

# ***Everett Staff Handbook***

## ***2023-2024***



**Everett High School**

**“School of Champions”**

2416 Colby Avenue, Everett WA 98201

Phone: (425) 385-4400 Fax: (425) 385-4402

Website: <https://www.everettsd.org/everetthigh>

<b>Kelly Shepherd</b>	Principal	(425) 385-4490
<b>Kevin Allen</b>	Assistant Principal	(425) 385-4491
<b>Camille Mora</b>	Assistant Principal	(425) 385-4492
<b>Erik Heinz</b>	Assistant Principal	(425) 385-4489

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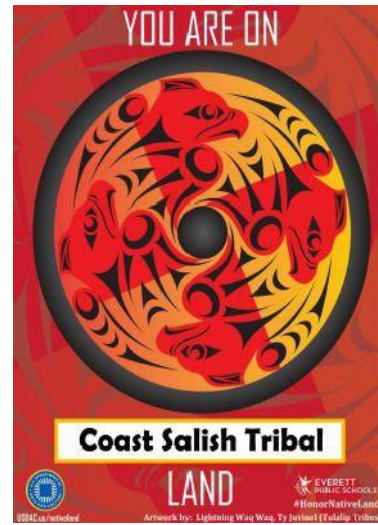
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### ***Everett Public Schools Vision***

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



### ***Everett Public Schools Mission***

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

### ***Everett High School Vision***

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

### ***Everett High School Mission***

We collectively ensure that each student learns and grows at high levels.

## **INSTRUCTION & STUDENT LEARNING**

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

All teachers are expected to use research-based instructional strategies and, as professionals, to stay abreast of the current, research-based strategies and pedagogy. Collaboration amongst teachers is central to the continuous improvement of student learning and should be practiced during LIF.

ADMIN LIF is directed by the administrators. Employee LIF is employee directed, but still intended for “the right work.” The right work includes collaborating on standards and a guaranteed and viable curriculum, common formative and summative assessments, and intervention strategies for emerging learners, as well as enrichment strategies for students working ahead.

Professional athletes, doctors, and many other professionals observe colleagues, watch game tapes, and analyze their performance compared to other top professionals. Teachers are professionals and, as such, have a moral obligation to do the same. Learning walks (visits to observe colleagues in the class) are encouraged and administration will make efforts to support coverage for learning walks. If you’d like to do a learning walk with your administrator, we are happy to do so.

### Classroom Syllabus & Course Expectations

Clear communication between the teacher, student, and home is an essential component for engaging students in learning, as well as being a key component of Domain 4 in the Danielson Framework. In recent years, this communication has become more important than ever. Teachers are expected to communicate with both students and families frequently. At the start of every new course, a comprehensive syllabus should be made available to students on CANVAS, or a hard copy. A copy of the course syllabus and course expectations must also be given to the assessing administrator 48 hours prior to the first day of class. All teachers should use the EHS Course Syllabus Template. Using the [EHS template](#) provides a consistent experience for our students and parents. A teacher’s classroom syllabus and course expectations must include:

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

### Communication of Student Progress and Achievement

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

- Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. Grades and attendance records must be turned in to the Registrar’s Office at the end of

the school year. An explanation of the marking system must be included.

- Teachers are required to update student grades online, one to two times per week. Directions on how to access students' grades online need to be included in your classroom syllabus, as well as on your website and Canvas.
- Canvas should also contain your Course Syllabus, contact information, and relevant course information.

### Grading

Careful thought and consideration should be given to grading policies, assignments, assessments (both formative and summative), and differentiated practices. The primary purpose of grading is to communicate progress toward and mastery of standards. Grades are not meant to teach responsibility, ensure students meet deadlines, or other non-standards-based criteria. Late policies should consider the goal of the school: student learning, not student compliance. The focus should be on "if" students learn the material, rather than "when." The reality is, very little in the world has a hard deadline. If this idea is something you struggle with, what are all the instances in the real world when we have been given grace for something, including bills and administrative deadlines? These ideas directly connect to Domain 3 of the Danielson Framework. For consistency and fairness to students, teachers are encouraged to develop consistent grading practices within their departments, and with teachers who teach the same classes. Semester exam schedules, exact report card procedures and due dates will be announced prior to each grading period.

### Reassessment Policy

All students will have the opportunity to retake summative assessments during the semester. Formative assessments, assignments, and end-of-semester or course final exams are at the discretion of the teacher.

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

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

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

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

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

### Incompletes

- When a grade of "I," incomplete, appears on a semester report card, it means that the student has not yet completed work required to earn credit for the class and has met criteria for an extension of time

to allow the student to complete the work. The teacher should clearly communicate to the student and parent/guardian what needs to be completed in order to complete the course. A suggested timeline is 25 days. A teacher may extend the incomplete timeline to allow more time to demonstrate learning and submit a grade change to the registrar. If the student has not completed the necessary work to earn credit, the “I” will automatically change to an “F” once at the end of the semester unless a request is made in advance. As a reminder, a teacher can at any time submit a grade change for student who demonstrates mastery whether the grade is an I, NC, or F.

- \*IEP teams will document how and when an “I” grade will be changed in a student’s special education classes. IEP teams will record the length of the time the “I” grade will remain. Documentation with a Notice of Action is required. The case manager assigning the “I” grade will be responsible for tracking the student’s progress toward completion of the class.
- Teachers who wish to issue an incomplete need to discuss with student, parent /guardian and IEP Case Manager (if appropriate). Grade changes forms can be picked up from the Registrar or completed digitally and included parent/guardian and student signature or date/time of contact. A copy of the form (hard or digital should be sent to student, parent/guardian, counselor, registrar, records secretary. Once all signatures and information are collected, copies should be made for the counselor, Records Secretary, and student.
- Incomplete grades may be issued for the following circumstances:
  1. A student is experiencing a health emergency (this includes mental health) and was making satisfactory progress prior to the emergency.
  2. A teacher may exercise professional judgment when a student who was making satisfactory progress throughout the semester appears to need more time to complete a final project/paper/exam or master a concept or skill.

### Grading ML

Grading High School Students who are multi-language learners based on their Language Acquisition Levels.

### [ML Grading Practices](#)

### Instructional Content and Materials

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

### Supplemental Instructional Materials

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

value of judgment, and the virtue of respect for conflicting opinions.

- Supplemental Materials Definition - Those items [other than major program adoptions] used to support, enrich, and individualize the curriculum to meet the specific needs of the students.
- Teacher Selected Materials –
  1. Teachers are encouraged to provide supplemental materials to enrich the normal classroom environment. These materials should be consistent with adopted course goals and objectives and be of a nature that all students could use the material.
  2. Supplemental material which may reasonably be expected to be controversial in our community must be approved by the building principal and/or department supervisor prior to use.
  3. When selecting supplemental materials, teachers should consider incorporating a variety of races, cultures, and perspectives represented in our community. Students of color, LGBTQ students, and other typically marginalized groups need to see themselves reflected positively in the books they read and the videos they watch.
- Speakers - Teachers interested in having outside speakers address their classes as a supplement **must receive approval from an administrator** before scheduling. If the speaker has the potential of being controversial or political the approval must be at least 10 days in advance.

#### Homework

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

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

The process of obtaining homework assignments during student absences:

- Students or parents contact the teacher directly for makeup work. Students can also access Canvas for makeup work.
- If teachers are providing print materials as makeup work, this work should be dropped off at the front desk, and teachers should inform students and parents where to pick it up.
- 

#### Instructional Leadership Team (ILT)

The Everett High Leadership Team meets on dates determined by the Team. The purpose of the Instructional Leadership Team is to facilitate the improvement of teaching and learning at Everett High School. In addition, the LT will develop a meaningful School Improvement Plan (SIP) and participate in the Instructional Reviews each year. The SIP team is composed of the team leaders from each department, the leaders of the action teams, one parent representative and one student representative and the administrative team as follows:



## Instructional Leadership Team Leaders

Admin	Kelly Shepherd, Kevin Allen, Erik Heinz, Camille Mora
CTE/CE	Tammy Price
Paraeducators	Jen Selders
Counseling	Brianna Smith
ML	Ashley Potter
English	Deb Payne
Fine Arts	Aimee Leggett
Library	Deb Payne
Math	Keri Austin
Office	Joanna Chavez
Para	Nick Reed
PE	Tara Tri
Science	Erin Acheson and Lizzy Scott
Social Studies	Melissa Karmil
Special Education	Jessica Raney-Mutale and Kate Cain
World Language	Eldred Vidal Vazquez

### Special Education

Teachers with students receiving IEP services enrolled in their classes will review each student's IEP, qualifying areas, accommodations, and modifications prior to the start of instruction. Any questions or concerns can be made to the student's case manager. All IEP questions and concerns should be directed to the student's case manager.

In a serious situation, the case manager will contact administration. By **Federal law** general education teachers need to attend the annual IEP meetings for students in their class or communicate with case manager in advance of the meeting. Teachers will be notified by email with an "Invitation to An IEP Meeting" letter. General Ed teachers are required to give input toward the development of the IEP goals and accommodations. Additionally, teachers are required to follow the accommodations set forth in the IEP's.

**Implementation of the IEP** is every teacher's responsibility, not just the case manager's. Please see administration if you need clarification.

### Student Study Team/504 Team

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

### Independent Study

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



### Teacher's Assistants (TA's)

Teacher's Assistants (TA's) may be assigned to help teachers with things such as copies, bulletin boards, organization, running errands, etc. TA's are not to be given access to: school keys, enter or view grades and attendance, staff email, phone message pick-up, or staff mail due to the potential violation of FERPA (Federal Educational Right to Privacy Act). Teachers cannot have TA's during their prep period or have more than one TA per period without building principal approval.

### Visitors

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

- All visitors must be pre-approved by administration and must register at the office upon arrival at school.
- Visitors whose sole purpose is to influence or solicit students shall not be permitted on school grounds unless the visit furthers the educational program of the district.
- If the visitor wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher.
- If the purpose of the visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
- The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal shall give reasons for the action.
- Please be advised that during the regular school day, non-student "visitors" such as former students, seniors who have graduated, friends of students, or siblings are not allowed in classrooms for any reason. The reason is to maintain the academic learning environment and to ensure the safety & security of both students and staff.

### Field Trips

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

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

Field trips, when used as a teaching strategy integral to the curriculum or to extra-curricular programs, are educationally sound components in the instructional/extra-curricular programs of the schools. Such trips must supplement and enrich classroom/extracurricular programs by providing learning experiences in an environment beyond the school. For field trip forms click [HERE](#).

### Student PED (Personal Electronic Devices)

Students must keep their personal electronic devices (cell phones, iPod, etc.) put away during class time unless specifically instructed to use them for learning purposes. Students may use PEDs during passing periods, before and after school, and during lunch. Students will be given two warnings and receive a call home before a PED referral can be submitted.

### High School Students ([3246P](#))

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

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

## **INSTRUCTION & STUDENT LEARNING**

### Audio-Visual (Digital Cameras, Infocus, Interactive Panel, etc.)

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

### Print Shop

- Located in the Main Office Building.
- Receive your staff copier code through Office Manager. This code will be your employee ID number.
- Work order requests require at least 48 hours notice.
- There is a "Teacher Machine" for staff use; please use this only for necessary classroom materials that help with instruction. Run all large orders through Print Room Staff.
- Other services include: lamination, cutting, shredding, and hole punch.

### Printers (classroom)

Classroom printers are for teacher use only. The toner cartridge (approximately 5000 copies) is to last the entire year. Please print multiple copies of items to a copier to reduce expense.

### Technology Repair Procedures

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

### Use of School Resources

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

### Lamination

Staff can request for items to be laminated in the copy room, located in the main office. Due to the high cost of laminating material, please use this service very judiciously. Laminating is only done when the number of requests is sufficient to justify heating up the machine.

### Library

#### Basic Procedures:

- The library hours are typically 7:00 am - 3:30 pm, Monday-Thursday, and 7:00 am - 1:00 pm on LIF days.
- Individual students may use the library at any time with a pass.
- Small groups may use the library with a pass and a phone call prior to the visit @ X4408.
- Whole classes may reserve the library by calling ahead in advance @ X4408.
- It is helpful if students are carrying their EHS I.D. card with them to check out books.
- Students may suggest and request books and materials for library purchase.
- Overdue and missing books should be resolved before checking more out.

#### The library can help you:

- Promote independent reading.
- Incorporate reading strategies.
- Collaborate on literacy and research lessons, instructional technology and maker projects.

#### Please help us by:

- Communicating your needs with the library staff in advance.
- Sending individual students to the library **with passes**.
- Monitoring students while in the library.
- Utilizing and advocating library resources and programs.
- Encouraging your students to get Everett Public and Sno-Isle library cards.

## CALENDAR

- [Athletic Schedules](#)
- [Cultural and Religious Calendar](#)
- [EEA Calendar](#)
- [Employee Calendars](#)
- [Payroll Calendar](#)
- [Continuous Improvement Collaboration Calendar \(Staff Meetings\)](#)
- [Student Calendar](#)

Current School Activities and events can be found on the Main EHS Staff Calendar in Outlook. You will access this calendar by going to your Public Folders in Outlook. [Access Directions](#)

### Master Calendar

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

## **STUDENT ATTENDANCE**

[Attendance Info.docx](#)

## **STUDENT Discipline**

[Discipline Info.docx](#)

## **SAFETY & SECURITY**

[Safety and Security for Staff Handbook.docx](#)

## **FACILITIES**

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

### Building Security/Sonitrol

Each staff member is provided with a Sonitrol code. This code is not to be shared with anyone. The code is to be used when accessing the building after-hours once the alarm has been set. Staff are to sign-in on the sign-in/out sheet located next to the Sonitrol keypad. Be sure to sign-out and arm the Sonitrol upon leaving the building. IF you accidentally set off the alarm, please contact Sonitrol immediately to prevent a police response.

## GENERAL

<b>Asst Principals</b>	<b>Discipline – Alpha</b>	<b>Phones</b>
<b>Erik Heinz</b>	<b>A - FO</b>	<b>425-385-4489</b>
<b>Camille Mora</b>	<b>FR - NG</b>	<b>425-385-4492</b>
<b>Kevin Allen</b>	<b>NI - Z</b>	<b>425-385-4491</b>
<b>Counselors</b>		
<b>Gretchen Stiger</b>	<b>A—BO &amp; AVID</b>	<b>425-385-4421</b>
<b>Jessen Schilaty</b>	<b>BR—FO</b>	<b>425-385-4420</b>
<b>Belinda Zintzun</b>	<b>FR-K</b>	<b>425-385-4423</b>
<b>Briana Smith</b>	<b>L-NG</b>	<b>425-385-4424</b>
<b>Jaimie Burton</b>	<b>NI-SL</b>	<b>425-385-4422</b>
<b>Colin Eggers</b>	<b>SM –Z</b>	<b>425-385-4501</b>
<b>Item</b>	<b>Who does it</b>	<b>Phone</b>
ASB Purchase / Fines	Shauntina Pope	4417
Assistant Principal Scheduling	Jillian Ramirez	4438
Athletics	Jodie Sievers	4426
Attendance	Carol Parris	4419
AVID	Lizzy Scott	4504
Blue and Gold Contact	Rich White	
Career Center	Jen Selders	4474
Counseling (registration, appointments)	Patty Osborn	4410
Intervention Specialist	Shawna Clark	4425
ML Success Coordinators	Chandra Keagle / Gabby Sleeman	4404 / 4403
Facilities Use	Emily Fowler / Joanna Chavez	4409
Field Trips	Emily Fowler	4400
Grading/FTE/Report Cards	Connie FitzGerald	4418
Grade Changes	Connie FitzGerald	4418
Health Room / Nurse	Kaelah Joyner / Aimee Dunbar	4406 / 4412
IEP conferences	Admin divided by discipline alpha	
Interpreters	Emily Fowler	4409
Keys	Joanna Chavez / Emily Fowler	4401 / 4400
Library/Textbooks	Deb Payne / Arlene Tucker	4488
Locker Distribution	Shauntina Pope	4417
Off Campus Permit	Jillian Ramirez	4438
Parking – Staff	Joanna Chavez	4401
Parking – Student	Shauntina Pope	4417
PE Waivers	Tara Tri	
Print Room (Laminating only)	Becky Kippenhan	4493
PTA	<a href="mailto:admin@everetthighpta.com">admin@everetthighpta.com</a>	PTA mailbox
Running Start	Patty Osborn	4410
W/D, Transcript Requests (Hold Harmless/GED/DSHS)	Melissa Murphy (Registrar)	4415
Staff Bulletin	Kelly Shepherd / Joanna Chavez	4490 / 4401
Subs	Joanna Chavez / Emily Fowler	4409
Sunshine Committee	Emily Fowler	
Textbooks	Deb Payne / Arlene Tucker	4408
Web Site	Joanna Chavez / Emily Fowler	4401 / 4400

### Fines

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

### Graduation

Graduation will be **June 15** and staff members are encouraged to attend the ceremony.

### Sunshine Fund

The remembrance fund is used to acknowledge the EHS staff during times of hospitalizations, deaths, births, weddings, and retirements. Money or checks should be given to Emily Fowler.

### Blue and Gold Club

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

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

Staff members who see a student in need of assistance should fill out the Blue and Gold Financial Assistance Request. This request form may be completed by any EHS staff member responsible for the program or activity or the parent/guardian for the student who is in need of the assistance. Requests must be submitted to Blue and Gold in order to be considered via [form](#). Remember, do not put any individual student information on the Blue and Gold form. All staff are welcome to become members or donate. Donations for the Blue and Gold Club may be mailed to: Blue and Gold, PO Box 1194, Everett, WA 98206.

## STAFF

### Duty to Report

Child Protective Services—1.866.829.2153

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

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

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

### Maintaining Professional Boundaries between Employees and Students

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

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

Employees are expected to exercise common sense and good judgment in their interactions with students. Employees will not intrude on a student's physical or emotional boundaries unless it is necessary to serve an educational or physical, mental, and/or emotional health purpose. An educational purpose is one that relates to the employee's duties in the district. Additionally, when interacting with students, employees are expected to be aware of and sensitive to the appearance of impropriety in their own conduct and the conduct of other employees and volunteers. Employees will report issues to their building administrator or supervisor or human resources whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

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

The board of directors supports the use of technology to communicate for educational purposes. However, employees are prohibited from online socializing with students or use of technology with students that violates the law, district policies or procedures, or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination.

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

### Maintaining Professional and Appropriate Boundaries between Employees and Students

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

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



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

### Unacceptable Conduct

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

- Inappropriate physical contact with a student;
- Comments or actions directed to a student or students that could be considered harassment, such as speech intended to intimidate or belittle a student or persistent attention, without legitimate educational purpose;
- Showing pornography to a student;
- Singling out a particular student or students for personal attention and friendship;
- Socializing where students are consuming alcohol, drugs, or tobacco;
- Encouraging students to confide their personal or family problems or information about their relationships, unless doing so is related to an assigned employee duty. If a student initiates such discussions, employees are expected to exercise caution and ensure that the discussion has legitimate educational purpose, and if necessary, refer the student to appropriate guidance/counseling staff;
- Sending students on personal errands that do not have legitimate educational purpose;
- Banter, allusions, jokes or innuendos of a sexual nature with students;
- Disclosing inappropriate personal information about private matters to students;
- Addressing students or permitting students to address employees with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining personal contact with a student outside of school by phone, email, instant messenger or internet chat rooms, social networking web sites, cards, or letters without including the parent/guardian, unless such contact is for the purpose of conducting legitimate school business, such as assigning or clarifying homework assignments or conveying schedule information.
- Exchanging personal gifts, cards or letters with an individual student;
- Socializing or spending time with students outside of the school day or school-sponsored events, except as required by educational responsibilities or as participants in organized community activities, unless the employee is also a parent and the social contact with the student is a result of the student's relationship with the employee's child;
- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Invading a student's privacy, (e.g., walking in on the student in the bathroom).

### Appearance of Impropriety

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

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

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

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

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

### Reporting Violations

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

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

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

### Disciplinary Action

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

### Training

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

### Lesson Plans

Each teacher shall prepare daily and long-term lesson plans. Per the EEA contract, lesson plans should be available to an administrator if asked for.

### Report an Absence

Frontline Education - <https://app.frontlineeducation.com/select/?orgId=58938>

### Leave Without Pay

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

### Long-Term Leave & Work Restrictions

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

### Code of Professional Conduct

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

### Dress Code

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

### Address/Phone

Address changes may be done online at

<https://employeeonline.everett.k12.wa.us/Ifas7/EmpOnline/Public/login.aspx?token=1&connect=ifas>.

Contact phone number, emergency number, and emergency contact information should be updated on a regular basis with the principal's secretary and the health room.

### Professional Development Registration Procedures

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

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

### Employee Benefits

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

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

Contact Human Resources with any questions.

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

### Keys

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

### Leaving Campus

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

### Parking

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

### Professional Safeguards

- School personnel are reminded that records you keep on students, including everything on your computer workstation, are NOT privileged. These records are public record and, thus, when requested, must be provided.
- Parents will be informed in our first Parent Newsletter of their right to request a review of staff discipline issues from the previous year. All staff have a professional and legal duty to report physical abuse and sexual misconduct of others, including staff members, promptly to a school administrator.
- To ensure visual supervision of students, door windows may NOT be covered in any way at any time, except as is provided by our Lockdown Policy. Any material covering the door windows will be removed.
- School personnel should report dress code violations promptly to an administrator for attention if the staff member does not feel comfortable addressing the issue in the classroom. The administrator may consult with others on the team to determine the best person to address the issue being referred.
- Supervision of students is a paramount school responsibility. For that reason, a group of students may NOT be left unattended.
- Cellular phone records- for phones belonging to the school- are public and recorded.
- Classrooms/offices must be kept clean and clutter free so as to allow custodians the easy ability to clean the entire area on a regular basis.
- Students may NOT enter attendance OR grades for school personnel. Passwords are NOT to be posted or shared with students. Furthermore, students should never check staff voicemail or email.
- School personnel will report concerns regarding student safety to an administrator immediately.
- School personnel will only maintain appropriate materials in classrooms/work-area. All materials should be previewed for appropriate content. Materials collected for SSR time should also be reviewed for appropriate content.
- School personnel will always maintain appropriate verbal and non-verbal interactions with students. Never touch a student.
- School personnel will never transport students in their own vehicle or allow students to use private vehicles. School personnel should exercise due professional care, prudence and caution when contacting students outside of the regular school work day. (Field trips and athletics are within the regular workday.)
- School personnel will equitably enforce school rules.
- Fundraisers will follow enclosed guidelines AND the Food Service Department's Nutrition Guidelines (Board Policy 8211).
- School personnel, when contacted by the press or an attorney or parent requesting a statement on behalf of their client/student, must contact an administrator immediately before making a statement.
- Teachers are never to send students off campus on errands.
- Teachers need to get prior approval from the administration if they would like to move their classrooms temporarily from one area to another.
- Teachers should never leave a class unattended.
- Teachers should not transport students in their own vehicles.
- Each classroom phone is an outside line.
- Teachers must check phone messages and email daily.

### Personal Belongings

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

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

For energy conservation purposes, the district prohibits microwave ovens, refrigerators, coffee pots, and other small appliances in classrooms and offices, except in locations which are approved by the work site administrator; e.g. staff rooms. Also, for health and safety reasons, the district prohibits soft-sided furniture such as couches, overstuffed chairs, and slider-chairs.

A limited number of personal items which are in good taste, such as knickknacks, family photos, and small electronics such as a small radio, are acceptable.

There are limitations on the District's responsibility for the care and security of personal items you choose to bring to school or your work site.



## **District Policies and Procedures**

To view Everett Public School District Policies and Procedures click [HERE](#)