervention support to all staff members	Tier I: Paige/Tanya (Admin) Liberty Sponek Meghan K-Zender Katherine Kim Heather Rogers Recess/Para Haider Al Jerew Lora Hammon Tier II: Paige/Tanya (Admin), Erica Swanson, Ian Miller, Rachel Allen, TBD	Meeting Dates: Once a month- Wednesdays 3-4:00 pm.
Equity Team	Increase cultural competence across staff, empower families, review current policies and procedures, decision-making processes, in an effort to reduce inequities across the school, particularly for those communities that have historically been underserved.	Paige/Tanya (admin) Liberty Sponek Courtney Wagner Meghan Kreft-Zender Julie Kaufmann Lora Hamman Steve Perry Derly Girault Haider Al-Jerew Kate Iglar	Meeting Dates: Once per month, Thursdays 3-4:00
Safety Committee	Plan/conduct safety drills Organize disaster plans Document all drills etc in Rapid Responder Handle building safety concerns	Facilitator: Tanya Josh & Christoffer Jan Anderson, Tina Jensen, Judi Caudle Patrol leader: Holly Brown, Julie Boyer, Liberty Sponek	Meeting Dates:

Grade Level Teams	Examine common formative assessment data to make real-time instructional calendar adjustments and plan instruction Grade level business	All Grade level certificated teachers	Meeting Dates: Once a week
Attendance Team	Analyze student attendance Send letters home Phone calls home Implement specific interventions: bus pick up, alarm clocks, incentive chart with prizes ALL HERE (Hawk Trophy) Parent/Guardian meetings	Tanya Brinck Doreen Cardin Rachel Allen Heather Rogers District support Para Ed.	Meeting Dates: Once a week- Tuesdays 10-11:00am
Instructional Para-Educator Team	Develop and implement their instructional schedules Align their PD with our SIP Meet regularly	Reading: Julie Kaufman Pat Law, Luba Novazhilova, Mary Kay Bailey EL Coach: Holly Im-Hamper EL Teacher: Christina Allen EL Paras: Shir Ahmad & Rania Salib Math: Becky Hassler Miriam Shafik and Shelly Pountain Recess/Café: Tanya Brinck Shelly Pountain AM Holly Brown/PM, Haider Al-Jerew and Cassie Ann Lara	Meeting Dates: Once a month
Everett Education Association (EEA)	Check-in/ address needs regarding: School Policy/Procedure & Shared Leadership Working Agreements & Climate	Julie Bowers Paige/Tanya (Admin)	
Social Committee	Staff appreciation/moral building End of Year Celebration Baby/Wedding/Retirement: Summer, Fall, Winter, Spring B-day celebrations	Amy Lee Lora Hammon Derly Girault Holly Small	Meeting Dates: Once a month (as needed)
Hawthorne Scholarship Fund Committee	Select Recipients Manage snack bar	Judi Caudle, Julie Bowers, Deb Halliday	

	Fundraising to provide scholarships to former Hawthorne students		
District Level Cadre Leads	Staff members attend district trainings/PD in the specified curricula area The DCL's share information to staff during extended staff meetings or GLT meeting	Science: Wilson, Allen Girault & Duhrkoop Math: Hassler ELA: Kaufman EL: Im-Hamper & Christina Allen Writing: Perry Technology: Carlson Robotics: Lisa Fieck Student Leadership:	Refer to district dates

<u>Office Support and Operations</u>	<u>Staff</u>	<u>Responsibilities</u>
Maintenance Requests	Josh/Christoffer (Custodial Staff) Tina Jensen Paige Nguyen Tanya Brinck	Prevent/respond to facility needs. Schedule maintenance accordingly.
Purchasing/Management	Tina Jensen Paige Nguyen Tanya Brinck	Facility use, Master calendar Enrollment, Variances Staff notes or emails, Monthly parent note Payroll- Sub. mgmt, LOA, HR papers Budget/purchasing Conferences, Interpreters
Attendance/KIT/Transportation	Doreen Cardin Tanya Brinck Rachel Allen Heather Rogers	Student entry/information Transfers/student records Front desk & phone Monthly newsletters
Health Concerns	Lead: HRA assist: Eleanora	Life-threatening Training/notifying staff as necessary/appropriate Health Logs, Medications, F/T permission
Student Concerns	Heather Rogers Rachel Allen Ian Miller Paige Nguyen Tanya Brinck	Student Intervention/Support CPS (all staff are mandatory CPS reporters)
Family Needs/Support	Rachel Allen Heather Rogers Paige Nguyen Tanya Brinck	PTA, Family Events, NLS Volunteers, Partnerships & Community Partners

Administrative Roles & Responsibilities

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

School Events Calendar

Staff considering scheduling an event which will be a change from the regular school program should discuss the activity with administration and receive approval, at which time the event will be added to the official School Events Calendar, which is kept by the office manager in the main office. Staff members are expected to consult the School Events Calendar for possible conflicts when planning events. Events that will take place outside of the regular school day on the Hawthorne Campus require an approved Facilities Use Permit (FUP)- please ask Paige/Tanya/Tina for additional information. A FUP must be submitted in time to effectively notify other organizations which use our campus.

Staff Meetings

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

Parent Teacher Conferences

Parent Teacher Conference Dates Parent Teacher Conferences will be held in November and March. Students will be released at 12:20 p.m. on these days.

The following dates apply:

- October 30th- Early Release, Conference Preparation
- November 2nd- 6th Early Release, Fall Parent Teacher Conferences
- March 26th Early Release, Conference Preparation
- March 29th- April 2nd Early Release, Spring Parent Teacher Conference

Report Cards

The academic year at Hawthorne Elementary School is divided into two semesters. The dates for the end of each semester is January 29, 2021 & June 21, 2021. These dates are subject to change barring in- clement weather days that need to be made-up or any EEA contract negotiations that would effect the 2020 –2021 school year.

Important Dates:

Other Non-standard Days (All TBD)

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

First Semester

September 2	Back to School: Learning Improvement Day #1
September 3	Back to School: Learning Improvement Day #2
September 9	First Day of School
September 14	First Day of School for Kindergarten
October 16	Non Instructional Work Day
October 30	Parent/Teacher Conference Prep Day (12:20 pm. Early Release)
November 2-6	Fall Parent/Teacher Conferences (12:20pm. Early Release)
November 11	Veterans Day, No School
November 25	Early Release for Thanksgiving (12:20pm)
November 26-27	Thanksgiving Break, No school
December 21 -January 1	Winter Break, No School
January 18	Martin Luther King Jr. Holiday, No school

Second Semester

February 1	NonInstructional Work Day
February 15-16	Mid-Winter Break, No school
March 26	Parent/Teacher Conference Prep Day (12:20 pm. Early Release)
March 29-April 2	Spring Parent/Teacher Conferences (12:20pm. Early Release)
April 5-9	Spring Break, No school
May 31	Memorial Day, No school
June 11	Early Release for all Students (12:20pm Early Release)
June 21	Last Day of School; 12:20pm Early Release for students
June 22+	Potential Inclement Weather Make-up Day

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

School Year 2020-2021 Student Calendar



Student Calendar 2020-21

2020					2021				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
JULY					JANUARY				
		1	2	3					1
6	7	8	9	10	4	5	6	7	8
13	14	15	16	17	11	12	13	14	15
20	21	22	23	24	18	19	20	21	22
27	28	29	30	31	25	26	27	28	29
AUGUST					FEBRUARY				
3	4	5	6	7	1	2	3	4	5
10	11	12	13	14	8	9	10	11	12
17	18	19	20	21	15	16	17	18	19
24	25	26	27	28	22	23	24	25	26
31									
SEPTEMBER					MARCH				
	1	2	3	4	1	2	3	4	5
7	8	9*	10	11	8	9	10	11	12
14	15	16	17	18	15	16	17	18	19
21	22	23	24	25	22	23	24	25	26*
28	29	30			29*	30*	31*		
OCTOBER					APRIL				
			1	2				1*	2*
5	6	7	8	9	5	6	7	8	9
12	13	14	15	16	12	13	14	15	16
19	20	21	22	23	19	20	21	22	23
26	27	28	29	30	26	27	28	29	30
NOVEMBER					MAY				
2*	3*	4*	5*	6*	3	4	5	6	7
9	10	11	12	13	10	11	12	13	14
16	17	18	19	20	17	18	19	20	21
23	24	25*	26	27	24	25	26	27	28
30					31				
DECEMBER					JUNE				
	1	2	3	4		1	2	3	4
7	8	9	10	11	7	8	9	10	11*
14	15	16	17	18	14	15	16	17	18
21	22	23	24	25	21*	22*	23*	24*	25*
28	29	30	31		28*	29*	30*		

* see notes on right

 schools closed
 teacher

Board approved Sept. 11, 2018

Sep 7	Labor Day
Sep 9	First day of school for students
Sep 14	First day of school for kindergarten students
Oct 16	Teacher work day; no school for students
Oct 30	Early release elementary and middle school for parent conference preparation (2 1/2 hours)
Nov 2-6	Early release elementary and middle school for parent conferences (2 1/2 hours)
Nov 11	Veterans Day observed; no school
Nov 25	Early release for Thanksgiving break (2 1/2 hours)
Nov 26-27	Thanksgiving break
Dec 21- Jan 1	Winter break
Jan 18	Martin Luther King Jr. Day; no school
Feb 1	Teacher work day; no school for students
Feb 15-16	Mid-winter break
Mar 26	Early release for ES only – 2 1/2 hours (Full day for MS/HS)
Mar 29-Apr 2	Early release for ES only for parent conferences – 2 1/2 hours (Full day for MS/HS)
Apr 5-9	Spring break
May 31	Memorial Day; no school
Jun 11	Early release for students (2 1/2 hours)
Jun 21	Last day of school; early release for all students (2 1/2 hours)
Jun 22+	Potential inclement weather make-up days



September 11 - June 18, Learning Improvement Friday
 each Friday **unless otherwise marked.**
 All students dismissed 75 minutes early

Monthly HAWKS PRIDE (PBIS and 21st Century Skills) Assembly

“Everett Public Schools graduates are college, career, and life ready: They have the academic knowledge, attitudes, and skills to successfully transition to college level coursework, workforce training, and/or employment so they can adapt to the ever-changing world in pursuit of their goals”.

We here at Hawthorne Elementary have adopted a PBIS structure to promote a positive school culture. Throughout the year, we will teach, model, cue, and reinforce these expected behaviors. During our monthly PRIDE Assembly, we will focus on one positive behavior/expectation and one 21st Century Skills to teach our students and recognize students for making great choices.

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

21st Century Skills: Citizenship, Collaboration, Communication, Creativity, Critical Thinking, Growth Mindset

HAWKS Pride Assembly Themes and Dates 2020-2021

Month	Theme	Assembly Date	Time
September	HAWKS Welcome Back Assembly • Review school-wide safety expectation	TBD	TBD
October	H- Have respect; Citizenship		

	<p>+ 1 month great attendance award Examples: taking turns, being kind and polite, paying attention, listening to the speaker, raising hand to speak, etc.</p>	TBD	TBD
November	<p>A- Act responsibly; Growth Mindset+ 1 month great attendance award (Veterans Day) Examples: working through challenges, showing tenacity, perseverance, self-regulation and self-advocacy</p>	TBD	TBD
December/January	<p>W- Work together; Collaboration + 1 month great attendance Examples: working interdependently, learning from and contributing to the learning and solving problems across teams</p>	TBD	TBD
February	<p>K-Keep Safe, Communication +1 month great attendance award (Black History Month) Examples: appropriately interacting with others, active listening, ask questions and engage in learning conversation</p>	TBD	TBD
March	<p>S- Soar to success; Critical Thinking + 1 month great attendance award Examples: doing your best, making a significant improvement or growth, kind to everyone, all-around helper, asking questions, making connections, reasoning, constructing knowledge, and applying it to solve real-world problems</p>	TBD	TBD
April	<p>Creativity; SBA + 1 month great attendance award Theme will be chosen and we will do an all-school assembly competition between 3rd, 4th and 5th grade teachers. K, 1st and 2nd will cheer for “their” team, making posters, wearing class colors, etc.</p>	TBD	TBD
May/June	<p>Summer Reading Kickoff + Year-long Great Attendance Awards for 1st- 4th grades We will get a fun assembly that ties into reading.</p>	TBD	TBD
June	<p>Kinder Moving Up ceremony + Year-long Great Attendance Awards End of the year awards given-teacher’s choice.</p>	TBD	TBD
June	<p>5th grade Moving Up Ceremony End of the year awards given- teacher’s choice. All parents invited.</p>	TBD	TBD
June	Field Day	TBD	TBD

Learning Improvement Fridays (LIF)

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

Administrator-facilitated Fridays

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

Employee-facilitated Fridays

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

District-facilitated Fridays

9/15

9/29

11/3

12/1

12/15

1/12

1/26

2/9

2/23

3/9

4/13

4/27

5/11

5/25

6/15

Individual-facilitated Fridays

9/8

9/22

10/6

11/17

12/8

1/5

1/19

2/2

2/16

3/2

3/16

4/20

5/4

5/18

6/1

Staff Call Backs: TBD

Curriculum Night:

Musical:

HAE Science Expo:

Health Room

The HRA (Health Room Assistant) keeps a computerized Daily Log and communicates regularly with the School Nurse and office team, who are the Health Room support before 9:00 and after 2:00. The HRA is trained regarding all students' individual health plans. The basic procedures for handling concerns are as follows:

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

A decision is made using the following protocol:

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

Return to class: If a student is returned to class and continues to demonstrate a problem or is disruptive, please send a written note of observations to the Health Room and parent will be called with this information. Students do not necessarily have the same report to us that they tell you.

Communication: If you would like something in writing about the Health Room response when a student is returned to class, please send him/her with something written (i.e., document what symptoms the student reported in class so the HRA is clear on what needs to be checked and/or your observations as well- this is helpful!)

Parent Communication

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

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

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

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

Visitors/Volunteers

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

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

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

Guest Teachers

All teachers will create a sub folder and clearly outline the daily schedule, routines & procedures as well as a **dismissal plan for each student.** Substitutes will be asked to let us know how we are doing when they visit.

Staff is asked to give input re: guest teachers as well- if a concern arises, the office will request observed concerns in writing. All guest teachers complete a district survey about their experience at our school. This information is published in our district public documents.

Instructional Para Educators

Paraeducator Competencies

To work in education and related services programs for students, paraeducators will demonstrate and be evaluated upon the competencies, indicators and observable outcomes as follows:

Competency 1

Understanding the value of providing instructional and other district services to all children and youth with disabilities.

Competency 2

Understanding the roles and responsibilities of certificated/licensed staff and paraeducators.

Competency 3

Knowledge of

- a. Patterns of human development and learning, as well as milestones typically achieved at different ages, and
- b. Risk factors that may prohibit or impede typical development.

Competency 4

Ability to practice ethical and professional standards of conduct, including the requirement of confidentiality.

Competency 5

Ability to communicate with colleagues, follow instructions, and problem-solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.

Competency 6

Ability to provide positive behavioral support and management.

Competency 7

PKnowledge of the legal issues related to the education of children and youth with disabilities and their families.

Competency 8

Awareness of diversity among children, youth, families, and colleagues with whom they work.

Competency 9

Knowledge and applications of the elements of the effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings.

Competency 10

Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff.

Competency 11

Ability to motivate and assist children and youth.

Competency 12

Knowledge of and ability to follow health, safety and emergency procedures of the agency where they are employed (*Note: LIFT training meets this requirement*).

Competency 13

Awareness of the ways in which technology can assist in teaching and learning.

Competency 14

Awareness of personal care and/or health related support (*Note: A valid First Aid/CPR card and current Bloodborne Pathogen <BBP> training will meet this requirement*).



Paraeducator Training Requirements

NEW for 2019-2020 School Year:

Paraeducators must complete 14 hours of the Fundamental Course of Study (FCS) Training by the end of the 2019-20 school year. It is the responsibility of the school district to provide FCS training to their paraeducators that meets the learning objectives and standards in the course curriculum. See the Professional Educator Standards Board (PESB) Paraeducator Certificate options at <https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/> for detailed information.

Everett Association of Paraeducators (EAP) Letter of Agreement, Section 17.1:

All paraeducators must meet the minimum employment requirements for paraeducators described in RCW 28A.413.040, in addition to any District employment required qualifications. To maintain employment, all paraeducators will be required to meet the training requirements, as outline by the state, for the Fundamental Course of Study (FCS).

For additional FCS information, see the Letter of Agreement between the Everett Association of Paraeducators and Everett School District, 12.3.2019. <https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-110439/20191203%20EAP%20LOA-Para%20Compentency.pdf>

Core Competency and LETRS requirements have been discontinued as of June 30, 2019. Paraeducators awarded stipends during the 2018-2019 school year for completion of Core Competency and LETRS will continue to receive stipends for the duration of the existing collective bargaining agreement.

Paraeducator Fundamental Course of Study (FCS) Requirements	Other Paraeducator Professional Development Requirements
<p>2019-2020 School Year:</p> <ul style="list-style-type: none"> • 14 hours of the FCS * • Completion requirement date June 30, 2020 <p><i>*Paraeducators new to the District will be required to attend training to meet the FCS requirements as scheduled by the District.</i></p> <p>2020-2021 School Year:</p> <ul style="list-style-type: none"> • 14 additional hours of the FCS ** • Completion requirement date June 30, 2021 • <i>Continuing FCS requirements will be determined by the Legislature funding</i> <p><i>**Paraeducators hired during the 2019-20 school year are required to complete training by the end of the 2020-21 school year.</i></p>	<p>Paraeducators must also complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> First Aid / CPR Training within 60 days of hire, renewed every 2 years. Registration in Frontline required. <p>Safeschools - https://everett-wa.safeschools.com/login</p> <p>Upon Hire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What every Employee Must Be Told within 30 days of hire <input type="checkbox"/> Lifting Training within 30 days of hire <input type="checkbox"/> District Employee Handbook <p>Renewed Every Year:</p> <ul style="list-style-type: none"> <input type="checkbox"/> HIV Bloodborne Pathogen Training within 30 days of hire; <i>high risk positions within 10 days of hire</i> <input type="checkbox"/> Bullying: Recognition & Response Training <input type="checkbox"/> McKinney-Vento Homeless Assistance Act Training <input type="checkbox"/> Health Emergencies Overview Training <input type="checkbox"/> Responding to Civil Rights Complaints in Everett Public Schools <input type="checkbox"/> Staff Handbooks & District Policies and Procedures <p>Renewed Every 3 Years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boundary Invasion Training

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

Student Supervision

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

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

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

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

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

AFTERNOON: (all teachers need to escort their students out of the building during dismissal)
See dismissal map attached

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

WALKERS

- 2:50 **Kindergarten**~ dismisses at the back doors by preschool-south end by 12th Street
- 2:50 **First Grade**~will escort their students out the exterior door by Kinder wing (near boy's bathroom) 1st graders go to the paved area next to the Kindergarten doors and 2nd graders are escorted to the paved area by the breakfast doors-yellow lines
- 2:50 **Second Grade**~will escort their students out of building **A** exterior doors by kitchen/breakfast doors. 2nd stays by breakfast doors-on the yellow lines & 1st grade walks farther down toward kinder

- 2:50 **Third Grade~** will escort their students out of building A out of the breezeway doors.
- 2:50 **Fourth AND Fifth Grade~** will escort their students out of the B through breezeway. Students will need to walk to the designated walker areas to pick up their siblings (not through the building) to meet younger siblings

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

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

Para Educator Dismissal Duties

Building Maintenance

See attached run sheets (AM/PM)

Assigned custodial areas and responsibilities:

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

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

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

Staff Room & Conference Room & Unassigned Classrooms

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

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

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

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

Work Room

Please help keep the workroom clean during school hours.

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

Recycling

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

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

CLEANING: HELP OUR CUSTODIANS HELP YOU! Please remember to

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

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

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

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

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

Hawthorne Elementary Staff List and Emergency Contact Information will be updated soon.

Positive Behavior Intervention Support















HAWKS Behavior Matrix

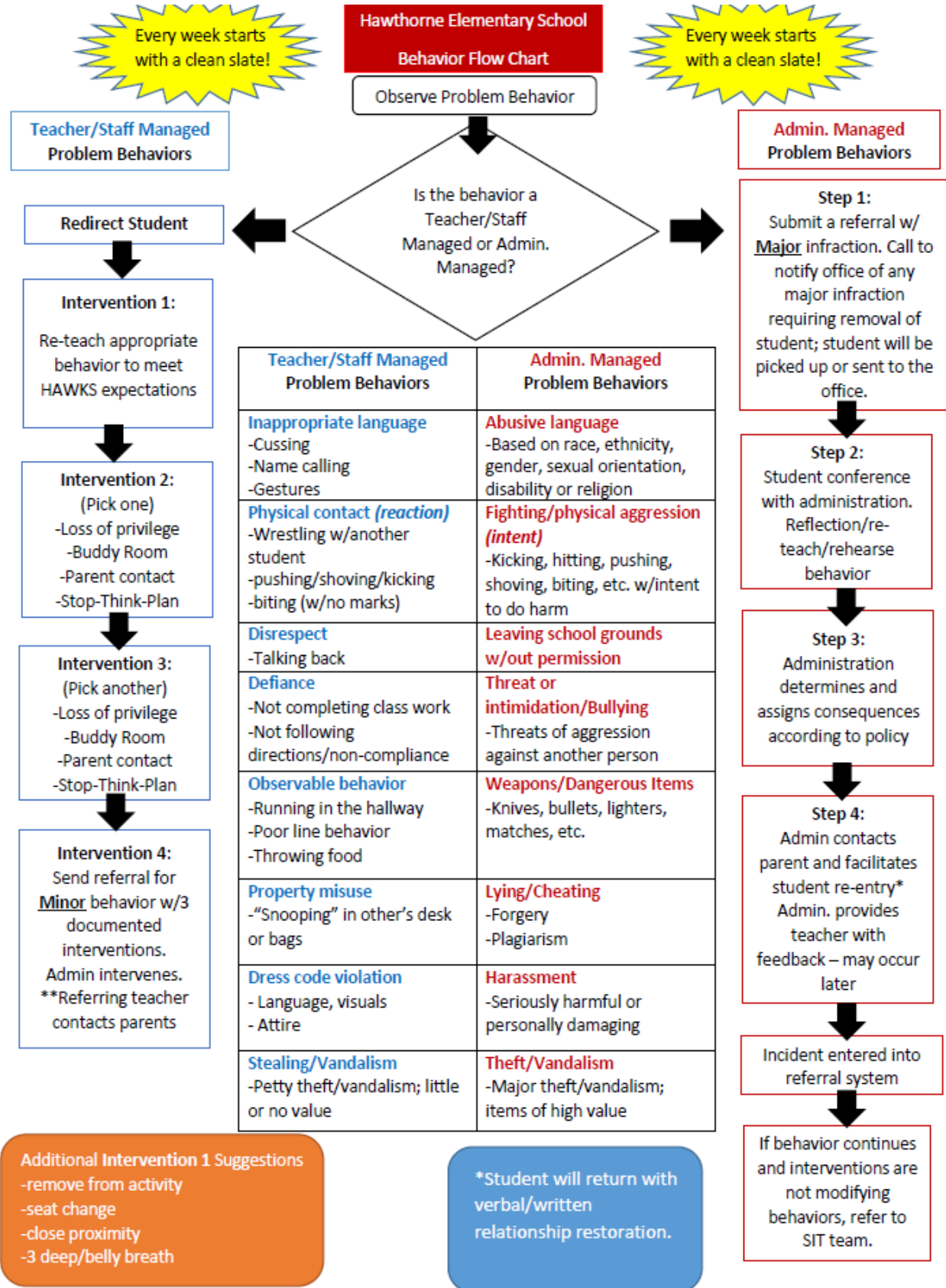
Hawthorne Elementary School (June 2018)



Collaboration Communication Creativity Critical Thinking Citizenship Growth Mindset

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

Behavior Flow Chart



Classroom Behavior Log

Student: _____ **Classroom Behavior Log**

1 st Intervention	Date:	Time:
Location	Problem Behavior (see Behavior Flow Chart: Minor)	Staff Response/Intervention
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Specialist <input type="checkbox"/> _____	<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical Contact (reaction) <input type="checkbox"/> Disrespect (passive/low level) <input type="checkbox"/> Defiance <input type="checkbox"/> Observable Behavior <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Stealing/Vandalism <input type="checkbox"/> _____	<input type="checkbox"/> Re-teach appropriate behavior to meet HAWKS Expectations NOTES:

2 nd Intervention	Date:	Time:
Location	Problem Behavior (see Behavior Flow Chart: Minor)	Staff Response/Intervention
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Specialist <input type="checkbox"/> _____	<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical Contact (reaction) <input type="checkbox"/> Disrespect (passive/low level) <input type="checkbox"/> Defiance <input type="checkbox"/> Observable Behavior <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Stealing/Vandalism <input type="checkbox"/> _____	<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Buddy Room <input type="checkbox"/> Parent Contact <input type="checkbox"/> Stop-Think-Plan NOTES:

3 rd Intervention	Date:	Time:
Location	Problem Behavior (see Behavior Flow Chart: Minor)	Staff Response/Intervention
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Specialist <input type="checkbox"/> _____	<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical Contact (reaction) <input type="checkbox"/> Disrespect (passive/low level) <input type="checkbox"/> Defiance <input type="checkbox"/> Observable Behavior <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Stealing/Vandalism <input type="checkbox"/> _____	<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Buddy Room <input type="checkbox"/> Parent Contact <input type="checkbox"/> Stop-Think-Plan NOTES:

***2020-2021 Master Schedule will be updated soon**

Dismissal Map

Dismissal Notes

8/24/2018

Rolling Pick Up Dismiss at 2:40 to:

- Amy-picks up 1st, 2nd & 3rd Bldg. A then (Helps to escorts 2nd and 3rd to B&G club) Hallway A
- Rania- picks up 4th & 5th Bldg. B
(RED SIGNS)

Bus Riders Dismiss at 2:40 to:

- Ping-Kinder bussers and RPU Kinder wing
- Wendy-picks up 1st, 2nd, & 3rd Bldg. A then helps with RPU
- Luba-picks up 4th & 5th Bldg. B
(YELLOW SIGNS)

Boys & Girls Club @ 2:45

- Amy escorts 2nd and 3rd grade
- Shir & Mary Kay-picks up K and 1 in kinder wing and walks them down
(BLUE SIGNS)

Haider supports Rolling pick up (put cones out, carries walkie talkie and walks students to their cars) Parents stay inside their vehicles.

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

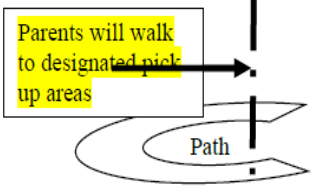
B102 Library Trujillo	B103 5th Booth	B104 5th Sparks	B105 4 th Sprague	B106 4th Kreft-Z
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4th 5th Booth, Sparks, Downie, Wilson, Sprague & Kreft-Z

Math Lab Hassler	♀	♂	B109 4th Wilson	B108 5 th Downie
Stairs/ Elevator				

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

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



1st and 2nd Walkers/sibs

3rd, 4th and 5th Walkers/sibs

A110 ECEAP	A111 KK McAlister	A112 KK Strawn	♂
			♀

A116 Custodian	A117 A118
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A122 Gym Anderson	A123 Staff Room
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A129 RR Hauschel	A130 James	A131 Conf
------------------------	---------------	--------------

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

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

A145 1 st Sponek	A144 3rd McW.	A143 2 nd Perry	A142 2 nd Baker
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A156 Cafeteria	A155 Kitchen	A154 A154A	A153A, B, C Reading/ELL	A152 Speech	A151 1 st Girault	A147 FA
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Kinder

A108 PreSch Bowers	A106 PreK Halliday	A105 KK Duhkoo P	A104 KK Caudle	A103 Rogers	A102 Office Principal	A102A A102B Asst Prin
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A156 Cafeteria	A155 Kitchen	A154 A154A	A153A, B, C Reading/ELL	A152 Speech	A151 1 st Girault	A147 FA
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Rolling Pick up

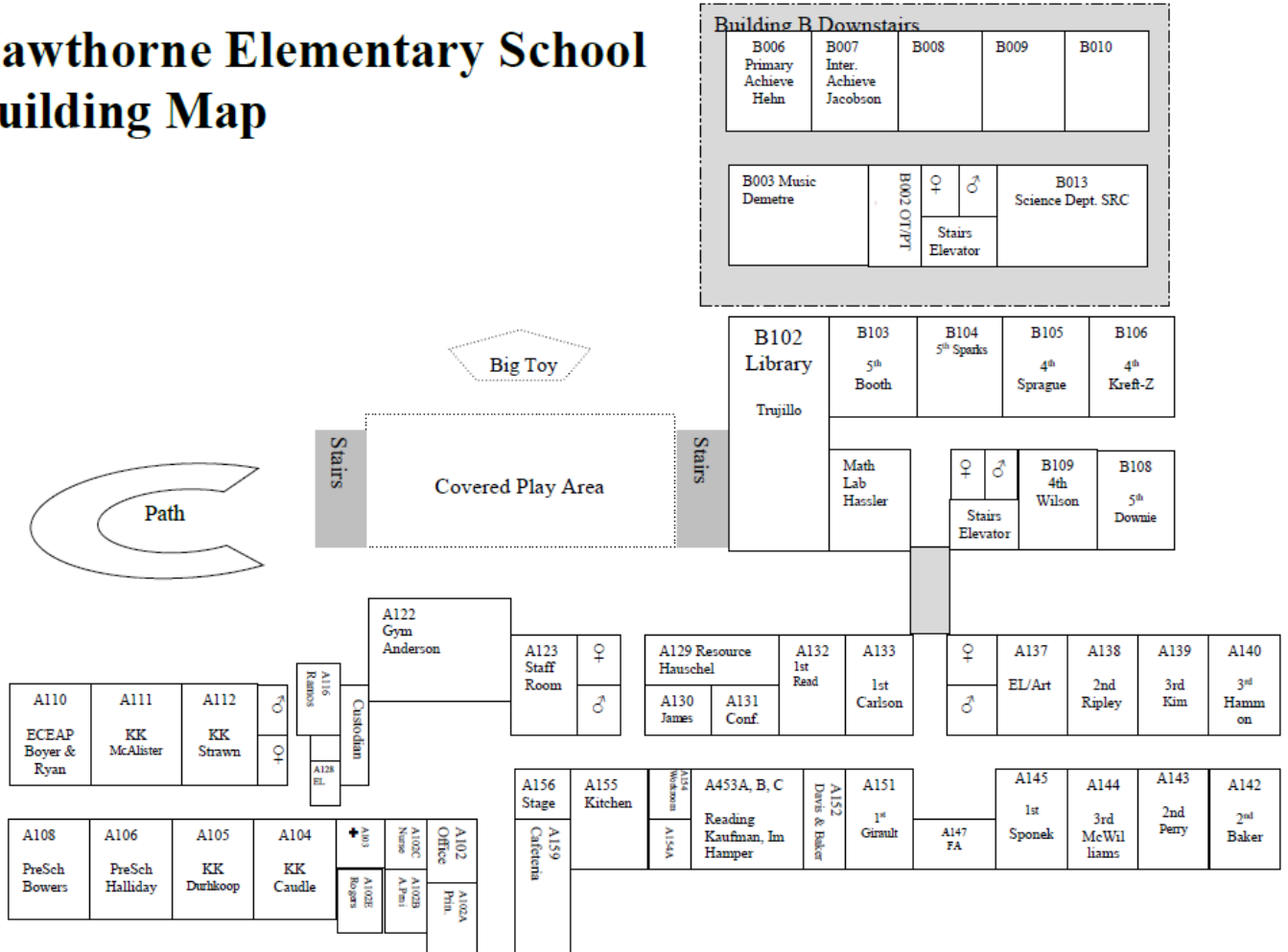
Teachers escort their walkers to designated areas and wait for parents/guardians to pick up-see map

August 24, 2018


***Building Map will be updated soon**

8/24/2018

Hawthorne Elementary School Building Map



HAE Daily Bell Schedule

	Hawthorne Elementary Daily Bell Schedule 2018 19 8/24/2018
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- Breakfast (Free to all students) 8:00 a.m.
- First Bell 8:30 a.m.
- School Begins 8:35 a.m.
- Dismissal Bell 2:50 p.m. (LIF dismissal at 1:35)

10 Minute Recess Schedule			
Regular Day		Learning Improvement Friday	
4 th 10:40-10:50	2 nd 1:10-1:20	K 10:10-10:20 (Ping)	3 rd 11-11:10
5 th 10:50-11:00	1 st 1:20-1:30	1 st 10:20-10:30 (Mary Kay)	4 th 10:40-10:50 (Amy)
3 rd 11:00-11:10	K 1:30-1:40	2 nd 10:30- 10:40(Luba)	5 th 10:50-11:00 (Amy)

Lunch & Recess Schedule (K-5)

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

Preschool & ECEAP Daily Schedule

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

Early Dismissal Schedule

Conference Week Schedule (Dismiss 12:20pm)	Learning Improvement Fridays Schedule (Dismiss 1:35pm)
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***Instructional Para Educator Schedule 2020-21 will be updated soon**

Distance Learning Matrix

Distance Learning- Roles and Responsibilities Matrix						
Topic	Paige Nguyen	Tanya Brinck	Amy Lee	Ian Miller	Help Desk	Meghan/Christina
Basic Canvas Support <ul style="list-style-type: none"> • Course access • Attach/upload files • Embed lessons or tools • Announcement • Add/Edit information 			X			
Canvas Teacher Support <ul style="list-style-type: none"> • View analytics • Course grades • Send messages • Assign differentiated assignments • Canvas features (collaborations, conferences, chat, discussions, etc.) • Grades 			X			X
HAE Canvas Page <ul style="list-style-type: none"> • Adding information to HAE Canvas • Family communication 				X		
Troubleshooting <ul style="list-style-type: none"> • Software Problems • Frozen screen • Pictures/Files not uploading • Camera/audio issues 					X	
Monitor Zoom and Canvas Activities <ul style="list-style-type: none"> • View course activity Notice and Wonder Feedback	X	X	X			
Zoom Teacher Support <ul style="list-style-type: none"> • Breakout Sessions • Share documents • Use of whiteboard • Utilizing chat • Use of waiting room 			X			X

District Policies and Procedures



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

The following pages provide district staff our nondiscrimination, harassment, and complaint policies and procedures, as well as some of the most frequently referenced policies and procedures. Included are examples of how the policy/procedure might apply in a specific situation. All district policies and procedures can be accessed online at <https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-189>.

Nondiscrimination Statement

Everett Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- **Executive Director
Human Resources**
[Debra Kovacs](#)
425-385-4103
- **Title IX/Civil Rights
Compliance Officer**
[Mary O'Brien](#)
425-385-4106
- **Section 504 Coordinator**
[Dave Peters](#)
425-385-4063
- **ADA Coordinator**
[Randi Seaberg](#)
425-385-4104
- **HIB Compliance Officer**
[Robert Polk](#)
425-385-4260

Please refer to the enclosed nondiscrimination policy for further information on how to submit an informal or formal complaint. Staff needing information regarding translation services or transitional bilingual education programs can contact Chad Golden at cgolden@everettsd.org or 425-385-4030.



Everett Public Schools

3900 Broadway, Everett, WA 98201
425-385-4000 www.everettsd.org

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 1237

Affirming our Commitment to Condemning Racism and Supporting Peaceful Protest

A RESOLUTION of the Board of Directors of Everett Public Schools in response to the death of George Floyd, condemning racism and supporting peaceful protest.

WHEREAS, on May 25, 2020 the life of George Floyd was tragically taken by four Minneapolis police officers; and

WHEREAS, the unjust death of George Floyd has highlighted the continued racism and unequal justice that still exists in our nation; and

WHEREAS, the students of Everett Public Schools have been exposed to this traumatic event through graphic visual displays of people in positions of authority committing violent crimes; and

WHEREAS, the subsequent public displays of both peaceful and violent demonstrations throughout our country, as well as displays of unprovoked violence by law enforcement at those demonstrations, have impacted the students and staff of Everett Public Schools; and

WHEREAS, the Board of Directors recognizes its responsibility to provide an environment which educates and teaches our students that we can and must uphold the rights and dignity of all members of our communities, and we must never enable those who would act otherwise; and

WHEREAS, as educators and educational leaders we are committed to action in assisting the Everett Public Schools community to process these events within our core values of Equity, Diversity, Collaboration, Respect, Integrity, Passion and Learning; and

WHEREAS, as we move forward and continue striving for social justice and racial equity, let these words by Rev. Martin Luther King Jr. be on the forefront of our minds "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors reemphasizes the importance of its board policies and the associated administrative procedures focused on each student's equitable access to education:

1. Mourns the death of George Floyd and joins the call for justice;
2. Supports Black students, staff and families during this time of turmoil;
3. Supports those in Everett Public Schools who wish to protest peacefully without fear of intimidation;

4. Does not support returning hate with hate or violence with violence;
5. Condemns acts of violence and damage to public and private property;
6. Commits to finding actionable ways to make our school district more just for everyone; and
7. Stands proudly for racial equality and safety for all of our students and staff; and

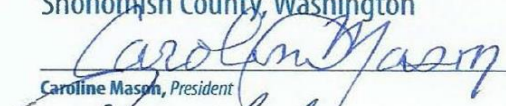
BE IT FURTHER RESOLVED, does hereby charge the superintendent to strengthen anti-racism and equity policies and training for all staff and students.

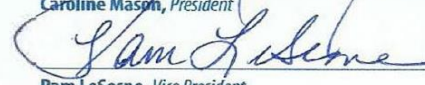
ADOPTED this 9th day of June, 2020, and authenticated by the signatures affixed below.

ATTESTED BY:


Ian B. Saltzman
Secretary, Board of Directors

EVERETT SCHOOL DISTRICT NO. 2
Snohomish County, Washington


Caroline Mason, President


Pam LeSesne, Vice President


April Berg, Director


Traci Mitchell, Director


Andrew Nicholls, Director



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SCHOOLS®

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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/Civil Rights Compliance 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/Civil Rights Compliance 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/Civil Rights Compliance 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/Civil Rights Compliance Officer for consideration during the Title IX/Civil Rights Compliance Officer's annual report to the superintendent.

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

The Title IX/Civil Rights Compliance 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.

Annual Building Program Review

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

Record Retention

All information gathered and requested by the Title IX/Civil Rights Compliance 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/Civil Rights Compliance Officer or the district administrator in charge of student athletics.

Policy 3204 Prohibition of Harassment, Intimidation or Bullying

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation, or 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.

As defined in legislation, "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in [RCW 28A.640.010](#) and [RCW 28A 642.010](#), or other distinguishing characteristics, when the act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors

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

Policy 3204 Prohibition of Harassment, Intimidation or Bullying (cont.)

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. Specific training requirements are included in the accompanying procedure.

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 remediate the impact on the targeted student(s) and upon others impacted by the violation, 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 in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or 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 should 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 additional services and supports as deemed necessary, 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/False Allegations

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

It is also a violation of district policy to knowingly report false allegations of HIB. 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 informal complaints ([HIB Incident Report Forms](#)) and to ensure policy implementation. The name and contact information for the HIB compliance officer will be communicated throughout the district. The district HIB compliance officer will participate in at least one (1) mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying

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.

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

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, gender expression, gender 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, intimidation, or bullying 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 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.

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. There is no requirement that the targeted student actually possess the characteristic that is the basis for the HIB.

“Retaliation” occurs when an individual is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, or participating in an investigation.

“Staff” 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” means a student against whom HIB has allegedly been perpetrated.

C. Behaviors/Expressions

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. Harassment refers to any malicious act, which causes harm to any person's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted youth including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

D. Relationship to Other Laws

This procedure applies only to [RCW 28A.600.477](#) Prohibition of harassment, intimidation and bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. [RCW 28A.600.477](#) – Prohibition of harassment, intimidation and bullying
2. [RCW 28A.640.020](#) – Regulations, guidelines to eliminate discrimination—Scope—Sexual harassment policies

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

3. [Chapter 28A.642 RCW](#) – Discrimination prohibition
4. [RCW 49.60.010](#) – Purpose of chapter; 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 membership in a legally protected class under local, state, or federal law.

E. 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 HIB compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

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](#).

Additional distribution of the policy and procedure is subject to the requirements of [Chapter 392-405 WAC](#).

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 copy of the [Incident Reporting Form](#) or a link to a [web-based process](#).

3. Training

The district HIB compliance officer will participate in at least one (1) mandatory training opportunity offered by the Office of Superintendent of Public Instruction (OSPI). Staff will receive annual training on the district’s policy and procedure, including, at a minimum, staff roles and responsibilities, how to monitor common areas and the use of the district’s [Incident Reporting Form](#).

4. Prevention Strategies

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

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.

F. Compliance Officer

The district HIB 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 HIB compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline referral forms relating to HIB, and letters to parents/guardians providing the outcomes of investigations.
4. Communicate with the district’s designated Title IX/Civil Rights Compliance Officer. If a written report of HIB indicates a potential violation of the district’s nondiscrimination policy ([Policy 3210](#)), or if during the course of an investigation of HIB, the district becomes aware of a potential violation of the district’s nondiscrimination policy, the compliance officer must promptly notify the district’s Title IX/Civil Rights Compliance Officer. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both [Policy 3204](#) and this procedure, and [Policy 3210](#) and [Procedure 3210P](#). The investigation and response timeline for the nondiscrimination procedure begin when the district knows or should have known that a written report or investigation of HIB involves a potential violation of the district’s nondiscrimination policy.

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

5. 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.
6. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
9. 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. A sample student safety plan is available on the OSPI website: <http://www.k12.wa.us/SafetyCenter/default.aspx>.

G. Staff Intervention

All staff members will intervene when witnessing or receiving reports of HIB. 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, other than tracking, to ensure they are not repeated.

H. Filing an Incident Reporting Form

Incident Reporting Forms may be used by students, families, or staff to report incidents of HIB. A sample form is provided on OSPI's School Safety Center website: <https://www.k12.wa.us/sites/default/files/public/safetycenter/bullyingharassment/pubdocs/samplehibincidentreporting.pdf>.

Any student or students who believe they have been the target of unresolved, severe, or persistent HIB, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent HIB may report incidents verbally or in writing to any staff member.

I. Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal their identity on an [Incident Reporting Form](#). The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

Status of Reporter

1. 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 identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include increased monitoring of students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in fifth period.)

2. Confidential

Individuals may ask 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.")

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

3. 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.

Step 2: Receiving an Incident Report Form

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 a district [Incident Reporting Form](#) 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. 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 Reporting Form](#) 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 (<https://www.k12.wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) 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 [Policy 3210](#), Nondiscrimination, the investigator will promptly notify the district's Title IX/Civil Rights Compliance Officer. Upon receipt of this information, the Title IX/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 Reporting Form](#), 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.
- 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 suspect that a student is subject to abuse or neglect, they must follow district [Policy 3421](#) for reporting such cases to Child Protective Services or law enforcement.

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

- 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 in person 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 suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected 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 HIB compliance officer.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary.

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.

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 due process considerations or lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student 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 may appeal to the school board by filing a written notice of appeal with the superintendent on or before the fifth (5th) school day following the date upon which the complainant received the superintendent's written decision.
- c. An appeal to the school board or discipline appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or discipline appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day 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/Corrective Actions

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 conduct 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 staff have been found to be in violation of [Policy 3204](#) and this procedure, the district may impose employment disciplinary action, up to and including termination. If a certificated educator 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 include the loss of contracts.

Step 7: Support for the Targeted Student

Persons found to have been subjected to HIB will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

J. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of HIB. Retaliation is prohibited and will result in appropriate discipline.

K. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of HIB. However, 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 may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (for discrimination complaints)
360-725-6162
Email: equity@k12.wa.us
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission
800-233-3247
<http://www.hum.wa.gov/>

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

- 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
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

L. Other District Policies and Procedures

Nothing in [Policy 3204](#) or 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.

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.

Policy 3205 Sexual Harassment of Students (cont.)

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 Officer. 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 Officer. 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/Civil Rights Compliance Officer and provide contact information, including the compliance officer's email address.

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](#).

Procedure 3205P Sexual Harassment of Students (cont.)

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/Civil Rights Compliance Officer, as well as the district Title IX/Civil Rights Compliance Officer, and executive director 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 Officer 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/Civil Rights Compliance Officer for evaluation.

The district Title IX/Civil Rights Compliance 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.

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;

Procedure 3205P Sexual Harassment of Students (cont.)

- 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, executive director 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
MO'Brien@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 compliance officer or designee will receive and investigate formal complaints that involve only students. The executive director 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 executive director 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 executive director 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.

Procedure 3205P Sexual Harassment of Students (cont.)

- C. Upon receipt of the complaint, the district's compliance officer, the executive director 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 executive director 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.
- 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

Procedure 3205P Sexual Harassment of Students (cont.)

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.

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/Civil Rights Compliance Officer.

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 coordinator and Title IX/Civil Rights 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.

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 Title IX/Civil Rights Compliance Officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

Procedure 3210P Nondiscrimination (cont.)

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/Civil Rights Compliance Officer, executive director 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 is:

Mary O'Brien
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
MO'Brien@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/Civil Rights Compliance Officer or designee will receive and investigate formal complaints that involve only students. The executive director 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/Civil Rights Compliance Officer or executive director of human resources and forward a copy of the complaint.

- 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/Civil Rights Compliance Officer or executive director 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.

Procedure 3210P Nondiscrimination (cont.)

- C. Upon receipt of the complaint, the district's Title IX/Civil Rights Compliance Officer, the executive director 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/Civil Rights Compliance Officer or the executive director 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.

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.

Procedure 3210P Nondiscrimination (cont.)

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.

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.

Procedure 3210P Nondiscrimination (cont.)

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/Civil Rights Compliance Officer for a period of six (6) years after resolution or closure of the complaint.

Policy 3213 Gender-Inclusive Schools

In order to foster an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

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. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district Title IX/Civil Rights Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI.

This policy and its [procedure](#) will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Procedure 3213P Gender-Inclusive Schools

The principal or designee, or an appropriate, designated school employee, is encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents/guardians, the school will consult with the student about the student's preferences regarding family involvement and honor those preferences.

The goals of the meeting are to:

- Develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3213 and this procedure and under state and federal law; 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 their 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 3213](#) and this procedure, and state and federal law regarding gender expression or identity.

Key Definitions/Terms

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female.)
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- **Gender Identity:** A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.

Procedure 3213P Gender-Inclusive Schools (cont.)

- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender-expansive 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. However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

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 their 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 their gender identity.

When communicating with transgender or gender expansive 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 or gender expression. Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

Official Records

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status.

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 the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent/guardian or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>. The process should not be overly cumbersome, and the district may not require verification from a physician.

When a former student asks for their 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.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information.

Procedure 3213P Gender-Inclusive Schools (cont.)

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex 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 expansive 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.

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 their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility

Use of locker rooms by transgender or gender expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender expansive 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. The district will take an approach that conforms with OSPI's guidelines. 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 additional 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).

No student will be required to use a locker room that conflicts with their gender identity.

Sports and Physical Education Classes

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

A student may seek review of their eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth in the Washington Interscholastic Activities Association ([WIAA](#)) handbook.

Dress Codes

The district will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their 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). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI's guidelines.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight 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

The district will designate one (1) person to be the primary contact regarding [Policy 3213](#) and this procedure relating to transgender or gender expansive students. The primary contact must participate in at least one (1) mandatory training opportunity offered by OSPI. 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:

Procedure 3213P Gender-Inclusive Schools (cont.)

- 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 bullying and cyber-bullying; and
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, and gender expression issues.

Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the district, and all staff to ensure that all students, including transgender and gender expansive 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 person designated as the primary contact relating to transgender or gender expansive students. The primary contact will communicate with the district's Title IX/Civil Rights Compliance Officer.

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 harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of [Policy 3213](#). Complaints of discrimination based on gender identity or expression will follow the complaint process outlined in the district's Nondiscrimination [Procedure 3210P](#).

The district will share [Policy 3213](#) and this procedure with students, parents/guardians, employees, and volunteers.

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](#); Sexual Harassment of Students, [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.

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 executive director of human resources or designee shall investigate all allegations of noncompliance or discrimination.

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

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 executive director 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 executive director 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 executive director 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.

Formal Complaints

- A. The district's executive director 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 executive director 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 executive director 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 executive director 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 executive director 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 executive director 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.

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

- 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.
- 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.

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

- 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/Civil Rights 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.

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 executive director 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 executive director 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 executive director 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 executive director 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 executive director 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.

Formal Complaints

- A. The district's executive director 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

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The executive director 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 executive director 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 executive director 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 executive director 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 executive director 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.

Procedure 5160P Sexual Harassment (cont.)

- 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.

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.

Procedure 5160P Sexual Harassment (cont.)

- 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.

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.

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

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.

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;

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

- 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 schoolwork or other legitimate school business. If staff members have educational or legitimate school business to conduct with students, they should use only district-approved applications to text or call. Communications that are one-way and sent to the entire class may be sent directly to students through one of these applications. If any communication is directed to a small group of students or an individual student, staff shall include a parent/guardian unless doing so would jeopardize the safety, health or welfare of the student. Staff members should use school email addresses and the contact information on file for the student and parent/guardian from the district student information system and not personally collected contact information, 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;
- 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/Civil Rights Compliance Officer, and general counsel. The Title IX/Civil Rights Compliance Officer 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.

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

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
1400S	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
2125P	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
2145P	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
2150P	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 2150.
2151P	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
2153P	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.
2210P	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.
2211/2211P	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.
2311P	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 or 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	Gender-Inclusive Schools	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, Nicotine Products and Delivery Devices	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	Regulation of Firearms and Dangerous Weapons on School District Property	It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district property, district-provided transportation or areas of other facilities being used exclusively for school district activities unless specifically authorized by state law.	<ul style="list-style-type: none"> 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, Medical, and Maternity 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
6531	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.
6540P	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.
6550P	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.
6571P	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.