



Silver Firs Elementary Staff Handbook

2024-2025



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

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

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

Title IX/Civil Rights Compliance Officer

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

Section 504 Coordinator

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

Harassment, Intimidation or Bullying (HIB) Compliance Officer

Danielle Mundell
3900 Broadway, Everett 98201
425-385-4260
dmundell@everettsd.org

SILVER FIRS COMMON AREA PROCEDURES

2024–2025

Staff is asked to teach these procedures at the beginning of each school year. Staff may be asked to reteach after winter, mid-winter, and spring breaks and on an "as needed" basis.

TABLE OF CONTENTS:

	SFE Page #		SFE Page #
COMMON SIGNALS/VOCABULARY USED AT		SPECIFIC EQUIPMENT RULES FOR EACH ZONE	
SILVER FIRS	4	Blacktop Zone	
ASSEMBLY		Explanation of the Zone Boundaries	29
Procedures	5	Funnel Ball	29
Behavior Matrix	5	4 Square	29
Lesson Plan	6	Gaga Ball	30
All School Assembly Seating Chart	7	Jump Rope.....	30
Primary Grades Only Assembly Seating Chart	8	Wall Ball	31
Intermediate Grades Only Assembly Seating Chart .9		Woodchip Zone	
BATHROOM		Explanation of the Zone Boundaries	32
Procedures	10	Playground Structure	32,33
Behavior Matrix	10	Buddy Bench	33
Lesson Plan	11	Dome or Spider	34
CAFETERIA		Intermediate Trainer	34
Procedures	12,13	Undercover Play Shed Zone	
Behavior Matrix	13	Explanation of the Zone Boundaries	35
Lesson Plan	14	Recess Basketball	35
EXITING/END OF DAY		Tetherball	36
Procedures	15	Hopscotch	36,37
Bike Procedures	15	Grass Field Zone	
Behavior Matrix	16	Explanation of the Zone Boundaries	38
Lesson Plan	17	Field	38
HALLWAYS AND COURTYARD/WALKWAYS		Recess Soccer	38
Procedures	18	Recess Kickball	39
Behavior Matrices	19	TOYS/ITEMS FROM HOME	40
Lesson Plan	20	8.5 X 11 PBIS POSTERS	
MORNING LINE UP & WALKING IN		Assemblies	41
Procedures	21,22	Bathrooms	42
Bike Procedures (Repeat)	22	Cafeteria	43
Behavior Matrix	22	Courtyard/Walkways	44
Covered Play Zone Classroom Line Assignments ..	22	Exiting/End of Day	45
Lesson Plan	23	Hallways	46
Morning Greeting Stations for		Morning Line Up and Walking In	47
Specialist//Coaches/ESA Staff.....	24	Playground	48
OFFICE REFERRAL	25	Voice Level: Primary	49
PARKING LOT TRAFFIC PATTERN	25	Voice Level: Intermediate	50
RECESS		SFE Mission and Motto	51
Playground Procedures and Rules	26,27	SFE P.R.I.D.E. Examples	52
Behavior Matrix	27	The Jaguar Constitution	53
Equipment Rack	28	EVERETT PUBLIC SCHOOLS POLICIES AND	
		PROCEDURES	Starts on SFE 54. See EPS
		Handbook Table of Contents (pg. 56-58)	

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

These pages provide some of the most frequently referenced policies and procedures, along with an example of how the policy/procedure would apply in a specific situation.

Please see the [EPS Staff Handbook Policy and Procedures](#) document located on the Silver Firs "Shared Folder" (in the 2024-2025 "Handbook Folder") and the District's DocuShare site for a complete list of policies and procedures.

COMMON SIGNALS/VOCABULARY

"P.R.I.D.E."

All students will be instructed in our "P.R.I.D.E. Guidelines for Success" at the beginning of the school year as outlined in Silver Firs' P.R.I.D.E. Handbook. Students will be asked to "show P.R.I.D.E." which is defined as:

Polite

Respectful (to myself, others, and property)

Independent manager (self-manager)

Doing my best

Everyone working cooperatively

SCHOOL-WIDE VOICE LEVEL EXPECTATIONS:

VOICE LEVELS	
3	Presentation/ Recess 
2	Small Group 
1	Whisper/ Partner 
0	Silent 

"GIVE ME 5"

"Give me 5" is a universal signal at SFE which asks students to:

1. Voice Level 0 (silence)
2. Ears listening
3. Have your body face the speaker
4. Eyes on the speaker
5. Body still and free of distractions

Some teachers/staff may substitute, "May I have your attention, please" for "Give Me 5."

ASSEMBLY PROCEDURE

Typically assemblies will be held in the cafeteria unless otherwise instructed.

- Be early to prepare and problem solve. Not doing so is incredibly disruptive to the functioning of the entire school.
- Use a microphone. Talking loudly is almost never loud enough to hold the attention of 500 students.
- Reminders to students of “Voice-Level Zero” or “Give Me Five” can be used to remind students to sit quietly.
- Limit entire audience participation because students will lose focus. Non-verbal responses are more successful.
- If interacting with audience, make sure a microphone is available so that entire audience can hear or repeat answers given from audience members.

Timeline:

- Setup
 - All available staff help with setup and takedown
 - Opening walls
 - If you are wanting to use the stage, talk to the music teacher and custodian ahead of time because one of them will need to open the wall
 - If more than three grades are attending, for capacity reasons, we will need to open the back wall to the gym. This is also something done by the custodian.
 - All major cafeteria furniture needs to be moved into the gym to make room. This means that even if the back wall does not need to be opened, a few panels will need to be opened to make the move.
 - Place cards
 - On the table near the stage, there are name cards for each class. These need to be placed on the ground to show where each class should sit.
 - The following seating chart is also available with those cards, as well as ones for just primary and just secondary classrooms.
 - Typically, the paraeducators will place cards.

Supplies:

- Microphones
 - There is one wired microphone setup in the cafeteria. If you need additional microphones, talk to the music teacher. There are a few more wired microphones and one wireless mic available.
 - The volume controls for the microphones can be found in the sound cabinet against the cafeteria wall with the closet. All the information on running the sound system is posted next to the cabinet. This also has information on how to play music through the speaker system.
- Projector and Screen
 - A projector cart can be found in the cafeteria closet. It is easiest for sound to connect to a portable amp. One such amp can be found in the staff workroom. The music teacher can facilitate this setup. Audio cables can be provided by the music teacher.
 - If needed, a laptop can be provided, but would need to be arranged ahead of time.
 - Any cables that are on the ground near where people will walk need to be taped down with green tape which can be found in the office.
 - The screen is lowered using a mysterious looking key. The custodian can provide this to you.

Assembly:


- Assembly Arrival
 - All available cafeteria doors will be used for entering the assembly.
 - A seating chart will be established and remain constant for the entire school year.
 - The office will announce to classrooms/all school when they are welcome to transition to the assembly.
 - Classes will leave their classrooms in a timely fashion allowing enough time to get seated prior to the assembly.
 - Fifth graders will carry their chairs to all school assemblies (unless notified otherwise).

- Paraeducators hold up place cards as classes enter to indicate where they should sit.
- Assembly:
 - Before the assembly begins, an administrator or teacher will give an introduction/reminder of expectations
 - Staff Responsibilities
 - Specialists are responsible for supervising during an assembly if it is a teacher's planning time.
 - All staff will actively supervise students during the assembly in addition to modeling and reinforcing P.R.I.D.E.
 - Student Responsibilities
 - Students will enter and exit quietly and safely.
 - Students are welcome to quietly talk to the person next to them before the assembly begins.
 - Students will show P.R.I.D.E. (see ASSEMBLY JAGUAR P.R.I.D.E. poster for expectations which is attached)
 - Exiting the Assembly
 - All available doors will be used.
 - Students will follow the directions of their teacher regarding how to walk back to their classroom.
 - Students will exit in a quiet and safe manner.

Clean Up:

- Please make sure anything you used is returned to the correct place or person.
- The custodian will facilitate staff and presenters returning the cafeteria to working order.

PBIS BEHAVIOR MATRIX: ASSEMBLY

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none"> • Voice Level 1 max. with neighbor prior to the assembly • Once the assembly begins, focus your attention on the presentation 	<ul style="list-style-type: none"> • Give "5" for the entire assembly <ul style="list-style-type: none"> ○ Voice Level 0 ○ Ears listening ○ Body facing presenter(s) ○ Hands still and to self ○ Feet still and to self 	<ul style="list-style-type: none"> • Enter and exit assembly safely using walking feet • Sit in "elbow" space 	<ul style="list-style-type: none"> • Follow directions of the presenter(s) immediately and without reminders 	<ul style="list-style-type: none"> • Show appropriate audience participation • Show appreciation to the presenter(s) with appropriate clapping

PBIS ASSEMBLY





LESSON PLAN OUTLINE

PRESENTED BY: Classroom Teacher

STEP 1: INTRODUCTION

- 🔊 Explain that students are expected to follow the direction of any TEACHER/STAFF/SUPERVISOR/PRESENTER (including substitutes).
- 🔊 Explain ASSEMBLIES are those times when classrooms or the entire school has a guest speaker or special presentation – often in the cafeteria or gym.

STEP 2: USING THE POSTER BELOW (8.5 X 11 POSTER ON PAGE 41), EXPLAIN EXPECTATIONS FOR THE SETTING. YOU MAY DEMONSTRATE WITH EXAMPLES.

JAGUAR P.R.I.D.E.		
ASSEMBLIES		
		
Prior to the assembly	During the assembly unless called upon	
P.	<ul style="list-style-type: none">• Voice Level 1 maximum with neighbor prior to the assembly• Once the assembly begins, focus your attention on the presentation	
R.	<ul style="list-style-type: none">• Give “5” for the entire assembly<ul style="list-style-type: none">◦ Voice Level 0◦ Ears listening◦ Body facing presenter(s)◦ Hands still and to self◦ Feet still and to self	
I.	<ul style="list-style-type: none">• Enter and exit assembly safely using walking feet• Sit in “elbow” space 	
D.	<ul style="list-style-type: none">• Follow directions of the presenter(s) immediately and without reminders	
E.	<ul style="list-style-type: none">• Show appropriate audience participation• Show appreciation to the presenter(s) with appropriate clapping	

STEP 3: TELL WHY EXPECTATIONS ARE IMPORTANT

- 🔊 Why do we ask you to show P.R.I.D.E. at ASSEMBLIES?
- Safety of students
 - To be respectful of the presenters
 - To allow the other audience members to enjoy the presentation

STEP 4: REVIEW EXPECTATIONS PRIOR TO EACH ASSEMBLY

ALL SCHOOL - ASSEMBLY SEATING CHART

2024-2025

Anderson	McGregor
Storms	Copeland
Hendrickson	Rudolph
Bailey	Hamner
Sparks	Spencer
Coburn	B. Cummins
Shurtleff	Smith
Discher	Gray
Newman	Pool
Ross	C. Cummins
Forsyth	Lee
Massae	Piukkula

STAGE

Fifth grade is welcome to bring chairs unless otherwise instructed.
Please use all available doors for entering and exiting the cafeteria.

PRIMARY - ASSEMBLY SEATING CHART
2024-2025

Coburn	B. Cummins
Shurtleff	Smith
Discher	Gray
Newman	Pool
Ross	C. Cummins
Forsyth	Lee
Massae	Piukkula

STAGE

INTERMEDIATE - ASSEMBLY SEATING CHART
2024-2025

Anderson	McGregor
Storms	Copeland
Hendrickson	Rudolph
Bailey	Hamner
Sparks	Spencer

STAGE

BATHROOM PROCEDURE

GOAL: To ensure safe and clean restrooms for student use.

Staff Responsibilities:

1. During the first week of each new school year (and as needed) staff will review bathroom procedures.
2. Staff will be responsible for teaching any new students the rules and expectations.
3. Classrooms will have a check out sheet that is age appropriate. Teachers will send only 1 boy and 1 girl at a time unless the teacher supervises an all-class bathroom break.
4. When vandalism or misbehavior is reported, the bathrooms will be closed immediately, a report will be made to the office, and please inform via email all staff in the unit. Office or custodial staff will note the time the bathroom was closed. A sign or tape is to be placed across the entrance of the bathroom by the staff who received the report to indicate the bathroom is closed. The bathroom will be reopened after inspected and/or cleaned by the custodial staff.
5. Students in the unit where the bathrooms are closed will use the office bathroom until their unit bathroom reopens. Staff will remind students of office bathroom procedures.
6. Administrator and/or support staff will investigate the incident, as needed, by checking individual classroom sign-out/sign-in sheets for that unit and/or portables.
7. Staff may choose to have regular all-class bathroom breaks. If students need to use the bathroom at other times they may use the office bathroom.

Student Responsibilities:

1. Students are responsible for using a classroom (or specialist teacher) check-out procedure when using the restroom (a sign-out sheet appropriate to your grade level).
2. When not in class, students are to obtain permission from a lunchroom supervisor when in the lunchroom and playground supervisor during recess to use the restroom.
3. While using the office bathroom, students will use the sign-in/out sheet located in the office.
4. Students are to use restrooms appropriately and leave them clean.
5. Students are to put toilet paper in the toilet and all other paper in the garbage can.
6. Students are to flush the toilet.
7. Students are to leave the stalls unlocked after use.
8. Students are to wash their hands.
9. Students are to leave the restroom as soon as they are finished.
10. Students are to report vandalism or misbehavior.
11. Students are to use a reasonable amount of supplies.

When a student vandalizes or misbehaves:

1. Students responsible for vandalism will clean up and/or pay for damages.
2. Additional consequences that may occur are:
 - A. Write a plan and notify parents and involve support staff.
 - B. Review bathroom procedures and student responsibilities.
 - C. Practice appropriate behavior.
 - D. Be escorted to the bathroom.
 - E. Bathroom privileges limited to office bathroom.

PBIS BEHAVIOR MATRIX: BATHROOM

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none">• Voice Level 0 max.• Use bathroom appropriately	<ul style="list-style-type: none">• Respect others' privacy• Leave restroom clean• Keep restroom free of graffiti	<ul style="list-style-type: none">• Put toilet paper in the toilet• Flush toilet• Wash hands• Put all other trash in garbage• Use a reasonable amount of supplies	<ul style="list-style-type: none">• Return to class as soon as you have finished	<ul style="list-style-type: none">• Use the classroom/cafeteria/playground check-out procedures• Report problems to an adult

PBIS BATHROOM EXPECTATIONS

LESSON PLAN OUTLINE

PRESENTED BY: CLASSROOM TEACHER

STEP 1: INTRODUCTION

- 🔊 Explain that students are expected to follow the direction of any TEACHER/STAFF/SUPERVISOR (including substitutes).
- 🔊 Explain BATHROOMS are located in every building and students must follow the expectations regardless of the building, including office and gym/cafeteria.

STEP 2: USING THE POSTER BELOW (8.5 X 11 POSTER ON PAGE 42), TEACH EXPECTATIONS FOR THE SETTING. YOU MAY DEMONSTRATE WITH EXAMPLES.

JAGUAR P.R.I.D.E. BATHROOMS	
	
P.	<ul style="list-style-type: none"> • Voice Level 0 maximum • Use bathroom appropriately
R.	<ul style="list-style-type: none"> • Respect others' privacy • Leave restroom clean • Keep restroom free of graffiti
I.	<ul style="list-style-type: none"> • Put toilet paper in the toilet • Flush toilet • Wash hands • Put all other trash in garbage cans • Use a reasonable amount of supplies
D.	<ul style="list-style-type: none"> • Return to class as soon as you have finished
E.	<ul style="list-style-type: none"> • Use the classroom/cafeteria/playground check-out procedures • Report problems to an adult

STEP 3: TELL WHY EXPECTATIONS ARE IMPORTANT

- 🔊 Why do we ask you to show P.R.I.D.E. in the BATHROOM?
 - For safety (physical and emotional)
 - To use bathroom appropriately (including keeping area clean)

STEP 4: REVIEW EXPECTATIONS AFTER MAJOR BREAKS FROM SCHOOL AND "AS NEEDED"

CAFETERIA PROCEDURE

GOAL:

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


Staff Responsibilities:

1. Classroom teachers will teach and reinforce the rules and expectations of the cafeteria.
2. Teachers will escort students into the cafeteria at lunchtime each day if their class eats lunch before going to the playground. Teachers will remain with their students in the lunchroom until their assigned lunch time begins.
3. Teachers will instruct students to place lunch tubs/wagons at a designated area within the cafeteria.

Cafeteria Supervisor(s) Responsibilities:

1. The supervisor(s) sets up the cafeteria daily (table signs; microphone; etc.)
2. The supervisor(s) is responsible for monitoring student behavior to ensure P.R.I.D.E.
3. The supervisor(s) circulates through the cafeteria, interacting with students in a positive manner.
4. The supervisor(s) dismisses the students at the appropriate time.
5. The supervisor(s) makes sure the tables are cleaned between lunches.
6. The supervisor(s) uses a calm, firm, and respectful voice when redirecting inappropriate student behavior.
7. Supervisor(s) will follow Silver Firs PBIS behavior management steps when a student misbehaves which includes: non-verbal redirection, proximity, verbal redirection, “reset”/”think time” at an empty table with verbal or written plan, and/or referral to office.
8. Supervisor(s) will communicate with classroom teachers (either by note, e-mail, or in person) if one or more of the teacher’s students repeatedly displays difficulty following the cafeteria rules or is involved in a serious infraction.
9. Supervisor(s) are encouraged to reinforce individual students or entire classes for following cafeteria rules.

Student Responsibilities:

1. Students will enter the cafeteria quietly and safely. If coming from the classroom, please follow your teacher’s directions. If coming in from recess, please follow the supervisor’s directions, walk safely and slowly following the yellow paw path, and enter the cafeteria near the music room door.
2. Students will sit at their designated table(s). At the beginning of each year, students will sit in assigned seats as arranged by their classroom teacher. As lunch groups demonstrate their success in following the cafeteria procedures and supervisor directions, students may have the opportunity to earn free seating among their classroom tables and possibly throughout the cafeteria. The continuation of free seating will be based on the students’ ability to follow the cafeteria rules and procedures.
3. Students buying lunch will follow the supervisor(s) directions for getting in line for lunch.
4. While waiting in line to buy lunch, students will show P.R.I.D.E. and follow the cafeteria rules listed below.
5. Students will follow the CAFETERIA RULES:
 - A. Students will show P.R.I.D.E. in the cafeteria.
 - B. Use respectful and quiet voices (2 Maximum Level = Small Group Level)
 - C. Keep hands, feet, and objects to self.
 - D. Eat your own food.
 - E. Sit your bottom on the seat.
 - F. Keep feet under the table.
 - G. Use good table/dining manners.
 - H. Eat all food while seated (food should not be consumed out of the cafeteria, with the exception of the PTA popcorn).
 - I. Students must ask permission to use the restroom (raise hand using sign language signal  for “bathroom” and wait for acknowledgement from supervisor).
 - J. Clean up your own garbage and scraps from your table and floor.

- K. Wait to be excused from table by lunchroom supervisor for cleanup. When students are ready to be dismissed for recycling and garbage disposal, they will place both hands in the air and wait for a supervisor to excuse them. Once excused, students:
- dispose of their garbage/recycling appropriately. Popcorn bags can be placed in garbage cans on playground.
 - place their tray orderly into the kitchen clean up area or place their lunch box into their teacher's lunch tub/cart, and
 - return to their lunchroom seat to wait for the supervisor to dismiss each table to line-up for recess.
- L. When excused by the lunchroom supervisor to line up, students will walk orderly and wait patiently as directed.
- M. After lining up as directed, students will either:
- Exit to the playground following the supervisor's directions.
 - Return to the classroom with your teacher if your class went to the playground before eating.
6. Lunch tub/wagon helpers will follow the direction of the supervisors as to where to place their classroom tubs before/after lunch.
7. If a student violates a rule, their behavior will be redirected and they will be reminded of the cafeteria rules. For repeat rule violations, a student may be asked to:
- Sit at a table away from the others
 - Write a plan
 - Review the rules before being excused
 - Practice appropriate behavior
 - Clean the cafeteria
 - Talk with the Principal, Vice Principal, or support staff
 - Eat lunch elsewhere
8. Students will be asked to call the kitchen staff and lunchroom supervisors by name to avoid the use of "duty".

PBIS BEHAVIOR MATRIX: CAFETERIA

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none"> • Voice Level 0 – 2 max. (follow teacher/staff specific request) • Say "please" and "thank you" 	<ul style="list-style-type: none"> • Follow the supervisors' directions • Sit your bottom on the seat and keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Clean up after yourself • Eat your food only 	<ul style="list-style-type: none"> • Enter and exit quietly and safely • Raise your hand if you need help (e.g., permission to use the restroom; permission to get a utensil, etc.) 	<ul style="list-style-type: none"> • Use good table manners

PBIS CAFETERIA EXPECTATIONS




LESSON PLAN OUTLINE

PRESENTED BY: CLASSROOM TEACHER

STEP 1: INTRODUCTION

- 📢 Explain that students are expected to follow the direction of any TEACHER/STAFF/SUPERVISOR (including substitutes).
- 📢 Explain that the CAFETERIA is used by all K-5 students. So:
 - Keep it clean and neat
 - Remember there is only 20 minutes available for getting your food, eating, and cleaning up so make sure you are focused on getting enough nutrition
 - Use manners like you would at a nice restaurant

STEP 2: USING THE POSTER BELOW (8.5 X 11 POSTER ON PAGE 43), EXPLAIN EXPECTATIONS FOR THE SETTING. YOU MAY DEMONSTRATE WITH EXAMPLES.

<div style="background-color: #008000; color: white; padding: 5px; text-align: center;"> JAGUAR P.R.I.D.E. </div> <div style="text-align: center; margin-top: 10px;"> CAFETERIA </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	
P.	. Voice Level 0 – 2 maximum (follow teacher/staff specific request) . Say “please” and “thank you”
R.	. Follow the supervisors’ directions . Sit your bottom on the seat and keep your hands and feet to yourself
I.	. Clean up after yourself . Eat your food only
D.	. Enter quietly and safely . Raise your hand if you need help (e.g., permission to use the restroom; per- mission to get a utensil, etc.)
E.	. Use good table manners

STEP 3: TELL WHY EXPECTATIONS ARE IMPORTANT

- 📢 Why do we ask you to show P.R.I.D.E. in the CAFETERIA?
 - Safety of students
 - Everyone can enjoy their meal

STEP 4: REVIEW EXPECTATIONS AFTER MAJOR BREAKS FROM SCHOOL AND “AS NEEDED”

EXITING/END OF THE DAY PROCEDURE

GOAL:

Students will leave school in a safe and orderly manner.

Staff Responsibilities:

1. Staff is responsible for walking their class towards the covered play shed (near garden and bike racks) using the green paw P.R.I.D.E. path and remaining with them until the dismissal bell.
2. Staff is expected to instruct and respectfully remind students of their responsibilities.
3. After-school supervisors will be at their designated area (bus loading zone or Kiss & Go pick-up) on time and remain until students have left campus.
4. Any student that has not been picked up by a parent/guardian after most students have departed will be escorted to the office to wait for the parent/guardian.

Student Responsibilities:

1. When exiting the building after school, all students will walk to their designated area (bus line, sibling/friend/parent/daycare meeting place, etc.). A member of the Silver Firs safety patrol will escort bus riding Kindergarten students to their bus line under the covered play area. Preschool students are escorted to their bus by Preschool staff.
2. If buses cannot be boarded immediately, students will wait in orderly lines.
3. Students being picked up must wait on the blacktop/sidewalk for their ride.
4. **Students MUST be escorted by their parent/guardian/responsible adult to a car parked in the parking lot.** If students are not picked up by the time the supervisors come in, they must wait in the office.
5. It is required that children check-in after school with the adult responsible for them prior to returning to school to play. Children are welcome to return to campus after 4:00 pm. Those students picked up by their parent/adult guardian are welcome to play on the field with the parent/guardian supervision. **The upper playground will be closed until 4:00 pm.** This policy is enacted so our supervisors can be assured that all children are safely on their way home.
6. Siblings and friends of patrols will wait in a pre-arranged area outside. If siblings and/or friends are still waiting when the after-school supervisors re-enter the building, the students will be asked to wait in the office until they are met to be walked home.
7. Students are responsible for keeping their possessions on their person in a safe and responsible manner.
8. Students will refrain from using their cell phones until they are off school property, including district provided transportation.
9. Students are to walk on the sidewalks and blacktop only (respect garden).
10. Bike riders must walk their bikes while on campus. Students are asked to follow safety rules while riding to and from school, including wearing a helmet.

Bike Procedures:

1. As per Everett Public School Policy, students in 3rd through 5th grades are welcome to ride their bike without parent/adult supervision.
2. Third, fourth, and fifth grade students riding their bike must complete and have their parents complete SFE's Safety Bike Agreement which is available in the office.
3. **Students are to walk their bicycles on school grounds.** Physically dismount from bike and walk bike at all times on campus.
 4. Students are asked to follow all safety rules while riding to and from school, including wearing a helmet.

REMINDER: PLEASE KEEP OUR GARDENS BEAUTIFUL BY USING THE SIDEWALKS!

PBIS BEHAVIOR MATRIX: EXITING/END OF DAY

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none"> • Voice Level 0 in the buildings • Voice level 2 max once past the courtyard • Walk with your class to your designated area for pick-up • Wait, showing P.R.I.D.E., in your bus line or Kiss & Go area 	<ul style="list-style-type: none"> • Walk on the paved areas only 	<ul style="list-style-type: none"> • Walk your bike while on campus • Go directly home after school 	<ul style="list-style-type: none"> • Be safe with your belongings 	<ul style="list-style-type: none"> • Everyone shows P.R.I.D.E. • Encourage others to follow the rules

PBIS EXITING & END OF DAY

LESSON PLAN OUTLINE

PRESENTED BY: Classroom Teacher


STEP 1: INTRODUCTION

- 🔊 Explain that students are expected to follow the direction of any **TEACHER/STAFF/SUPERVISOR** (including substitutes).
- 🔊 Explain **EXITING/END OF DAY** means how we get from our classroom/specialist to the **BLACKTOP** to follow each family's plan for a student getting to home/daycare whether that is walking, riding a bus, riding a bike, or being picked up by a parent or guardian at the end of school.


STEP 2: USING THE POSTER BELOW (8.5 X 11 POSTER ON PAGE 45), EXPLAIN EXPECTATIONS FOR THE SETTING. YOU MAY DEMONSTRATE WITH EXAMPLES.


JAGUAR P.R.I.D.E.

EXITING/END OF DAY



inside buildings





once past courtyard

P.	<ul style="list-style-type: none"> . Voice Level 0 in the buildings . Voice level 2 maximum once past the courtyard . Walk with your class to your designated area for pick-up . Wait, showing P.R.I.D.E., in your bus line or Kiss & Go area
R.	<ul style="list-style-type: none"> . Walk on the paved areas only
I.	<ul style="list-style-type: none"> . Walk your bike while on campus . Go directly home after school
D.	<ul style="list-style-type: none"> . Be safe with your belongings
E.	<ul style="list-style-type: none"> . Everyone shows P.R.I.D.E. . Encourage others to follow the rules

STEP 3: TELL WHY EXPECTATIONS ARE IMPORTANT

- 🔊 Why do we ask you to show P.R.I.D.E. during **EXITING & END OF DAY**?
 - So all students can make it home or to daycare safely and without delay

STEP 4: REVIEW EXPECTATIONS AFTER MAJOR BREAKS FROM SCHOOL AND "AS NEEDED"

HALLWAYS/COURTYARD/WALKWAYS PROCEDURE

GOAL:

The hallways/courtyard/walkways of Silver Firs will be a safe and quiet environment where people interact with courtesy and respect.

Staff Responsibilities:

1. Teachers will teach proper hallway procedures (i.e., locker use, walking, using quiet/no voice to respect the learning of others).
2. Staff will be responsible for supervising and/or escorting their classes throughout the school day (i.e., library, computer lab, PE, music, cafeteria, playground, and covered play area at dismissal, etc.).
3. Staff must provide a pass for unescorted students in the hallways/courtyard/walkways during the school day.
4. Passes will be issued for those students who will be traveling in the building before or after normal school hours. Students will be expected to have these passes visible to staff as they move through the building and courtyard.
5. If a student violates a rule, staff is responsible for redirecting students towards the expected behavior through a gentle reminder and/or asking students to practice appropriate behavior.
6. Staff is responsible for providing adult supervision (including Paraeducators, parent volunteers) when students are working in the hallways, walkways, and courtyard. This may include visual contact with the student(s) by the teacher/staff. It is requested that staff ensure the student(s) working in these areas are independent managers. Any staff member may request that a student(s) return to their classroom if their behavior is disruptive to other classrooms.
7. Staff is responsible for ensuring students and visitors have passes when walking unescorted in the building, courtyard, and walkways. It is the responsibility of all staff to inquire and/or intervene when they observe an unescorted student or visitor on-campus without a pass or badge. This may include contacting the office, escorting the student to their teacher or office, and escorting a visitor to the office.

Student Responsibilities:

1. Students will move safely in the hallways/courtyard/walkways by walking on the right-hand side (this does not apply to the morning entry into the building or the afternoon dismissal out of the building).
2. Do not stand or walk on curbs, gardens, and garden walls.
3. If a staff member requests to speak with a student, the student will follow the reasonable adult request.
4. If a staff member requests that a student correct a behavior, the student will follow the reasonable adult direction.
5. Hallways/Courtyard/Walkways are "Silent" or "Whisper/Partner" voice level zones. Staff will instruct students to use voice levels which are respectful of others who are learning in those zones.
6. Students are responsible for making sure they have a pass while traveling on-campus without their teacher or other staff member.
7. Students without a pass will be sent or escorted back to their classroom during class time.
8. A pass to the office, to conduct business relating to a student concern, is not necessary before and/or after school. Student concerns include making an appointment with the principal or other staff member, seeing the nurse, being directed to report to the office by a parent, etc.

PBIS BEHAVIOR MATRIX: HALLWAYS

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none"> • Voice Level 0-1 max. (follow teacher/staff specific request) • Open and close lockers quietly using the black button 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Have a pass with you (when no adult is directly supervising you) 	<ul style="list-style-type: none"> • Move safely by walking on the right-hand side 	<ul style="list-style-type: none"> • Wave and smile to teachers, staff, and peers

PBIS BEHAVIOR MATRIX: COURTYARD/WALKWAYS

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none"> • Voice Level 0-1 max. (follow teacher/staff specific request) • Use walking feet 	<ul style="list-style-type: none"> • Walk at all times on the paved areas and keep right • Keep feet on the sidewalk 	<ul style="list-style-type: none"> • Be safe and do not touch the plants and shrubs • Have a pass with you (when no adult is directly supervising) • <u>Walk</u> all the way past paw prints to recess 	<ul style="list-style-type: none"> • Stay clear of safety cones when you see them 	<ul style="list-style-type: none"> • Follow the courtyard rules each time • Wave and smile to others

PBIS HALLWAYS & COURTYARD/WALKWAYS


LESSON PLAN OUTLINE


PRESENTED BY: CLASSROOM TEACHER

STEP 1: INTRODUCTION

- 📢 Explain that students are expected to follow the direction of any TEACHER/STAFF/SUPERVISOR (including substitutes).
- 📢 Explain HALLWAYS are located in every building and students must follow the expectations regardless of the building, including office. Walkways are the sidewalks leading to the courtyard and inside the courtyard.

STEP 2: USING THE POSTERS BELOW (8.5 X 11 HALLWAY POSTER ON PAGE 46 AND COURTYARD/WALKWAYS POSTER ON PAGE 44), EXPLAIN EXPECTATIONS FOR THE SETTING. YOU MAY DEMONSTRATE WITH EXAMPLES.

JAGUAR P.R.I.D.E. HALLWAYS	
	
P.	<ul style="list-style-type: none"> Voice Level 0-1 maximum (follow teacher/staff specific request) Open and close lockers quietly using the black button
R.	<ul style="list-style-type: none"> Keep your hands and feet to yourself
I.	<ul style="list-style-type: none"> Have a pass with you (when no adult is directly supervising you)
D.	<ul style="list-style-type: none"> Move safely by walking on the right-hand side
E.	<ul style="list-style-type: none"> Wave and smile to teachers, staff, and peers

JAGUAR P.R.I.D.E. COURTYARD/WALKWAYS	
	
P.	<ul style="list-style-type: none"> Voice Level 0-1 maximum (follow teacher/staff specific request) Use walking feet
R.	<ul style="list-style-type: none"> Walk at all times on the paved areas and keep right Keep feet on the sidewalk
I.	<ul style="list-style-type: none"> Be safe and do not touch the plants and shrubs Have a pass with you (when no adult is directly supervising) Walk all the way past the paw prints to recess
D.	<ul style="list-style-type: none"> Stay clear of safety cones when you see them
E.	<ul style="list-style-type: none"> Follow the courtyard rules each time Wave and smile to others

STEP 3: TELL WHY EXPECTATIONS ARE IMPORTANT

- 📢 Why do we ask you to show P.R.I.D.E. on the HALLWAYS?
 - Safety of students
 - Continuation of learning for students receiving instruction (in classroom, hallway, etc.)

STEP 4: AFTER MAJOR SCHOOL BREAKS AND "AS NEEDED", DISCUSS AND DEMONSTRATE BEHAVIORAL EXPECTATIONS FOR THE HALLWAYS

MORNING LINE UP & WALKING IN PROCEDURE

GOAL:

Silver Firs Elementary is a warm and welcoming place with all staff members participating in a daily "Morning Greeting" welcoming our students.

Staff Responsibilities:

1. All staff is responsible for being ready to welcome students daily:
 - A. All **Paraeducators** on duty will welcome students while at their morning duty stations at the under covered area/Kiss and Go Lane **at 9:00 am or cafeteria at 8:45 am**. If a student or parent has a concern or needs help while on the playground prior to school, they may seek help from a Paraeducator.
 - B. **The first few days of school, all 1st through 5th grade classroom teachers will** greet their students under the covered play area at **9:00 a.m.** and teach students the expectations/procedures for waiting under the covered play shed and walking into the building.
 - C. **On the fourth day of school, all 1st through 5th grade classroom teachers will greet their students under the covered play area no later than 9:10 a.m.** and escort their classroom into the building when the 9:10 a.m. bell rings.
 - D. **The first few days of Kindergarten, all Kindergarten teachers will** greet their students in the Kindergarten Corral at **9:00 a.m.** located in the fenced area in front of building A and teach students the expectations/procedures for waiting under the covered play shed and walking into the building.
 - E. For the remainder of the school year, **Kindergarten teachers** will meet their students at **9:10 a.m.** in the Kindergarten Corral.
 - F. At **9:10, Preschool teachers and para-educators** will meet their students at the bus parking lot or on the playground.
 - G. At **9:10, all specialists, coaches, and ESA** staff will be at their assigned ***greeting station*** (see page 24)
2. Any staff member unable to be at their greeting location at the designated time needs to inform others so that the location can be monitored, if possible.
3. Each teacher will establish a morning routine for their classroom.

Student Responsibilities:

1. Students are welcome to be at school after **9:00 a.m.** unless prearranged to arrive earlier (i.e., Safety Patrol, morning academic support, etc.) or eating breakfast in the cafeteria at 8:45 a.m.
2. Students in 1st-5th grade at school between 9:00 - 9:10 a.m. will **WAIT IN THEIR CLASSROOM ASSIGNED LINE UNDER THE COVERED PLAY SHED** unless they are eating breakfast in the cafeteria. (At the beginning of the school year, signs indicating teacher line location will be prominently posted for students.) If students are in the cafeteria eating breakfast and finish their meal before 9:10 a.m., they are asked to join their line under the covered play shed. Students are not allowed to "hang out" in the cafeteria or in other areas of the school grounds prior to the first bell ringing.
3. Once the 9:10 a.m. bell rings, students will walk in classroom line order to their classroom following the staff's directions.
4. Kindergartners will wait in the fenced area near Building A (called the Kindergarten Corral) between **9:00 a.m. and 9:10 a.m. in classroom assigned lines for their teacher to meet them at 9:10.**
5. Preschoolers will be escorted from the bus by preschool staff or delivered directly to a preschool staff member by parent/guardian.
6. Students who arrive earlier than **9:00 a.m.** will be reminded of our start time and escorted into the office to sit quietly until morning supervision begins. Students who continue to arrive early will have a letter mailed home to remind the family of our "welcoming" time. If the situation continues, a phone call will be made and/or a parent meeting arranged.
7. Students are to keep all personal belongings in a backpack, tote, or school bag.
8. Students are asked to show P.R.I.D.E.
9. Students are to enter the building quietly and follow their established classroom routine. Other than offering a morning

greeting to classmates and staff, we ask that students do not talk/chit-chat in the hallway before school.

10. Students are tardy at **9:15 a.m.** and must enter through the office to obtain a tardy slip to present to their teacher upon entering the classroom. If a student is significantly tardy (more than just a few minutes) we request that the student be accompanied to the office by a parent/guardian or bring a note signed by a parent/guardian detailing the reason for the tardy.

Parents/guardians are asked to not enter the building past the double doors at the entrance to the courtyard (signs are posted).

Kindergarten parents: you are welcome to escort your student to their classroom line in the Kindergarten corral (the fenced area on the blacktop near Building A) the first few days of school and then exit the corral. After the first few days of school, we ask that parents of Kindergarten students say “good-bye” to their student at the corral gate. If you choose to wait until your child’s teacher begins walking the class into the courtyard, please do so on the outside of the fence (on the Gaga Ball pit side). Please do not follow the class into the courtyard.

Our goal in requesting that parents not enter the courtyard/building before school is to develop your child’s skill as an “Independent Manager” and ensure the safety of all children. We have also found that this has helped with a quicker and smoother start to the school day! If you have a meeting or you are volunteering, please sign-in at the office and obtain a visitor’s badge before entering the building.

Bike Procedures:

1. As per Everett Public School Policy, students in 3rd through 5th grades are welcome to ride their bike without parent/adult supervision.
2. Third, fourth, and fifth grade students riding their bike must complete and have their parents complete SFE’s Safety Bike Agreement which is available in the office.
3. Students are to walk their bicycles on school grounds. Physically dismount from bike and walk bike at all times on campus.
4. Students are asked to follow all safety rules while riding to and from school, including wearing a helmet.

PBIS BEHAVIOR MATRIX: MORNING LINE-UP/WALKING IN

Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none">• Voice Level 2 max. for Morning Line-up• Voice Level 1 max. for Walking In (follow teacher/staff specific request)• Stay in your line	<ul style="list-style-type: none">• Follow the supervisor’s direction• Keep your hands and feet to yourself	<ul style="list-style-type: none">• Stay in line with your class• If your class leaves before you arrive, file in at the end of the next class that is leaving• After breakfast, join your class in the Under Covered Zone	<ul style="list-style-type: none">• Stay in your line order as you walk in• Follow the class in front of you	<ul style="list-style-type: none">• Everyone shows P.R.I.D.E.• Encourage others to follow the rules

PBIS MORNING LINE UP & WALKING IN

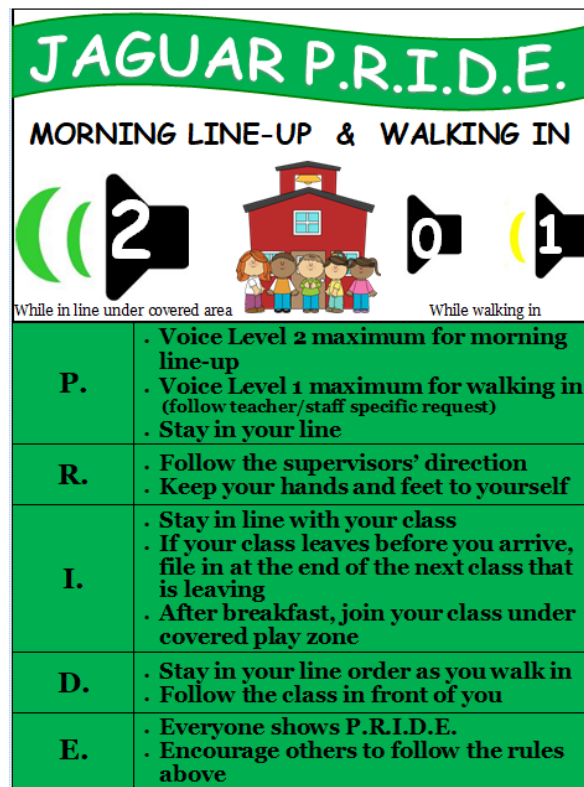
LESSON PLAN OUTLINE

PRESENTED BY: CLASSROOM TEACHER

STEP 1: INTRODUCTION

- 🗣️ Explain that students are expected to follow the direction of any TEACHER/STAFF/SUPERVISOR (including substitutes).

STEP 2: USING THE POSTER BELOW (8.5 X 11 POSTER ON PAGE 47), EXPLAIN EXPECTATIONS FOR THE SETTING. YOU MAY DEMONSTRATE WITH EXAMPLES.

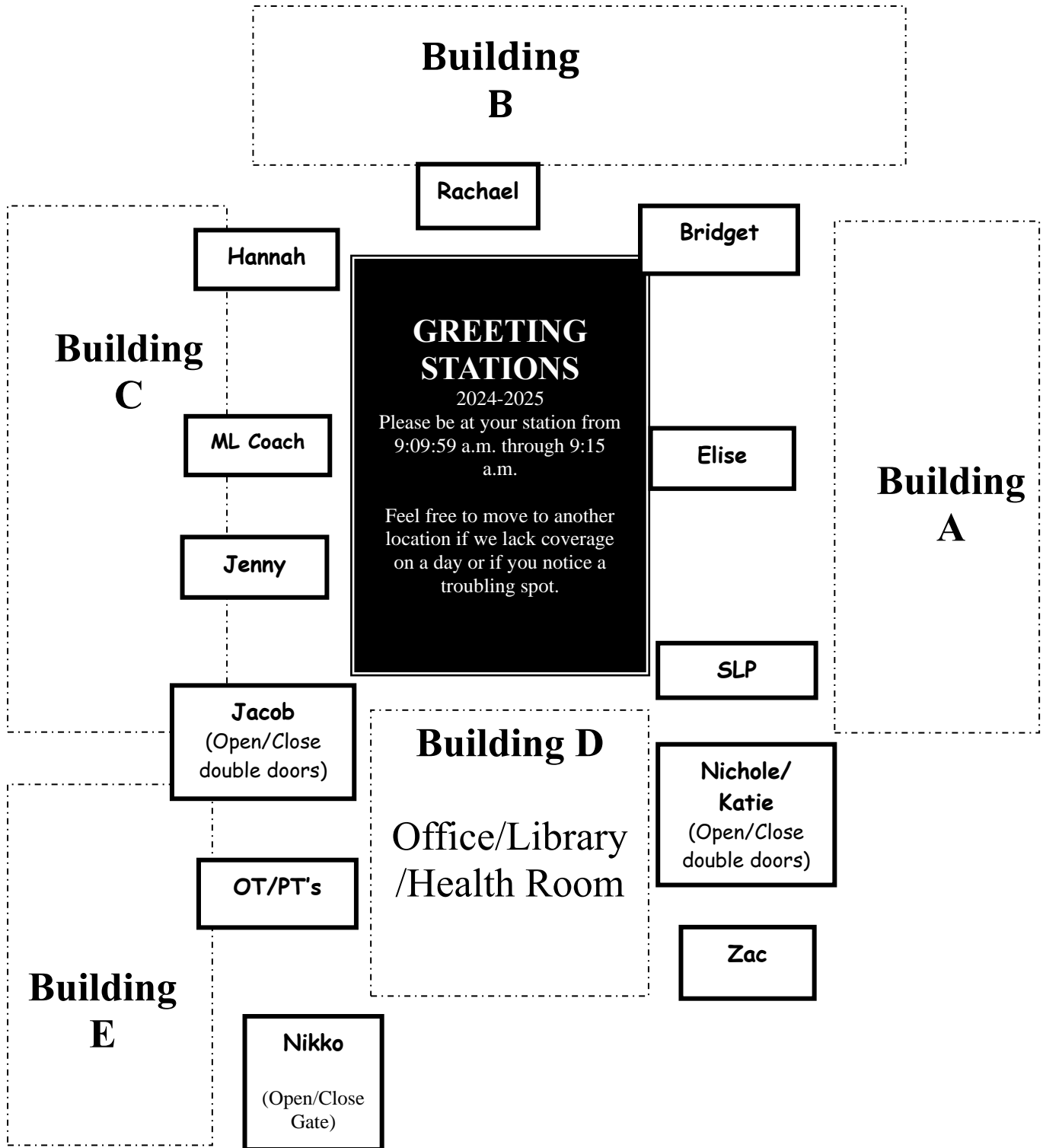


STEP 3: TELL WHY EXPECTATIONS ARE IMPORTANT

- 🗣️ Why do we ask you to show P.R.I.D.E. on the MORNING LINE UP & WALKING IN?
 - Safety of students

STEP 4: REVIEW EXPECTATIONS AFTER BREAKS AND "AS NEEDED". TEACHER MEETS THEIR CLASS UNDER THE COVERED PLAY SHED TO HELP REINFORCE THE EXPECTATIONS FOR LINING UP AND WALKING IN.

Specialists/Coaches/ESA Greeting Locations



OFFICE REFERRAL PROCEDURE

An office referral can occur when a student:

1. is experiencing a crisis.
2. is judged to be an immediate danger to self or others.
3. exhibits angry or disruptive behavior.
4. refuses to follow the normal classroom/school procedures after working through the behavior management steps as outlined in the P.R.I.D.E Handbook.
5. has a pre-planned intervention and needs time away or time for practicing appropriate behavior(s).

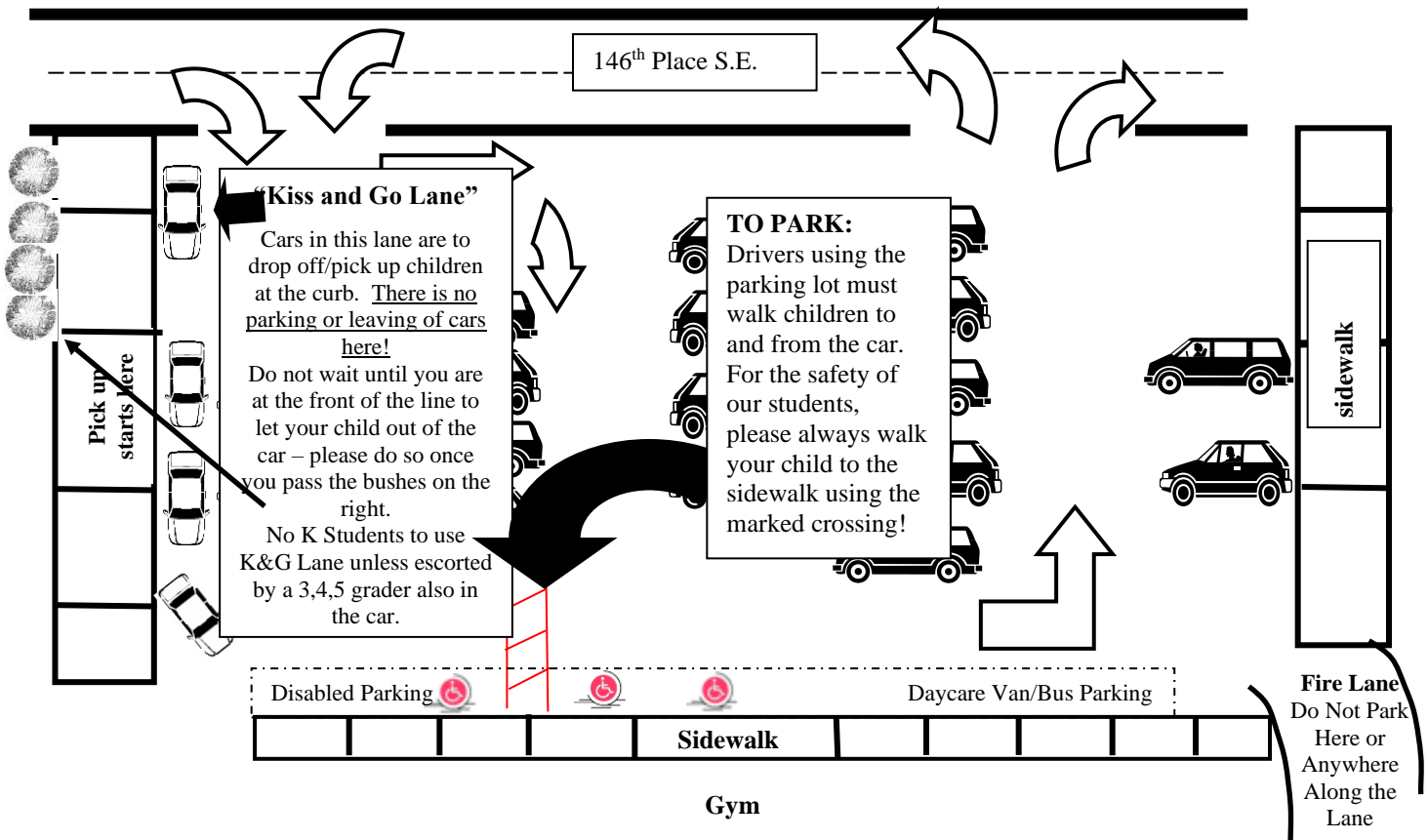
Staff Responsibilities:

1. Follow the level system outlined in the P.R.I.D.E Handbook when working with student misbehavior. If an office referral is warranted, the staff will:
 - A. Notify the office that the student has been referred including completing the “Issues and Referral” on-line documentation.
 - B. Provide any additional documentation for the referral such as:
 - a. classroom plan
 - b. intervention contract/plan for student currently working with the PBIS Tier 2 or Tier 3 Teams (e.g., Intervention Team or MDT).
 - C. Inform the students’ parents (either referring staff or administration) regarding the office referral (as per EPS Procedure 3300) if more than a temporary time-out.

Student Responsibilities:

1. Student may be required to write, draw, and/or tell a plan for changing the inappropriate behavior.
2. Student may return to class when they are able to demonstrate they are ready to resume learning which may include a verbal/written/drawn plan for re-entry into class.

PARKING LOT TRAFFIC PATTERN



RECESS/PLAYGROUND (AND INDOOR RECESS WHEN APPLICABLE)

GOAL:

To provide a safe place for the students at Silver Firs to play.

Staff Responsibilities:

1. To reinforce appropriate recess behavior, classroom teachers will teach the rules and expectations of the playground at the beginning of the school year.
2. At the beginning of the school year, and as needed throughout the year, teachers will tour the playground, discuss the different play “Zones” (Blacktop Zone, Covered Zone, Upper Play Equipment Zone, Field Zone) and brainstorm different games/activities that could occur in the areas.
3. PowerPoints/Movies specific to our playground procedures/expectations will be available for teachers to show their students at the beginning of the school year (and as needed throughout the year).
4. Teachers will walk their students to the bike racks or Kindergarten Corral gate at the beginning of each recess to assist in monitoring the transition of students to the playground.
5. To return from the playground to the classroom, each teacher will arrange a meeting spot with their students on the playground and escort their students from recess to the classroom.

Supervisor(s) Responsibilities:

1. Supervisors will prepare play equipment (equipment rack, tether balls, etc.)
2. Supervisors will circulate about the playground, rotating positions from the upper to lower playground areas.
3. Supervisors will be visible.
4. Supervisors will enforce the playground rules and interact positively with students..
5. Supervisors will be equipped with a whistle, walkie-talkies, passes, pen, bandages, gloves, rules, and behavior plans.
6. When a student violates a rule/behavior expectation:
 - A. A supervisor will redirect the student by reminding him/her of the playground rules.
 - B. For subsequent infractions, supervisors may ask the student to:
 - a. verbally problem solve/make a safer plan for play
 - b. practice the appropriate behavior.
 - c. not play in that “Zone” for a specific period of time (e.g., the remainder of the recess; any recess for that day; ____ of recesses).
 - d. time-out (stand by the wall or fence).
 - e. write problem solving plan
 - f. review the rules before playing each time.
 - g. shadow a recess supervisor for a day.
 - h. have a daily recess contract.
 - i. have an alternative recess.
 - j. lose recess privileges for a specified time period.
 - C. Supervisors will refer a student to the office for behavior that is physically dangerous, intentionally harmful, or when inappropriate behavior is repeated despite the re-direction by the supervisors.
 - D. Supervisors will communicate with classroom teachers (either by note, e-mail, or in person) if one or more of the teacher’s students displays difficulty following the playground rules or is involved in a serious infraction.
 - E. Supervisors are encouraged to reinforce students for following playground rules.

Student Responsibilities:

1. GENERAL PLAYGROUND RULES:

- A. Follow the P.R.I.D.E. rules.
- B. When walking from the cafeteria, follow the directions from the lunchroom/playground supervisors. Do not walk through the garden or into the parking lot.
- C. Playing or hanging out by the bike racks/garden is not allowed.

- D. Other than PTA popcorn, students must finish their lunch while sitting down in the cafeteria. No eating on the playground.
- E. Do not bring toys/games/equipment from home. Please only use school provided play equipment. This is to avoid items being broken or stolen and to prevent trading of items without parent permission.
- F. All games are open to all students.
- G. For large team games such as soccer, kickball, and basketball:
 - When needed, a supervisor will assign captains and/or teams before play begins.
 - The captains will choose their teammates by picking students - alternating turns. When choosing teams, make them fair and balanced or a supervisor will assign teams.
 - If a student leaves the game, they must rejoin the same team they started out with during that recess.
- H. Use hands and feet safely.
- I. Always use a safe speed/pace when on the blacktop and cement.
- J. Walk up and down the stairs properly.
- K. Walk up and down the ramp properly.
- L. Do not walk in the gardens or along grass on the hill between upper and lower playgrounds.
- M. Speak and play kindly with others.
- N. Take turns on the equipment and in organized games.
- O. Use hands only when playing with balls on the upper playground.
- P. Follow reasonable adult directions.
- Q. Be safe at all times.
- R. There are no throwing rocks, bark, wood chips, sand, or any objects found on the playground.
- S. If a ball/equipment goes into the parking lot, bus area, or off the playground at any area, notify the playground supervisor to retrieve it.
- T. Use equipment properly (if unsure, ask the playground supervisors) and return it to the appropriate place at the end of recess.
- U. Go over rules with the playground supervisors before special games begin.
- V. Contact sports/activities such as tag/chase, football, dodge ball, etc., are not allowed during recess
- W. Please follow the playground supervisor's directions regarding obtaining equipment (balls, jump ropes, etc.).
- X. When a whistle blows, stop and see if a supervisor is trying to get your attention. If the supervisor is looking at you, stop and look for the supervisor's directions. If the whistle is not for you, return to playing.
- Y. Stop all games immediately when the bell rings and walk to your classroom line where your teacher /staff member has directed you to meet him/her.
- Z. Have fun; remember it is only a game.
- AA. Students will settle differences peacefully using problem-solving techniques ("I Messages" ; "S.T.E.P.", etc.).
- BB. Existing rules may be modified or additional rules may be added throughout the school year as deemed necessary by staff or by a request from a student(s) after evaluation of the request by staff.
- CC. Students will be asked to call the adult supervisors by name (to avoid using the term "*Duty*").

PBIS BEHAVIOR MATRIX: GENERAL PLAYGROUND


Polite	Respect	Independent Manager	Do Your Best	Everyone Working Cooperatively
<ul style="list-style-type: none"> • Voice Level 3 max • Use school appropriate language • Use kind words and actions 	<ul style="list-style-type: none"> • Follow supervisors' directions • Keep hands/feet/body to yourself 	<ul style="list-style-type: none"> • Problem solve respectfully (use "I messages"; use "S.T.E.P.", etc.) • When the bell rings to signal the end of recess immediately put any equipment away and line-up in your designated spot • Stay within the boundaries of the playground 	<ul style="list-style-type: none"> • Use playground equipment correctly (including getting on where it is marked green; getting off where it is marked red; staying out of the areas where cones are located) • Get off equipment in a timely manner 	<ul style="list-style-type: none"> • Follow rules for games (found in handbooks and posted) • Share equipment fairly with others • Include and encourage others

RECESS/PLAYGROUND EQUIPMENT

General Rules/Reminders EQUIPMENT RACK

- 1) Please follow the playground supervisor's directions regarding obtaining equipment (balls, jump ropes, etc.).
- 2) Please return the playground equipment to the rack immediately after done using or when the bell rings.

GENERAL PLAYGROUND EXPECTATIONS: 8.5 X 11 POSTER ON PAGE 48

JAGUAR P.R.I.D.E. PLAYGROUND	
	
P.	<ul style="list-style-type: none">. Voice Level 3 maximum. Use school-appropriate language. Use kind words and actions
R.	<ul style="list-style-type: none">. Follow the supervisors' directions. Keep hands/feet/body to yourself
I.	<ul style="list-style-type: none">. Problem solve respectfully (use "I Messages", use "S.T.E.P.", etc.). When the bell rings to signal the end of recess immediately put any equipment away and line-up in your designated spot. Stay within the boundaries of the playground
D.	<ul style="list-style-type: none">. Use playground equipment correctly (including getting on where it is marked green; getting off where it is marked red; staying out of areas where cones are located). Get off equipment in a timely manner
E.	<ul style="list-style-type: none">. Follow rules for games (found in handbooks and posted). Share equipment fairly with others. Include and encourage others

SPECIFIC EQUIPMENT RULES FOR EACH ZONE...

SETTING: BLACKTOP ZONE

🗣️ Explain that the BLACKTOP includes the cement area from the gate by the bus zone to the gate by the K Corral and towards the bike rack excluding the woodchips and undercover zone.

RULES FOR BLACKTOP GAMES:



FUNNEL BALL:

Rules/Reminders:

The object of this game is to throw a rubber ball into the top and see what hole/number/color the ball comes out of. You can play this by yourself or with friends!

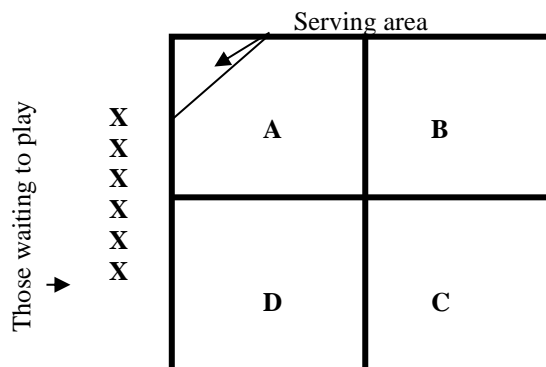
- ✓ Don't spin on the pole.
- ✓ Stay in your colored area (red, blue, green or yellow).
- ✓ Only 1 person retrieves the ball at a time.

4-SQUARE:

One player stands in each square. The player in area "A" or with the server mark starts the play. From a bounce, they strike the ball with one or two hands, directing the flight of the ball so that it bounces in one of the other areas B, C, or D. The player in the receiving area keeps the ball in play by striking it off the one bounce and by directing the flight of the ball to one of the other three areas. Play proceeds until one of the players fails to hit the ball into an area or commits a foul. If the offending player is "A", they go to the end of the line; players in B, C, and D move up one square and a new player enters D. If a player in B, C, or D misses, they go to the end of the waiting line and all below move up one place. The ball is always put into play by the player in area A. All new players enter in square D.

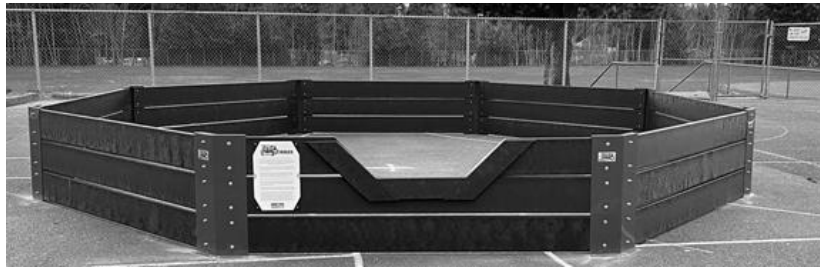
Fouls (a failure to return the ball properly)

- ✓ A ball that hits a line or outside the playing squares.
- ✓ A ball struck with a closed hand (fist).
- ✓ Allowing the ball to bounce more than once in a square.
- ✓ Failing to return the ball to one of the other three squares.
- ✓ A ball that hits a player while that player is standing in their area. If the ball hits the player above the waist, the player who hit the ball is out. If the ball hits the player below the waist, the player who got hit is out.
- ✓ A player that holds onto the ball.



GAGA BALL

1. One player tosses the ball up in the air. Players yell "Ga" on the first bounce and "Ga" again on the second bounce and the ball is then in play.
2. Players hit the ball with their hands only and may not carry or throw the ball - it must be hit with an open hand only.
3. Any player who is touched by the ball either directly or by a rebound off the wall is "out" then must step out of the pit.
4. If the ball contacts a player or a player's clothing below the waist, that player is eliminated. If the ball contacts the player above the waist, the player is still in.
5. If the ball goes out of the Gaga court, the last player who had the last contact with the ball is eliminated.
6. If a player catches the ball before it bounces, the player who had the last contact with the ball is eliminated.
7. Once the player hits the ball, he or she must wait until the ball touches someone else before hitting it again (no double touches).
8. If a line has formed, any eliminated player who wishes to play again goes to the end of the line.
9. If there are only two players remaining, a player may hit the ball up to 3 times in a row. The ball is "rejuvenated" by contact with the wall and the hit count resets.
10. Our version of gaga ball is played one against all. Teaming up or targeting is not allowed.
11. If there is a disagreement, it must be worked out quickly not to interfere with the pace of the game. If the disagreement cannot be resolved, those players in the disagreement are all out of the game.
12. Ten players are allowed in the pit at a time. If more than 10 players wish to play, a waiting line will be formed. As players get "out" in the game, they will go to the end of the line. Once the game ends, the player who is the last one standing stays in the game and the next 9 from line enter the pit for the next round.



JUMP ROPES:

- 1) Please use on the blacktop on the upper playground only.
- 2) Please use jump rope for its intended use only.
 - No tug-of-war
 - No playing horse
 - No swinging the rope in a dangerous manner
- 3) If playing "helicopter", swing "low and slow".

WALL BALL:

Look for "WALL BALL" labels on blacktop which indicates those walls designated for wall ball play.

Playing Rules:

- 1) Server begins play by bouncing the ball then striking it with the hand or fist. Ball must hit the ground once, then hit the wall and return to the playing area past the service line. Younger students may use a "2 bounce" rule.
- 2) The other player must return the ball by striking it before it bounces more than once. Ball may also be returned before it bounces.
- 3) There may be a replay when accidental interference occurs.
- 4) The player who first commits a foul is out and a new challenger enters the game.

Fouls:

- 1) Hitting the ball with any part of the body other than the hand.
 - 2) Hitting the ball again before opponent plays it.
 - 3) Catching the ball.
 - 4) Throwing the ball.
 - 5) Not playing the ball to the ground before hitting the wall.
 - 6) Not serving the ball across service line (e.g., no "babies").
 - 7) Allowing the ball to bounce more than one time before returning it.
 - 8) Returning the ball out of the playing area.
 - 9) Inappropriate use of language.
- "Zapper" is the term to use when the ball hits the angle between the wall and blacktop or hits a corner.

SETTING: WOODCHIP ZONE

🔊 Explain the boundaries of the WOODCHIP ZONE (all the playground equipment located on the woodchips including Buddy Bench).

PLAYGROUND STRUCTURE

Rules/Reminders:

- ✓ Get on the structure where the equipment is marked with GREEN.
- ✓ Exit the structure where the equipment is marked with RED.
- ✓ Only 1 person on a slide, wavy tree climber and fire pole at a time. Make sure the person who is in front of you is clearly out of the way before you take your turn.
- ✓ Feet first on slides.
- ✓ No more than 3 people climbing the rock at a time.
- ✓ Do not go under the rings or monkey bars – we don't want anyone to be hurt by others hanging from the equipment.



X-CELERATOR

- ✓ One person on the X-celerator at a time.
- ✓ No spinning another person.
- ✓ The line for this equipment is located on the blacktop marked with giant paw prints.

STEPPING PODS

- ✓ Start where the equipment is marked GREEN.
- ✓ One person on a pod at a time.





Phase 3 of Playground:

- ✓ Get on the structure where the equipment is marked with GREEN.
- ✓ Exit the structure where the equipment is marked with RED.
- ✓ Only 1 person on a slide, and chain ladder at a time. Make sure the person who is in front of you is clearly out of the way before you take your turn.
- ✓ Feet first on slide.

BUDDY BENCH

The purpose of the Buddy Bench is to make sure that anyone who wants to play with someone at recess has someone to play with! No one should feel left out or lonely at Silver Firs!

- ✓ Please don't use the buddy bench unless you are in need of someone to play with. We want to make sure that people know if someone is on the bench, they need help!
- ✓ Before going to recess, think about what you would like to play. Have a plan!
- ✓ Once on the playground, try your best to get involved in the game or activity of your choice following these steps:

Step 1: Stand nearby, look and listen at the game or activity you want to play. Pay attention to what is going on so you can give the people playing the game or activity compliments about what they are doing or helpful strategies they could use.

Step 2: Approach the game/activity/people in a friendly manner.

- Stand close but not too close!
- Have a friendly look on your face
- Show good body language

Step 3: Give a compliment or helpful advice (this shows you are interested!).

Step 4: Ask politely if you can play. (Remember – there are no closed games at Silver Firs. Everyone is welcome to play all games!)

- ✓ If your plan hasn't worked, you may take a seat on the bench and...
 - Keep thinking of a plan to get involved in a game/activity.
 - Look around to see if you can still join in somewhere. If you see something you want to play, get off the bench and go play!
 - If you see someone you want to invite to play, you can get off the bench, go up to the person, and ask if they would like to walk/talk/play.
 - If you are on the bench and there is another person on the bench, invite each other to go play.
 - If you are sitting on the bench and someone asks you to play, you must say "Yes" to the friend who invites you!
- ✓ We hope the Buddy Bench does not need to be used by the same person every day!
 - If you have found a friend through the buddy bench – we hope you can keep playing with each other!
 - **If you know a person needs a friend to play with, invite them before they even get to the buddy bench!**



“DOME” OR “SPIDER”

Rules/Reminders for “Dome” or “Spider”

You may climb on top of the bars, however

- ✓ No swinging, hanging, playing, walking, or running underneath the bars.
- ✓ No standing on the bars.
- ✓ You may be asked to get off the bars if the playground supervisor feels that there are too many students already on it (up to 8 at a time on this structure).



INTERMEDIATE TRAINER



Rules/Reminders for Intermediate Trainer

- ✓ Start where the equipment is marked GREEN.
- ✓ Only one person on the monkey bars, rings, and Swivel Meister at a time.
- ✓ Don't go under the monkey bars or rings – we want to avoid someone getting hurt by those hanging from the equipment.

SETTING: UNDERCOVER PLAY SHED ZONE

 From under the Undercover Play Shed Area, explain the boundaries of this zone:

- Stay within the walls of the Undercover Area near bus turn around and parking lot so the Recess Supervisors know you are safe.

RULES FOR GAMES IN THE UNDERCOVER ZONE

RECESS BASKETBALL:

- 1) Students will follow the general object of the game to shoot a basketball into the hoop.
- 2) A reasonable number of players will be allowed on the court. The number of players allowed will depend on the amount of room under the covered area.
- 3) "Jump balls" occur when two players have their hands on the ball at the same time, struggling for possession.
- 4) Teamwork is expected (pass the ball to other players).
- 5) No physical contact is allowed.
- 6) No hitting people.
- 7) Supervisors will facilitate a discussion when complaints occur regarding:
 - ✓ how long a player can hold a ball.
 - ✓ age/developmentally appropriate rules such as:
 - double dribble
 - traveling
 - up and down (player jumps up to shoot the ball but does not shoot and comes down with the ball still in their hands)
 - fakes the free throw
 - passes the ball to themselves
- 8) Fouls occur when a player:
 - ✓ pushes, shoves, trips or grabs another player's arm
 - ✓ throws the ball at another player so the ball goes out of bounds
 - ✓ hits any part of opponent's body
- 9) A player is OUT of the game if they:
 - ✓ swear or make threats
 - ✓ argue with other players.
- 10) Points are earned:
 - ✓ one free throw = 1 point
 - ✓ one field throw inside arc = 2 points
 - ✓ one field throw outside arc = 3 points
- 11) The line for shooting foul shots may vary according to grade level or size of each player (example: some shorter 4th or 5th graders may choose to shoot closer). This is a decision each team makes before starting a game.



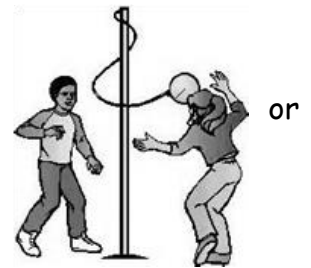
TETHERBALL:

One player stands on each side of the court (divided in two by a white line). The server starts the game by tossing the ball into the air and striking it with their hand or fist in the direction they choose. The player who first winds the rope completely around the post in the direction of their play wins the game. During the game, each player must remain in their own playing zone.

- 1) Tether balls are to be hit with hands only.
- 2) No touching of the rope during the game.
- 3) If you are waiting your turn, stay away from the playing zones.
- 4) When you are out, go to the end of the line.
- 5) If you win three games in a row, take yourself to the end of the line to allow new people into the game.

Fouls:

- 1) Hitting the ball with any part of the body other than the hands or forearms.
- 2) Stopping continuous play by holding or catching the ball.
- 3) Touching the pole with any part of the body.
- 4) Interfering with the progress of the game by hitting the rope with forearms or hands.
- 5) Playing the ball while standing outside of the playing zone.
- 6) Throwing the ball.



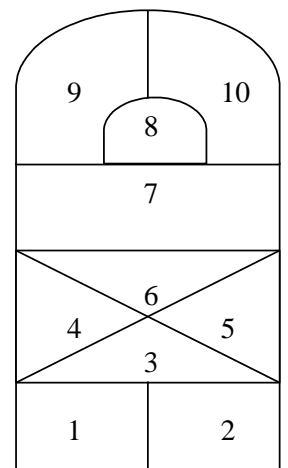
A player who commits any fouls listed forfeits the game to their opponent. Play stops immediately after a foul has been committed.

Don't sit on the ball, climb the pole, or swing around the pole.

HOPSCOTCH:

Playing Rules:

- 1) The first player starts by tossing their marker (bean bag, hoppy taw, etc.) into the first box (#1).
- 2) They then hop over box #1 to box #2 and on through the boxes turning around in boxes #9 and #10.
- 3) The general rule is to hop on one foot in the single boxes and both feet (one in each box) in the double boxes.
- 4) After turning around in the boxes #9 and #10, they player hops back to box #2, reaches over and picks up his/her marker (bean bag, hoppy taw, etc.) then hops in box #1 and on out.
- 5) Once a player has completed their turn, they need to remember the next number to throw their marker to and then go to the end of the line. When it is the player's next turn after successfully completing box #1, the player will attempt to toss the marker into box #2 then hop through the playing field without stepping on box #2.
- 6) Player continues through the field until all 10 boxes have successfully had a marker placed on them.



Fouls:

- 1) A player may not hop into a box where a marker has been tossed.
- 2) Players lose their turn if their marker is not tossed into the correct box or if it rests on the line.
- 3) Stepping on a line.
- 4) Missing a box while hopping.
- 5) Stepping into a box with a marker/bean bag.

SETTING: GRASS FIELD ZONE

🔊 From the top of the stairs, explain the boundaries of Grass Field Zone:

- Stay on or within the sidewalk
- Stay off hills

FIELD (General Field Rules)

- ✓ Use walking feet on the stairs and ramp.
- ✓ No playing or "hanging out" on the stairs.
- ✓ Use handrails only for assistance to get up and down the stairs/ramp (do not play on or slide down the handrails).
- ✓ Stay on the level part of the field (no playing on the hills between the field and the upper playground/bus turn around).
- ✓ Stay in eyesight of the supervisor.
- ✓ Do not go behind storage containers.
- ✓ Do not climb fences.

RECESS SOCCER

Playing Rules:

- 1) When needed, a Recess Supervisor will assign captains before play begins.
- 2) The captains will choose their teammates by picking students alternating turns. If needed, a Recess Supervisor will assign teams.
- 3) The purpose of the game is for a team to kick the soccer ball in their goal. Goals are located at opposite sides of the playing field.
- 4) Only the goalie is allowed to use their hands.
- 5) No physical contact between players is allowed.
- 6) No slide tackling is allowed.
- 7) Show good sportsmanship.
- 8) Follow P.R.I.D.E.

FOULS: Players may lose the privilege of playing recess soccer for any of the following behaviors:

- 1) Kicking or attempted kicking of an opponent.
- 2) Tripping or attempted tripping of an opponent.
- 3) Jumping/Charging at an opponent.
- 4) Striking or attempted striking of an opponent.
- 5) Pushing an opponent.
- 6) Holding an opponent.
- 7) Spitting at an opponent.



- 8) Slide tackling.
- 9) If a player's shoe comes off during the game (shoes must be secure on the feet to avoid injury to others by flying footwear).

RECESS KICKBALL

The rules for kickball are closely related to those of baseball. The main difference is that kickball involves a big rubber ball that is kicked to put in play rather than hit with a bat.

Kickball is played on a field with 4 bases arranged on the corners of a diamond-shaped "infield". Player positions are also similar to those of baseball. There is an "infield" and an "outfield." The infield contains the positions that involve the bases, while the outfield is mainly designated for catching or retrieving the ball when it is kicked out of the infield. Actual playing positions vary depending on the number of kids that are actually playing. If there are only a few children playing, the positions are usually spread out, but if there are a good number of players, kids will position themselves wherever there is space.

Game play goes as follows: the ball is rolled towards home plate, and the player who is up (kicking), tries to kick the ball. If the ball is caught in the air, the kicker is out. If a player is tagged while running to first base (or any base); they are also out. Also similar to baseball, if the ball is thrown to the first base person, and it is caught by the first base person while they are touching first base, the player running to first base is out. This is known as a "forced out" in that the runner was forced to run to that base. A "forced out" can occur on any base that a runner is forced to run to. A runner can only advance one (1) base on an over-throw. (This means that if a player in the field throws the ball to another teammate and the ball is not caught and goes rolling out into the field, the runner can only go on to the next base.)

Once a team gets 3 outs, the teams switch sides. A team gets one point for having a runner make it all the way around the bases and back to home base.

OUTS:

- 1) Players are considered out when:
 - a) Their kicked ball is caught before it touches the ground.
 - b) They are tagged out (a player in the field touches them while holding the ball and the kicker is not safely on base).
 - c) The ball is in the first base person's hands and the kicker has not made it to first base (or when a player is forced to advance to 2nd, 3rd, or home bases and the base person has possession of the ball).
- 2) If a kicked ball hits a runner, the runner is out.
- 3) A runner runs out of the baseline.
- 4) If two runners end up on the same base, the second runner is out.
- 5) If a runner is passed by a teammate on the way to home plate, both runners are out.

TOYS/PERSONAL PLAY ITEMS PROCEDURES

GOAL:

To eliminate arguing, fighting, stealing, and unfair trading of personal property, students are requested to use the equipment provided by the school and not bring toys and personal items from home.

Staff Responsibilities:

1. Administration will provide appropriate and ample equipment for students to use on the playground.
2. Staff will review and provide a list of appropriate and expected “school tools” necessary for students to bring from home.
3. Staff may confiscate inappropriate toys and/or personal items that interfere with learning.
4. Each individual staff member will decide on a method of returning the items taken from a student.

Student Responsibilities:

1. Students are to bring appropriate “school tools” to school.
2. Students are to leave all personal play items at home (toys, sports equipment, personal stereo equipment, trading cards, virtual pets, etc.)
3. Students are welcome to bring favorite items and/or collections for the following reasons:
 - A. Show and Tell
 - B. Prearranged with classroom teacher (e.g., museum display, cultural project, etc.)
 - C. Display case outside the front office (as pre-arranged)
 - D. Student Council Spirit Days
4. Items for sharing or displaying will remain in the student’s backpack until the appropriate time.
5. Toys and/or personal play items inappropriately brought to school may be confiscated by any staff member.
6. If a student repeatedly brings an inappropriate item to school, the item may not be returned until the end of the year or when a parent comes to school to retrieve the item.

JAGUAR P.R.I.D.E.

ASSEMBLIES



Prior to the assembly



During the assembly unless called upon

P.	<ul style="list-style-type: none"> • Voice Level 1 maximum with neighbor prior to the assembly • Once the assembly begins, focus your attention on the presentation
R.	<ul style="list-style-type: none"> • Give “5” for the entire assembly <ul style="list-style-type: none"> ◊ Voice Level 0 ◊ Ears listening ◊ Body facing presenter(s) ◊ Hands still and to self ◊ Feet still and to self
I.	<ul style="list-style-type: none"> • Enter and exit assembly safely using walking feet • Sit in “elbow” space
D.	<ul style="list-style-type: none"> • Follow directions of the presenter(s) immediately and without reminders
E.	<ul style="list-style-type: none"> • Show appropriate audience participation • Show appreciation to the presenter(s) with appropriate clapping



JAGUAR P.R.I.D.E.

BATHROOMS



P.	<ul style="list-style-type: none">• Voice Level O maximum• Use bathroom appropriately
R.	<ul style="list-style-type: none">• Respect others' privacy• Leave restroom clean• Keep restroom free of graffiti
I.	<ul style="list-style-type: none">• Put toilet paper in the toilet• Flush toilet• Wash hands• Put all other trash in garbage cans• Use a reasonable amount of supplies
D.	<ul style="list-style-type: none">• Return to class as soon as you have finished
E.	<ul style="list-style-type: none">• Use the classroom/cafeteria/playground check-out procedures• Report problems to an adult

JAGUAR P.R.I.D.E.

CAFETERIA



P.	<ul style="list-style-type: none">• Voice Level 0 – 2 maximum (follow teacher/staff specific request)• Say “please” and “thank you”
R.	<ul style="list-style-type: none">• Follow the supervisors’ directions• Sit your bottom on the seat and keep your hands and feet to yourself
I.	<ul style="list-style-type: none">• Clean up after yourself• Eat your food only
D.	<ul style="list-style-type: none">• Enter quietly and safely• Raise your hand if you need help (e.g., permission to use the restroom; permission to get a utensil, etc.)
E.	<ul style="list-style-type: none">• Use good table manners

JAGUAR P.R.I.D.E.

COURTYARD/WALKWAYS



P.	<ul style="list-style-type: none">• Voice Level 0-1 maximum (follow teacher/staff specific request)• Use walking feet
R.	<ul style="list-style-type: none">• Walk at all times on the paved areas and keep right• Keep feet on the sidewalk
I.	<ul style="list-style-type: none">• Be safe and do not touch the plants and shrubs• Have a pass with you (when no adult is directly supervising)• Walk all the way past the paw prints to recess
D.	<ul style="list-style-type: none">• Stay clear of safety cones when you see them
E.	<ul style="list-style-type: none">• Follow the courtyard rules each time• Wave and smile to others

JAGUAR P.R.I.D.E.

EXITING/END OF DAY



inside buildings



once past courtyard

P.	<ul style="list-style-type: none"> • Voice Level 0 in the buildings • Voice level 2 maximum once past the courtyard • Walk with your class to your designated area for pick-up • Wait, showing P.R.I.D.E., in your bus line or Kiss & Go area
R.	<ul style="list-style-type: none"> • Walk on the paved areas only
I.	<ul style="list-style-type: none"> • Walk your bike while on campus • Go directly home after school
D.	<ul style="list-style-type: none"> • Be safe with your belongings
E.	<ul style="list-style-type: none"> • Everyone shows P.R.I.D.E. • Encourage others to follow the rules

JAGUAR P.R.I.D.E.

HALLWAYS



P.	<ul style="list-style-type: none">• Voice Level 0-1 maximum (follow teacher/staff specific request)• Open and close lockers quietly using the black button
R.	<ul style="list-style-type: none">• Keep your hands and feet to yourself
I.	<ul style="list-style-type: none">• Have a pass with you (when no adult is directly supervising you)
D.	<ul style="list-style-type: none">• Move safely by walking on the right-hand side
E.	<ul style="list-style-type: none">• Wave and smile to teachers, staff, and peers

JAGUAR P.R.I.D.E.

MORNING LINE-UP & WALKING IN



P.	<ul style="list-style-type: none"> • Voice Level 2 maximum for morning line-up • Voice Level 1 maximum for walking in (follow teacher/staff specific request) • Stay in your line
R.	<ul style="list-style-type: none"> • Follow the supervisors' direction • Keep your hands and feet to yourself
I.	<ul style="list-style-type: none"> • Stay in line with your class • If your class leaves before you arrive, file in at the end of the next class that is leaving • After breakfast, join your class under covered play zone
D.	<ul style="list-style-type: none"> • Stay in your line order as you walk in • Follow the class in front of you
E.	<ul style="list-style-type: none"> • Everyone shows P.R.I.D.E. • Encourage others to follow the rules above

JAGUAR P.R.I.D.E.

PLAYGROUND



P.	<ul style="list-style-type: none"> • Voice Level 3 maximum • Use school-appropriate language • Use kind words and actions
R.	<ul style="list-style-type: none"> • Follow the supervisors' directions • Keep hands/feet/body to yourself
I.	<ul style="list-style-type: none"> • Problem solve respectfully (use "I Messages", use "S.T.E.P.", etc.) • When the bell rings to signal the end of recess immediately put any equipment away and line-up in your designated spot • Stay within the boundaries of the playground
D.	<ul style="list-style-type: none"> • Use playground equipment correctly (including getting on where it is marked green; getting off where it is marked red; staying out of areas where cones are located) • Get off equipment in a timely manner
E.	<ul style="list-style-type: none"> • Follow rules for games (found in handbooks and posted) • Share equipment fairly with others • Include and encourage others

VOICE LEVELS

3

Presentation/
Recess



2

Small
Group



1

Whisper/
Partner



0

Silent



VOICE LEVELS

3

Presentation/
Recess



2

Small
Group



1

Whisper/
Partner



0

Silent



Silver Firs Elementary

Our mission is to educate with high academic and behavioral expectations. We will nurture and guide students to become life-long learners who are respectful of differences and who can transition from the classroom to the community as successful contributing citizens.

Our Motto at Silver Firs is:

"Together We Grow"

With

Politeness

Respect

Independent Managers

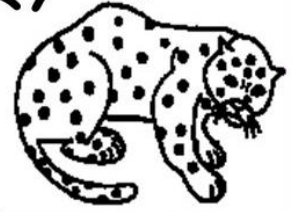
Doing Our Best

Everyone Working Cooperatively



SILVER FIRS ELEMENTARY

P.R.I.D.E. EXAMPLES



Polite

At Silver Firs Elementary, being polite is very important. you are expected to use good manners and to be considerate, courteous, honest, and helpful to others.

Respectful

We expect Silver Firs Elementary to be a safe and supportive place. Respect means caring for yourself and others, our school and play equipment, and the personal property of classmates and staff.

Independent Manager

All through your life you must decide how you will act. Therefore, try to do what is right whether anyone is watching you or not. This is called "being an independent manager". It is important for you to remember that you are in charge of yourself. You are an independent thinker. You can do what is right!

Do my best

In order to do your best, it is important to be ready to learn. This includes having a positive attitude about school, coming to school on time, always trying, and having your materials and school work ready. When you do a job or an assignment, do your very best. While you are working on something, ask yourself, "Is this the best I can do?" If you give a job your best, you learn more and feel more successful.

Everyone working cooperatively

Cooperation includes being polite, treating people with respect, accepting people's differences and opinions, encouraging others to do their best, working to solve disagreements, and working together for a common goal.

The adults at Silver Firs Elementary are here to help you achieve success. We look forward to a good year and are eager to work with you.

JOIN THE JAGUAR P.R.I.D.E. TEAM!

(from the P.R.I.D.E. Handbook)

The Jaguar Constitution

1. STUDENT RIGHTS/TEACHER RIGHTS. These are the rights of the individual:
 - ✓ The right to respectfully and appropriately share one's thoughts and feelings within the parameters of our public school setting.
 - ✓ The right to personal privacy.
 - ✓ The right to have property treated with respect.
 - ✓ The right to have conflicts resolved fairly using a problem solving approach.
 - ✓ The right to feel safe while at school.
 - ✓ The right to an environment where learning can occur.
2. RIGHTS OF ALL: These are the rights of the groups that take precedent over individual rights:
 - ✓ Everyone has the right to a healthy and safe learning environment.
 - ✓ Everyone has the right to have his or her property treated respectfully.
 - ✓ Everyone has the right to learn.
 - ✓ Everyone has the right to a learning environment that is not disrupted by any individual(s).
3. STUDENT RESPONSIBILITIES:
Students are responsible for behaving in a way that does not violate the rights of staff and students. Students can accomplish this by following the Jaguar P.R.I.D.E. "Guidelines for Success".
4. JAGUAR P.R.I.D.E. "GUIDELINES FOR SUCCESS":
 - Polite
 - Respectful (to myself, others, and property)
 - Independent Manager (self manager)
 - Do my best
 - Everyone working cooperatively

(from the P.R.I.D.E. Handbook)



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:

Assistant Superintendent Human Resources

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

Gender-Inclusive Schools Coordinator

Joi Odom Grant
3900 Broadway, Everett 98201
425-385-4000
jgrant@everettsd.org

Title IX/Civil Rights Compliance Officer

Chad Golden
3900 Broadway, Everett 98201
425-385-4100
cgolden@everettsd.org

ADA Coordinator

Chad Golden
3900 Broadway, Everett 98201
425-385-4100
cgolden@everettsd.org

Section 504 Coordinator

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

Harassment, Intimidation or Bullying (HIB) Compliance Officer

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



Everett Public Schools

3900 Broadway, Everett, WA 98201

425-385-4000 www.everettsd.org

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!) You may use our district's [reporting form](#) to share concerns about HIB, but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer who supports prevention and response to HIB: Dani Mundell, DMundell2@everettsd.org, 425-385-4260.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within five (5) school days unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within two (2) school days. This response should include:

- A summary of the results of the investigation;
- A determination of whether the HIB is substantiated;
- Any corrective measures or remedies needed; and
- Clear information about how you can appeal the decision.

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal against the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's [HIB webpage](#) or the district's HIB [Policy 3204](#) and [Procedure 3204P](#).

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

Click on the links to review the district's Nondiscrimination [Policy 3210](#) and [Procedure 3210P](#).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

Click the link to review the district's Sexual Harassment [Policy 3205](#) and [Procedure 3205P](#).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Chad Golden, Assistant Superintendent of Human Resources, 425-385-4100, CGolden@everettsd.org, PO Box 2098, Everett WA 98213

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Chad Golden, Assistant Superintendent of Human Resources, 425-385-4100, CGolden@everettsd.org, PO Box 2098, Everett WA 98213

Concerns about disability discrimination:

Section 504 Coordinator: Dave Peters, Director of Student Services, 425-385-4063, DPeters@everettsd.org, PO Box 2098, Everett WA 98213

Concerns about discrimination based on gender identity:

Joi Odom Grant, Director Diversity, Equity, and Inclusion, 425-385-4000, jgrant@everettsd.org, PO Box 2098, Everett WA 98213

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one (1) year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation;
- A determination of whether the school district failed to comply with civil rights laws;
- Any corrective measures or remedies needed; and
- Notice about how you can appeal the decision.

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to a hearing officer designated by the superintendent and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination [Procedure 3210P](#) and Sexual Harassment [Procedure 3205P](#).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination [Procedure 3210P](#) and the HIB [Procedure 3204P](#) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: <https://www.oeo.wa.gov/en>
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: OCR@ed.gov

- Phone: 800-421-3481

Our Schools are Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our schools will:

- Address students by their requested name and pronouns, with or without a legal name change.
- Change a student's gender designation and have their gender accurately reflected in school records.
- Allow students to use restrooms and locker rooms that align with their gender identity.
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity.
- Keep health and education information confidential and private.
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender.
- Protect students from teasing, bullying, or harassment based on their gender or gender identity.

Click to review the district's Gender-Inclusive Schools [Policy 3213](#) and [Procedure 3213P](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Joi Odom Grant, Director Diversity, Equity, and Inclusion, 425-385-4000, jgrant@everettsd.org, PO Box 2098, Everett WA 98213

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

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



3900 Broadway, Everett, WA 98201
425-385-4000 • www.everettsd.org
FOLLOW US @

Table of Contents

DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Policy 0010 Diversity, Equity, Inclusion, and Belonging	1
---	---

NONDISCRIMINATION, HARASSMENT, AND COMPLAINT POLICIES AND PROCEDURES

Policy 2152/Procedure 2152P Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX	2
Policy 3204 Prohibition of Harassment, Intimidation or Bullying	4
Procedure 3204P Prohibition of Harassment, Intimidation or Bullying	5
Policy 3205 Sexual Harassment of Students	11
Procedure 3205P Sexual Harassment of Students	13
Policy 3210 Nondiscrimination.....	18
Procedure 3210P Nondiscrimination.....	19
Policy 3213 Gender-Inclusive Schools	22
Procedure 3213P Gender-Inclusive Schools	23
Policy 4312/Procedure 4312P Complaints to Board Members Concerning Staff.....	26
Policy 5010 Affirmative Action and Nondiscrimination	26
Procedure 5010P Affirmative Action and Nondiscrimination.....	28
Policy 5160 Sexual Harassment.....	31
Procedure 5160P Sexual Harassment.....	32
Policy 5253 Maintaining Professional Staff/Student Boundaries	36
Procedure 5253P Maintaining Professional Staff/Student Boundaries.....	37

SERIES 1000 – BOARD OF DIRECTORS

Schedule 1400S Board Meeting Schedule	40
---	----

SERIES 2000 – INSTRUCTION

Policy 2105/Procedure 2105P Educational Research	40
Procedure 2125P Web-Based Resources and Other Online Educational Services	40
Procedure 2145P Suicide Prevention	40
Procedure 2150P Co-Curricular Program	40
Procedure 2151P Interscholastic Athletics/Activities	40
Procedure 2153P Student Group Meetings (Limited Open Forum)	41
Procedure 2210P Special Education and Related Services for Eligible Students.....	41
Policy 2211/Procedure 2211P Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973	41
Procedure 2311P Selection and Adoption of Instructional Materials.....	41
Procedure 2320P Field Trips	42
Procedure 2321P Guest Speakers	42
Policy 2331/Procedure 2331P Controversial Issues.....	42
Procedure 2340P Religious-Related Activities and Practices	42

Policy 2410/Procedure 2410P High School Graduation Requirements.....	43
--	----

SERIES 3000 – STUDENT

Procedure 3122P Attendance	43
Policy 3204/Procedure 3204P Prohibition of Harassment, Intimidation or Bullying of Students.....	43
Policy 3205/Procedure 3205P Sexual Harrassment of Students.....	43
Policy 3210/Procedure 3210P Nondiscrimination.....	43
Policy 3213/Procedure 3213P Gender-Inclusive Schools	43
Policy 3224/Procedure 3224P Student Dress	43
Procedure 3231P Searches of Students and their Property	44
Policy 3235/Procedure 3235P Protection of Student Personal Information.....	44
Policy 3244/Procedure 3244P Students Riding School Buses or Other District Provided Transportation.....	44
Policy 3245/Procedure 3245P Technology	44
Procedure 3246P Personal Electronic Devices.....	44
Policy 3300/Procedure 3300P Student Discipline	44
Policy 3318 Discipline of Special Education Students	45
Policy 3319/Procedure 3319P Use of Physical Restraint and Isolation with Students	45
Policy 3332/Procedure 3332P Teacher Responsibilities and Rights	45
Policy 3400/Procedure 3400P Student Welfare	45
Policy 3401/Procedure 3401P Social Emotional Climate	45
Policy 3416/Procedure 3416P Medication at School.....	45
Policy 3418/Procedure 3418P Animals in Schools	45
Policy 3421/Procedure 3421P Child Abuse and Neglect.....	45
Policy 3530/Procedure 3530P Student Fundraising Activities.....	46
Procedure 3600P Student Records.....	46
Procedure 3610P Child Custody.....	46

SERIES 4000 – COMMUNITY RELATIONS

Procedure 4131P Confidential Communications.....	46
Policy 4205 Use of Tobacco, Nicotine Products and Delivery Devices	46
Policy 4207 Regulation of Firearms and Dangerous Weapons on School District Property	46
Policy 4310 Contact with School/District Staff.....	46
Procedure 4312P Complaints to Board Members Concerning Staff	46
Policy 4314/Procedure 4314P Visitors, Animals on District Property and/or Disruption of School Operations	47
Policy 4340/Procedure 4340P Public Access to District Records	47
Policy 4411/Procedure 4411P Working Relationships with Law Enforcement, the Department of Children, Youth, and Families, and the Local Health Department.....	47
Policy 4412 Political Relationships with Government Agencies	47

SERIES 5000 – HUMAN RESOURCES

Policy 5010/Procedure 5010P Affirmative Action and Nondiscrimination	47
Policy 5140 Tobacco or Tobacco-Like Products Use Policy	47
Policy 5150 Drug-Free Workplace	47
Policy 5160/Procedure 5160P Sexual Harassment	48
Policy 5161 Civility in the Workplace	48
Policy 5215 Conflicts of Interest.....	48
Policy 5225/Procedure 5225P Technology	48
Policy 5253/Procedure 5253P Maintaining Professional Staff/Student Boundaries.....	48
Policy 5270 Disciplinary Action and Discharge	48
Policy 5320/Procedure 5320P Leaves of Absence.....	48
Policy 5320.9/Procedure 5320.9P Family, Medical, and Maternity Leave	49
Policy 5406/Procedure 5406P Shared Leave Program.....	49

SERIES 6000 – MANAGEMENT SUPPORT

Procedure 6114P Gifts	49
Procedure 6213P Reimbursement for Travel Expenses	49
Procedure 6225P Food and Beverage Consumption	49
Procedure 6505P Video Security on School District Grounds or Property	49
Policy 6531 Care of District Property.....	49
Procedure 6540P School District's Responsibility for Privately-Owned Property	49
Procedure 6550P Data Security and Privacy	50
Procedure 6571P Lending of District-Owned Equipment and Books	50

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.

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://ospi.k12.wa.us/student-success/health-safety/school-safety-center/comprehensive-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 assistant superintendent of human resources shall be posted in such locations in buildings as to be commonly and easily viewed by students and staff.

Staff Responsibilities

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, assistant superintendent 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: Chad Golden
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
cgolden@everettsd.org Phone:
(425) 385-4100

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

- B. The allegations of sexual harassment shall:
1. be written;
 2. be signed by the complainant 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 assistant superintendent of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.
- C. Upon receipt of the complaint, the district's compliance officer, the assistant superintendent of human resources, or designee will provide the complainant a copy of [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 removal of a student under this section must also comply with Washington's student discipline rules for emergency removal under [WAC 392-400-510](#) through [WAC 392-400-530](#).

- F. Following completion of the investigation, the compliance officer or the assistant superintendent of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, 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, assistant superintendent 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:

Chad Golden

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

cgolden@everettsd.org Phone:

425-385-4100

The assistant superintendent 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 assistant superintendent of human resources or designee will receive and investigate formal complaints when allegations of discrimination are brought against employees or other adults. School or district administrators who receive a formal complaint of discrimination or discriminatory harassment will promptly notify the Title IX/Civil Rights Compliance Officer or assistant superintendent 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 assistant superintendent of human resources within one (1) year from the date of the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.

C. Upon receipt of the complaint, the district's Title IX/Civil Rights Compliance Officer, the assistant superintendent of human resources, or designee will provide the complainant a copy of [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the Title IX/Civil Rights Compliance Officer or the assistant superintendent of human resources shall provide the superintendent/designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.

D. The superintendent/designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time the district responds to the complainant, the district will send a copy of the response to the office of the superintendent of public instruction.

E. The response by the superintendent/designee will include:

1. A summary of the results of the investigation;
2. Whether the district failed to comply with [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 Gender-Inclusive Schools Coordinator will be communicated throughout the district. The district Gender-Inclusive Schools Coordinator 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://ospi.k12.wa.us/data-reporting/reporting/cedars>. 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 Gender-Inclusive Schools Coordinator.

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

In correlation with [Board Policy 0010](#), Diversity, Equity, Inclusion, and Belonging, Everett Public Schools is committed to an educational working environment free from discrimination and harassment as described in this policy. This policy and accompanying [procedure](#) prohibit discrimination and harassment of any staff member, volunteers, and contractors who work on behalf of the district.

Equal Employment Opportunity

The district shall provide equal employment opportunity and treatment 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 with respect to a legally protected characteristic, which include the following: race, color, national origin, creed, religion, sex, sexual orientation including gender expression or identity, marital status, age, onorably discharged veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability.

Discriminatory Harassment

Discriminatory harassment is unwelcome conduct that is:

1. Directed toward a person based on a protected characteristic;
2. Sufficiently severe or pervasive;
3. Unreasonably interferes with a person's work environment or ability to perform job duties; and
4. The cause of an intimidating, hostile, or offensive environment.

Examples of discriminatory harassment include, but are not limited to:

- Unwelcome jokes or comments about a legally protected characteristic (e.g., racial or ethnic jokes);
- Disparaging remarks to or about a person's legally protected characteristic (e.g., negative or offensive remarks or jokes about a person's religion or religious garments);
- Displaying negative or offensive posters or pictures about a legally protected characteristic;
- Physical conduct toward a person due to that person's legally protected characteristic;
- All communications, including those conveyed electronically, such as by email, telephone or voicemail, text messaging, or social media or other internet use, that directly or indirectly implicates a legally protected characteristic; or
- Any other unwelcome conduct that implicated a legally protected characteristic.

In most instances, discriminatory harassment does not include supervisory or evaluative practices.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for all employees and applicants for employment. Such affirmative action shall include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin.

Such affirmative action will also include recruitment, selection, training, education and other programs.

The superintendent or designee will develop an Affirmative Action Plan which specifies the personnel procedures to be followed by staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employee opportunities of those classes that are recognized as protected groups—aged, persons with disabilities, ethnic minorities and women and veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.
2. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
 - a. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 - b. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions. In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the district will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.
4. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
5. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

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.

Grievance Procedure

To ensure fairness and consistency, these procedures are to be used in the district's relationship with its staff members, volunteers, or contractors who work on behalf of the district. It specifically governs employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program, 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 such person's status with the district will be adversely affected in any way because the staff member utilized these procedures. The assistant superintendent of human resources or designee shall investigate all allegations of noncompliance or discrimination.

1. "Grievance" means a complaint which has been filed by a staff member, volunteer, or contractor relating to alleged violations of any state or federal anti-discrimination laws.

2. "Complaint" means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one (1) year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to:
 - 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or
 - 2) Withholding of information that the district was required to provide under [WAC 392-190-065](#) or [WAC 392-190-005](#). Complaints may be submitted by mail, fax, email or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
3. "Respondent" means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

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 procedure and from retaliating against an individual for filing such a grievance.

Informal Complaints

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

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

Formal Complaints

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

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

- B. The allegations of discrimination shall:
 1. Be written;
 2. Be signed by the complainant;
 3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and

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

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

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

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

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

Procedure

5160P

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 assistant superintendent of human resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's Affirmative Action Officer or assistant superintendent of human resources.

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

- B. The allegations of discriminatory harassment shall:
1. Be written;
 2. Be signed by the complainant;
 3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment;
 4. Clearly indicate a desire for the district to investigate the allegations; and
 5. Be filed with the assistant superintendent of human resources or designee within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related [guidelines](#).
- C. Upon receipt of the complaint, the district's assistant superintendent of human resources or designee will provide the complainant a copy of [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 assistant superintendent of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, 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.

Procedure

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
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 resourcesBefore creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional programBefore 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 healthIn the event a student suicide occurs or is attemptedWhen 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.
-----------------------	--------------------------------------	--	--

			<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.
			<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.

			<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 implementing a new secondary course study. • When reviewing a student's graduation requirements.

SERIES 3000 - STUDENTS

Policy/ Procedure	Title	Description	Situation to apply
3122P	Attendance	Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Teachers will keep a record of student absences and tardiness.	<ul style="list-style-type: none"> • Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.
3204/3204P	Prohibition of Harassment, Intimidation or Bullying of Students	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 and gender-expansive 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
----------------------------	---------------	--	--

		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	A student and their property may be searched by a principal or principal's designee if there is reasonable suspicion 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 or principal's designee prior to initiating a search, except in emergency situations. A search is required when there is reasonable suspicion that a student has a firearm on school grounds, transportation, or at school events.	<ul style="list-style-type: none"> Process for referring a student's suspicious activity related to possession of unknown property 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.
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 removal.
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 and Neglect	Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect.	<ul style="list-style-type: none"> • Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation.

3530/3530P	Student Fundraising Activities	The solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools.	<ul style="list-style-type: none"> • Guidelines and expectations to follow for student fundraising activities.
3600P	Student Records	The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner.	<ul style="list-style-type: none"> • Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records.
3610P	Child Custody	Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of their child, to visit with their child, or to remove their child from the school premises.	<ul style="list-style-type: none"> • Defining rights of non-custodial parents to have access to the classroom, school-sponsored activities, and teaching materials. Guidelines for visits and/or releasing student to non-custodial parent.

SERIES 4000 – COMMUNITY RELATIONS

Policy/ Procedure	Title	Description	Situation to apply
------------------------------	--------------	--------------------	---------------------------

4131P	Confidential Communications	Staff shall follow all applicable laws, regulations and rules regarding release of information about students, personnel, and district programs.	<ul style="list-style-type: none"> Guidelines to follow if a student reveals confidential information that may put them or others in danger.
4205	Use of Tobacco, Nicotine Products and Delivery Devices	To protect students from exposure to the addictive substance of nicotine and to set a smoking-free example for students, employees, students and all community members have an obligation as role models to refrain from the use of tobacco and tobacco-like products on district property.	<ul style="list-style-type: none"> Guidelines to enforce the district's policy for no smoking cigarettes, electronic cigarettes, cigars or any other use of tobacco or tobacco-like products at schools, district buildings, district property and district-owned vehicles. Cross reference: Policy 5140
4207	Regulation of Firearms and Dangerous Weapons on School District Property	It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district property, district-provided transportation or areas of other facilities being used exclusively for school district activities unless specifically authorized by state law.	<ul style="list-style-type: none"> School or district officials will promptly notify the student's parents/guardians and the appropriate law enforcement agency of known or suspected violations of this policy.
4310	Contact with School/District Staff	Certificated staff working at school sites shall be available to consult with parents, citizens, or students for one-half hour before and after the school day.	<ul style="list-style-type: none"> Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct.
4312P	Complaints to Board Members Concerning Staff	The board welcomes constructive feedback about district programs but the board has a legal and ethical	<ul style="list-style-type: none"> Process to follow for filing/expressing a complaint regarding a staff member.

		responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.	
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 Government Agencies	The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.	<ul style="list-style-type: none"> • Guidelines for staff to engage in political activity or who hold elective or appointive public office.

SERIES 5000 – HUMAN RESOURCES

Policy/ Procedure	Title	Description	Situation to apply
5010/5010P	Affirmative Action and Nondiscrimination	The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices.	<ul style="list-style-type: none"> • Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA)
5140	Tobacco or Tobacco-Like Products Use Policy 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.
5150	Drug-Free Workplace	The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana	<ul style="list-style-type: none"> • Employees, patrons subject to this policy. Workplace includes any district building, property, district-owned vehicle, other

		(cannabis) per the Drug-Free Workplace Act of 1988.	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.
5320/5320P	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	<ul style="list-style-type: none"> Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical.
5320.9/5320.9P	Family, Medical, and Maternity Leave	Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations.	<ul style="list-style-type: none"> Applies to all employees who have worked for the district for at least twelve (12) months, and at least 1,250 hours over the previous twelve (12) months, except female employees who are eligible for leave for any period of pregnancy-related illness or disability.

5406/5406P	Shared Leave Program	The district has established and administers a leave sharing program in which qualified employees may donate accrued leave.	<ul style="list-style-type: none"> The purpose of the Shared Leave Program is to provide a mechanism to allow employees to donate annual (vacation) or sick leave to eligible fellow employees in a manner consistent with state law and regulations.
----------------------------	----------------------	---	--

SERIES 6000 – MANAGEMENT SUPPORT

Policy/ Procedure	Title	Description	Situation to apply
6114P	Gifts	Individuals and organizations in the community may wish to contribute additional supplies, equipment or monetary donations to enhance or extend the instructional program.	<ul style="list-style-type: none"> Procedure for staff to follow if money or another type of gift is donated to a school or staff member.
6213P	Reimbursement for Travel Expenses	Travel expenses incurred by employees and board members 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.
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.