

Mill Creek Elementary



Staff Handbook 2022/2023

Mill Creek Elementary

Cindy Foster, Principal
Kristin Dickert, Assistant Principal
Becky Hitchcock, Office Manager
Natalie Bray, Office Assistant

3400 148th Street SE
Mill Creek, WA 98012

Office Hours
8:00 – 4:00

CONTACT INFORMATION

| | |
|--|--------------|
| Office | 425.385.6800 |
| 24 hr. Attendance email: mceattendance@everettsd.org | |
| Information Line | 425.385.6811 |
| Fax Line | 426.385.6802 |
| Health room | 425.385.6806 |
| Kitchen | 425.385.6807 |
| Counselor | 425.385.6810 |

Student Hours Mon-Thurs

Grades K-5 9:10 AM – 3:30 PM

Friday Early Release Hours

Grades K-5 9:10 AM – 2:15 PM

Early Dismissal Schedule

Grades K-5 9:10 AM – 1:00 PM

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Revisions/Additions to the Staff Handbook

This handbook is an evolving document. Updates may be made during the school year. You will receive notification if this happens. If you find something is missing from this handbook, please let the office know so it can be amended and made stronger.

Mill Creek Elementary Mission

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

MTSS Leadership Teams

MTSS is a framework designed to respond to the needs of all students within a system which integrates tiered **SEL, behavior and academic** support. MTSS is a whole-school, data-driven, prevention-based framework for improving student learning outcomes for ALL students through a layered continuum of evidence-based practices and systems.

Tier One MTSS Leadership Team:

Composition: Administrators, Coaches, Counselor, Teacher representatives from K-5, HC, SPED and Specialist Group, Paraeducator

Purpose: This team helps organize, align and prioritize the work of our **current SEL, behavior and academic systems** and build capacity for more robust work, as well as to utilize resources more efficiently to address complex problems and decision making. This promotes systematic, data driven efforts that support ALL learners, increase teacher efficacy, and enhance students' sense of belonging.

Tier Two MTSS Leadership Team:

Composition: Administrators, Coaches and other staff as deemed appropriate

Purpose: This team looks at student data, reviews student history and determines Tier 2 small group interventions for the 10-15% of students who need additional supports, based on specific student needs in Academics, Behavior and/or SEL

Tier Three MTSS Leadership Team:

Composition: Administrators, Coaches, Counselor, Gen Ed Teachers, potentially the School Psychologist and other staff as deemed appropriate

Purpose: This team looks at student data, reviews student history and determines Tier 3 individualized interventions for the 5% of students who need additional supports, based on specific student needs in Academics, Behavior and/or SEL.

Professional Learning Communities (PLCs):

Composition: All staff as part of a grade level team or other job alike group (i.e. HC, SPED, Specialist, Para) team

Purpose: These teams work together to align and plan student instruction, assess/progress monitor student learning and make instructional modifications as needed to ensure that all students demonstrate growth and proficiency toward standards-based learning.

School Events Calendar

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 MCE Campus require an approved Facilities Use Permit (FUP), which is available by emailing the Office Assistant. A FUP must be submitted in time to effectively notify other organizations which use our campus. Use of the cafeteria during the school day must also be scheduled through the Office Assistant.

Designated Meeting Nights for Elementary Schools are the first and third Mondays of the month; second Thursday of the month; fourth Thursday of the month. Meeting on any other night requires approval from Jackson High School and Heatherwood Middle School.

Important Dates

Grading Periods:

The academic year at Mill Creek Elementary School is divided into two semesters: First semester starts September 7th, and second semester starts February 7th.

Other Non-standard Days:

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

| | |
|-------------------------|--|
| August 31 & September 1 | Welcome Back! - LID Day |
| September 5 | Labor Day Holiday, no school |
| September 6 | Individually Directed Workday |
| September 7 | First day of school for grade 1-5 students |
| September 12 | First day for kindergarten students |
| October 14 | LID Day. No school for students. |
| October 28 | reduced student day (prep for conf week) |
| October 31 – November 4 | reduced student day (conf week) |
| November 11 | Veteran's Day, no school |
| November 23 - 25 | Thanksgiving Break, no school |
| December 16 | reduced student day |
| December 19 – January 2 | Winter Break, no school |
| January 16 | Martin Luther King Jr. Holiday, no school |
| February 6 | Individually Directed Workday. No school for students. |
| February 20 - 21 | Midwinter Break, no school |
| March 24 | reduced student day |
| March 27 - 31 | reduced student day (conf week) |
| April 3 - 7 | Spring Break, no school |
| May 29 | Memorial Day, no school |
| June 9 | reduced student day |
| June 19 | Juneteenth, no school |
| June 22 | Last student day, early release |

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

Learning Improvement Fridays (LIF): Two Types

LIF days occur on designated Fridays at the end of the school day. The purpose of this student early release time is to provide all staff time for school improvement work.

1. Administrator-Facilitated Fridays (ALIF):

Teams meet to do School Improvement Plan (SIP) related work, as directed by the principal.

Singletons and partial FTE staff will work with their principal to develop a plan regarding their use of this time.

2. Employee-Facilitated Fridays (ELIF):

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.

Staff Meetings

These meetings are intended for all Mill Creek School staff and will be held on Wednesday mornings beginning promptly at 8:25 am in the library. By contract, attendance is required for all certificated staff; other staff members are encouraged to attend. Certificated staff who will miss the staff meeting must notify their administrator prior to the meeting.

Mill Creek Elementary School Phone Numbers

Administration

| | | |
|---|--------|------|
| Cindy Foster, CFoster@everettsd.org | Office | 6890 |
| Kristin Dickert, KDickert@everettsd.org | D 8 | 6891 |
| Becky Hitchcock, RHitchcock@everettsd.org | Office | 6801 |
| Natalie Bray, CBray@everettsd.org | Office | 6803 |
| Petra Haataja, HRA, PHaataja@everettsd.org | Office | 6806 |

Kindergarten

| | | |
|---|-----|------|
| Molly Daybert, MDaybert@everettsd.org | P 5 | 6885 |
| | A 5 | 6825 |
| Janet Graham, JGraham@everettsd.org | A 4 | 6824 |
| Pam Laroche, PLaroche@everettsd.org | A 7 | 6827 |
| Jaylene Thomas, JThomas@everettsd.org | A 6 | 6826 |

First Grade

| | | |
|---|-----|------|
| Crystal Abendroth, CAbendroth@everettsd.org | B 5 | 6835 |
| Stacie Crump, SCrump@everettsd.org | B 6 | 6836 |
| Delia Kelly, DKelly@everettsd.org | A 2 | 6822 |
| Michone Slater, MSlater@everettsd.org | B 8 | 6838 |
| Katie Uberti, KUberti@everettsd.org | A 1 | 6821 |

Second Grade

| | | |
|---|-----|------|
| Sonja Vaughan, SVaughan@everettsd.org | C 4 | 6844 |
| Carol Grosvenor, CGrosvenor@everettsd.org | C 3 | 6843 |
| Lori Hils, LHils@everettsd.org | C 2 | 6842 |
| Kirsten Henrikson, KHenrikson@everettsd.org | C 1 | 6841 |

Third Grade

| | | |
|--|-----|------|
| Chris Beatty, CBeatty@everettsd.org | B 4 | 6834 |
| Dani Johnson, DJohnson4@everettsd.org | B 3 | 6833 |
| Jill Larson, JLarson2@everettsd.org | B 7 | 6837 |
| Anna Tidwell, ATidwell@everettsd.org | B 1 | 6831 |
| Kaitlyn Williams, KWilliams@everettsd.org | B 2 | 6832 |

Fourth Grade

| | | |
|---|-----|------|
| Chris Hulteng, CHulteng@everettsd.org | P 2 | 6882 |
| Stacy McHarness, SMcharness@everettsd.org | P 4 | 6884 |
| Julie Pfohl, JPfohl@everettsd.org | P 3 | 6883 |

Fourth/Fifth Grade

| | | |
|---|-----|------|
| Marisol Mallari, MMallari@everettsd.org | C 8 | 6848 |
|---|-----|------|

Fifth Grade

| | | |
|---|-----|------|
| Nicole Cefalu, NCefalu@everettsd.org | C 5 | 6845 |
| Michael Johnson, MJohnson4@everettsd.org | C 6 | 6846 |
| Carol Kummerle, CKummerle@everettsd.org | C 7 | 6847 |

Highly Capable

| | | |
|--|-----|------|
| Stacy Roach, (2 nd /3 rd) SRoach@everettsd.org | P 1 | 6881 |
| Michelle Murphy(3 rd /4 th), MMurphy@everettsd.org | P 7 | 6887 |
| Emily Brunswick-Nelson, (5 th) EBrunswick-nelson@everettsd.org | P 6 | 6876 |

Extended Resource

| | | |
|---|-----|------|
| Kara Huffman, (PERR), Kuffman@everettsd.org | A 3 | 6823 |
| Chelsea Sprong (IERR), CSprong@everettsd.org | C 9 | 6849 |

Specialists

| | | |
|---|------|------|
| Holli Williams (Library), HWilliams@everettsd.org | D 20 | 6808 |
| Kim Lobe (PE), KLobe@everettsd.org | E 2 | 6852 |
| Joni Hafner (Music), JHafner@everettsd.org | E 11 | 6861 |
| Cristina Ripley (Leadership), CRipley@everettsd.org | E 10 | 6860 |
| Steve Harvey (STEM), SHarvey@everettsd.org | D 19 | 6879 |
| Mary Donnelly (Counselor), SDonnelly@everettsd.org | D 8 | 6810 |
| Di-Ann Mandy (Reading) DMAndy@everettsd.org | C 16 | 6856 |
| Lauren Fortney, (EL) LFortney@everettsd.org | C 15 | 6855 |
| Sarah Morris (Math), SMorris2@everettsd.org | C 16 | 6856 |
| Karen Knabe (RR), KKnabe@everettsd.org | B 16 | 6816 |
| _____ (OT/PT), | E 12 | 6863 |
| Pooja Saxena (OT/PT), PSaxena@everettsd.org | E 12 | 6863 |
| Kelsey Ciccu (SLP), KCiccu@everettsd.org | A 15 | 6815 |
| Sarah Moore (SLP), SMoore@everettsd.org | A 15 | 6815 |
| McKenzie Perdew (Psych), MPerdew@everettsd.org | B 10 | 6812 |

Food & Nutrition Staff

| | | |
|---|------|------|
| Nakena Egeler , Manager, NEgeler@everettsd.org | E 16 | 6807 |
| Ann Ennis, Assistant, AEnnis@everettsd.org | E 16 | 6807 |

Custodial Staff

| | | |
|--|------|------|
| Dan Low, Head Custodian, DLow@everettsd.org | E 14 | 6897 |
| Volly Parkhuts, Eve Custod, VParkhuts@everettsd.org | E 14 | 6897 |

Support Staff

Juli Trumbo (1:1 2nd gr), JTrumbo@everettsd.org

Barbara Redick IERR, BRedick@everettsd.org

Jessica Snyder PERR, JSnyder@everettsd.org

Rae Cabillan PERR, RCabillan@everettsd.org

Susan Case ELL, SCase@everettsd.org

Karen Billmyer ELL, KBillmyer@everettsd.org

Michelle Pettersen – 1st gr, MPettersen@everettsd.org

Kara Clawson – 2nd gr, KClawson@everettsd.org

Anne Hendrickson – 4th gr, AHendrickson@everettsd.org B1

Jami Straight – 3rd gr, JStraight@everettsd.org

Meggin Podnar – 5th gr, MPodnar@everettsd.org

Michelle Dineen - MDineen@everettsd.org

Mill Creek Elementary Policies and Procedures

ABSENCE REPORTING AND LEAVES OF ABSENCE

REPORT ABSENCES

Report your absences in Frontline as far in advance as possible and no later than 8 am on the day of:
– <https://login.frontlineeducation.com/sso/everettsd> or call – 1-800-942-3767

LEAVE WITHOUT PAY

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

LONG-TERM LEAVE & WORK RESTRICTIONS

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

Questions about absence reporting contact:

- the substitute coordinator @ 4111

Payroll Absence Verification forms available in the Staff Forms drawer in the workroom

COMMUNICATIONS

Staff Weekly Bulletin - Principal Paws

Principal Paws is the weekly staff bulletin and will be sent out every Monday morning. It will be vital to read it thoroughly each week, as this will minimize the need to send other email messages. Schedules for the week, calendar changes, important news and other critical information is included. The information in the Staff Weekly Bulletin is for staff only; students and parents should not have access to this information

Email

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

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

Staff Mailboxes in Office

Teachers should check their mailbox before and after school. Only emergency messages will be delivered to the classroom. **Teachers should not send students to the office to retrieve mail.** Mail boxes are not to be considered storage boxes. Please empty regularly so important messages are not lost.

Public Relations/Communications

As a staff member of Mill Creek Elementary School and an employee of the Everett Public School District, we all share the responsibility to promote a positive image of our school. Studies show that our community members put more faith in the comments of staff members than in our printed information or comments by students. Please use discretion when discussing issues and concerns with others in the community. ***If approached by reporters regarding sensitive or tragic incidents, always refer the reporter to school administration.***

Telephone

Students may use a school phone only in an emergency and only with the permission of a teacher or staff member. Students asking to use a phone should be directed to use the phone during lunch or during other non-instructional time. Students are not to be excused from class because they need to use the phone. Everyone should use 9 + 1 + the number when calling outside the district.

Voice Mail

To facilitate communication with parents, teachers need to have a current voicemail greeting and check their voice mail daily. Remember to answer voice mail within 24 hours of receipt. Using the last four digits of your room phone number for your access code makes message retrieval easy for everyone.

DISCIPLINE

Our school will implement best practices and strategies consistent with Board Policy 3300 and this procedure and the district's Multi-Tiered System of Supports (MTSS) framework that integrates three (3) key components to success: 1) academics 2) behavior and 3) social emotional learning (SEL), to ensure access to equitable and culturally responsive learning opportunities.

In accordance with WAC 392-400-110(1)(e), the district has identified a continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations based on OSPI's Behavior: Menu of Best Practices and Strategies.

The District's Discipline Matrix provides best practices and strategies that may be administered across severity levels of behavior violations at the classroom level and administrative level. These include but are not limited to behavior support and monitoring practices, restorative justice practices, social skills instruction, de-escalation, and trauma-informed approaches.

All school personnel are authorized to implement the best practices and strategies identified above, as well as building discipline standards.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one (1) or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension.

Before considering imposing a long-term suspension or expulsion, school personnel must first consider one (1) or more best practices and strategies. When administering best practices and strategies in response to behavioral violations, school personnel will follow Board Policy 3300 and this procedure, as well as building discipline standards.

Principals and certificated staff will develop written school procedures for administering discipline at each school with the participation of other school personnel, students, parents/guardians, families, and the community. Each school will: 1. Establish behavioral expectations with students and proactively teach expectations across various school settings. 2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias. 3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved. 4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

LUNCH DUTY

Goal

The cafeteria is a safe and clean environment where students, parents, guests, and staff can eat lunch and interact with each other in a courteous and respected manner.

Staff Responsibilities

1. Classroom teachers will teach and reinforce the rules and expectation of the cafeteria
2. Teachers will escort students to and from the cafeteria.
3. Teachers will instruct students to place lunch carts in the designated spot.
4. Teachers will make sure lunch carts are collected immediately after lunch recess.

Cafeteria Supervisor Responsibilities

1. The supervisor is responsible for monitoring student behavior against established Cougar Pride expectations for behavior in the cafeteria.
2. The supervisor circulates through the cafeteria interacting with students in a positive manner.
3. The supervisor dismisses students at the appropriate time.
4. The supervisor makes sure the tables are cleaned between lunches
5. The supervisor uses a calm, firm and respectful voice when redirecting student behavior.

6. The supervisor will follow the school management plan when a student misbehaves which includes: non-verbal warning, verbal warning, time-out at another table with verbal or written plan, and/or office referral.
7. The supervisor will communicate with classroom teachers in a timely, efficient manner if one or more of the teacher's students repeatedly display difficulty following the cafeteria rules or is involved in a serious infraction.
8. The supervisor is encouraged to reinforce individual students or entire classes for following cafeteria rules through the use of Cougar Pride cards or other positive recognition

Student Responsibilities

Students will be clearly taught and expected to meet behavior expectations in the cafeteria, as outlined on the Cougar Pride posters. If a student can not meet the expectations on a consistent basis, their behavior will be redirected and he/she will be reminded of the cafeteria rules. For repeat rule violations, additional support, instruction and practice may be necessary in the form of:

- a. Sit at a table away from others
- b. Write a plan
- c. Review the rules before being excused
- d. Practice appropriate behavior
- e. Help clean the cafeteria
- f. Talk with the Principal or support staff
- g. Eat lunch elsewhere

EMERGENCY PROCEDURES

EVACUATION (FIRE) DRILL

In the event of an evacuation/fire drill the alarm will flash and sound. As designated on the evacuation map posted in your classroom, each classroom and other area has a specific route to follow when evacuating, and an assigned place to assemble in the Covered Play Area or Play Field. Please refer to the evacuation route map for your route and reassembly location.

In the event that a fire alarm sounds during a class change, lunch, recess or any other time when students are not under the direct supervision of their classroom teacher, students are to walk to their assigned fire drill location in the Covered Play Area, where they will line up and meet their teacher.

Procedures for exiting the building:

- Teachers are to lead their classes to their designated area in a calm, orderly manner.
- Students should not speak while evacuating the building.
- Teachers are to bring their emergency backpacks to the covered play area. Each backpack should have in it: a red/green teacher name sign and an attendance sheet.
- The last person to leave the classroom is responsible for checking to assure that no students have been left behind, turning out the lights and closing the door.
- Upon reaching their assigned areas, students are to line up facing the playfield. There is to be no talking. The teacher should stand at the front of the line.
- Teachers should use the red/green teacher name sign to indicate their classroom status. Have the first student in the line display the GREEN toward the playfield if all students are present

and/or accounted for. Display RED toward the playfield if you are missing a student or need assistance.

- All students are to stay with their class and teacher until dismissed by an administrator or the Safety Director.
- Once the drill/emergency is over students will be dismissed to **walk quietly** to their classrooms, led by their teachers, walking on the designated walkways.

LOCKDOWN

In the event of a lockdown:

1. A message will be sent over the intercom indicating that a Lockdown is in place.
2. Teachers should look outside their classroom door and bring in any students that may be nearby before locking their classroom door. Teachers designated to look exterior building doors should quickly do so, using the hex keys located in the fire alarm box by each building door. Students who are in the restrooms should go to the nearest occupied room.
3. All window blinds should be closed, other windows covered and the lights turned off. Classes should remain quiet.
4. No one should leave the room. Students in specialist classes should stay in that room. Recess students go to the nearest classroom.
5. Staff should refrain from using the phone to call the office. The office will call classrooms to check on the status of students and staff if necessary.
6. Teachers must post a message in the Lockdown Folder stating the status of the class. This would include any missing and any extra students or adults. Post your classroom status in the subject line of your email; "all students accounted for".
7. Once the need for the lockdown is over, an announcement from the office will signify that typical routines may resume.

SHELTER IN PLACE

Shelter in Place refers to the procedures we will follow if we need to protect students by keeping them inside, away from harmful chemical release, etc.

1. Locate your yellow emergency backpack in your classroom, inside you will find your shelter in place supplies which includes: a large roll of duct tape, plastic trash bags, a "Shelter in Place" sign and a tarp.
2. When a Shelter in Place is announced, collect your students in your room. Have them work quietly at their desks, avoiding movement within the room.
3. Tape the Shelter in Place sign on the outside of your hallway door.
4. If requested by the office, seal your classroom:
 - a. Tape shut the hallway and outside doors, using the duct tape provided
 - b. Using the plastic bags in your supplies kit, tape over the grill on the door or next to your heater closet.
 - c. If possible, tape a plastic bag over each of the ceiling vents in your room. (Most rooms have four of these.)
5. Remain inside of your room with your students until notified that the Shelter in Place is over. We have been assured that rooms have plenty of oxygen when sealed.
6. Teachers will use the Lockdown Folder to post a message stating the status of their class. This would include any students missing and any extra students or adults.

EARTHQUAKE DRILL

In the event of an earthquake staff and students are expected to:

1. DUCK, COVER and HOLD. Get under desks, if you are too far from a desk, get under a table or at least toward an inner wall or doorway. Cover your head and eyes and bend over to protect your internal organs. Remain covered until the shaking stops. If students are outside a building during an earthquake, they should head directly to the playfield or baseball area.
2. At the earliest available time, place the GREEN SIGNAL CARD on the door handle if all the students are okay or the RED SIGNAL CARD if you need assistance.
3. While students remain in a quake-safe position, briefly review the evacuation procedure. Students are encouraged to wear coats or sweaters if they are easy to access.
4. Give the instruction to evacuate and proceed by following the building evacuation route. Close the door and turn off the lights and take along your emergency backpack.
5. When the class is assembled outside, take roll. Show the Green card if everyone is present or the RED card if someone is missing.
6. Building Sweeps will:
 - a. Check to make sure their assigned building is empty
 - b. Close any open doors and turn off any lights
 - c. Report to Communication Center

FACILITIES AND EQUIPMENT

Furniture

We do not have extra furniture at MCE. Out of respect for your colleagues please do not take furniture or other items from other areas in the building without first speaking to administration. If you need furniture or materials, speak with one of your administrators.

Lamination

Staff should send their lamination requests to the workroom and fill out the laminating request form. Due to the high cost of laminating material, please use this service very judiciously. Laminating will be done several times a week by a trained volunteer.

Property Damage

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

Staff Lounge

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

It is the responsibility of every staff member to clean up after themselves when using the staff lounge. On a rotating basis, staff will be assigned in small groups to oversee staff room cleanliness for a week at a time by emptying the dishwasher, wiping down counters and tidying up in general.

Storage

In an effort to create equitable storage opportunity and minimize excess materials from collecting space, please discard any old personal materials, and/or surplus old unused curriculum. Keep your

materials stored on the shelves and not on the floor. Be respectful of your colleagues by keeping your materials organized.

Technology and Technology Support

Classrooms are furnished with computers, printers, document cameras, flat screen panels and other standard technology. Technology support is provided centrally through LITS, by submitting an online Help Desk work order. If you need assistance with this process or additional support, your administrator will work to support you.

Use of School Resources

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

FIELD TRIPS

Check the building calendar for conflicts, then retrieve Field Trip forms. Complete the Field Trip Packet and submit to Office Manager for approval & processing.

Chaperones

The number of adult supervisors should be based upon the age of students, duration of the trip, safety considerations, and nature of activities planned. Students should be under the direct supervision of a staff member or adult supervisor. Verify that your chaperones are on the EPS Approved Volunteer list.

Collecting Money From Students

Do not keep any money in your classroom overnight. Turn money in daily in your “office envelope.”

GRADING AND PROGRESS REPORTS

Assessment

“All assessment shall be designed so that the results are used by educators as tools to evaluate instructional practices and to initiate appropriate educational support for students. Assessments shall provide an opportunity for students to be measured fairly and impartially.” [2130]

End of Semester Grading

Semester exam schedules, exact report card procedures and due dates will be announced prior to each grading period.

Progress Reports

Progress Reports are mailed home after the close of each semester. Teachers will receive two copies of the report at the end of the year; one copy to be mailed home, one copy to be filed in student CUM file.

SAFETY RULES AND POLICIES

According to ESD Policy 6503P-D, "Students shall be oriented to the school setting the first week of school. Students shall be informed of designated areas for specific activities." Staff should frequently review emergency procedures as well as classroom rules and procedures and be ready to practice required monthly safety drills.

SECURITY

Keys

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

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

Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with the Office Manager annually.

Sonitrol Security System

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

These procedures must be followed. If anyone enters a building on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. **Please ensure you understand how to use the Sonitrol system to code in and out of the building, if you are using your classroom or any other space, after hours, on weekends, or during holidays. MCE is charged for every false security alarm.**

All staff should use the **Staff Sign-In and Out Log** in the office when at school outside of normal hours.

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

Turning the System Off (to enter the building)

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

1. Enter your access code.
2. Press the Enter button
3. Wait until the light illuminates/flashes green. This means the system is off and you are cleared to enter.
4. Sign in to indicate that you are in the building.

Turning the System On (to leave the building)

Before you code out, check the sign-in sheet to be sure no other staff are in the building.

1. Press the arrow on the right side of the display, under the word “on”
2. Enter your access code.
3. Press the Enter button
4. Wait until the light illuminates/flashes red. This means the system is now on. The pad will begin to “beep” slowly. Leave the school immediately (within 30 seconds) through the designated Entry / Exit door.

STUDENT RECOGNITION

All staff should plan for the recognition of personal and academic achievement of students. “The Board encourages staff to recognize students for significant growth and/or improvement in academic achievement and/or distinguished performance in any school or classroom activity.” [2440]

STUDENT SUPERVISION

Assemblies

Attendance at all school assemblies for both students and teachers is required. Teachers should sit in their assigned locations during assemblies and should actively monitor their students’ behavior and attentiveness. Teachers should review the Cougar Pride assembly behavior expectations prior to each assembly. Teachers without students should be available to assist with supervision where needed.

STAFF and STUDENT WELFARE

Accidents

“Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care.” [3431P] Send the injured student to the office immediately with an escort, if the injured student is able to go safely and comfortably. Otherwise, notify the office and request help while making the injured student as comfortable and as safe as possible.

Injured staff should complete and submit an online accident report to the office promptly. If you yourself are hurt while at work, call the office immediately to ensure proper care. As soon as possible,

obtain and complete the *online* accident report form. An office staff member can assist you to locate and access the online accident form.

Medication

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

Safety

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

SUBSTITUTES / GUEST TEACHERS

Guest Teachers and Paras are a critical part of the smooth operation of the education program at Mill Creek Elementary School. All staff are expected to carefully prepare for any absence, whether pre-arranged or sudden. Students should be made aware of your expectations for behavior when a guest teacher or para will be covering for a staff absence.

1. Each teacher will complete a substitute folder that is kept in the office and given to the substitute when they check in. The substitute folder should contain the following: lesson plans, specific classroom routines, emergency procedures, daily schedule, seating charts, class lists, contact information, and emergency sub plans. It is expected that substitute folders and related information will always be current and updated as needed.
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals." (Collective Bargaining Agreement 10.03)
4. Preferred guest teachers can be requested through the district's automated substitute calling program. Staff with questions about this system should ask for help from the office manager.

Staff are responsible for informing the district of any personal absence by calling the Frontline Automated Sub System or by logging in to the system from the district website. (See Appendix.) All absences must be recorded in the system, whether you require a substitute or not. Staff must log in or call in to the system personally; the office can not call in an absence for you.

PLEASE SECURE YOUR SUBSTITUTE AS SOON AS POSSIBLE FOR THE GREATEST CHANCE THAT THE POSITION WILL BE FILLED.

WEATHER RELATED EMERGENCIES

Late Start Procedures for Weather or Other Emergencies

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

Notification of Late Start Schedule of Other Emergency

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, you will receive a district message about school closure or late start. Most radio and television stations will also announce any school schedule change or cancellation every 15 to 30 minutes.

If needed, we will use our Staff Emergency Phone Tree to reach all staff by phone. Please ensure that the office has your correct phone contact information and keep your copy of the Emergency Phone Tree in a location that you can quickly access at all times.

Early Dismissal Procedures for Weather or Other Emergencies

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



Mill Creek Elementary

Family Handbook 2022/2023

Mill Creek Elementary

3400 148th Street SE
Mill Creek, WA 98012

Cindy Foster, Principal
Kristin Dickert, Assistant Principal
Becky Hitchcock, Office Manager
Natalie Bray, Office Assistant

CONTACT INFORMATION

| | |
|-------------------------------|------------------------------------|
| Office | 425.385.6800 |
| 24 hr. Attendance Line | MCEAttendance@everettsd.org |
| Information Line | 425.385.6811 |
| Fax Line | 426.385.6802 |
| Health room | 425.385.6806 |
| Kitchen | 425.385.6807 |
| Counselor | 425.385.6810 |

Office Hours

8:00 AM – 4:00 PM

Student Hours

9:10 AM – 3:30 PM

Friday Early Release Hours

9:10 AM – 2:15 PM

Early Dismissal Schedule

9:10 AM – 1:00 PM

Staff List

Administration

| | |
|---|--------|
| Cindy Foster, CFoster@everettsd.org | Office |
| Kristin Dickert, KDickert@everettsd.org | D 8 |
| Becky Hitchcock, RHitchcock@everettsd.org | Office |
| Natalie Bray, CBray@everettsd.org | Office |
| Petra Haataja, HRA, PHaataja@everettsd.org | Office |

Kindergarten

| | |
|---|-----|
| Molly Daybert, MDaybert@everettsd.org | P 5 |
| | A 5 |
| Janet Graham, JGraham@everettsd.org | A 4 |
| Pam Laroche, PLaroche@everettsd.org | A 7 |
| Jaylene Thomas, JThomas@everettsd.org | A 6 |

First Grade

| | |
|---|-----|
| Crystal Abendroth, CAabendroth@everettsd.org | B 5 |
| Stacie Crump, SCrump@everettsd.org | B 6 |
| Delia Kelly, DKelly@everettsd.org | A 2 |
| Michone Slater, MSlater@everettsd.org | B 8 |
| Katie Uberti, KUberti@everettsd.org | A 1 |

Second Grade

| | |
|---|-----|
| Sonja Vaughan, SVaughan@everettsd.org | C 4 |
| Carol Grosvenor, CGrosvenor@everettsd.org | C 3 |
| Lori Hils, LHils@everettsd.org | C 2 |
| Kirsten Henrikson, KHenrikson@everettsd.org | C 1 |

Third Grade

| | |
|--|-----|
| Chris Beatty, CBeatty@everettsd.org | B 4 |
| Dani Johnson, DJohnson4@everettsd.org | B 3 |
| Jill Larson, JLarson2@everettsd.org | B 7 |
| Anna Tidwell, ATidwell@everettsd.org | B 1 |
| Kaitlyn Williams, KWilliams@everettsd.org | B 2 |

Fourth Grade

| | |
|---|-----|
| Chris Hulteng, CHulteng@everettsd.org | P 2 |
| Stacy McHarness, SMcharness@everettsd.org | P 4 |
| Julie Pfohl, JPfohl@everettsd.org | P 1 |

Fourth/Fifth Grade

| | |
|---|-----|
| Marisol Mallari, MMallari@everettsd.org | C 8 |
|---|-----|

Fifth Grade

| | |
|---|-----|
| Nicole Cefalu, NCefalu@everettsd.org | C 5 |
| Michael Johnson, MJohnson4@everettsd.org | C 6 |
| Carol Kummerle, CKummerle@everettsd.org | C 7 |

Highly Capable

| | |
|---|-----|
| Stacy Roach, (2 nd /3 rd) SRoach@everettsd.org | P 3 |
|---|-----|

Michelle Murphy(3rd/4th), MMurphy@everettsd.org P 7
 Emily Brunswick-Nelson, (5th)
EBrunswick-nelson@everettsd.org P 6

Extended Resource

Kara Huffman, (PERR), Kuffman@everettsd.org A 3
 Chelsea Sprong (IERR), CSprong@everettsd.org C 9

Specialists

Holli Williams (Library), HWilliams@everettsd.org D 20
 Kim Lobe (PE), KLobe@everettsd.org E 2
 Joni Hafner (Music), JHafner@everettsd.org E 11
 Cristina Ripley (Leadership), CRipley@everettsd.org E 10
 Steve Harvey (STEM), SHarvey@everettsd.org D 19
 Mary Donnelly (Counselor), D 9
MDonnelly@everettsd.org C 16
 Di-Ann Mandy (Reading) DMAndy@everettsd.org C 16
 Lauren Fortney, (EL) LFortney@everettsd.org E 10
 Sarah Morris (Math), SMorris2@everettsd.org B 16
 Karen Knabe (RR), KKnabe@everettsd.org E 12
 Crystal Holley (OT/PT), CHolley@everettsd.org E 12
 Pooja Saxena (OT/PT), PSaxena@everettsd.org A 15
 Kelsey Ciccu (SLP), KCiccu@everettsd.org Sarah A 15
 Makenzie Perdomo (Psych), MPerdomo@everettsd.org B 10

Food & Nutrition Staff

Nakena Egeler , Manager, NEgeler@everettsd.org E 16
 Ann Ennis, Assistant, AEnnis@everettsd.org E 16

Custodial Staff

Dan Low, Head Custodian, DLow@everettsd.org E 14
 Volly Parkhuts, Eve Custod, VParkhuts@everettsd.org E 14

Support Staff

Juli Trumbo (1:1 2nd gr), JTrumbo@everettsd.org P 4
 Barbara Redick IERR, BRedick@everettsd.org C 9
 Jessica Snyder PERR, JSnyder@everettsd.org A 3
 Rae Cabillan PERR, RCabillan@everettsd.org A 3
 Susan Case ELL, SCase@everettsd.org C 2
 Karen Billmyer ELL, KBillmyer@everettsd.org C 2
 Michelle Pettersen – 1st gr, MPettersen@everettsd.org A 2
 Kara Clawson – 2nd gr, KClawson@everettsd.org P 6
 Anne Hendrickson – 4th gr, AHendrickson@everettsd.org B1
 Jami Straight – 3rd gr, JStraight@everettsd.org C 3
 Meggin Podnar – 5th gr, MPodnar@everettsd.org C 5
 Michelle Dineen - MDineen@everettsd.org C 8

Welcome to Mill Creek Elementary!

This Family Handbook is a collection of the most important procedures, routines and expectations we have established over time which are intended to improve your child's and family's experience at school.

Many of the procedures are related to student expectations and some are for family information. Please take time to read this document and discuss items with your child. We will teach and reinforce these procedures throughout the school year.

Thank you for supporting these common procedures and for helping your child understand what is expected at Mill Creek. Having a common understanding of the information shared here helps us all work more effectively together. Thank you, too, for being an involved partner in our shared responsibility to raise happy, healthy, well-educated children.

Sincerely,

Cindy Foster
Principal

NONDISCRIMINATION STATEMENT

Everett Public Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, 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 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Office, Joi Odom Grant - 425-385-4137

Title IX Officer, Kevin Allen - 425-385-4168

Section 504 Coordinator, Dave Peters – 425-385-4063

ADA Coordinator, Randi Seaberg – 425-385-4104

District Address: 3900 Broadway, Everett, WA 98201

STUDENT SAFETY TIP LINE

Children's safety is everyone's primary responsibility. Please contact the school office to report a safety concern. Everett Public Schools maintains a safeSCHOOLS ALERT line which parents may call if the school office is not available.

Online <http://1350.alert1.us>

Email 1350@alert1.us

Call 855.637.2095

Text 855.637.2095

To report an immediate threat, call 911.

WHAT YOU CAN EXPECT AT MILL CREEK ELEMENTARY SCHOOL

We are glad your child is attending Mill Creek School. It is our goal to provide students with an education which enables them to reach their greatest potential. Because of this, you may have the following expectations of us:

1. **Teaching Staff** – The teaching staff at Mill Creek Elementary is a skilled group of professional educators committed to assisting each student reach his/her/their greatest potential. Though their styles may differ, they work as a team in providing a variety of learning experiences for students. They emphasize positive motivational techniques, and they are resourceful in their ability to adapt strategies when problems arise. They are also responsive to your questions and concerns about your child. They welcome contact with parents so there can be sharing between home and school.
2. **Support Staff** – This includes the secretary, custodians, educational assistants, cooks, noon-duty supervisors, nurse and counselor who are all here to help accomplish our goals. They contribute significantly to our overall educational program and help us achieve our goals.
3. **Curriculum** – The staff is committed to providing a solid foundation of basic skills instruction for each student. We use a District-adopted program of studies and materials. Each student is encouraged to progress at his/her/their own pace in reading and math, and teachers closely observe and record student growth in skills. The growth is periodically reported to parents through the use of parent conference and progress reports.
4. **Materials** – Teachers use materials selected through the district's selection process to meet their teaching objectives. These materials include textbooks, library books, video, music, educational games, software, equipment and charts. All students have access to these at school.
5. **Special Services** – Assistance is provided through the District's Special Services. With the recommendation of the Special Services Team and your permission, your child may be eligible to receive services from the following: nurse, psychologist, speech-language pathologist, specialist for visually impaired, physical therapist, occupational therapist or special education teacher.
6. **Attitude** – We are interested in everyone feeling a part of the "Mill Creek Family." It is our genuine desire to approach things with a positive frame of mind, with a smile and with an effort to do what's best for "our kids."

Thank you for taking the time to read this. If you have questions, you may call us at the school.

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ACCIDENT

If your child is injured at school, he/she/they will be given first aid by the school health assistant or someone who is trained in first aid. The parents will be called immediately if the situation is serious. If parents are not at home, the person listed for emergency will be contacted. IF THERE IS ANY CHANGE OF EMERGENCY INFORMATION DURING THE SCHOOL YEAR, PLEASE INFORM THE SCHOOL OFFICE.

AFTER / BEFORE - SCHOOL ACTIVITIES

At various times throughout the school year students are given an opportunity to participate in specially planned before or after-school activities. Participation in these is optional. Parents will be sent a written notice of activities and will need to sign a permission slip as well as provide transportation to school or home for their children.

ARRIVAL AND DISMISSAL

Parents should not drop students off at school until 9:00 a.m. when supervision is available. All students should be at school before 9:10 a.m. when the bell rings. We recommend students ride their assigned school bus or walk to and from school. If it is not possible for your child to ride the school bus, or if you do not receive bus services, there are two options for dropping off and picking up your child at Mill Creek.

Parent Drop off/Pick Up Lane:

- The only access to the Parent Drop Off/Pick Up Lane drop-off lane will be from the west, by making a right-hand turn into the parking lot from 148th Street S.E. **You may not access the Parent Drop Off/Pick Up Lane by making a left-hand turn.** The left-turn (Westbound) lane from 148th is used for cars that enter the parking lot to park their cars, so access to the Parent Drop Off/Pick Up Lane is not possible.
- Students may exit and enter the cars curbside while in the “Drop-off/Pick-up Zone” only.
- If your child needs assistance getting out of the car in the morning or getting in the car in the afternoon, please utilize the parking lot and escort your child across the crosswalk.
- Drivers may not exit their cars for any reason while in the Parent Drop Off/Pick Up lane.

Park and Walk:

- The Parking Lot should be used only by adults that are parking and walking their children across the crosswalk to the school building.
- **Students may not walk through the parking lot unless accompanied by an adult.**
- Parents and students should cross be using the crosswalks only.

When exiting the parking lot there is **no left turn allowed between 8 and 10 a.m. and between 2 and 4 p.m.** This restriction prevents the conflict with the Brighton traffic, crosswalk traffic, and the delay in traffic that results from waiting to make a left turn when traffic is so heavy.

If a student is not picked up, they will be escorted to the office. Parents must then park in the parking lot and report to the office for their child.

[illegible]

Checking out students before the end of the school day:

If it is necessary for a parent/guardian to pick their child up before the 3:30 p.m. dismissal time, a note is required stating the specific date and time requested. Students who are dismissed during the school day must be signed out from the school office, by their parent/guardian, before leaving the school grounds. Whenever possible, we ask your assistance in scheduling your child's appointments outside of the school day. A student leaving more than 10 minutes early will be considered as having partial attendance for that day.

ATTENDANCE

Attendance is a critical component to your child's success at Mill Creek Elementary School. We expect all students to attend every day on time. Please understand that when your child is absent, we cannot duplicate what has been accomplished in the classroom during the school day.

School hours at Mill Creek are 9:15 a.m.-3:30 p.m. The first bell rings at 9:10 a.m. Instruction begins promptly at 9:15, at which time your child should be in his/her/their classroom. If your child is going to be absent from school, send an email to the attendance office at mceattendance@everettsd.org to report the day and reason for his/her/their absence. Student absences must be excused either by written note or email. Once your child returns to school following an absence, he/she/they is expected to participate fully in school activities, including outside recess.

The state of Washington has a Compulsory Attendance Law, Chapter 28A.225RCW which requires parents to have their children, ages 8 through 18 in attendance. The law requires us:

1. to inform you in writing or by telephone whenever a child has one unexcused absence during any month.
2. to schedule a conference with you after two unexcused absences within any month.
3. Take steps to reduce or eliminate the absences.

If an extended absence is being considered, please contact your child's teacher and the office for permission.

Letters informing parents/guardians of excessive absences and/or tardies will be sent home as required by Washington State Law. Students missing four or more hours in a day will be marked as absent for the entire day.

Tardy

Students who arrive after the second morning bell (9:15) will be marked tardy and must come to the school office to receive a tardy slip to enter the classroom. Parents are requested to notify the office in the event their child will be late. Students who are chronically late miss many learning opportunities and disrupt the classroom. Students who arrive between 10 minutes and one hour after the beginning of school will be marked as having partial attendance. The same is true for students leaving early for 10 minutes early or more.

BICYCLES AND WALKING

As per Everett Public School Policy, students in 3rd through 5th grades are welcome to ride their bike without parent/adult supervision. Bicycle riders must abide by the following rules: (1) Ride on the right-hand side of the road; (2) Walk the bicycle on school grounds, physically

dismounted from the bike. (3) Park bikes in the bike stand; (4) Secure or lock the bike with a bicycle lock; (5) Students are asked to follow all safety rules while riding to and from school, including wearing a helmet. Your student is also required to complete a Safe Bike Club form and turn it in to the school office.

Parents: Please make sure your child has the adequate skill to ride his/her/their bike to school before allowing them to do so.

If your children walk to school, make sure that you familiarize them with the route at the beginning of the school year. It would also be a good idea to actually walk with them the first few days. If possible, have them walk each day with other children.

Remind them not to talk to a stranger, and of course to never accept a ride from anyone they don't know, even if they are running late. Please report any problems to the school and to the police immediately. Stress to your children the need to stay on the sidewalk/pathway, and to walk directly to school. Teach them traffic safety procedures.

BIRTHDAYS

Birthday parties are delightful and give many pleasant memories to children. However, not being invited to a party can be a very unhappy experience for children not receiving an invitation. In consideration of the feelings of children not receiving invitations, we request that no invitations be handed out at school unless each child in the classroom is receiving one. In order to preserve the instructional integrity of the classroom, celebrations in the classroom will be limited to 10 minutes in length. Treats must be store purchased. Since many students have food allergies, it is suggested you speak with the teacher prior to bringing food into the classroom. Flowers and balloons will not be delivered to the classroom.

BULLYING, HARASSMENT, INTIMIDATION

It is the policy of Mill Creek Elementary School to maintain a safe, respectful, and secure learning environment for all students, which is free from harassment, intimidation, and bullying. Harassment, intimidation, and bullying of students by other students, staff members, volunteers, parents, or guardians are prohibited. It shall be a violation of the district's student discipline policy for any student of the District to harass, intimidate, or bully another student through verbal, nonverbal, or physical conduct, as defined by this policy on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

Bullying is defined as one or more individuals repeatedly inflicting physical, verbal or emotional abuse on another or others. Harassment, intimidation, or bullying can take many forms, including but not limited to, slurs, rumors, name calling, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, hazing, physical attacks, threats, or other written, verbal, and nonverbal, or physical actions.

Any student who believes that he or she has been subjected to harassment, intimidation, or bullying in the educational environment, is encouraged to bring his or her complaint to the immediate attention of a Mill Creek staff member for assistance in resolving the matter. Students are encouraged to report school-related harassment, intimidation, and bullying of which they have knowledge. Staff members and school administrators will use both informal remedies and disciplinary actions as appropriate to the goal of ending harassment,

intimidation, and bullying and to prevent its reoccurrence. Such disciplinary action will be consistent with District policy and State and Federal law. For more detailed information, please refer to Everett Public School District's policy 3204 P: Prohibition of harassment, intimidation, and bullying.

BUS RIDING

A list of District Bus Rules and Regulations are distributed to and discussed with all students at the beginning of the school year. These rules are also available in the school office. The following basic rules help ensure safety for all who ride school buses.

- The driver is in charge and the students must follow the rules established by the driver.
- If a student is a bus rider, he/she/they is to ride the bus to which he/she/they has been assigned each and every school day to and from school. **Any student riding a different bus home or getting off at a different bus stop must have a signed note describing the change, given to his/her/their teacher. Then the student will receive a bus pass from the school office.** A continuing bus pass may be issued for such activities as Scouts, dance lessons, etc.
- Students who ride buses should not arrive at the bus stop more than 10 minutes prior to the bus pick-up time. While waiting for the bus or walking home after getting off the bus, children are expected to follow Mill Creek's behavior expectations.
- Consequences for inappropriate behavior may include a referral to the office, loss of recess or suspension from bus privileges.
- ***If a student is a regular bus rider, a note must be sent to school if a student is going to be picked up or walk home rather than ride his/her/their bus.*** A child without a note will be put on his/her/their regular bus.
- Kindergarten students will not be allowed to get off the bus without an adult to meet them. If a parent needs to pick up a child at school who normally rides the bus, the parent must first come to the office. Office personnel will communicate to the classroom teacher or the bus supervisor that the child needs to come to the office to be picked up. Students are released from the office only. Parents should not go to the bus area – supervisors are not authorized to sign out any student at the bus loading area.
- Large packages, glass items, or pets are not permitted on the bus. Small items brought to school, such as for Show and Tell, are to be kept in containers and out of sight. All food must remain in a closed backpack or lunch box and is not to be eaten while riding the bus.

CHANGES IN TRANSPORTATION

When a student (at parent request) is to go home with another student or any other place that is out of their ordinary routine at dismissal, he/she/they must have a note from the parent brought to the office in the morning. **Phone calls from parents must be received by 2:30 pm. to assure ample time to get the message to your child.** Teachers are directed to send students home via the usual transportation if there is no note from the parent. One note at the beginning of the year will suffice for bus riders who remain at school or go elsewhere on a scheduled basis such as Scouts, Camp Fire, etc. An individual note should be sent for one-time activities. Arrangements for after school play dates must be made prior to the school day. Students will not be allowed to use the school phones to arrange play dates. Children are not

permitted to leave the school grounds for any reason unless given special permission by an administrator or designee.

CAFETERIA FOOD

| MEAL PRICES | Breakfast Price | Lunch Price |
|--------------------|--------------------|----------------|
| Elementary Student | \$1.25 | \$3.25 |
| Reduced Price | free | free |
| Adult | \$2.25 | \$4.75 |

Meals can be paid online at **Mealpayplus.com**. For more information on this program go to the district website at www.everett.k12.wa.us/everett select Departments, then Food & Nutrition. You may also send in cash, or a check made out to Everett Public Schools. Our lunch system is computerized, and student will enter their student number in the computer as they go through the line. If you DO NOT want your child to use the account to purchase snacks, cookies or ice cream please notify the cafeteria.

Parents whose family income falls within specified guidelines set by the U.S. Department of Agriculture should apply for free or reduced price meals for their students; see if you qualify by checking the [Income Guidelines](#). Applications for free/reduced meals can be found on the district website [Free/Reduced Meal Application](#)

CELL PHONES

Everett Public Schools provides students with the technology they need during the school day to access digital and online learning experiences. Elementary students who choose to bring cell phones and other Personal Electronic Devices (PEDs) to school may only use them before or after the school day. During the school day, all cell phones and other PEDs must be powered off and stored (e.g., in the student’s backpack, locker, other district provided storage). For more information about PED use at school, please refer to [Policy 3246](#) and [Procedure 3246P](#).

The bus ride to and from school is considered part of the school day. Phones must remain in student backpacks while on the bus.

Improper use of a cell phone, including taking pictures will result in it being confiscated, and a parent will be required to pick it up from the office.

COMPUTER USE

Students in Everett Public Schools use technology to support learning in many ways. They can access the Internet for instructional purposes only. Student Internet use is planned and monitored by teachers. Any intentional misuse of Internet access by students will result in disciplinary action and may lead to the loss of Internet privileges.

DELAYED START OF SCHOOL AND EARLY CLOSURES

Occasionally weather and other emergency conditions may require school delays or closures. Most area TV and radio stations announce school cancellations, delays of starting time or emergency early dismissal. **No announcement means normal operations.** Announcements are for one day only. Do not call the school, the District or TV/radio stations about school closures. Check the media, including the district web site: www.everettsd.org. The district will notify the media of changes before 5:30 a.m. Information is also placed on the district information line: 425-385-4636.

Each family must have a plan of action in case students are dismissed before parents are home. Families should address these questions:

- What is the best route to and from home if your child cannot be dropped off at the normal bus stop?
- Where should your child go if he/she/they needs help?
- Who will care for your child until you arrive?
- Is there someone your child could call to calm fears?

DISCIPLINE POLICY

The Everett Public Schools' Student Responsibilities and Rights Policy booklet will be sent home during the first week of school. A copy can be downloaded at <http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-23084/>

The staff encourages and supports appropriate behaviors as well as the concept that we are all working as a team.

Our school motto is Cougar PRIDE:

Be Polite
Be Respectful
Be Responsible
Be Kind

Cougar PRIDE is a classroom management system that is focused on teaching students how to manage themselves in a responsible, productive and positive way.

Toy guns, weapons, ammunition or any object that could reasonably be considered a weapon are not permitted by state law on any school property and will result in disciplinary action.

DISMISSAL

School ends at 3:30 PM. Students are expected to go directly home from school when classes are dismissed. They are to walk as they leave the buildings and are to remain on the sidewalk areas. Students going to a friend's house after school should make arrangements with their parents before going to a friend's house. A clear understanding should exist between parents, school and child when a change in a regular pattern of dismissal is to occur. If a regular non-bus riding student wished to ride a school bus, a note must be sent to school and cleared through the school office. Often busses are loaded to capacity so it may be impossible to accommodate extra riders.

DRESS AND APPEARANCE

Student dress will be regulated, as needed, to preserve a positive and focused learning environment and to assure the safety and well-being of all students. Dress which presents a health or safety hazard, damages school property, or which creates a material and substantial disruption of the educational process is prohibited as per Everett Public Schools policy 3224. School officials will work with students, parents, and teachers to communicate descriptions of dress considered disruptive to the educational process. The following are general guidelines for appropriate dress:

All Clothing/Accessories: No obscene, vulgar or suggestive logos or slogans, or tobacco, alcohol, drug or gang references are allowed.

Tops: Shirts should cover the shoulders and be long enough to cover the mid-section of the body.

Pants/shorts/skirts: Pants must be secured at the waist and cover the stomach and underwear. Shorts and skirts must reach below the child's fingertips when his/her/their arms are extended downward.

Hats: All hats, stocking caps and hoods are to be removed while inside the building. The exception would be crazy hat day, if scheduled.

Shoes: Please help your child make good, safe choices for school. Heels and flip flops may interfere with activities or play. Rollers in shoes are not allowed inside the building or on the playground during school hours.

Fragrances: Perfume is discouraged or should be used in moderation so as not to distract, disrupt or offend others. Many people are allergic to perfume. These standards will be applied in a consistent and nondiscriminatory manner.

PE: Physical Education is a part of the basic education curriculum required for each child. Your child will have PE each week. Your child's teacher will notify you of scheduled PE days. Students must wear lace-up or Velcro (not slip-on) sport shoes with non-marking soles on their PE days (a special pair may be kept in your child's locker at school). Clothing should allow for a wide range of motion and strenuous physical activity.

These standards will be applied in a consistent and nondiscriminatory manner.

ELECTRONIC DEVICES

Everett Public Schools cannot be responsible for personal property that is lost, stolen or damaged at, or in transit to or from school. Therefore, students should refrain from bringing non-educational items to school without the express permission of parents and/or school staff. Electronic e-readers are permitted on campus with the parent's and teacher's permission. Specific information about cell phones on campus is listed under **CELL PHONES**.

EMERGENCIES

Mill Creek has Emergency Procedures prepared for earthquake, fire, shelter-in-place and 'lockdown' situations. Whole school practices are regularly scheduled.

Depending on the type of disaster event, our school may evacuate students to a safe location outside the school buildings or may impose a lock-down where children will remain in the building throughout the duration of the emergency. Whether our students have been evacuated from the building or remain inside the school, a process exists for your child to be released from our care to you or your designee. To assure this goes smoothly:

- Update all emergency phone numbers with the school office. This includes home phone, cell phones, parent work numbers, email addresses, daycare, and emergency

contacts. Be sure that all your emergency contacts are aware of their responsibility to your child.

- Listen to the radio/TV for school information. Please do not call the school, as phone lines may be jammed and staff are managing children.
- If bus service is not available in an emergency situation, we will keep children at school until parents or the child's designated emergency contacts arrive.

In the event of a true emergency, please be patient. Our first priority will be to ensure student safety. Office personnel will be busy helping students, directing emergency crews, etc., and may not be able to answer your calls promptly. If you choose to pick up your child, you must first come to the office to sign-out the student. Our staff is trained to deal with emergencies and will not release any child until an authorized person arrives. It is important for parents/guardians to review, with their children, procedures to use if any emergency occurs on their way to and from school, or if an adult is not at home when they arrive home from school.

FAMILY EMERGENCY PLAN

Each family must have a plan of action in case the start of school is delayed or students are dismissed earlier than expected. Families should address these questions:

- With whom will your child stay in the morning if the start of school is delayed and you cannot remain at home?
- Who will pick up your child from school if buses are not available due to an emergency and/or if school is dismissed early?
- If children are held at school due to an emergency, who might we have your child contact to calm his/her/their fears?

FIELD TRIPS

Field trips may be taken as a part of our educational program. Parents are required to complete their child's permission form and have an up-to-date emergency card on file before students are allowed to participate in the field trip. Teachers often seek parent volunteers to chaperone on field trips. **In order for parents to be considered as field trip chaperones, they need to have a completed volunteer form on the EPS school district website.** Don't wait until your child's field trip is announced to complete your volunteer online form. Volunteer forms take **two to three weeks** to be processed at the district office. We encourage every parent to complete a volunteer form early in the school year. **Siblings are not allowed on field trips.**

FINES

Students and their parents/guardians are responsible for lost textbooks and fines.

FOOD (snacks from home, birthday treats, etc.)

Everett Public Schools' focus is on providing nutritious food for students through their meal programs. In keeping with this goal, we request that you consider sending healthy food options with your child and when sharing food with the entire class during celebrations. This includes midday snacks (if part of the classroom routine), birthday goodies, and holiday treats. **All food shared with other students must be store bought.**

FRAGRANCES

Fragrances must be worn in moderation so as not to distract, disrupt or offend others.

Some members of the school community have health conditions that are negatively affected by fragrances worn by others. In those circumstances students will be asked to refrain from wearing fragrances to school. Parents are asked to comply as well.

HALLWAY AND WALKWAY PROCEDURE

The hallways and walkways will be a safe and quiet environment where people interact with courtesy and respect. Teachers will teach proper hallway procedures and escort their classes throughout the school day. Students will move safely in the hallways and walkways by walking on the right-hand side.

Students needing to enter the school building prior to the bell must have a pass from their teacher.

HEALTH AND SAFETY

Accidents

If an accident occurs, a child should report the incident to the duty supervisor immediately. If a child is injured at school, a staff member competent in first aid will give the student emergency first aid treatment. Parents (or their emergency contact) will be notified immediately. 9-1-1 will be contacted should the emergency be life threatening.

Communicable Diseases

If your child has been diagnosed with a communicable disease, please notify the health room at 385-6806. The student will need a doctor's written permission to return to class.

Illness

When a student becomes ill at school, Mill Creek's nurse, health room assistant, and office staff will follow these procedures:

The student reports his/her/their symptoms and his/her/their temperature is taken. At that time, a decision is made whether or not the child should go home. Often a short rest in the nurse's room is all that is needed. However, if a child's temperature is 100 or above, the student will need to be sent home. If it is determined that the student needs to go home, parents/guardians will be notified by phone. The parent/guardian or emergency contact person must come to the school and pick up the sick student. Sick children will not be sent back to class or home on the bus. In the event of a serious or life-threatening illness, 9-1-1 will be called.

Please do not send an ill child to school. Children are welcome back at Mill Creek when they are able to take part in the full-school program, including recess. Supervision of students is not available in classrooms during recess.

Immunization

A list of the minimum requirements is available in the school office. These immunizations must be recorded on a Washington State form showing the month and year of each dose and signed by a parent/guardian. Exemptions are available for medical, personal or religious reasons. If an outbreak of a vaccine-preventable disease, for which the student is exempted, should occur, the student will be excluded from school for the duration of the outbreak.

Medication at School

State Law requires a doctor's signed authorization to dispense medication at school. Medication must be in its original container and properly labeled by the licensed prescriber. Over the counter medications such as Tylenol, eye drops, antacids, cough drops, cough and cold medications, etc. are subject to the same regulations. Students are not allowed to carry medications on their person; parents are required to bring medications to the health room. Parents are allowed to come to the school office to dispense medication if they so choose.

Screenings

Everett Public Schools provides vision, hearing and scoliosis screening during the school year. For more information, please contact the Health Room Assistant at 425-385-7906.

HIGHLY CAPABLE PROGRAM

In accordance with the philosophy of the Everett Public schools to develop the special abilities of each student, an instructional program for students that have been identified from testing and meet the criteria, is offered. This program is offered for grades second through fifth at Mill Creek, Cedar Wood, Tambark Creek, Penny Creek and View Ridge Elementary Schools. Students may be referred for the Highly Capable Program by either parents or teachers. Eligibility is determined by assessment data and observation of the student. If you have questions about the program, please ask your child's teacher.

The framework for the program encompasses, but is not limited to the following:

- a. Expansion of academic attainment and intellectual skills
- b. Stimulation of intellectual curiosity, independence and responsibility
- c. Development of a positive attitude toward self and others
- d. Development of originality and creativity

HOMEWORK POLICY

Parents can assist students with their homework by providing a specific place for them to work. It should be comfortable, well-lit, and free of distractions such as the television, electronic games, and stereo. A regular time set aside for completing assignments, reading, or writing will go a long way to help establish good study habits. You should expect your child receive developmentally appropriate homework that can be completed within 20 to 45 minutes each day.

This might include:

- Reading each evening. Students should read or be read to for at least 20 minutes each day. Reading will increase your child's success in life.
- Practicing Math Facts (addition, subtraction, multiplication, division) for approximately 10 to 15 minutes. Encourage them to problem solve with you.
- Finishing any work not completed in class or other assigned work.

Parents are encouraged to check their child's backpack for notes from the teacher regarding incomplete assignments, make-up work, or special projects which may require additional time at home. Many teachers require a parent's signature on a nightly or weekly homework sheet or planner. Assignments are expected to be turned in on time.

INSURANCE

The Everett School District provides each family with information on low-cost student insurance. Contact the office staff for additional information.

LATE START

See Student Hours for regular, early dismissal and 75-minute release start and end times.

Students entering the building before school must have a pass from their teacher.

In the event the school day is delayed by an hour or two (due to inclement weather), buses will also run late, delayed by the same number of minutes as the school start.

School will end at the regular time on late start days.

LIBRARY

Our library is the hub of our school. Each week classes rotate through the library for lessons and students are provided time to browse the extensive book collection for check out.

Throughout the year the library will be open before and after school for students to work on homework or check out books. A specific library schedule is posted on the library door. The library is closed before school for staff meetings on Wednesdays.

LOCKERS AND DESKS

Lockers, desks, and storage areas are the property of the District. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with district policy. Lockers are assigned by classroom teachers. Each teacher will establish a procedure for student to access their lockers in a quiet and safe manner. Combination locks or padlocks are not allowed on school lockers.

LOST AND FOUND

Articles of clothing or other items found on the school grounds are taken to our Lost and Found located in the cafeteria foyer. Smaller items are often brought to the office. Typically, a school collects numerous lost and found items. Please try to mark clothing and encourage your children to check the Lost and Found if they lose something. At the end of every trimester, unclaimed items will be taken to charity. **Please label all coats, backpacks, lunchboxes, bike helmets, etc. with a permanent marker.**

LUNCH

Lunch is served at school each day. Students can select the main entrée, a yogurt or sandwich. Milk or juice is included in each option. All food must be consumed in the cafeteria and is not allowed on the playground. Students will be given approximately 20 minutes to eat lunch.

Several students have food allergies. A special table is designated for those with peanut or tree nut allergies. Because of the concern for allergies, food should not be shared with anyone during lunch.

For additional information, please see Cafeteria early in this handbook.

MEDICAL COVERAGE AND HELP FOR FAMILIES

In Washington State there are two medical programs available to children. Families may be eligible for Medicaid (a free insurance plan) or the Children's Health Insurance Plan (a low cost state insurance plan). Coverage for eligible children includes immunizations, doctor and dental visits, hospital care, glasses, prescriptions, etc. More detailed information is sent home with each child at the beginning of the school year and can also be requested from the Health Room or main office.

MISSED WORK

Students who were absent will be given a reasonable amount of time to complete missing assignments. Homework for an ill child can be requested by contacting the office prior to noon. Homework will be ready for parent pick-up in the office after the school day. For reasons other than illness, it may not be possible to provide the materials for missed class work.

MISSION STATEMENT

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

PARENT INVOLVEMENT

- Make a commitment to listen to your child talk about his/her/their schoolwork and to give your child some time each day when he/she/they has your undivided attention.
- Contact your child's teacher by message or phone call if you have any concern regarding his/her/their assignments.
- Encourage your child to be responsible about asking questions about the assignment before leaving school.
- Provide a special place, proper supplies, and a regular planned time when your child can study without distractions or television, telephone, or other siblings.
- Provide your child the opportunity to go to the library and other resource areas in your community.
- Be sure to frequently check with your child on the progress of completion of long-term assignments.
- Help your child develop a system so that homework will not be left at home. Your child should take the responsibility of remembering his/her/their homework.
- Participate with your child in the enrichment activities that are related to school projects.

PARENT TEACHER ASSOCIATION (PTA)

Mill Creek Elementary Parent Teacher Association encourages you to join and participate in its many activities. A membership drive will be held in the fall and membership information is available in the school office throughout the year.

PARENT TEACHER CONFERENCES

Mill Creek Elementary School's parent teacher conferences are scheduled twice a year in October and March. Students will be released from school early during these two weeks. You will receive an invitation to meet with your child's teacher. This is an important way in which parents and teachers can get to know each other and to work toward the child's success.

Conferences provide parents and teachers an opportunity to discuss the child's special needs and interpret his/her/their progress.

PARTY GUIDELINES AND INVITATIONS

Classroom celebrations are intended to be brief, to be tied to our district learning standards and to be considerate of the needs and values of all Mill Creek Families. Treats must be store purchased. Since many students have food allergies, it is suggested you speak with the teacher prior to bringing food into the classroom. No private party invitations will be handed out at school unless each child in the classroom is receiving one.

PERSONAL INFORMATION

It is imperative that you keep us informed of any changes in your telephone number, residence or workplace. In the event of an emergency, student illness, or teacher concern, we need to be able to reach you. Please remember to verify your emergency contact numbers as well.

PETS

Please keep pets off Mill Creek's playground and school campus. This includes bringing pets on a leash when dropping off or picking up students. At Mill Creek we have students who are allergic and/or afraid of animals. We also discourage any mess a pet may make. Pets are not allowed at school, even for "show and tell", unless they are a service animal. If an animal or pet is on our campus, every effort will be made to contact the owner. If we can not identify the owner, the pet will be impounded.

District Policy 3418P states:

- The principal shall approve the instructional purpose for each animal in the school. No animal shall come into schools without the principal's approval.
- Prior to introducing any animals into the classroom, teachers shall ascertain that: students and school personnel are not allergic to the animal; the animals will present no physical danger to students; and students will be instructed in the proper care and handling of the animals.
- Animals shall not be allowed to roam freely.
- Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size of the animal or kept on a leash.
- Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.
- Animals shall not be left in schools during holiday periods where practical (fish in tanks are an exception). Teachers are responsible for making arrangements for their care.
- Animals brought to school must have a current (within 30 days) health certificate signed by a licensed veterinarian.

REPORT CARDS

Report cards are issued in February and June.

PHYSICAL EDUCATION

Physical Education is a part of the basic education curriculum required and provided for each child. Your child's teacher will notify you of scheduled PE days. Since our gym floor is hardwood, students must wear lace-up or Velcro (not slip-on) sport shoes with non-marking

soles on their PE days. (A special pair may be kept in your child's locker at school.) Clothing should allow for a wide range of motion and strenuous physical activity.

SAFETY PATROL

Responsible students are selected and trained to help our children cross safely at designated crossings. The crossings are inspected from time to time by local law enforcement personnel. All students are expected to use the designated crosswalks and to follow the directions of the safety patrols. Student patrols are supervised by a Mill Creek Elementary staff member.

SCHOOL ACTIVITIES (Before/After School)

At various times throughout the school year students may have an opportunity to participate in planned activities before or after school. **Participation is optional.** Parents will be sent a written notice of activities. If they want their student to participate, parents must sign a permission slip and provide or arrange transportation to school or home for their student.

SCHOOL SUPPLIES

Specific grade-level supply lists are available from the school office and on the Mill Creek website. Please label your child's personal supplies.

SCOOTERS, SKATEBOARDS AND ROLLER BLADES/SHOES

Scooters, skateboards, roller blades or roller shoes will not be allowed at school during school hours. They present issues of safety, storage, and a distraction to the learning environment.

SPECIAL EDUCATION SERVICES

Students may be provided special education services in the areas of reading, written language, and math. Speech & language and occupational/physical therapy services are also available for students with specific needs. Students are assessed for qualification in these programs by the District Special Services Department. Contact your child's teacher with any concerns and to discuss a possible referral.

STUDENT APPOINTMENTS

We discourage student appointments, during the school day, because we believe that each school experience is valuable to a child, however, we do recognize the need for doctor and dental appointments and that sometimes emergencies come up. Because we are concerned about the safety of our students, please come to the office and sign your child out of school. All students leaving during the school day must be picked up in the office, not the classroom or cafeteria. Once you have signed your child out, the secretary will call for the student to meet you in the office or give you a pass to pick up your child on the playground if it is during recess time.

STUDENT SAFETY TIP LINE

Children's safety is everyone's primary responsibility. Please contact the school office to report a safety concern. Everett Public Schools maintains a safeSCHOOLS ALERT line which parents may call if the school office is not available.

Online <http://1350.alert1.us>

Email 1350@alert1.us

Call 855.637.2095

Text 855.637.2095

To report an immediate threat, call 911.

STUDENT SUPPORT SERVICES

Mill Creek's Student Support Teams meet regularly to discuss students who have been identified by their parents or teachers as experiencing difficulty with learning. The team will invite parents to participate or inform them when specific goals or changes in routine are recommended for a student. Parents with concerns are encouraged to speak directly with the teacher who may recommend a team meeting.

This team is responsible for recommending students to the Evaluation Team for special education consideration. Parents are required to be notified and invited to participate in all Evaluation Team meetings.

TELEPHONE/MESSAGES

Phone calls into the classroom disrupt student learning, so teachers may not answer the phone during instruction. When calling with a message for your child, please limit calls to emergencies only and call the school office by 2:30 p.m. in order to assure their delivery before the end of the school day. Student use of telephones is for emergencies **only**. If there is a change to your child's schedule, please talk to them **before** they are sent to school. Students without a written note will follow their regular dismissal routine. Delivery of forgotten items (lunches, books, etc.) should be brought directly to the school office. They will be delivered to your child at an appropriate time. Students needing to contact their parents/guardians during the school day will receive permission, from a staff member, to use the student emergency phone in the office.

TOYS

Students are to bring appropriate "learning tools" to school and leave all personal play items at home (toys, sports equipment, trading cards, virtual pets, etc.). When prearranged and for learning purposes, students are welcome to bring items from home. Items for a class project or sharing will remain in a backpack or closed bag until the appropriate time for use. Toys and/or personal play items inappropriately brought to school may be taken away by any staff member and held until the end of the day, end of the year, or until a parent comes to school to retrieve the item. **Cell phones are to be turned off any time a student is on campus or school bus.** Students must keep cell phones in a backpack and should not be taken out while at school. Improper use of a cell phone may result in it being confiscated, and a parent will be required to pick it up from the office.

VIEWING RECORDS

Many records and documents in the school district are available to the public. Parents and other citizens have the right to ask the school district to view or have copies made of records defined as "public" under state and federal laws including their own student's records and public records about discipline of school employees. Everett Public Schools' public records requests are handled by the District's Communications Office. Records can be requested by writing that office at 4730 Colby Avenue, Everett, WA 98203, or by sending an e-mail to PublicRecords@everettsd.org

VISITORS

Mill Creek parents/guardians are more than welcome to visit their child's classroom. Please contact the teacher/administrator at least one day or more in advance of your visit to confirm the day and schedule a time. When you arrive at school on the day of your visit, please sign in at the office and obtain a visitor's badge before going to your child's classroom. If you are stopping by school to drop something off, we ask that you leave it in the office unless the teacher is expecting you. We want to honor instructional time with as few interruptions as possible.

To assure safety and maintain the best environment for learning, only parents with students enrolled in Mill Creek will be allowed to visit classrooms unless arrangements have been made with the principal. Siblings or young children are discouraged from visiting while class is in session. School-aged friends and/or relatives are not allowed to attend school with Mill Creek students. They are welcome to come for lunch. Please notify the cafeteria if additional school lunches will be purchased.

VOLUNTEERS

Volunteers are important partners at Mill Creek Elementary School! We have a continuing need for volunteers in classrooms and around school. **In order to volunteer for any student-related activity, please complete a current Everett Public Schools' volunteer application.** Forms can be completed and submitted online, through the Everett Public Schools website. Volunteer forms take up to three weeks to be processed at the district office. We encourage every parent to complete a volunteer form early in the school year. Approval is valid for three years. Volunteers must sign in at the school office when they arrive and will be given a volunteer badge to wear. If you are interested in volunteering in a classroom or on a field trip, please let your child's teacher know.

VOTER REGISTRATION

The only requirement to vote in Washington State is that registration is completed at least 30 days prior to an election. It is possible to register to vote immediately upon moving into the state. You may register to vote online at the following website;
<http://www.sos.wa.gov/elections/myvote/olvr.html> .

WITHDRAWAL OF STUDENTS

Parents who are withdrawing their children from Mill Creek Elementary should let the school office know in advance. You will be asked to sign a withdrawal form and it is also suggested that you request a copy of your child's immunization status record from Mill Creek's health room assistant prior to withdrawal. This will assist you when enrolling your child at his/her/their new school.

If your questions have not been addressed in this document, please let us know so it can be included. Email Rhitchcock@everettsd.org

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

Chad Golden
3900 Broadway, Everett 98201
425-385-4103
cgolden@everettsd.org

ADA Coordinator

Randi Seaberg
3900 Broadway, Everett 98201
425-385-4104
rseaberg@everettsd.org

Title IX/Civil Rights Compliance Officer

Kevin Allen
3900 Broadway, Everett 98201
425-385-4100
kallen@everettsd.org

Harassment, Intimidation or Bullying (HIB) Compliance Officer

Danielle Mundell
3721 Oakes Avenue, Everett 98201
425-385-4260
Dmundell2@everettsd.org

Section 504 Coordinator

Dave Peters
3900 Broadway, Everett 98201
425-385-4063
dpeters@everettsd.org

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 Chris Fulford at cfulford@everettsd.org or 425-385-4030.

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:

Jan B. Saltzman

Jan B. Saltzman
Secretary, Board of Directors

EVERETT SCHOOL DISTRICT NO. 2

Snohomish County, Washington

Caroline Mason
Caroline Mason, President

Pam LeSesne
Pam LeSesne, Vice President

April Berg
April Berg, Director

Traci Mitchell
Traci Mitchell, Director

Andrew Nicholls
Andrew Nicholls, Director



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Diversity, Equity, Inclusion, and Belonging

Policy 0010

Everett Public Schools is a diverse, inclusive, and equitable school district where all students, employees, and volunteers, whatever their gender, race, ethnicity, national origin, age, sexual orientation or identity, education or physical, sensory, or mental ability should feel valued and respected. The district respects diverse life experiences, heritages, and values, and welcomes the many languages and dialects spoken by its students, employees, and volunteers. All students, employees and volunteers should feel safe, healthy, engaged, and supported by the district.

The district is committed to a nondiscriminatory approach and equitable outcomes for all. We acknowledge the historical role educational institutions have played in creating and implementing policies and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action for students of color. We recognize these disparities contradict our beliefs and values about what students can achieve, and we affirm the important role of adults in ensuring conditions for success. We are committed to removing barriers, and to ensuring students access, opportunity, and inclusion throughout our system.

The district will work to eliminate inequitable practices aggressively and efficiently within our system. We will allocate resources to provide equitable education and environments to all children and families regardless of gender, race, ethnicity, national origin, age, sexual orientation or identity, education, or physical, sensory, or mental ability.

The board commits to:

- Provide system-wide direction, support, oversight, and shared accountability to advance equity and eliminate inequities in Everett Public Schools.
- Affirm, inspire, and serve each student in our diverse population, especially students who have been marginalized through race or other means, and students who face significant barriers.
- Create opportunities and remove barriers to identify and nurture strengths in each student and to ensure our community can in turn be strengthened by each student.
- Provide ongoing board development and learning opportunities about inequities and biases that impact students, staff, and families in our community, and about effective strategies for addressing them.
- Address inequities and biases that create feelings of fear, lack of belonging, and academic, social, and emotional barriers for students, all of which can contribute to reduced academic participation and performance.
- Ensure our policies directly address racism and occurrences of racial tension in ways that both provide positive guidelines and expectations, and that direct development of robust reporting and investigation processes.

This policy establishes that our district shall:

- See diversity, inclusion, and equity as connected to its mission and critical to promoting the well-being of the staff, students, and communities it serves.
- Dismantle any inequities within its policies, systems, programs, and services, and to consistently update and report on organizational progress.
- Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of the Everett Public Schools community.
- Ensure disciplinary actions are undertaken without bias and/or disproportionality.
- Implement hiring processes that proactively support the district's commitment to hiring, recruitment, and retention of highly qualified staff of color and that promote and honor other aspects of a diverse workforce.
- Provide professional development to staff and students in anti-racist practices, equitable practices, culturally responsive teaching practices, eliminating microaggressions, and bias awareness.
- Expect all employees to embrace equity, inclusion, and belonging, and to express these in values in workplace interactions and everyday practices.
- Develop reporting, investigation, communication, and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions.
- Model diversity, inclusion, and belonging for all students and employees to foster an inclusive environment to achieve equitable outcomes.

- Practice and encourage transparent communication in all interactions.
- Commit time and resources to expanding more diverse leadership within our leadership, staff, and advisory bodies.
- Build a sense of community and belonging among staff to increase retention.
- Create an environment where all families have a sense of belonging and inclusion.
- Review this policy on an annual basis to ensure the commitment to equity, diversity, inclusion, and belonging remains at the forefront of our work.

This work is guided by the Everett Public Schools' core values that were created in partnership with our community, and are steeped in steadfast commitment to each student's success:

- **Passion:** We are passionate about teaching and learning.
- **Respect:** We value differences among people and treat one another with respect.
- **Integrity:** We act in good faith, serving others with honesty and dignity. We serve as stewards of the public trust.
- **Diversity:** We embrace diversity as an essential asset; we are inclusive and treat our differences as a core strength.
- **Equity:** We honor and support each student's right to learn and achieve.
- **Learning:** We believe each student can learn and achieve to high standards.
- **Collaboration:** We believe in learning and working together, the value of diverse views, and the power of collective wisdom.

Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX

Policy 2152

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

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. 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 [Board Policy 2152](#) and this procedure 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.

Prohibition of Harassment, Intimidation or Bullying

Policy 3204

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.

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 HIB 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

A. Introduction

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

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, 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
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 HIB 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.
5. Be familiar with the use of the student information system. The HIB 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 HIB 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: www.k12.wa.us/SafetyCenter/default.aspx.

The district Harassment, Intimidation or Bullying Compliance Officer is:

Danielle Mundell
Everett School District No. 2
3721 Oakes Avenue
P.O. Box 2098
Everett, WA 98201
Dmundell2@everettsd.org
Phone: (425) 385-4260

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.)

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.k1wa.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.
- 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 HIB 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.

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/>

- 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: OEInfo@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.

Sexual Harassment of Students

Policy 3205

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** is defined by state and federal laws as any unwelcome sexual advance, requests for sexual favors, sexually motivated physical contact, or verbal or physical conduct or communication of a sexual nature that:

- Conditions the provision of an aid, benefit or service of the district, either explicitly or implicitly, on the student's participation in such conduct (quid pro quo harassment); and/or
- A reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a student equal access to an education program or activity; and/or
- Has the purpose or effect of substantially interfering with a student's educational performance, or of creating an intimidating, hostile, or offensive educational environment; and/or
- Constitutes sexual assault as defined in the Clery Act, 20 U.S.C. 1092(f)(6)(A)(v)), dating violence as defined in 34 U.S.C. 12291(a)(10), domestic violence as defined in 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act ("VAWA"), 34 U.S.C. 12291(a)(30).

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, but is not limited to:

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

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

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX/Civil Rights Compliance 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 Title IX/Civil Rights 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

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 prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its reoccurrence, and as appropriate, remedy its effects.

This procedure applies to sexual harassment (including sexual violence) as defined in [Policy 3205](#) and targeted at students carried out by other students, employees or third parties involved in district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, [Chapter 28A.640, RCW](#) and [Chapter 392-190 WAC](#).

Notice

Reasonable efforts shall be made to inform all students and their parents of the district's sexual harassment policy and procedure. Information about the district's sexual harassment policy and procedure will be reproduced in the [Student Rights and Responsibilities 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 Coordinator, 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

When any staff member becomes aware of an incident of sexual harassment, they must immediately inform their building principal, the building Title IX Coordinator or the district's Title IX/Civil Rights Compliance Officer of such incident. The school principal or building Title IX Coordinator 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, if necessary, 2) law enforcement.

In the event of an alleged sexual assault, the principal will notify the targeted student(s) and their parents/guardians of their rights under the district's sexual harassment policy and procedure and the 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. Regardless of whether a formal complaint is filed, the district must take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its reoccurrence, and as appropriate, remedy its effects.

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.

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 provide the complainant with a copy of the district's [Policy 3205](#) and [Procedure 3205P](#), and notify the complainant of the right to file a formal complaint under that 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.

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, but is not limited to:

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

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

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

Formal Complaint Process

- A. The district's Title IX/Civil Rights Compliance Officer, executive director of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [Chapter 392-190 WAC](#) 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:

Kevin Allen
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
kallen@everettsd.org
Phone: (425) 385-4100

The Executive Director of Human Resources is:

Chad Golden
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
cgolden@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 or the complainant's parent/guardian;
 3. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination;
 4. clearly indicate a desire for the district to investigate the allegations; and
 5. 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 [Chapter 392-190 WAC](#) or related guidelines.
- 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 [Policy 3205](#), [Procedure 3205P](#) and [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.
- D. Before initiating the investigation, the district shall provide written notice of the allegations to both the complainant and the alleged aggressor prior to any discussions or interviews, and provide sufficient details known at the time and sufficient time to prepare a response. Specifically, the written notice must include:
- citations to the complaint process set forth in the district's [Policy 3205](#) and [Procedure 3205P](#);
 - allegations with sufficient details (identity of parties, conduct alleged to constitute sexual harassment, date, location, implicated policies, etc.);
 - a statement indicating the responding party is "presumed not responsible" until a determination is made;
 - notice to the right of an advisor of their choice, who may be an attorney;
 - notice that the parties may request to inspect and review relevant evidence; and
 - a reminder of the district's policy not to make false statements or intentionally submit false information.

If additional allegations are subsequently added to the investigation, the district shall provide written notice to all parties of the new allegations.

The investigation process shall:

- treat all parties to the complaint equitably, including providing supportive measures to all parties, if necessary;
 - be conducted by investigator who is free of bias against any of the parties, and who is trained on the definition of sexual harassment and how to conduct a sexual harassment investigation; and
 - utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Policy 3205](#) and whether the conduct occurred in the district's education program or activity.
- E. Simultaneously, the district shall determine whether supportive measures are necessary. "Supportive Measures" are defined as non-disciplinary, non-punitive individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent(s). Such measures may include, but are not limited to:
- counseling;
 - extensions of deadlines or other course-related adjustments;
 - modifications of work or class schedules;
 - restrictions on contact between the parties;
 - increased security and monitoring of certain areas of district grounds; and/or
 - emergency removal of the respondent(s).

Prior to emergency removal, the district must perform an individualized risk analysis, determine whether there is an immediate threat to the health or safety of students or staff that justifies removal, and provides the respondent(s) with notice and an opportunity to challenge the decision immediately following removal. The emergency removal analysis shall focus on the specific facts and individuals involved in the situation and shall provide evidence that there is an immediate threat to the safety of students or staff. Any emergency expulsion of a student under this section must also comply with Washington's student discipline rules for emergency expulsion under [WAC 392-400-510](#) through [WAC 392-400-530](#).

- F. 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, including an objective evaluation of all evidence (both inculpatory and exculpatory), unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report. This report must also be provided to all parties and their representatives, if any, at least ten (10) days before a final decision is made.
- G. After review of the investigative report, the superintendent or designee shall utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Policy 3205](#), whether the conduct occurred in the district's education program or activity, and whether the district complied with [Chapter 392-190 WAC](#) and/or related guidelines.
- H. The superintendent or designee shall respond in writing to the parties within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the parties or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district must notify the parties in writing of the reasons for the extension and the anticipated response date in a language the parties can understand, which may require language assistance for a party with limited-English proficiency, in accordance with Title VI. At the time the district responds to the parties, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- I. The response by the superintendent or designee will include:
 - 1. A summary of the results of the investigation, including whether the alleged conduct violated the definition of sexual harassment as provided in [Policy 3205](#) and whether the conduct occurred in the district's education program or activity;
 - 2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
 - 3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
 - 4. Notice of the parties' 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 parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI.

- J. 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 parties, unless otherwise agreed to by the complainant.
- K. Any party 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 parties received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- L. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the parties 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 parties. The appeal decision will include notice of the parties' 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 parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the parties' 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.
- M. In the event a party 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](#), that party 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 parties 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 all parties;
 3. May be terminated by any party during the mediation process;
 4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
 5. Be conducted by a qualified and impartial mediator, who is not an employee of the district or providing services to a student who is the subject of the mediation.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
1. Sets forth the resolution;
 2. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
 3. Is signed by all the parties and a district representative.
- C. The parties 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, and in compliance with district discipline policies and procedures. When appropriate, the district shall provide, or continue to provide, supportive measures for individuals involved in the complaint.

Protection Against Retaliation

Retaliation for filing complaints or otherwise participating, or refusing to participate, in the investigation of an allegation of sexual harassment is strictly prohibited. No individual may intimidate, threaten, coerce, or discriminate against any other individual for the purpose of interfering with any right or privilege secured under the district's policies and procedures and/or state or federal law, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this procedure.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of the district's sexual harassment policies and procedures. Staff will be provided information on recognizing and preventing sexual harassment, including the definition of sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policies and procedures. All of the schools' Title IX Coordinators, district investigators, decisionmakers designated under this procedure, and any person who facilitates an informal resolution process under this procedure, shall receive training that includes, but is not limited to, the definition of sexual harassment, the scope of the district's education program and activities, how to properly conduct an investigation and the district's complaint process, appeal rights, informal resolution processes, investigating allegations impartially, conflicts of interest, issues of relevance of evidence including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant, and how to create a report that fairly summarizes relevant evidence.

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.

All materials used to implement the trainings described above shall be available to members of the public on the district's website and through the district's public records process pursuant to district [Policy 4340](#) and [Procedure 4340P](#).

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 Title IX/Civil Rights 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.

Nondiscrimination

Policy 3210

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 Title IX/Civil Rights Compliance Officer designated to ensure compliance with this policy; and
3. The names and contact information of the district's Section 504 Coordinator and the 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 Title IX/Civil Rights Compliance Officer for this policy. The Title IX/Civil Rights 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

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 [Chapter 28A.642 RCW](#) 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 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 Title IX/Civil Rights Compliance Officer.

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

Informal Complaints

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

Formal Complaints

Level One – Complaint to the District

- A. The district's Title IX/Civil Rights Compliance Officer, executive director of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [Chapter 392-190 WAC](#) 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:

Kevin Allen

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

kallen@everettsd.org

Phone: 425-385-4100

The executive director of human resources is:

Chad Golden

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

cgolden@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. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination; and
 3. 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 [Chapter 392-190 WAC](#) or related guidelines.
- 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 [Chapter 392-190 WAC](#) or related guidelines;
 3. If the district failed to comply with [Chapter 392-190 WAC](#) 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.
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 [Chapter 392-190 WAC](#), 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.
- 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.

Gender-Inclusive Schools

Policy 3213

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 Title IX/Civil Rights 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.

3213P

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 consider whether safety concerns are present for the student.

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.
- **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.

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](#)). Parents have the right under FERPA to request their student's records and if requested, the district will provide the student's educational records to the parent according to [Policy 3600](#) and [Procedure 3600P](#), Student Records. 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 other school personnel, other students, or the parents of other students, 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:

- 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.

Complaints to Board Members Concerning Staff

Policy 4312

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

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 chief academic officer, 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, chief academic officer, 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, [Board Policy 2311](#); Sexual Harassment of Students, [Board Policy 3205](#); Nondiscrimination, [Board Policy 3210](#); Sexual Harassment, [Board Policy 5160](#); and Affirmative Action and Nondiscrimination [Procedure 5010P](#).

Affirmative Action and Nondiscrimination

Policy 5010

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

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.

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 Title IX/Civil Rights Compliance 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 Title IX/Civil Rights Compliance 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 [Chapter 392-190 WAC](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The executive director of human resources is:

Chad Golden
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
cgolden@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 [Chapter 392-190 WAC](#) 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.
- 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 [Chapter 392-190 WAC](#) or related guidelines;
 3. If the district failed to comply with [Chapter 392-190 WAC](#) 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:
1. Must be voluntary;
 2. Requires the agreement of the district and the complainant;
 3. May be terminated by either party during the mediation process;
 4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
 5. Be conducted by a qualified and impartial mediator, who is not an employee of the district and who has no personal or professional conflict of interest.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
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.

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](#).

Sexual Harassment

Policy 5160

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.

For the purposes of this policy, **sexual harassment** is defined by state and federal laws as any unwelcome sexual advance, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature that:

- Conditions the provision of employment or an aid, benefit or service of the district, either explicitly or implicitly, on the employee's participation in such conduct (quid pro quo harassment); and/or
- Makes the submission to or rejection of that conduct or communication a factor in decisions affecting that individual's employment; and/or
- A reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies an employee equal access to a district program or activity; and/or
- Has the purpose or effect of substantially interfering with an employee's job performance, or of creating an intimidating, hostile, or offensive educational environment; and/or
- Constitutes sexual assault as defined in the Clery Act, 20 U.S.C. 1092(f)(6)(A)(v)), dating violence as defined in 34 U.S.C. 12291(a)(10), domestic violence as defined in 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act ("VAWA"), 34 U.S.C. 12291(a)(30).

Any employee or volunteer who believes they have been subjected to sexual harassment on the job should bring this to the immediate attention of their 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

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.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of [Board Policy 3205](#) and [Procedure 3205P](#).

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.

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. Regardless of whether a formal complaint is filed, the district must take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its reoccurrence, and as appropriate, remedy its effects.

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 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.

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 the staff members' 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 provide the complainant with a copy of the district's [Board Policy 5160](#) and this procedure, and notify the complainant of the right to file a formal complaint under that 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.

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. Informal remedies may include, but is not limited to:

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

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

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 [Chapter 392-190 WAC](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Executive Director of Human Resources is:

Chad Golden
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
cgolden@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 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;
4. Clearly indicate a desire for the district to investigate the allegations; and
5. 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 [Chapter 392-190 WAC](#) 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 [Board Policy 5160](#) and [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.

D. Before initiating the investigation, the district shall provide written notice of the allegations to both the complainant and the alleged aggressor prior to any discussions or interviews, and provide sufficient details known at the time and sufficient time to prepare a response. Specifically, the written notice must include:

- citations to the complaint process set forth in the district's [Board Policy 5160](#) and [Procedure 5160P](#);
- allegations with sufficient details (identity of parties, conduct alleged to constitute sexual harassment, date, location, implicated policies, etc.);
- a statement indicating the responding party is "presumed not responsible" until a determination is made;
- notice to the right of an advisor of their choice, who may be an attorney;
- notice that the parties may request to inspect and review relevant evidence; and a reminder of the district's policy not to make false statements or intentionally submit false information.

If additional allegations are subsequently added to the investigation, the district shall provide written notice to all parties of the new allegations.

The investigation process shall:

- treat all parties to the complaint equitably, including providing supportive measures to all parties, if necessary;
- be conducted by investigator who is free of bias against any of the parties, and who is trained on the definition of sexual harassment and how to conduct a sexual harassment investigation; and
- utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Board Policy 5160](#) and whether the conduct occurred in the district's education program or activity.

E. Simultaneously, the district shall determine whether supportive measures are necessary. "Supportive Measures" are defined as non-disciplinary, non-punitive individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent(s). Such measures may include, but are not limited to:

- counseling;
- extensions of deadlines or other course-related adjustments;
- modifications of work or class schedules;
- restrictions on contact between the parties;
- increased security and monitoring of certain areas of district grounds; and/or
- paid administrative leave of the respondent(s).

- F. 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, including an objective evaluation of all evidence (both inculpatory and exculpatory), unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report. This report must also be provided to all parties and their representatives, if any, at least ten (10) days before a final decision is made, or in compliance with timelines set forth in any applicable Collective Bargaining Agreement.
- G. After review of the investigative report, the superintendent or designee shall utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Board Policy 5160](#), whether the conduct occurred in the district's education program or activity, and whether the district complied with [Chapter 392-190 WAC](#) and/or related guidelines.
- H. The superintendent or designee shall respond in writing to the parties within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the parties or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district must notify the parties in writing of the reasons for the extension and the anticipated response date in a language the parties can understand, which may require language assistance for a party with limited-English proficiency, in accordance with Title VI. At the time the district responds to the parties, the district will send a copy of the response to the office of the superintendent of public (OSPI) instruction.
- I. The response by the superintendent or designee will include:
1. A summary of the results of the investigation, including whether the alleged conduct violated the definition of sexual harassment as provided in [Board Policy 5160](#) and whether the conduct occurred in the district's education program or activity;
 2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
 3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
 4. Notice of the parties' 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 parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI.

- J. 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 parties, unless otherwise agreed to by the complainant.
- K. Any party 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 parties received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- L. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the parties 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 party. The appeal decision will include notice of the parties' 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 parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the parties' right to file a complaint with OSPI. The district will send a copy of the appeal decision to OSPI.
- M. In the event a party 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](#), that party 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 parties 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 all parties;
 3. May be terminated by any party during the mediation process;
 4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
 5. Be conducted by a qualified and impartial mediator, who is not an employee of the district and who has no personal or professional conflict of interest.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
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 all of the parties and a district representative.
- C. The parties 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.

Protection Against Retaliation

Retaliation for filing complaints or otherwise participating, or refusing to participate, in the investigation of an allegation of sexual harassment is strictly prohibited. No individual may intimidate, threaten, coerce, or discriminate against any other individual for the purpose of interfering with any right or privilege secured under the district's policies and procedures and/or state or federal law, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this Procedure.

Training and Orientation

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

All of the schools' Title IX Coordinators, district investigators, decisionmakers designated under this Procedure, and any person who facilitates an informal resolution process under this Procedure, shall receive training that includes, but is not limited to, the definition of sexual harassment, the scope of the district's education program and activities, how to properly conduct an investigation and the district's complaint process, appeal rights, informal resolution processes, investigating allegations impartially, conflicts of interest, issues of relevance of evidence including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant, and how to create a report that fairly summarizes relevant evidence.

As part of the information on the recognition and prevention of sexual harassment staff and volunteers 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.

All materials used to implement the trainings described above shall be available to members of the public on the district's website and through the district's public records process pursuant to district [Board Policy 4340](#) and [Procedure 4340P](#).

Maintaining Professional Staff/Student Boundaries

Policy 5253

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 violate the law, district policies or procedures, or other generally recognized professional standards. This prohibition includes prohibiting staff from "friending" and/or "following" students on social media.

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

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

5253P

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;
- 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.

Dissemination of Policy and Reporting Protocols

[Board 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.

District Policies and Procedures

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 |
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| 2105/2105P | Educational Research | Procedures and guidelines for staff and other individuals to conduct research activities/projects in Everett Public Schools. | <ul style="list-style-type: none"> All proposals for educationally related research conducted in EPS are to be submitted to the assessment and research department to initiate the approval process. This shall include research by district staff, as well as out-of-district agencies. |
| 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. |

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| | | | <ul style="list-style-type: none"> • 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. |
| 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. |

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| | | | <ul style="list-style-type: none"> • For parents to challenge a curriculum or excuse a student from participation in curriculum. • Videos shown to students must have high educational merit, meet relevant and meaningful curriculum objectives, and be appropriate for the particular student audience. |
| 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. • Before making financial arrangements. • Before planning and communicating to parents/guardians. • Before approving a volunteer adult supervisor. • While reviewing the plausibility of a disabled student participating. • When transportation is required through staff members or non-employee drivers. • When preparing for student health care needs, insurance and emergencies. • 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. |
| 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. |

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| | | | <ul style="list-style-type: none"> • 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 |
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| 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. |
| 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. |
| 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 | <ul style="list-style-type: none"> • When a student's clothing or something they are wearing disturbs, disrupts, interferes, or |

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| | | 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. | 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. |
| 3235/3235P | Protection of Student Personal Information | Education data collected by contracted school service providers is an important component for improving student achievement. District employees play a role in ensuring that school service providers use student personal information in a responsible and ethical manner consistent with privacy protections required under federal and state law. | <ul style="list-style-type: none"> • District employees will consult with the superintendent or designee and/or school or district business officer to verify that any such contract aligns with Chapter 28A.604 RCW, the Student User Privacy in Education Rights (SUPER) Act, as well as any relevant guidelines listed in this procedure. |
| 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. |
| 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. |

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| 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. |
| 3401/3401P | Social Emotional Climate | Everett Public Schools supports and promotes school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students. | <ul style="list-style-type: none"> Social emotional climate definitions. Framework of school and classroom climate improvement process: <ul style="list-style-type: none"> ✓ Guiding principles and essential elements ✓ Develop a planning team ✓ Analyze data ✓ Develop a strategic communication plan and a integrated improvement action plan |
| 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 | <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. |

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| | | they have reasonable cause to believe that a child has suffered abuse or neglect. | |
| 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 |
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| 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. |

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| 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. |
| 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, the Department of Children, Youth and Families, and the Local 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 |
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| 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 Cross reference: Policy 4205 | 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. |

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| 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, patrons subject to this policy. Workplace includes any district building, property, district-owned vehicle, other district-approved vehicle used to transport students, off-district property during school-sponsored or approved activity, event, or function. |
| 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 sexual favor requests, 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. |

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| 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 |
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| 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 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. |
| 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. |

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| 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. |