

NORTH MIDDLE

Proudly Serving North Everett, 1925-2024

STAFF HANDBOOK 2024/2025

North Middle School- *Home of the Stars*

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Website: <https://www.everettsd.org/Domain/16>

Please view our North Teams site for updates, schedules, and all things North.

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Everett Public Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The logo features the word "go" in a bold, lowercase, sans-serif font, followed by "NORTH" in a larger, bold, uppercase, sans-serif font. A stylized yellow triangle is positioned above the "o" in "go".



Mission, Vision, and Values

Everett Public Schools: Mission Statement

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

Everett Public Schools: Vision Statement

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.



North Middle School: Mission

We, at North Middle School, believe that developing a sense of belonging and forming closer, more positive relationships will create a safer social and emotional environment for staff, students, and their families.

We believe that implementing an integrated standards-based curriculum will lead to higher academic achievement.

North is committed to cultivating and preserving a culture of inclusion and connectedness.

At North, each of us contributes to inclusion—we all have a role to play. Our culture is the result of our behaviors, our personal commitment, our curiosity, how we collaborate, and the ways that we courageously share our perspectives and encourage others to do the same.

North Staff Handbook 2024/2025

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In addition to the above-noted Policies and Procedures, all of our Everett Public Schools Policies and Procedures can be found on our EPS website at:

<https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-189>

Calendar Notes for the 2024/2025 School Year

Grading Periods

The academic year at North is divided into two semesters: First semester starts on Wednesday, September 4th. (This section will need to be edited once a final 24/25 calendar has been approved.)

Other Non-standard Days

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

August 20-23	New Hire Orientation
August 26, 27	Orientation 2024
August 28	Learning Improvement Day
August 29	Learning Improvement Day
September 2	Labor Day
September 3	Individual/Teacher Workday
September 4	Opening Day 2024!
September 19	Curriculum Night
NEED	Learning Improvement Day (non-student day)
NEED	Early Release - Conference Prep
November 11	Veteran's Day Observed - No school
NEED	Parent/Teacher Conferences
November 27-29	Thanksgiving Break - No school
December 20	Early release for Winter Break (2.5 hours)
NEED	Winter Break - No school
January 20	Martin Luther King Jr. Holiday - No school
NEED	1st Semester Ends
NEED	Individual/Teacher Workday
NEED	Second Semester Begins
Date TBD	1st Semester grades due
NEED	Midwinter Break - No school
April 7-April 11	Spring Break - No school
May 26	Memorial Day - No school
NEED	Early Release for all students (2.5 hours)
NEED	8th Grade Celebration
June 19	Juneteenth – No school
NEED	Field Day
NEED	Last student day - Early release (2.5 hours)
Date TBD	2nd semester grades due

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

School Events Calendar

A shared, online version of our school calendar is available via Outlook (North Calendar). Please consult this calendar for possible conflicts when planning events. If you need to schedule an event or make changes to an existing event such as concerts, events, etc., please see our Laurel. Additionally, please see Laurel if you would like to schedule an event that will take place outside of the regular school day, on

campus. Use of the Commons during the school day must also be scheduled in this same regard and likewise, entered for district approval in the School Dude application.

Designated nights for Middle Schools are the 1st and 3rd Mondays of the month; 2nd Wednesday of the month; 3rd Tuesday of the month; and 4th Monday of the month. School events on any other night require approval of our feeder elementary schools and Everett High School.

Call Backs and Extensions

Callbacks (7.5 hours): Three evening/other events including Curriculum Night, 8th Grade Celebration, and

- (FALL) Curriculum Night: September 19th from 6:00pm to 7:30pm (2.5-hour callback)
- (SPRING) Multicultural Night: **NEED** (2.5-hour callback)
- (SPRING) 8th Grade Celebration of Learning: **NEED** (2.5-hour callback)

Extensions (4.5 hours): Extended team meetings (30-minute intervals) are listed below, denoted next to each of the below-listed staff meetings. Please note that the April 16th meeting is extended 60-minutes to create the 90-minute meeting required for SBA training.

Monthly Team/Staff Meetings

These meetings are intended for all North staff and, unless noted differently) will begin at 3:00pm in our Commons. Attendance for all certificated team members is needed and valued; other team members are invited/encouraged to attend (not mandatory). Occasionally, if you are unable to attend all or a portion of a meeting, please connect with Tyler as this conflict becomes evident. Together, we will work to get you the needed information but will not be able to replicate the collaboration associated with our meeting.

As noted above (callbacks and extensions), several of our monthly team meetings are extended by 30 minutes to ensure that we have a full hour for our agenda. This pertains only to our certificated team members.

Wednesday Team Meetings (usually the last Wednesday of the month): Team meetings start at 3:05pm in our North Commons. While these are extended to 60 minutes, meetings are not likely to last this long and will end before 4:00pm. The 30-minute extensions ensure that we have ample time to cover needed topics.

September 11th (30-minute)
October 16th
November 20th
December 18th
January 15th

February 19th
March 19th (30-minute)
April 16th (90-minute SBA Training)
May 21st
June 11th

Administrative Responsibilities:

Administrative responsibilities are generally shared but areas of focus are required to ensure balance, coordination, and clarity. Below are listed administrative responsibilities designated by person. These include grade level, curricular, and family/community areas of focus, along with general responsibilities.

Grade Levels:

Tyler Ream	Drew Bae Williams	Holly Sullivan
6th Grade	8th Grade	7th Grade

Content/Curricular/Departments:

Tyler Ream	Drew Bae Williams	Holly Sullivan
Administrative Achieve / Resource Counseling Department Coordination Library Allison Smith (School Psych)	Math ERR ML / Languages Robotics / Tech Science	ELA Social Studies Performing Arts/Visual Arts PE Health

General Responsibilities:

Tyler Ream	Drew Bae Williams	Holly Sullivan
Behavior/IEP/504: 6th grade STAR Block Planning/Communication Celebration of Learning (8th Grade/shared) Master Schedule/Teacher Assignments Daily and Weekly Updates School Improvement: ILT, SIP, 90-Day, IR, etc. Budgeting & Staffing Allocations Equity Committee Coordination of Staff Meetings + ALIF Lead Monthly North News Updates Monthly/Fall/Spring Surveys Discipline Appeals Monthly Awards Breakfasts 6th Grade Transition/Orientation	Behavior/IEP/504: 8th grade Athletic Director Master Schedule Attendance: BECCA/CDU Student Conductor Lead Paraeducators Schedule ASB/Activities/ASB Budget AVID Lead Celebration of Learning (8th Grade/shared) HIB Contact TEAMs Coordinator LITS/Chromebooks	Discipline/IEP/504: 7th grade Testing Coordinator (fall) iReady Testing Coordinator (winter) iReady/WIDA Testing Coordinator (spring) SBA/WCAS Master Schedule Staff TEAMS Site MTSS/PBIS Transportation Field Trips: Curricular and Activities Safety/Security/Drills STAR Block Planning (shared)

Absence Reporting & Leaves of Absence

As noted below, our instructional day runs from 8:15am to 2:50pm. As such, teachers and other instructional/certificated team members are on campus from 7:45am to 3:15pm as part of our regular/contract hours, in alignment with the current CBA, Article 9, Section 9.01, A. (Length of Day). The working day for all other team members aligns with their specific hours. If you need a short- or long-term shift in these hours, please see/discuss with a member of our administrative team.

Schools	Student Time	Teacher Time
Middle School		
Eisenhower	8:15 – 2:50	7:45 a.m. – 3:15 p.m.
Evergreen	7:30 – 2:05	7:00 a.m. – 2:30 p.m.
Gateway	8:10 – 2:45	7:40 a.m. – 3:10 p.m.
Heatherwood	8:15 – 2:50	7:45 a.m. – 3:15 p.m.
North	8:15 – 2:50	7:45 a.m. – 3:15 p.m.

Reporting Absences

Absences are reported through Frontline Absence Reporting online, via app, or via phone (800-942-3767). If you use the phone option and it asks for an ID and PIN; your ID is your home phone number, and the PIN is your employee ID number.

Leave Without Pay

Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken. Connect with Human Resources regarding appropriate paperwork.

Long-term Leave & Work Restrictions

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

Questions about absence reporting: Substitute Services @ 4111 or 24-Hr Line @ 425.320.1337

Payroll Absence Verification forms available in office – see office manager with questions.

Animals in School

“Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program. When brought on to school property they must be for that sole purpose.” [Policy 3418]

The policy states “The principal shall approve the instructional purpose for each animal in the school. No animal shall come into schools without the principal’s approval.”

Prior to introducing any animals into the classroom, teachers shall ascertain that:

- students and school personnel are not allergic to the animal;
- the animals will present no physical danger to students; and
- students will be instructed in the proper care and handling of the animals.

Animals shall not be allowed to roam freely in the school. Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size of the animal or kept on a leash. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition. Animals shall not be left in schools during holiday periods where practical (fish in tanks are an exception), and teachers are responsible for making arrangements for their care. Dogs and cats brought to school must have a health certificate signed by a licensed veterinarian.

Service Animals (Policy 2030)

Everett Public Schools acknowledge its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal law and our Washington State law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

A “service animal” means an animal that is trained for the purposes of assisting or accommodating a disabled person’s sensory, mental, or physical disability.

Activities: Associated Student Body (ASB)

Please refer to Activity Handbook, distributed to Advisors, with copies available in our Front Office. ASB advisor for our 2024/2025 school year is Jenny Overstreet, with support from Holly Sullivan. All clubs and

activities must adhere to ASB rules. If you have questions about clubs or activities, see the above-listed designated administrator or our Office Manager.

Athletics

Please see the above-listed designated administrator, Drew Bae Williams (Athletics Director) with questions regarding athletics. All student athletes must maintain passing grades in order to participate in games/matches.

Attendance (taking student attendance)

Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Life-long attendance behaviors begin with entry into school at the pre-school or kindergarten level and continue through middle school and into high school until the student graduates. When students arrive in the classroom, it is expected that they will immediately begin to prepare for the start of the day or the period and be ready to engage in the learning process when the school day or period officially begins.

Absences: Excused and unexcused absences are defined in Board Policy 3122.

Roles and Responsibilities

Students, parents, and school staff have a role and responsibility in helping our students succeed by working collaboratively to help students succeed and graduate.

Teachers:

- Take attendance at the beginning of every period, every day.
- Ensure that attendance policies are tied to course objectives
- Communicate course objectives including participation requirements
- Communicate with Paula Johnson and the grade level specific administrator with repeated truancy concerns (in-person or via email).
- Redirect students who are tardy to the Student Conductor kiosk. When that student returns with a pass, please require that they provide you with the pass (check name/date).
- Require all students to obtain a signed pass when out of your classroom (restrooms, office, etc.).
- Notify students and their parent/guardian when students are falling behind academically and indicate whether or not their attendance is a factor
- Provide make-up work which will be significant to the student's academic growth and achievement

School:

- Develop incentive programs for good attendance (monthly certificates/student drawings)
- Communicate absences to parents/guardians, schedule conferences and take steps to reduce absences in accordance with state law

District:

- Track attendance data and report it as needed
- Develop on-line resources to help facilitate make-up work in relation to absences
- Support teachers and schools in the development and implementation of grading practices that reflect our principles and goals

- Develop systems for consistent communication with parents/guardians when achievement is affected by attendance

Student:

- Attend class regularly and on time
- Turn in notes to excuse absences
- Do any and all class work needed to make progress

Parent:

- Communicate absences through the form(s) expected by the school
- Excuse absences when appropriate
- Pre-arrange absences when appropriate to assist students with getting make-up work prior to the absences

Make-Up Work for Students

Per Policy 3122, "If an absence is excused, students shall be permitted to make up all missed assignments under reasonable conditions and time limits established by the appropriate teacher(s)." Students returning from an excused absence will be allowed the same number of days that he/she was absent to make up the work for full credit. Although students are not entitled to make up work from an unexcused absence, the teacher should consider the quality and purpose of the assignment and whether it is important to the student's mastery of the content.

Record of Attendance

Per Policy 3121 "Staff shall be diligent in maintaining accurate enrollment and attendance records." All staff will keep up-to-date and accurate records of absences and instances of being tardy. In the case of a question about student attendance, the courts have determined that the teacher's attendance record is the official legal record.

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

Release of Students

Per Policy 3441, "A teacher should not excuse a student from class to confer with non-school personnel unless the request is approved by the principal." Teachers should not release any student during the school day. All students must check out in the office before leaving campus.

Reporting

Per Policy 3122, teachers need to enter any absence or tardy online at the beginning of each class period. At North, students are required to sign-in in the office if arriving late. If tardy, students are required to retrieve a tardy pass from a Student Conductor kiosk. If a teacher is emailed by a guardian concerning an upcoming student absence, please forward the email to Paula Johnson at

NOR.Attendance@everettsd.org

Student Count

During the first seven days of school, the State Auditor's Office requires us to verify each students' presence at North. These accurate numbers are crucial for staffing/leveling. Numbers will be reported from each classroom teacher to the office team. Attendance is verified and reported to district leaders for

consideration.

Tardy

Students are expected to be in their classrooms and ready to participate at the beginning of each class. Students are tardy if they arrive after the start/bell time for that class or leave before end/bell time for school or class. A student who is marked tardy to class is not absent unless the student otherwise meets the criteria for an absence.

At the secondary level, if the student arrives late to class or leaves early, they will be marked as tardy. A tardy becomes a period absence if the student has missed 50% or more of the instructional minutes of the period.

As noted, students at North are required to obtain a tardy pass from one of the Student Conductor kiosks when they arrive to their class after the start/bell.

Absence Definitions:

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

Full Day Absence:

A full day absence is defined as a student failing to attend the majority of hours or periods in that student's average school day of seat time classes (4 periods or more of the day unattended).

Length of Absence:

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

Pre-Arranged Absences:

Teachers shall check grades and indicate academic progress in the Comments section on the specific pre-arranged absence forms presented by students. When possible, work will be provided to students by their teachers before they begin their Pre-Arranged Absence.

Tardy/Part Day Absence:

Being tardy, especially intentionally tardy, presents a safety issue and will be dealt with as such. Students need to be in class when the bell rings. When a student arrives late, they are required to obtain a tardy pass from one of our Student Conductor kiosks for presentation to their teacher. If the tardy is excused, this must be verified by the teacher and/or administrator that the student was with prior to their tardy. Please remember that a tardy is less than 5 minutes late to class. If the tardy is greater than 5 minutes, their attendance will be recorded as a period absence (please note in TEAMS for administrative follow-up).

Truancy (Becca) Petitions:

Under the Washington State Compulsory Attendance Law, schools are required to file a petition with the courts in order to keep students in school when they have reached seven unexcused absences in one month, ten within the current school year, or excessive excused absences that are having profound effects on the student's academic achievement.

Behavior Expectations, Support, and Responsiveness

At North, we collectively strive to create a place where every/each/all of our students are thriving and engaged in high levels of learning. We believe that the opportunity to learn is an absolute, undeniable right and directly tied to our students' current and future opportunities to succeed according to their utmost potential. As such, if one of our learning environments is disrupted due to student actions, we have the obligation and responsibility to ensure that the disruption is addressed and as needed, corrective actions, interventions, reinforcement of desired behavior, and communication with a student's family is accomplished as part of our collective efforts to aid our students in being successful.

The intention of our below-outline behavior management plan is to provide our North team with tools to ensure the safe, positive, and inclusive learning environments that our students and educators deserve. The following subsections (listed below) outline our expectations, systems, and processes related to student behavior. Please see our [TEAMs-based page](#) for additional resources and copies of the below-referenced documents.

Behavior Expectations

- The North Way: Our PBIS-related, schoolwide expectations
- Tier I, Best Practices: Classroom-based, best practices specific to student behavior

Behavioral Supports & Response (aligned section)

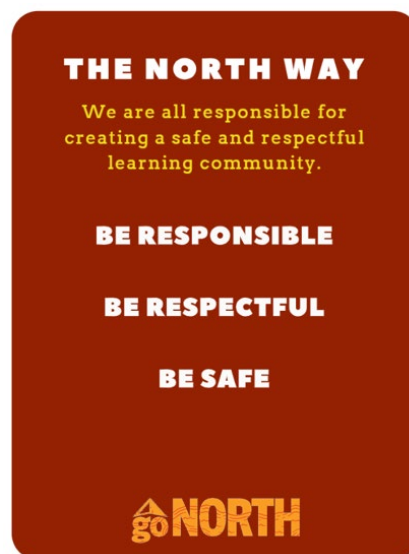
- General Response to Negative Behaviors
 - Redirect, Reteach, Reset, Refocus Framework
 - Restoration
- Managing Tier I and Tier II Behaviors
- Response to Repeated Behaviors
- Response to Major Behaviors
 - Significant Behaviors: Process Flowchart

Behavioral Expectations

The North Way: Aligned with our PBIS systems/structures, The North Way provides everyone with clear, Tier I expectations for how we individually and collectively create a safe, respectful learning environment. Our three basic expectations emphasize responsibility, respect, and safety. Each pertains to self and others including each of the below:

As a school, we seek to honor positive student behaviors through two campus-wide structures. First, North Star-Bucks provide every North team member (staff) with an opportunity to individually recognize and honor a student's positive choices. As noted in the above/related link, students are able to utilize their bucks to purchase items in our Star Store. Second, North team members are able to utilize our Positive Action Forms to recognize students as leaders within/across our campus. These cards are available in our office, for mailing home to families in recognition of their child.

Tier I, Best Practices: A consistent, predictable environment designed to purposefully teacher, reteach, and uphold expectations for positive student behavior is invaluable to the effectiveness of our teaching/learning environments. Simply stated, students cannot learn at high levels when they do not feel



safe, secure, and valued. As such, proactive, [Tier I behavior practices](#) help reinforce, to our students, will remain consistently high because of our care and belief. These Tier I practices may include:

- [Aligned with RULER](#), teach and model emotional regulation, including meta-moments
- Utilize [trauma-sensitive practices](#) to ensure that students are able to develop a needed/required level of comfort in their classes
- Develop and cultivate [meaningful, consistent, and positive relationships](#) with students
- [Regular, daily processes and routines](#) that provide clarity and consistency within/across your classroom.
- As a class, collaboratively develop a “[classroom compact](#)” that provides a clear statement pertaining to your collective expectations of one another as a learning community
- Positive reinforcement including [5:1](#) and/or [2x10](#) strategies to help students with metacognition
- Consistent [recognition of desired behaviors](#) through verbal feedback and/or [STARbucks](#)
- Modeling [problem solving techniques](#) with students
- Intentional and individualized family communication
- Understanding and adhering to 504, IEP, EL, BIP accommodations
- Utilize [culturally responsive practices](#) to support students in developing positive racial, ethnic, cultural, and linguistic identities and cultivate students’ critical, social, and political consciousness.
- Seek to restore student relationships and confidence through [restorative efforts/practices](#).

The cultivation of an optimal learning environment requires intentional consistency. As such, we are often required to teach, reteach, reteach (again), and uphold behavior expectations to firmly establish and maintain the environment that we need for our students.

Behavioral Supports & Response

General Response to Negative Behaviors: While none of us enjoy our inevitable opportunities to engage with unwanted, unproductive behaviors, addressing these negative student outcomes is imperative to developing high-functioning, Tier-I teaching/learning environments. As part of our collective response to negative student behaviors, we must consider the [potential functions of those noted behaviors](#) in order to consider/identify related, unmet needs.

If a response is needed (if relevant, consider [planned ignoring](#)), it is important to keep the focus on the current behavior concern and use the opportunity to reinforce expectations throughout the class. As an interdependent team, we are all dependent on one another to address negative behaviors, regardless of whether the student is part of our class/grade. In doing so, please consider the below, general points.

- Be direct and specific.
- Say what to do, instead of what not to do.
- State a redirection as a statement, not a question.
- Remind the student that you/we engage in corrective feedback because of our care/belief in them.
- Follow up with additional action if necessary.

For more disruptive behaviors, we ask that teachers consider/utilize the Redirect-Reteach-Reset-Refocus framework.

Student Conductor

Student Conductor is a district approved software that will support students arrive on time to classes, meet expectations, track their attendance, and communicate to parents in real time. During the initial launch phase of this new system, North will track tardies and cell phone violations and the system will

auto assign a variety of interventions and consequences based off a progressive ladder determined by administration. The system will also notify parent/guardian automatically when their student is tardy or violates cell phone policy.

Tardies: Students who are late to class after the tardy bell, will not be permitted to enter the classroom until they visit a Student Conductor kiosk which will require them to use their district student ID number to record the tardy and print a tardy pass. Students will then show the pass to the teacher/staff member. The staff member is required to check the student's name, date, time, and other relevant information to ensure the pass is valid and accurate. Students will keep the pass as a reminder which will include possible consequence notification and information.

Cell Phone Violations: Per [District Policy 3642](#), students are not allowed to use their cell phones or PEDs during the school day. If a student violates this policy, a student will receive a consequence/intervention and will be recorded into Student Conductor. An administrator will monitor and track assigned consequences/interventions. Staff should continue to use best practices and agreed upon Tier 1 interventions based off of the flow chart outlined here in the Staff Handbook.

<i>Violation Type</i>	<i>Violation Count/Instance</i>	<i>Intervention/Assigned Consequence</i>
Tardy	1-4	Warning & email/txt to parent/guardian
	5-7	Lunch detention & email/txt to parent/guardian
	8-10	Friday after-school detention & email/txt to parent/guardian
	11+	In-School Suspension & email/txt to parent/guardian
Cell Phone	1-5	Phone confiscated until end of day & email/txt to parent/guardian
	6-10	Phone confiscated, Friday after-school detention & email/txt to parent/guardian
	11+	Phone confiscated, in-school suspension & email/txt to parent/guardian

Redirect – Reteach – Reset – Refocus Framework

Should a Tier I type of behavior occur in your classroom, hallway, common area, etc. (as noted below), please respond in a calm, measured manner, utilizing the below.

1st Warning: Redirect

- Upon the first instance of the behavior, provide the student a brief prompt, utilize proximity control, briefly restate the behavioral expectation (We need you to..., please), etc.

2nd Warning Reteach

- Directly address the student, preferably in an individual manner (not in front of others)
- Cite your specific expectation for behavior and why the student's/students' behaviors are negatively impacting others. Example: the noises you are making are disrupting class.

3rd Warning: Reset

- Should the student not respond to direct reteaching (above), consider moving the student to "reset" location in your classroom, or as needed, in a "buddy room." Movement of the student's seat/classroom locations is preferable as this does not remove the student from the learning environment. This could be a designated space that provides the student with less stimulus (opportunity to calm) or simply moving the student away from others that may be

encouraging/enabling/fixation of their behavior. However, if reassignment to a “buddy room” becomes necessary, please work to ensure that they reflect/return after a short amount of time.

- In privately checking in with the student, consider utilizing reflective de-escalation strategies and prompts, including RULER.
- Always avoid an emotional response. Rather, calmly, clearly communicate with to the student your expectation (example: “Your behavior has continued to unfairly keep others from their right to focus and learn. I want to give you the opportunity to reflect in a different setting, so you can re-engage in the learning when you feel in control of yourself and full confident in meeting our expectations.”)

4th Warning: Refocus

- After continued misbehavior/choices that have negatively hindered learning in your classroom, you may choose to 1) call for administrative support/response and/or redirect the student to the Refocus Room (Room #179).
 - If the student is part of our Achieve Program and not with a paraeducator at that time, please notify our Achieve Classroom as the student will need to refocus in that classroom utilizing student-specific strategies.
 - Time outside of your classroom will likely be categorized/documented as a classroom exemption. Administrative response will begin with Insubordination with consideration of prior instances, the student’s response to the opportunity to refocus, and other related factors.
- Calmly redirect the student, communicating the need for them to refocus outside of your learning environment (example: “After multiple reminders and opportunities make different choices, your behavior has continued to hinder the rights of others. Please report to room #179 so that you have the opportunity to further reflect and develop a plan to help you be as successful as I know you can be.”)
- Please provide the student with a pass and post (to TEAMs/Student Behavior & Response) or call x4943 to notify the office of this student’s transition for the purpose of refocus.

Refocus Objective and Process: Once a student is in need of a refocus opportunity beyond the classroom, our aim/objective is to aid that student through this process effectively, expeditiously, and in a manner that supports their successful return to their needed learning environment. Yasmin and/or any other team member working with a student will be utilizing [RULER practices](#) to help the student identify what happened, their associated emotions and actions, how their emotions/actions affected others, and what they need to correct in order to successfully return to learning. To aid in this process, we utilize the [RULER Blueprint](#) and ask that all members of our North team do the same when engaging in restorative opportunities with our students.

Associated with our objective of assisting our students through the refocus process “effectively, expeditiously, and in a manner that supports their successful return to their needed learning environment,” we strive to successfully meet with students and encourage them to return to their classroom in less than 10 minutes. Longer durations of time outside of their classroom must be documented as a classroom exclusion. State regulations cite anything less than a classroom exclusion as a “brief duration”, but OSPI recommends evidence-based behavioral interventions and strategies that generally don’t exceed five minutes. This does not include travel time to/from the classroom. We do document students in/out for refocusing. An update spreadsheet is shared as part of our resources in the TEAMs-based, Student behavior & Response site.

Please see [EPS Procedure 3300P](#) for additional information and context related to classroom exclusions. Please also consider [OSPI's Student Discipline site](#) and the associated [Technical Guide \(section E\)](#), for more information.

Restoration

When responding to negative behaviors, the use of restorative practices specifically aids students in understanding both the needed behavioral changes and the impact of their actions in relation to others. Developmentally, the average middle school student will exhibit a lack of ability when it comes to managing impulsivity, thinking flexibly, and applying past knowledge to new situations. Restorative practices are based on the concept of mediation and understanding which will lead to more natural consequences instead of the student feeling they are excessively being punished.

As noted above, we utilize [RULER practices](#) to help our students identify what happened, their associated emotions and actions, how their emotions/actions affected others, and what they need to correct in order to successfully return to learning. To aid in this process, we utilize the [RULER Blueprint](#) and ask that all members of our North team do the same when engaging in restorative opportunities with our students.

Managing Tier I and Tier II Behaviors: Optimally, we aim to address negative behaviors in a manner than produces an immediate and sustainable response resulting in improvement. However, our progressive response protocols are designed for instances in which negative behaviors become a continued pattern. The below information pertains to Tier I behaviors that teachers work to respond to/manage (as noted above) and Tier II behaviors typically require an administrative response/action (as noted below).

How are undesired, negative behaviors generally classified in terms of Tier I (classroom managed) and Tier II (administrative managed)?

Tier I: Classroom Managed, Minor Behaviors	Tier II: Moderate Behaviors	Tier III: Major Behaviors
Inappropriate Language <i>Not directed at another</i>	Vandalism <i>Damage to school property or the property of others without permission</i>	Abusive Language <i>Racial taunting Targeted language, directed at others (protected class)</i>
Contact/Aggression <i>Play fighting, wrestling, pushing, shoving</i>	Physical Aggression <i>No major injury</i>	Physical Aggression <i>Kicking/punching/hitting w/ intent to harm. Fighting</i>
Disrespect <i>Talking back, rolling eyes, etc.</i>	Tobacco Possession or Use	Substance Usage/Possession <i>Drugs/alcohol</i>
Defiance/Non-Compliance <i>Not completing work</i>	Disrespectful Language and Gestures	Harassment

<i>Not following directions</i>	<i>(not protected class)</i>	<i>Targeting others despite request to stop</i>
Disruption <i>Distracting others from learning</i> <i>Cell Phone Use and/or PED</i> <i>Failure to comply with school rules</i>	Failure to cooperate <i>Failure to report to assigned corrective action</i> <i>Refusal to identify self</i> <i>Defiance and insubordination</i>	Bullying or Intimidation <i>Verbal threats of aggression</i>
Property Misuse <i>Wrongful use of District technology</i>	Sexually inappropriate conduct <i>Lewd, indecent or obscene conduct or expression</i>	Leaving School Grounds without Permission
Cheating/Plagiarism	Disruptive Conduct II <i>Willfully disobeying school administrative personnel</i> <i>Refusing to depart</i>	Theft
Other Failure to follow Tech rules Truancy Multiple minor accumulated instances	Other II <i>Disruptive Behavior</i> <i>Dangerous Behavior</i>	Possession of Dangerous Items <i>Lighters</i> <i>Weapons</i>
	Dress Code	Tobacco Distribution
		All Type 4, 5, and 6 Behavioral Violations – See Discipline Matrix

**Repeated minor behaviors moves Tier I behaviors to Tier II. See flowchart below.*

Response to Tier II, Moderate Behaviors: Repeated Tier I behaviors become to Tier II moderate behaviors. These students require additional, progressive supports, interventions, and resulting consequences. As always, consequences and follow-up documentation will vary for students being served through a related 504 or IEP, in accordance with IDEA regulations.

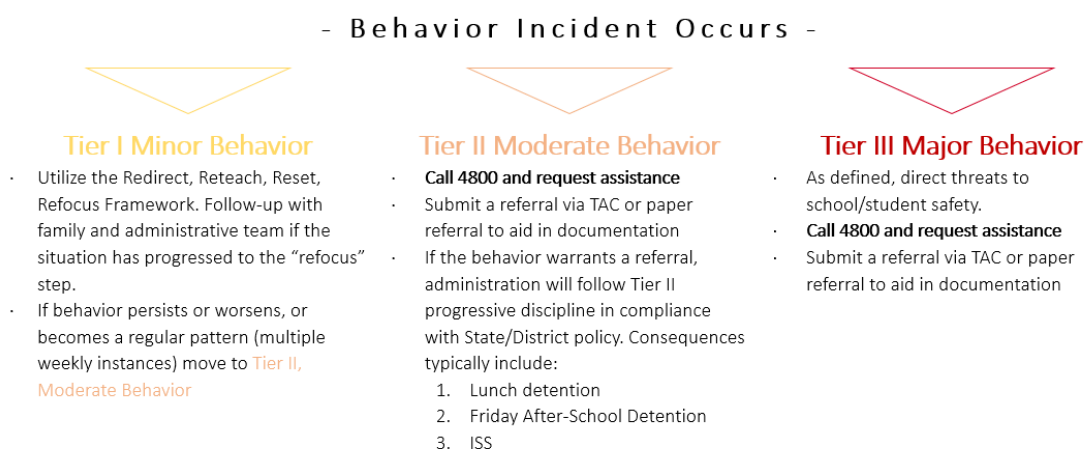
Tier I	Tier II Moderate	
Behavior that is disruptive to the learning of others: <ul style="list-style-type: none"> Utilize Tier I practices, including our Redirect, Reteach, Reset, Refocus framework to address. If Refocus become necessary due to repeated behaviors, refer student to our Refocus space for intervention. 	Three (3) Refocus interventions in a day (all classes) or three (3) Refocus interventions in a single calendar week will result in a Friday after school detention assignment. (Incident types may include repeated/accumulated incidents, insubordination, or failure to comply with school rules)	Repeated Friday after school detentions require additional follow-up including: <ul style="list-style-type: none"> Development of a plan/contract Refer student to Tier II intervention team Assigned consequences may include: <ul style="list-style-type: none"> Additional assignment of Friday after school detention ISS OSS

Response to Tier III, Major Behaviors: Should a student exhibit a major behavior (outlined above), we will respond in an effort to investigate the matter, provide support, and apply behavioral consequences in alignment with [Policy 3300](#) / [Policy 3300P](#). In doing so, we consider a variety of factors including:

- The student’s behavioral history (both near and long term)
- The student’s documented needs (academic, social/emotional, and behavioral) including whether the student receives support through special education and related resources like an IEP, BIP, etc.
- Whether the stimulus of the behavior was encourage/enabled by others

In relation to the above and below systems and processes, we consider behaviorally related next steps and consequences in alignment with the above-noted, EPS Policy [3300](#), [3300P](#), and our district’s [Discipline Matrix](#).

Significant Behaviors: Process Flowchart



Campus

Closed Campus Policy: Providing a safe and predictably orderly campus environment is vital to the confidence needed for optimal teaching/learning. Therefore, all students are required to stay on campus upon arrival. If it is necessary to leave campus for doctor or dental appointments or for reasons of illness, all students must check out through the attendance office.

Cell Phone Use (Students):

In relation to Student PED (Personal Electronic Devices) Policy ([Policy 3246](#) / [Procedure 3246](#))

Personal Electronic Devices

Students will be advised at the beginning of the school year as to proper use of Personal Electronic Devices (PED) on district property. The policy/procedure for middle school:

Elementary and middle school students who choose to bring cell phones and other PEDs to school may only use them before or after the school day. During the school day, all cell phones and other PEDs must be powered off and stored (e.g., in the student’s backpack, locker, other district provided storage). (Policy 3246P)

As such and in alignment with Policy 3246P, North Middle will preserve the integrity of our

social/emotional and teaching/learning environments by upholding our district/school expectation may only access/utilize their phones/PEDS before or after school (instructional/bell hours). As such, each of the below additionally apply.

Use of Personal Electronic Devices

Everett Public Schools provides students with the technology they need during the school day to access digital and online learning experiences. Students will be advised at the beginning of the school year as to proper cell phone and other Personal Electronic Devices (PED) etiquette at school (see updated policy above.) Students are responsible for the PEDs they bring to school. Everett Public Schools/North Middle shall not be responsible for loss, theft, damage, or destruction of devices brought onto school property or to school-sponsored activities or events off school property.

Acceptable Use Guidelines for Electronic Devices

Use of personal electronic devices while on district property is considered a privilege and not a right and may be revoked at any time by a principal, assistant principal, or principal's designee. All authorized use at school shall be in compliance with district policy, school rules and applicable laws. Students will observe the following conditions:

- A. Students shall not use a PED in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others. Disrupting the learning environment means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
 - 1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
 - 2. Creating an intimidating, threatening, hostile or abusive educational environment for a student, group of students, or staff members through substantially severe, persistent or pervasive behavior;
- B. Students shall not send, share, view or possess pictures, text messages, emails or other materials depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a PED, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;
- C. When a school administrator has reasonable suspicion, based on objective and articulable facts, that a student is using a PED in a manner that violates the law, district policy, or school rules, the administrator may confiscate the PED, which will only be returned to the student's parent/guardian;
- D. When a school administrator has reasonable suspicion, based on objective and articulable facts, that a search of a student's PED will reveal a violation of the law, district policy, or school rules, an administrator may conduct a search. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement; and
- E. Students who violate this policy will be subject to disciplinary action.

In relation to the above, Acceptable Use Guidelines for Electronic Devices (E), North will respond to cell phone/technology/PED violations during our instructional day (classroom or otherwise) in the following

manner, specific to a Type I offense.

- First through third offense will utilize a progressive process of referrals, phone/PED confiscation, warnings and family contact (via Student Conductor and/or a North administrator)
- Beginning with a fourth offense, we will utilize a progressive process of detentions/Friday school followed by the assignment of In School Suspension, in relation to a Type II offense (Defiant/Insubordination C-011)
- Refusal to turn-in phone, taking photos without consent, inappropriate images/use, theft of devices, and/or taking a phone back from a staff member without consent will be responded to in a likewise, progressive manner beginning with Type II offenses and above.

Code of Professional Conduct

Policies and adult expectations related to our EPS Code of Conduct (including Civility in the Workplace - [Policy 5161](#), Conflicts of Interest - [Policy 5215](#), Maintaining Professional Boundaries between Employees and Students - [Policy 5253/Policy 5253P](#), are included in our District Policies/Procedures section and available for view below and online at our district's [Policies/Procedures](#) site)

Committees

At North, we utilize a variety of committees/teams to consider and make student-focused decisions across our school. While committees/teams typically consider/set their own norms for operation, the below provide an overarching set of shared agreements.

Common Committee Norms

- Participation – shared workload, all voices heard, engaged
- Preparation – come prepared, focus on what's best for students
- Respecting Time – start/end on time, end meetings with next steps
- Clear Communication – clear agendas, minutes available after meetings
- Conflict Management – speak respectfully to the person
- Fully Engaged – cameras on and professional background
- Respectful Use of Electronics – no texting or emailing during meeting

Below are various teams at North, including their general areas of leadership:

North Leadership Team:

The North Leadership Team (NLT) is a representative decision-making body with obligations to include those they represent in the thought process of making decisions that impact the school. The leadership team will include representatives from various areas of the school so that all staff members feel they have a voice in decisions that will be made. Each member is intended to offer a unique perspective to the work of the team. All team members are responsible for bringing ideas and concerns to the respective group they represent and communicating fairly and accurately on the information from the meeting.

Decisions made during leadership team meetings must be relayed back to the full staff either through the leadership team representatives and through our North Teams page. The primary focus of our NLT is the academic progress of our students through the development, implementation, and facilitation of our School Improvement Plan (SIP).

The NLT is composed of the team leaders from each of the grade level and/or content teams, the leaders of the action teams and the administrative team as follows:

Content Area	Staff Member
Math	John Altermott (AVID)
Counseling	Shannon Fraser
ML/ELA	Callie Berg
ML/ELA	Alicia Brown-Forbes
History/Social Studies	Skip O'Neil
Science	Charity Kalbrener
Special Education	Jenn Techau
Unified Arts/CTE	Christine Phippard
Health	Ashley Coe
Paraeducators	Kathy McLain

MTSS Team (Tier I)

Includes our former PBIS Team

As a team, the educators of our MTSS team work together to support students (and teachers) through the use relevant data to identify and intervene with students who may be experiencing significant challenges within/beyond school. Additionally, the MTSS team works to consider our North campus culture and climate through/with our PBIS framework. This includes the setting up the school's social environment to reflect our shared vision of common values, beliefs, and behavior expectations. As part of these efforts, our MTSS team works to ensure that we are building a responsive environment that is engaging to all students, regardless of needs and/or background. Together, our North MTSS team works to ensure that our schoolwide expectations/systems collectively reinforce a climate of safety and belonging while simultaneously responding to reteach/correct negative behaviors.

This committee/team is responsible for activities such as:

- Development, communication, and integration of school-wide, Tier I expectations, including our North Way.
- Building Management and Reinforcement Systems
- Opening Week: First Three Days of collaborative lessons/experiences

Equity Team

At North, we are committed to cultivating and preserving a culture of inclusion, connectedness, and belonging. As interdependent members of our larger North team, each of us contributes to the inclusive environment of our school. As such, our Equity team works to lead our schoolwide efforts, spearheading professional learning opportunities for our team as part of our collective effort to deliver on our school goals.

This committee/team is responsible for activities such as:

- Achieving our school goals through equitable opportunities for all of our students
- Needed professional learning opportunities
- Reviewing policies, procedures, and data for inequities and correcting discriminatory practices

AVID Team

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Our AVID team works to define our practices as a school, designed to increase active student engagement and achievement. Together, this team considers how our students are progressing in that regard through the monitoring student attendance, student academic outcomes, other areas of evidence of AVID skills/strategies for success.

This committee/team is responsible for activities such as:

- Building wide student lessons on AVID strategies
- PD for staff on AVID strategies

Safety Committee

The purpose of the site safety committees is to assist in the detection and elimination of unsafe conditions and work procedures. This group must include employee representatives from each work group; the terms of elected members shall be one (1) year. The committee will meet a minimum of three (3) times annually. Safety Committee is tasked with monitoring and updating emergency plans and serving as the site's Emergency Operations Planning Team.

This committee/team is responsible for activities such as:

- Drill schedule and in-house safety inspections
- Emergency backpacks
- Accept and evaluate employee suggestions for changes to safety procedures

Communication

Both internal and external communication are areas that always represent opportunities for improvement and refinement. This is due to the ever-important nature of communication and our collective need to understand needed information. At North, the below sections represent an A-Z framework related to communication across our school and community.

Complaints

Administrators will inform teachers of complaints that arise. "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." [Policy 4312]

Common/Shared Digital Space

For the 2023/2024 school year, we will be utilizing Microsoft Teams as a common workspace. All staff have been added to the **NOR-Staff Team** on the Microsoft TEAMS application. It is a collaborative space with individual channels for working together on all aspects of school life here at North. All documents produced and used by a school team such as Office Staff, MTSS, Equity, PLCs should be housed in the files section of the respective channel on TEAMS. In addition, TEAMS has chat and notebook functions for conversations and meeting minutes. Staff will be added to the channels for the school committees/teams on which they work.

Confidentiality

School staff members do not possess a confidentiality privilege regarding disclosures by students. According to EPS Policy, "The staff member should advise the student regarding the limitations and restrictions regarding confidentiality.... Staff members are encouraged to discuss problems of this nature

with the school principal prior to making contact with others.” [Procedure 4131P]

Daily Announcements

Daily schoolwide announcements occur via video and will be posted to TEAMS (General/under Daily Announcements) each morning. If you need to include an announcement, please email Holly/Drew/Tyler by 5:00pm the day before. Video files and/or images are helpful additions.

Email

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

As such, all North team members need to check email regularly. This should occur several times a day, as convenient, with the aim of responding in a timely manner (if a response is needed). Please refer to the [Policy 5225P](#) for related information.

Family Newsletters/Update, North News

We currently utilize Smore for the development/posting of our monthly family newsletter/update, North News. This platform provides families with seamless access via their phones to read/reread our monthly school updates. Immediate translation is also available. Updates for the month are published on/before the first of each month. If you wish to include information in North News, please connect with Laurel for coordination. As always, our North News updates will be posted on our school website (under Newsletters), emailed, and posted via our social media accounts.

Mailboxes in Office

Team members are requested to check their mailbox before and after school. Only emergency messages will be delivered to the classroom. Please do not send students to the office to retrieve mail.

Memos/Additions to the Staff Handbook

Updates to the Staff Handbook will be made throughout the year. Updates will be specifically communicated via staff/team meetings and/or our weekly updates. The most up-to-date version will always be posted on our North Teams page for convenient access.

Non-Custodial Guardian Communication

Please note that no school is permitted to discriminate in its communication with separated guardians in regard to attendance and student progress unless a court order is received which limits such communication. “The Board, unless informed otherwise, assumes that there are no restrictions regarding nonresidential parent’s right to be kept informed of the student’s school progress and activities.” [Policy 3610]

ParentSquare

This year, our school/district are moving away from BlackBoard Connect and other school/home communication options and moving to [ParentSquare](#) as our comprehensive communication platform. ParentSquare facilitates seamless interaction through features like messaging, notifications, and event management, allowing educators and families to stay connected and informed. This platform supports various communication channels, including email, text, and app notifications, ensuring that important

updates reach everyone efficiently. Training on ParentSquare will be included as part of our Back-to-School LID content for all North team members.

Public Relations

As staff members associated with North Middle School, as employees of the Everett Public Schools, share the collective responsibility to promote a positive image of our school and district within and across our community. Together, we cultivate what others think/believe about our school, students and community. As such, we have plenty of good news to share and are encouraged to do so, as applicable. At the same time, please use professional discretion when discussing issues/concerns with others in our community. Please also remember, if you are approached by a member of the media with regards to any school-related topic (especially sensitive or tragic incidents), please refer this person to Tyler.

Staff - Student/Family Communication

Contact between staff members and students should always be professional and, in order to ensure your own and the students' safety and welfare, should also be in public and reasonably related to the student's progress in school. Examples of appropriate interactions with students include, but are not limited to, classroom instruction, helping students with academics during lunch or after school in your classroom or other campus location, and meeting with students in a school-sanctioned club or activity. Expressing care and concern for a student when they indicate that they are having personal or academic difficulty is also appropriate. Staff members other than trained counselors should take care, however, to avoid counseling students and should refer them to the school counselor as needed.

In all your interactions, it should be clear that your role as a staff member is separate from your role as a private citizen. Examples of interactions with students where this separation of roles becomes unclear include, but are not limited to, inviting students to your home for social gatherings, engaging in telephone, email, text messaging, or other communications with students that are purely social in nature and not related to school.

If at any time you feel that a student is communicating with you in a manner that puts your professionalism at risk, contact an administrator immediately.

See previous section (or final policy section) on maintaining boundaries under the Code of Conduct for more information.

Staff - Weekly Update, Navigator

Our internal weekly, Navigator, is published through Smore and communicated via email/TEAMS on a weekly basis. It is critical that each/every member of our North team read these weeklies as part of our collective daily/weekly preparation. Our weekly update will include schedules for the week, calendar listings (including any changes), important news, and other relevant information. If you have information that you would like included in our weekly, please send it to Tyler by Thursday of the preceding week. Please note that information in our team weekly is for North team members only. Family/community updates are purposefully separate in nature.

Telephone - Students

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

Telephone - Staff

Personal use of school telephones and personal cell phones should be done outside of class/instructional time and/or student supervision.

Translation Services

Translation services are available for communication with families as needed. Please contact Laurel for translation services (written, verbal, or otherwise) for guidance.

Voicemail

To facilitate communication with families, teachers are requested to update their voicemail regularly and to check their voicemail on a daily basis. Remember to answer voicemail within 24 hours of receipt.

Computer Use

North Middle School encourages the use of technology to promote student engagement and learning objectives. North staff and students are expected to follow the guidelines outlined in the sections Acceptable Use Guidelines and Appropriate Use set forth by district policy 3245. The following guidelines apply to all computer use: *(summary list)*

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

See [Technology Handbook](#) for more information

Curriculum

Curriculum Guides (Policy 2122)

Curriculum guides, at appropriate grade levels or content areas, will be available for all teachers at their buildings at the beginning of each school year. Additional copies may be obtained from the instructional department. Training in how to use the guides to assist in instructional planning will be provided to teachers, as requested.

It is expected that teachers will use these guides to assist them in planning and delivering of curriculum content; the content identified in the guides will direct the assessment work undertaken by the district.

Clear communication between the teacher, student, and home is an essential component for engaging students in learning. Therefore, teachers are expected to communicate to both students and families, at the start of every new course, information such as:

- Overview of the Course Content (Scope & Sequence)
- Content Team Common Syllabi
- Course/Learning Standards
- Student Expectations
- Grading and Assessment Practices
- Texts and Curriculum

- In addition, please provide students and families with information on how to best contact you by phone and/or email, and if you utilize any online technologies such as a class website.

Homework Policy (Policy 2112)

The board recognizes that teachers may assign work to be completed by students outside of regular class time. Homework can be a valuable extension of classroom instruction. Teachers may develop procedures for assignment and completion of homework.

Instruction (Policy 2121)

An integrated, multi-disciplinary curriculum will provide teachers, students, and parents with the district's expectations of what students should know and be able to do. Teachers are expected to follow the curriculum. Principals will provide appropriate instructional supervision to ensure implementation.

Decision Making Matrix

When possible, significant school decisions should be pared down to two options, prior to the final vote using a method such as value voting. Team decisions will need a super majority [60%] to change the status quo. Central Office and our North administrative team are responsible for the overall programming so there may be some decisions made outside of this decision-making model. Likewise, some decisions will be guided by the various contracts.

Our North administrative team will gather relevant input on decisions that fall under their area of responsibility, remain transparent in their decision-making process, and explain to impacted staff the rationale for the decision. This list cannot cover all possibilities, so if something unexpected arises, administration will consult with the Instructional Leadership Team (ILT) on the best decision-making process.

The below graphic is important to how decisions are made and North and illustrates the interdependent nature of our various teams/committees in working towards aligned school improvement.



The table below shows where the final decision is made, however, different groups will have levels of feedback prior to a building decision. Feedback to the system could include:

- *Input*: Team members would be provided a genuine opportunity to submit information and/or to be heard by the decision makers. As such, the decision makers are responsible for expressing how the input is fed into the rationale for making the decision.
- *Influence*: Team members are given the opportunity to be able to affect an outcome or decision in a significant way as to have visible impact on a process and/or decision.
- *Consensus*: The result of a process in which all parties support the final decision even if it is not their first priority or preference, and if full consensus cannot be reached, the parties have agreed upon the minimum level of support in order for the decision to move forward.

	District, State, or Federal	Administration	Leadership Team	Full Staff
Climate and Culture	Policies and Procedures	Community Relations MTSS/PBIS models Discipline Processes/Systems		Mission and Vision Feedback
	Full year calendar	Staff Wellness		Staff Gatherings
	Sports Buses School Lunches Stipends for coaches and activities	ASB and Co-Curricular Activity Buses		
Instruction and Curriculum	Instructional Review Process Curriculum TPEP Process Gradebook Format	Teaching assignments* Master Schedule*	Annual goals and monitoring towards those goals (SIP) Function of our PLCs Report card comments Course Offerings Provide input on school improvement plan	PLC - grade level teamwork North leadership team selections
Systems	Building Budget	General budget PD Budget allocation	Departmental budgets	Input/feedback
	SBA Windows and Requirements	Support locations for students with accommodations	Alternate Bell Schedules [testing, conferences, etc.]	Fidelity to created schedules, especially aligned with reported timeframes.
	Staffing Allocations	Hiring* Staff and program supervision Paraeducator Scheduling	Review/oversight	Input/feedback
	Professional Development Calendar	Full staff meeting schedule and agendas	District committee representation Staff PD Needs	Input/feedback
	Attendance Policy	Tardy Sweeps Attendance programs and procedures	Review of associated data for celebrations/growth and needs	Input/feedback

*Administrative decisions where input from leadership team members is specifically sourced.

Meeting notes, agendas, and documents will be uploaded and available on our North Teams site. Important information and updates will be included in our daily messages and our weekly staff updates (Navigator). If timing allows, a staff meeting could occur to explain and build understanding. If a policy change is occurring, this would either need to be done through leadership, admin, or through a staff vote.

If a staff member has a concern or a need to be discussed regarding a policy or building wide plan, they should take it directly to administration and their leadership team representative to add to future work. Depending on the concern, this might be a leadership team meeting, staff meeting, or administrative planning.

If a staff member has a concern or need that is not regarding a policy or building wide plan, they should take that concern directly to the source. Open, direct, and honest communication is essential to a healthy work environment.

Discrimination

State and federal law prohibits discrimination. The Everett School District complies with all federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, color, national origin, veteran or military status, gender expression or identity, sexual orientation, marital status, age, religion, or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance procedures may be directed to the school district's Civil Rights Compliance Officer, Mary O'Brien, 425-385-4106.

Duty to Report

Child Protective Services—1.866.829.2153 or 1.866.363.4276

Policy 3421 states: The board requires that professional school personnel 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. Professional school personnel shall include, but not be limited to, teachers, counselors, administrators, childcare facility personnel, and school nurses.

All North team members, certificated and classified, who have knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the school administrator. The school administrator shall report to the proper law enforcement agency if the administrator has reasonable cause to believe that misconduct or abuse has occurred as required under RCW 26.44.030.

Staff shall refer to Procedure 3421P including completion of the written Child Abuse Report form when they have reasonable cause to believe abuse or neglect has occurred.

Legal responsibility for ensuring a report is filed rests with the person who has the reasonable cause to believe abuse or neglect has occurred. Any person who is required to report per RCW 26.44.030 and RCW 26.44.040 and who knowingly fails to report is guilty of a gross misdemeanor per RCW 26.44.080. Any person who, in good faith, reports abuse/neglect or testifies as to alleged abuse/neglect in a judicial proceeding is immune from any liability arising out of such reporting/testifying.

The following procedures are to be used in reporting instances of suspected child abuse:

1. When there is reasonable cause to believe a student has suffered abuse or neglect, staff shall complete the Child Abuse Report Form (copy found in Procedure 3421).
2. The staff member with reasonable cause to believe abuse has occurred shall notify the administrator/designee.
3. The staff member with reasonable cause to believe abuse has occurred must insure that an oral referral is made to CPS or the appropriate law enforcement agency within forty-eight (48) hours.
4. Following the phone report to CPS or the appropriate law enforcement agency, the Child Abuse Report Form shall be completed and distributed.

Emergency Procedures/Safety

Refer to the North Safety and Security channel in the North Staff TEAMS app for school emergency procedures. Drills will be held once a month.

Know your escape route in the event of an emergency (fire, earthquake, etc.). Learn your emergency evacuation procedures and participate in fire and emergency evacuation drills.

Know the location of emergency equipment (fire extinguishers, first aid kits). Become familiar with the district's Emergency Preparedness Plan (EPP) that addresses a variety of perils and actions to take in the event of an emergency or natural disaster.

All Science, Art, PE, and other staff working with potentially dangerous machinery or materials must develop a full set of guidelines to protect their students' safety. These safety rules must be posted, and copies sent home and with students for review with their parents. Please upload these guidelines into the North TEAMS channel for safety.

Accident Staff/Student

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

A Student Accident Report Form must be completed for any student who is injured at school (within 24 hours). The student accident form can be obtained from our Health Room and should be filled out/returned immediately.

During every period on our first day of school (September 6, 2023) teachers must explain the fire, earthquake, and intruder procedures/evacuation routes for your classroom. This is state law - Instructions are found below.

Evacuation Information

If the evacuation alarm sounds at any point, all persons are expected to exit the building including students, staff, and visitors.

Procedures:

- Treat all drills as if they are an emergency. All voices should be at Level 0 during all portions of the drill.
- Close door to room after all occupants have exited. Do not lock the door.
- Take your yellow backpack, sign, and roster to the field and line up according to the map below. All students report to the last teacher who took attendance for them.
 - If a drill happens during lunch, all students will report to their 3rd period teacher.
 - All guests or visitors to the building should be instructed to check in with the office in the middle of the field.
- Teachers stand on the inside of the field at the hash marks with their class lined up single file toward the sideline.
- Teachers take attendance and a staff member will come to you to gather names of missing students.
- When all persons are accounted for and the building is cleared for reentry, administration will signal for you to reenter the building.
- Classes closest to the building will reenter first

Lockdown Information

In the event of a dangerous or potentially dangerous situation either on campus or nearby, a lockdown will be announced, and all staff will follow the procedure below:

Procedure:

- Open the door to the room you are currently in [if it is safe to do so] and check the hallway. Bring in any students in the hallway and ***lock the door.***
 - If students are in a common space such as outside or in the commons, they should report to the nearest classroom or office.
- Turn off lights and close blinds.
- Quiet class/students to Level 0
- Find a location inside that is away from windows and doors and have all students report to this location.
- Do not open the door for anyone. Once your door is locked it is to remain locked until an All Clear has been announced.
- Keep students calm, off electronics, and do your best to reduce visibility of students in the room. Students may want to text family but it is highly advised that the glow of cell screens increases visibility.

Once “All Clear” announcement is made, have students return to their appropriate classrooms and take attendance. If any student remains missing after the drill, call the main office.

Lockdown FAQ:

- Why are we expected to be at Level 0?
 - If you make a lot of noise, you can be easily found.
 - Staff and students need to be able to hear all announcements and important information.
- Why can't I use my cell phone?
 - The screen lights up your face and makes you visible.
 - Calling parents/guardians/friends will only scare them because you do not have a complete set of information.
 - In the case of a real emergency, North administrators or Everett Public Schools personnel will contact all families with pertinent information during the lockdown. After all clear is called you will be able to contact your families.
- If I am in the hallway or outside after the doors are locked, will I be allowed in?
 - No. If a room is already in lockdown, they cannot open the door.
 - You will need to find the safest location, closest to your current location.
- If I am out of my class when the lockdown is announced, what do I do?
 - Go to the nearest classroom and complete the lockdown in that location.
 - Do not try to get back to your room unless it is the nearest room.
- If the fire alarm sounds, do I evacuate?
 - No, do not exit your lockdown location unless directed to do so by administration.
- What do I do if I am at lunch?
 - Report to the nearest classroom.

Clearing Zones:

The following areas will be cleared during a drill by security personnel. They will report cleared and checked classrooms via the walkie talkie to administration.

- 6th Grade Wing – including library
- 7th Grade Wing
- 8th Grade Wing – including makerspace, achieve, OT/PT, SLP
- Gyms, commons, stage, community and ASB rooms
- Offices

Earthquake Information

In the event of an Earthquake, all persons are to follow the procedures listed below.

Procedure:

- All staff members instruct students to “Duck and Cover.”
- All persons find cover:
 - Always face away from windows
 - If available, get under tables and desks
 - If no tables or desks are available, stand against an interior wall
 - If you are outside stay away from power lines and poles
- All persons should duck:
 - Cover head and neck with arms and hands to the best of your ability
 - Kneel to lower your center of gravity
- Wait for “All Clear” announcement.

Once “All Clear” announcement is made follow the Evacuation directions and report to the football field in a safe and orderly manner (see below map for locations). In the event of an earthquake drill, we will not always evacuate the building.

Shelter In Place Information:

In the event of a dangerous airborne concern, either on campus or nearby, a shelter in place will be announced and all staff will follow the procedure below. This danger could include a chemical or radiological contaminant released into the environment.

Procedure:

- Close any exterior doors.
- Open the door to the room you are currently in [if it is safe to do so] and check the hallway. Bring in any students in the hallway and lock the door.
 - If students are in a common space such as outside or in the commons, they should report to the nearest classroom or office.
- Send an email to Nor.Lockdown@everettsd.org with the appropriate information in the subject line based on the list below. In the body of the email include any names or important information needed for safety purposes. Include any student who is on your active roster for the course.
 - Missing Students – include names in body of email
 - Extra Students – include names in body of email
 - Need Help – specify what your needs are
 - All Present
- Do not open the door for anyone. Once your door is locked it is to remain locked until an All Clear has been announced.

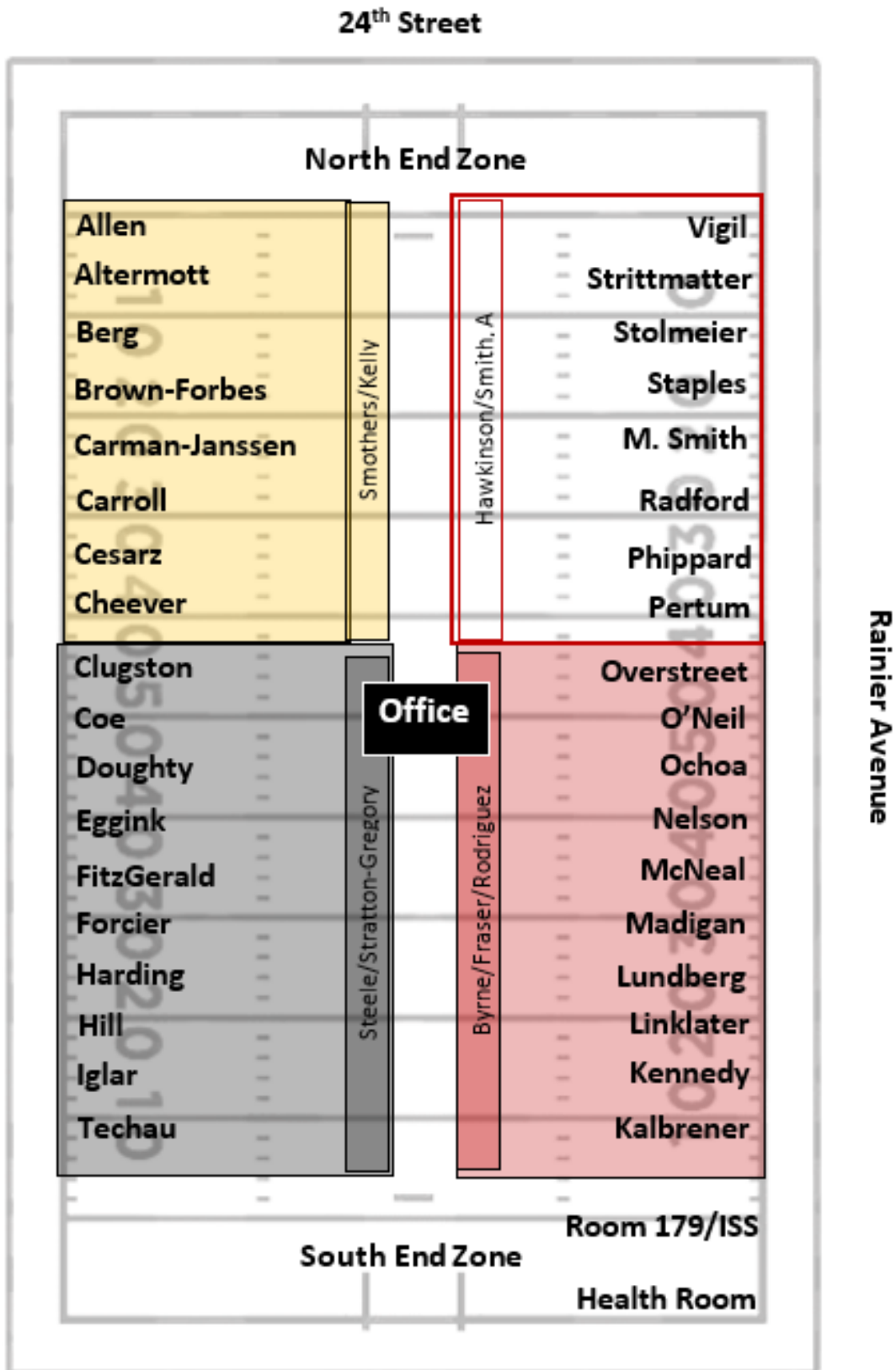
Other responsibilities:

- Attendance Secretary and Office Manager – compile attendance and determine any students who are unaccounted for.
- Registrar and Office Support – Help students who need to be transported to health room or counseling office.
- Custodian – Shut down HVAC system and check exterior doors.

During a Drill:

1. Watch the video: (forthcoming)
2. Review with your students where materials are to cover vents.

Evacuation Location Map: North Football/Soccer Field



Exposure Procedures

Once an employee has direct contact with blood or other body fluids (including saliva); such as from a needle stick, cut, bite or eye splash, post-exposure treatment may be necessary.

Referral to HealthForce Occupational Medicine Center must occur as soon as possible after exposure; within 2-hours for potential HIV and 24-hours for Hepatitis B exposure for provision of immediate protection.

What You Must Do If You Are Exposed:

1. Immediately wash the exposed area with soap and water for at least ten seconds.
2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.

Call the benefits office (425-385-4115) to report the exposure. The Exposure Incident Report Form must be faxed to the human resources department at 425-385-4135 and the completed original must be sent to human resources via district mail. A confidential medical evaluation and follow-up with U.S. Healthworks, 3726 Broadway, Suite 101, Everett, 425-259-0300 will be set-up immediately. The health care provider at U.S. Healthworks will determine if treatment is necessary. This evaluation will be at no cost to the employee.

If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to U.S. Healthworks for testing at the same time the employee is sent for a medical evaluation. If the source of blood or other body fluid exposure is a child, it will be necessary to request for the parent/guardian to have the child tested. An exposure is considered an on-the-job injury. Go to www.pswct.org to file your claim per instructions on previous pages. The human resources department must maintain required records for at least the duration of employment plus 30 years.

Facilities and Equipment

Direct questions or concerns regarding facilities and equipment to the Office Manager or an Assistant Principal. You must get administrator approval before making any changes to building/district provided facilities and equipment.

Each of us likes to personalize our work environment to make it comfortable and welcoming for students, families and staff. Please keep in mind the classroom or offices in schools should reflect student learning and work, balancing the creation of a personal environment with student needs for a safe classroom.

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

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. Lock up your belongings you want to keep secure.

Field Trips

Per Procedure 2320, approval for any Field Trips must go through the principal. Field trip forms are available in the office from the office manager.

Field Trips require extensive planning and following requirements such as cost, transportation, adult supervision, pre-approval, medical and emergency procedures, permission forms, etc. Make sure that you allot enough time to complete the field trip process and see the office manager/assistant principal for assistance. Below is information for the most common type of field trip and the timelines for the field trip.

Category 1: Single Day, Extended Day, In-State Field Trips Single day field trips are defined as trips when students depart and return on the same day and when such travel is integral to the curriculum or extra-curriculum programs of the school, and students are under the supervision of a district employee acting within the scope of his/her employment.

Timelines:

30 school days prior: Meet with building administrator to request preliminary approval to proceed with planning. The Field Trip Request form establishes preliminary approval.

- Provide the completed form to the school office manager/office staff to create a trip request in Triptracker. Triptracker notifies the Transportation Department regarding transportation needs.
- Alert the district registered nurse/health room assistant to review special medication or health care needs.

15 school days prior: Meet with building administrator to determine if all requirements have been met and obtain approval signature on Informed Consent Notice(s).

10 school days prior: Provide Informed Consent Notice signed by building administrator and the completed field trip description and itinerary form to parent/guardian. Provide Adult Supervisor Informed Consent Notice and the completed field trip description and itinerary form to volunteers.

- Submit Volunteer Disclosure Statement forms for adult supervisor(s) for approval.

5 school days prior: Require return of the Informed Consent Notice signed by parent/guardian and Adult Supervisor Informed Consent Notice signed by the volunteer.

- Provide district registered nurse/health room assistant with all participant medical information obtained from the Informed Consent Notice.

3 school days prior: The staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant.

- All medications, prescription and non-prescription, as well as licensed health care professional orders and signed parent/guardian permission for medications must be in the Health Room.
- Adult supervisors will receive written instructions and be trained in their responsibilities.

Day of trip/return: The staff member designated to administer medications shall pick up and count medications in the office before departure. Upon return, all medications will be counted and returned to the Health Room along with the paperwork.

See Procedure 2320 for Category 2 and 3 Field Trips information.

High Risk Activities are not allowed – please check the Procedure 2320 for a list of high-risk activities.

Finances

Please see the Laurel any kind of financial questions before taking on any event that involves money.

Cash Handling

Here are some basic policies to remember when working with cash:

- Before charging a fee for any school activity, item or event, discuss your plan with an Administrator and the ASB Treasurer for approval. State laws and district policies are very strict concerning fund raising in public schools.
- Far in advance, request a cash box and any necessary documents that will be needed for your event.
- After sales are done for the day, count all money, and fill out an Activity cash report.
- The Activity cash report and all money MUST be turned in to the office manager, in the office, daily!
- Checks must be made payable to NMS or North Middle School.
- It is illegal to give cash back if a check is written for more than the amount required.
- It is important that you never cash a check outright.

Collecting Money from Students

All money should be handled through the main office, which is open to students before school, during lunches and after school. Please remember that, at no time should teachers/coaches/staff handle money. Once the student pays they are to show their receipt verifying payment to their respective teacher/coach/staff member.

Fees

Our obligation is to provide a free public education. “The District shall provide an educational program for the students as free of costs as possible.” [Policy 3520] Students, however, will be charged for loss or damage to materials. Policy 2311P states, “Students and/or parents will be held responsible for instructional materials lost or damaged.” Teachers may not establish any fees or fines—such policies must be established through the Principal.

Fund Raising

All fundraising activities must be handled through the ASB and the office manager in the office. You cannot hold your own fundraiser or use sites like GoFundMe or DonorsChoose. It is critical that all appropriate procedures are followed when having a fundraiser. Please meet with the office manager prior to the fundraiser to help ensure all necessary steps are followed.

Requisitions and Purchase Orders for ASB and General Fund

Purchases should be planned in advance and be supportive of school goals. ASB purchases are handled by the office manager in the main office. You can get the PO request form from the office manager, as well as ask any questions about the process. It is critical that all receipts and invoices are promptly delivered to the office manager for payment.

General Fund purchases are also handled by the office manager. Please see her with any questions. Reimbursements MUST be pre-approved. Do not make a purchase without getting the proper approval.

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 to teach a non-North/EPS class on personal time.

Grading and Progress Reports

Assessment

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

Communication of Student Progress and Achievement

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

- Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. Grades 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 or more times per week. Directions on how to access students' grades online need to be included in your classroom syllabus.
- Instructional platform [Canvas] should also contain your Course Syllabus, contact information, and relevant course information.

End of Semester Grading

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

Grade Book

Teachers are required by state law to maintain an up-to-date grade book which records grades, student absences, and tardies. The marking system should be clear, fair, and accurate. An explanation should provide a key to understanding markings, percentages, and grade ranges. Teachers using an electronic grade book must back up their data. The grade book (or hard copy of an electronic grade book data) is turned in to the office at the completion of the school year and is kept on file for several years.

Grading

Careful thought and consideration should be given to grading policies, assignments, assessments (both formative and summative) and differentiated practices. The primary purpose of grading is to measure understanding/mastery and knowledge of content. Our goal is to communicate information about student proficiency on content standards to students, parents, educators, and other stakeholders.

Resulting from this, we can provide information that the student can use for evaluation or remediation, provide information that teachers can use for student evaluation and to modify planning and instruction, and can evaluate the effectiveness of the instructional program and teaching methodologies. This puts the focus of "if" students learn the material, rather than "when." These ideas directly connect to Domain 3 of the Danielson Framework. For consistency and fairness to students, teachers are encouraged to develop consistent grading practices within their departments, and with teachers who teach the same classes.

All grades should be based directly on material that was taught and should not include any material for which students did not receive instruction.

Incompletes

An "incomplete" can only be given for a course that is a high school credit bearing course. A grade of "incomplete" may be given to a student who was unable to complete class work. A plan for the incomplete work to be completed should be attached to an "I" grade and turned into the registrar. The student has 25 days to complete the work, if the registrar does not receive a grade from the teacher responsible by the 25th day; the grade automatically becomes a failure.

Progress Reports

Progress reports will be distributed monthly to 7th period teachers to send home with students. Progress report dates can be found in the student handbook.

Report Cards

Report cards are sent home after the close of each semester. Grades are due according to our school calendar, which aligns with the end of each semester.

Syllabus & Course Expectations

Clear communication between the teacher, student, and home is an essential component for engaging students in learning, as well as being a key component of Domain 4 in the Danielson Framework. Therefore, teachers are expected to communicate to both students and families, at the start of every new course via syllabus. A copy of the syllabus and grading policy must be handed to every student within the first week of class. A copy of the course syllabus and course expectations must be kept on record in the main office. These will be submitted by staff no later than 48 hours prior to the first day of class. Working with other PLC members can provide a template. A teacher's classroom syllabus must include:

- Course description that includes 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.
- Other classroom rules (i.e. "Be respectful, be prepared, be on time...")
- Guidelines for make-up work.
- Teacher's school phone number (385-4xxx) and the best time to call, as well as teacher's e-mail address (jdoe@everettsd.org).
- How families can regularly check student's grades online and that guardians 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 instructional platform.

Handbook Updates:

It is expected that we will need to update/revise information in our Student and Staff Handbooks across the school year. This includes district policies as updated and school-related information. Please note that we will highlight updated content through our regular updates. Additionally, updated versions will be posted on our website (Student Handbook) and our North Teams site (Staff Handbook). Please refer to the revision date, listed at the bottom of each page (next to the page number).

Harassment, Intimidation, and Bullying

Prohibition of Harassment, Intimidation and Bullying (Policy 3204)

The Everett Public Schools maintains a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation and bullying (HIB). Our district's core values include our commitment to value differences among people and treat one another respectfully. HIB of students by other students, by staff members, by volunteers, by parents or by guardians is prohibited.

It shall be a violation of this policy and the district's sexual harassment policy for any student of the district to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct while in or on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

Behaviors/Expressions

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

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided

that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of HIB may still be prohibited by other district policies or building, classroom or program rules.

Prevention

The district will provide students with strategies designed to prevent harassment, intimidation and bullying. In its efforts to educate students, the district will seek partnerships with families, law enforcement and other community agencies.

Staff Intervention

All staff members who observe, overhear, or otherwise witness HIB or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of HIB, may require no further action under this procedure.

Interventions

Interventions will be designed to address the impact that harassment, intimidation and bullying has on victims and upon others impacted by the violation. Interventions will also be designed to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct to determine intervention strategies. Interventions may include counseling, correcting behavior and discipline, to law enforcement referrals.

Retaliation

Retaliation against those who report or participate in an investigation of harassment, intimidation and bullying is prohibited. Such retaliation will result in appropriate discipline.

False Allegations

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

Compliance Officer

For counsel and assistance in resolving matters of harassment contact North's Title IX site coordinator, the assistant principal, or the Title IX/Civil Rights Compliance Officer, Dave Peters at the Community Resource Center.

Sexual Harassment (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" means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to adult, student to student or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in district activities.

Under federal and state law, the term sexual harassment may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

Staff Responsibilities

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX/Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Instructional Resources

Academic Freedom (Policy 2330)

Education is fostered in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration for the rights of students and the community. Teachers are entitled to exercise academic freedom subject to accepted standards of professional responsibility. These responsibilities are defined as commitment to democratic tradition; a concern for the rights, welfare, growth, and development of children; an insistence upon objective scholarship; and recognition of the maturity level of students. The rights herein must be exercised consistent with any prescribed course of study determined by the board and as allowed by law.

Controversial Issues (Policy 2331)

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, 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.

Copyright Compliance – Policy 2312

Copyright Compliance Guidelines and Procedures All district staff and students shall comply with federal copyright law in connection with all school related use and activities. The following guidelines and procedures are set forth to assist with compliance of district policy and federal copyright law. This procedure is not comprehensive and does not absolve staff from complying with all aspects of the law. It is the responsibility of all district staff to become familiar with and abide by this procedure and Policy 2312, and to fully comply with the requirements of the law. Teachers are expected to advise students regarding their obligations to abide by federal copyright law in connection with school related uses and activities and all use of school equipment. In no circumstances shall it be necessary for staff members, students, or others to violate copyright laws in order to perform their duties, assignments or obligations properly.

Showing Videos, and using YouTube & Online Video Services

All videos shown to students must be previewed by the teacher in their entirety. Videos must be

determined to have aligned, high educational merit, meet relevant and meaningful curriculum objectives, and be appropriate for the particular student audience. The school may require written parent permission be obtained by the teacher or professional staff prior to showing the video.

1. Only “G” rated videos and non-rated videos with “G” content may be shown to elementary students and are considered safe for viewing by all grade levels.
2. In selected cases, “PG” and “PG-13” rated videos and non-rated videos with such content may be shown to students in grades 6-8 upon prior approval by the school administrator using the Approval of Supplemental Instructional Materials procedure. Teachers must inform the principal and request parent approval in order to use videos not rated for a middle school audience. Have alternate equivalent assignments available for times when parents object.

Teachers who are planning on using online video services such as YouTube must download/preview material prior to showing the videos to students. This allows teachers to avoid possible inappropriate images or language from being presented to students live. Do not use as plans for substitutes.

Instructional Materials (Policy 2311)

Definitions: Instructional materials are defined by how they are utilized in the curriculum:

1. Core instructional materials are those materials that form the principle teaching and learning resources of a curriculum area or course. Core instructional materials are intended for use district-wide by every teacher of the curriculum area with every student each year. Core instructional materials are adopted directly by the school board.
2. Supplemental instructional materials are those materials used regularly to support, expand, enrich, and/or individualize core instructional materials to meet the specific needs of students, but are not intended to supplant the core instructional materials. Approval of supplemental instructional materials is delegated to the program administrator or school administrator with input from the program administrator as designated by the superintendent.
3. Temporary instructional materials are those materials intended for temporary and one-time use. Selection and approval of these materials are delegated to the professional staff as designated by the superintendent, giving proper regard to quality, appropriateness to the students, and relationship to learning standards and outcomes for the curriculum area or course.
4. Library instructional materials are materials that make up the school library collection intended for students to use independently to support curriculum through reading, research and study. Selection of these materials is delegated to the professional teacher-librarian through a continuous process. Approval of library instructional materials is delegated to the school or program administrator as designated by the superintendent.

Guest Speakers

Guest speakers are to be invited with the knowledge and approval of the principal or designee. Speakers should enhance and enrich the instructional program. The reason for inviting the speaker and rationale is to be submitted to the appropriate person (principal or designee). Every effort will be made to present both sides of controversial issues. [Policy 2321]

Teachers shall confer with the principal or designee and immediate supervisor before scheduling programs or speakers, which would generally be considered to be a controversial nature. When controversial speakers or programs are presented, reasonable opportunity will be given to proponents of opposing points of view to express their side of the question.

When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school will provide the presentation of opposing views.

- A. If the teacher and the principal believe the guest speaker’s topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective, unbiased manner; and

- B. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have an alternative assignment. (Policy 2331)

All visitors must sign in and out through the front office and be escorted to the classroom by an adult. Please advise the front office staff if you are expecting a visitor to your classroom. For complete information, refer to the policies concerning visitors in this handbook.

Performances

"Permission and approval to perform as a representative of the school or District shall be contingent upon the determination that such participation is in the best interest of the student, the school and the District. The activity, program, performance or contest under consideration shall have educational value consistent with the goals and objectives of the District." [Policy 2325]

Pledge of Allegiance

Flag exercises shall be conducted in each classroom at the beginning of the school day and at the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence (they do not have to stand). The United States flag will be displayed in all classrooms. The district will observe local, state, or federal directives regarding the display of the flag.

Religion (Policy 2340)

The board recognizes that views and opinions regarding the relationship of the schools and religion are diverse. While community opinions are important in shaping policy, the board must comply with the United States and Washington State constitutions, federal and state law, and the decisions made by the respective courts when establishing guidelines for making decisions regarding religious-related activities and practices. The board accepts the declaration of the State Board of Education that "all students possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence." The superintendent will establish procedures to preserve the rights of all students within the framework of the respective laws.

Instruction about religious matters and/or using religious materials shall be conducted in an objective, neutral, non-devotional manner and shall serve a secular educational purpose. History, sociology, literature, the arts and other disciplines taught in school may have a religious dimension. Study of these disciplines, including the religious dimension, shall give neither preferential nor disparaging treatment to any single religion in general and must not be introduced or utilized for devotional purposes. (Procedure 2340)

Textbooks

All textbooks are now bar coded and stored in secure book depositories on campus. At the start of the school year and second semester, textbooks will be checked out to students by the librarian, library secretaries and other support staff.

Distribution: All textbooks at the beginning of the school year will be checked out through the librarian, in our library, which also serves as our textbook depository. Please work with the librarian to bring students to check out their books. Please encourage students to bring their ID cards for a speedy check out and if they don't have a current card at the time of check out their previous year card will also work.

Textbook check-in:

- All textbooks must be returned to the library throughout the school year, new student, withdrawn students, classes dropped etc.
- At the change of the semester textbooks will be returned & re-distributed through the library as appropriate.

- At the end of the school year textbook check-in will be pre-scheduled to be returned for storage.
- Please note that each student is responsible for their textbooks. As such, please do not remove books from a student's possession. Rather, please send them to the library to return them.

In addition to textbooks, novels are stored and checked out exclusively through the library system as well. When a teacher requests a specific novel for their class, please email the library lead who will work with the teacher to schedule a time to check them out to individual students in the class.

Withdrawing Students: Any team member that is aware of students withdrawing from North advise them to return all textbooks to the library.

Questions? Please see our outstanding North librarian.

Injuries

If an injury occurs, the student must a member of our North team. When a student reports an injury and the injury appears minor in nature, please send the student to our Health Room for assistance/care. For moderate our significant injuries, please contact our Office for an immediate response.

With all head injuries, the student should be assessed in our Health Room. The head injury report form must be completed/submitted within 24-hours of the incident. Once completed, submit these forms to the Laurel.

Lesson Plans

Each teacher shall prepare daily and long-term lesson preparations and shall have adequate plans for use by substitutes. Please do not assume substitutes will have access to YouTube and/or any other supplemental online material. Plans and prepared materials should be on the teacher desk and available for access and review.

Search and Seizure

Teachers and/or anyone other than an administrator should never conduct a search of a student, or their property. If you have any concerns about inappropriate student activity, please notify an administrator.

Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.

A student's desk or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.

See Policies 3231 and 3232 for more details.

Security

Keys

If you do not have a key to get into your classroom, please see Laurel and keys will be issued to you. Please follow these guidelines for school keys carefully:

- Always keep your building key(s) with you.
- Keys are never to be given to students.
- Sign a record for each key issued to you.

- In the event of a lost key, the principal and office manager should be notified immediately.
- Do not duplicate keys. This is a serious violation of district procedures.
- Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.
- Staff may request to retain their keys during the summer break but must verify the numbers of their keys with the Office Manager annually.

ID Badges

ID Badges must be worn at all times. They serve as your key to enter and exit the building and office. For the safety of students and staff, the district requires that all employees wear Everett Public Schools' photo identification badges. Employees will be provided a photo ID badge upon employment. Replacements for misplaced or stolen badges will be issued by Human Resources for a fee of \$20.00.

Disruption of School Operations

Notify an administrator immediately if you note a disruption to the school program.

Per Policy 4314, "If any person is under the influence of drugs or alcohol or is disrupting any school program, activity, or meeting or threatens to do so or is committing, threatening to commit or inciting another to imminently commit any act which would disrupt or interfere with or obstruct any lawful task, function, process or procedure of any student, official staff member, or guest of the school district, the superintendent or staff member in charge shall direct the person to leave immediately and/or shall call for the assistance of a law enforcement officer."

Sonitrol Security System

If it should become necessary for you to enter the building before/after hours, on the weekend or during holidays, Sonitrol (the district alarm company) must be notified. To do so, code into our building using the number provided to you by the office manager. Never write your Sonitrol code number in a location where it can be found by anyone else. Please note that you are responsible for your part in protecting our building's safety.

Before/After-hours procedures must be strictly adhered to as you enter/exit our building. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. Above all else please work with the building custodians to ensure clear and accurate information about coding out of any building, if you are using your classroom or any other space, after hours, on weekends, or during holidays.

Please work to avoid incidents as we are charged for false alarms. Sonitrol has installed sensors in all outside doors as well as sensitive microphones throughout the building, and actively monitors our campus whenever it is unattended. Entering a building without first turning off the Sonitrol system will cause police to respond.

Turning the System OFF (to enter the building)

When you enter through the main doors, the keypad will "beep" to remind you to turn the system off.

- Press Arm/Disarm
- Enter your 7-digit access code
- Press Enter
- The light will turn green. This means the system is off and you are cleared to enter.
- Sign in on the clipboard below the Sonitrol keypad to indicate that you are in the building.

Turning the System ON (to leave the building)

Before you begin, check to be sure the light is green indicating that the system is off. Do not prop open

any doors—this will keep the system from approving your request.

- Sign out on the clipboard
- Press Arm/Disarm
- Enter your 7-digit access code
- Press Enter
- The system will check all available sensors to ensure the building is secure. Wait until the screen begins the countdown. This means the system is arming and you are cleared to exit.
- Leave the school immediately through the designated Entry / Exit door

Visitors (Policy 4314)

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

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

Volunteers (Policy 5430)

Our Everett Public Schools recognize the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens; hence, use of volunteers in the district is encouraged, subject to suitable regulations and safeguards.

Requirements: Before volunteering in the district, volunteers must be approved by the district. Adult volunteers are required to complete a disclosure statement pursuant to RCW 43.43.830 and undergo a criminal history check as part of the volunteer approval process. The district will maintain this information pursuant to the Local Government Common Records Retention Schedule located with the Retention Manual.

Adult volunteers are required to sign and acknowledge they have received and reviewed the Volunteer Manual, which explains requirements about training, student confidentiality (Policy 3600), appropriate behavior and interaction with students, and legal requirements about reporting abuse (RCW 26.44.030), reporting/preventing harassment (Policy 3204 and Policy 3205) and maintaining professional boundaries (Policy 5253).

Upon arrival on campus, volunteers are required to sign in and out at the office each time they volunteer. A volunteer badge must be worn and visible at all times. The office manager at each school/building will maintain school/building volunteer sign-in/sign-out registers for a period of three (3) years.

Selling Items at School

Simple section, the conducting of private business or selling unauthorized items is prohibited.

Special Education

Teachers serving students that are supported by an active IEP will receive a copy of the current IEP goals and accommodations from that student's case manager. All IEP questions and concerns should be directed to that case manager. As needed, the case manager will contact administration for assistance.

By Federal Law, general education teachers need to attend the annual IEP meeting for students in their class. Teachers will be notified by email with an "Invitation to an IEP Meeting" letter. General Education partner teachers are required to give input towards the development of the IEP goals and accommodations. Additionally, all educators working with a child supported by an active IEP are required to follow the accommodations set forth and agreed upon in that IEP.

Student Dress Code

Student dress is regulated to preserve a beneficial learning environment and to ensure the safety and well-being of all students. Student dress which presents a health or safety hazard, damages school property, or creates a material and substantial disruption to the educational process is prohibited per Everett Public Schools policy 3224.

The emphasis of this policy focuses on the equitable treatment of all students and staff, as well as regulation of dress that is free from bias. This includes the values that:

- Students should be able to dress/style in a manner that positively represents themselves.
- Students and staff are responsible for managing their personal distractions.
- Students should not face unnecessary barriers to class attendance.

Please note that students will not be removed from class as a consequence for their attire unless attempts to uphold our policy/expectations are unsuccessful. Please utilize reasonable efforts to sensitively address code violations, utilizing this as a teachable moment. If a student's dress is not in compliance with school guidelines, they will be asked to make appropriate corrections and families will be notified.

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirts, dress, etc.)
- Footwear

Students may not wear attire that intentionally shows private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment. Clothing/styles that are considered hostile or intimidating in nature include text, pictures, any other insignia that are make explicit or offensive, reference sex or bodily functions, contain profanity, indicate evidence of membership in/affiliation with a gang, advocates racial, ethnic, or religious prejudice, promotes the use of drugs, alcohol or tobacco products, and/or displays weapons/indicates violence.

Dress code violations are often Tier II (moderate) in nature (see above, Behavior section). Standards for dress will be applied in a consistent and nondiscriminatory manner. Any student who is aggrieved by our corrective action efforts and/or the applied consequence for a dress code violation has the right to appeal according to procedures in the Student Rights and Responsibilities policy 3200.

Student Recognition

As a school community, it is an honor to recognize the efforts, growth, and accomplishments of our students. This aligns well with our district practice - "The Board encourages staff to recognize students for significant growth and/or improvement in academic achievement and/or distinguished performance in any school or classroom activity." [Policy 2440]. As such, our North MTSS/PBIS committee will work on a variety of student recognition throughout the year.

Student Supervision and Student Welfare

Assemblies

Attendance at all school assemblies for both students and North team members is essential. Teachers should sit in their assigned locations during assemblies and should actively monitor their students' behavior and attentiveness. Teachers should review the assembly expectations prior to each assembly. Teachers without students should be prepared to supervise where needed.

Hall Passes

If it is necessary for a student to leave class, the student must carry a teacher-assigned pass. Please do not send students out without a hall pass. Students may not use the restroom in the first or last 10 minutes of the period without extenuating circumstances as this allows us to clear each space after passing periods.

Passing Time

Passing periods are critical timeframes, especially with regards to student safety and wellness. To uphold a safe campus in this regard, the collaboration of each/every team member is vital. Please ensure that you are in the hallway, near your classroom to greet students and monitor/uphold hallway behavior. Our collective efforts in this regard are critical to our North social/emotional environment.

Responsibility to Supervise

We are responsible for student safety at all times. Per Policy 3400:

The following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for their acts with relations to students:

- A. A group of students should not be left unattended.
- B. A classroom or group of students should be supervised by a staff member until supervision is assumed by another staff member.
- C. Students should not be permitted to use equipment in the classroom which has not been approved for school use.
- D. Students should not be permitted to use equipment until they have received operating instructions and prescribed safety procedures.
- E. Students should not be permitted to work in a shop, kitchen, greenhouse or laboratory without qualified supervision.
- F. Incidents of unsafe conditions and defective equipment should be reported to the principal/designee immediately.
- G. Proper safety equipment and procedures must be used wherever specified.

Student Welfare (Policy 3400)

The board expects staff to conduct all school programs and operations in a manner that recognizes the health and safety of students. Each staff member must be in the classroom or at any other assigned

station at all times or must make sure that another teacher is temporarily in charge. Each staff member shall be alert to any physical hazards that may exist in the facilities, program or schedule of his/her school and report them to the principal/designee. All safety rules and hygienic standards in the educational and activity programs of the school shall be enforced. Any time volunteers or aides are working with students they shall be advised of their authority to insist upon students following established rules. The superintendent/designee shall provide guidelines to each staff member to minimize the occurrence of situations where liability may be incurred.

Medication (Policy 3416)

No medication shall be given to students by school personnel, with the exception of those authorized and trained to dispense medication. The parents of students needing medication during school hours must first give the medication to the Health Room Assistant, who will distribute and monitor the student's dosage. (Policy 3416)

Safety (Policy 3420)

Staff are responsible for creating and maintaining a safe environment for students at all times. Staff, together with the support of the principal, are responsible for the development, implementation, and enforcement of safety regulations.

The board recognizes that safe practices should be incorporated into all aspects of the instructional program and directs the superintendent to develop and post rules for safety and the prevention of accidents. These rules shall provide for:

- A. Instruction of students and staff in safety and accident prevention;
- B. Protective devices where they are required for the safety of students; and
- C. Suitable and safe equipment where such equipment is necessary for the conduct of the educational program and the operation of the schools.

Suicide (Policy 2145)

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she will take proper steps to support the student, promptly notify the principal/designee or school counselor and request that appropriate school staff conduct an initial interview. The principal/designee or counselor will then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community. The principal/designee, school counselor, or school psychologist will develop a re-entry plan, including a student support plan for use after a suicide attempt.

Substance Abuse (staff/employees)

If you suspect a staff person is at work under the influence of alcohol, a controlled substance or other intoxicants you are to alert an administrator immediately. Just like any other reporting process, it is your responsibility to report any unsafe act or condition that could impact student and staff safety.

Drug-Free Workplace (Policy 5150)

Drug-Free Workplace In accordance with the Drug-Free Workplace Act of 1988, as amended, the district prohibits:

1. The unlawful manufacture, distribution, dispensation, possession, or use, of alcohol, illegal drugs, controlled substances including marijuana (cannabis), or other intoxicants in the

workplace;

2. Reporting to work or the workplace under the influence of alcohol, illegal drugs and/or controlled substances including marijuana (cannabis), or other intoxicants; and
3. Any other manufacture, distribution, dispensation, possession, or use of alcohol, illegal drugs, controlled substances including marijuana (cannabis), or other intoxicants in a manner that is detrimental to the interests of the district.

“Workplace” for purposes of this policy includes any district building or any district property; any district-owned vehicle, or any other district-approved vehicle used to transport students to or from school activities; and off-district property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district which could also include work on a federal grant.

For certificated staff, keep in mind the Code of Professional Conduct, *WAC 180-87-055, Alcohol or Controlled Substance Abuse*

Smoking On Campus

Policy 5140 states: “Tobacco use is prohibited inside all district facilities, on all district property and in all district vehicles.” Vaping is considered tobacco use.

Substitute/Guest Teachers

Substitute/Guest Teachers are a critical part of the smooth operation of the education program at North. Team members are expected to carefully prepare for any absence, whether pre-arranged or sudden. You should speak frequently with your students concerning your expectations for behavior and activity at any time when the class is being taught by a guest teacher.

- Each teacher will complete a substitute procedure form to be kept in the office. The substitute procedure form must include the location of the sub folder in your classroom and any other pertinent information. Each teacher should have a substitute folder which contains the following: lesson plans, specific classroom routines, seating charts, and emergency sub plans. Substitute procedure forms and substitute folders must be updated and prepared before the semesters begin.
- All North team members shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
- Each teacher shall make adequate daily and long-term preparations and shall have adequate plans available for use by substitutes.
- Use the Frontline substitute system to arrange for substitutes (please see our Absences section, above)

Unfilled Positions & Substitute Shortage Plan: On occasion, an open position is not filled by a substitute/guest teacher. This unfilled position necessitates a substitute shortage, emergency plan. In alignment with the collective bargaining agreement between EEA and our district (Section 9.01.E – Substitute Shortages), we are to develop a fair, equitable plan to cover assignments when a substitute shortage occurs. Our [live plan](#) is housed within TEAMs (General/Sub Grid) and is updated as unfilled positions necessitate assignment.

Technology

Per Policy 5225, the use of district technology by Everett Public Schools employees is vital to its daily activities. Effective instruction and efficient operation and management require a staff that is skilled in the use of technological tools. Ongoing training is essential. Additionally, Everett Public Schools permits the use of personal electronic devices (“PEDs”, e.g., smartphones, tablets, slates, notebooks, laptops,

cellular phones, and other similar mobile electronic devices.) We believe that a PED can play a positive role in furthering our staff and students' learning. The Everett Public Schools wireless network permits individuals with a district network account and technology to access the internet.

Access: Employees will have access to job-appropriate technologies while being provided opportunities to use those technologies.

Appropriate Use:

- It is the expectation of the district that employees effectively and appropriately use available technology.
- Inappropriate use should be reported to appropriate district officials.
- All users of district technology shall comply with current copyright laws.

Personal Security: North team members should not share personal information about employees or students without appropriate authorization.

System Use:

1. All use of district technology must be in support of education and Everett Public Schools' operations and consistent with the mission of the district. Everett Public Schools reserves the right to prioritize use and access to district technology.
2. Any use of district technology must be in conformity with state and federal law, system use policies and district policy.
3. Use of district technology for commercial solicitation is prohibited except as allowed by law. 4. District technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
4. Subscriptions to mailing lists, bulletin boards, chat groups, commercial online services or other information services must be directly related to classroom curriculum or the job responsibilities of the employee.
5. District technology and/or personal technology shall not be used to disrupt the operation and use of district technology by others. District technology, including hardware and software, shall not be destroyed, modified, removed, or abused in any way.
6. Use of district technology to develop programs or institute practices that harass other users or gain unauthorized access to any technology service or information and/or damage to the components of a technology service or information are prohibited.
7. Users are responsible for the appropriateness of the material they transmit or publish. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are prohibited. This may also include the manufacture, distribution, or possession of inappropriate digital images.
8. Use of district technology to access, store or distribute obscene or pornographic material is prohibited.
9. The use of district technology, including cell phones, to conduct and communicate district business via email, district social media and text are all subject to the Washington Public Records Act. Thus, text messaging is prohibited except for emergencies, safety-related matters or to communicate routine, non-substantive time-sensitive matters.
10. Physically connecting or attaching any computer, networking equipment or device to district technology via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the director of the Information Systems and Technology Department, is prohibited. Unauthorized computer or networking equipment or

components will be removed without notice and immediately investigated for security violations.

Use of Personal Technology and Accounts: North team members may utilize their personal cell phones and/or technology, provided that such devices do not pose a threat to academic integrity, disrupt the learning or work environment, or violate the privacy rights of others. Please note that any district business that is conducted on an employee's personal cell/tech or using personal email or personal social media accounts creates a public record regardless of who owns the cell/tech and whether the account is personal. The district prohibits the conduct of district business using text messaging or personal email or personal social media accounts except in emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.

Staff in possession of personal technology (cell phones, earbuds, etc.) shall observe the following conditions:

1. The Everett Public Schools wireless network will provide filtered Internet access. Everett Public Schools is not liable for access to any other network accessed while the cell/tech is operated in district buildings (including Internet service provided by any commercial service provider). Everett Public Schools will not be responsible for unauthorized financial or resource obligations (i.e. subscriptions and license fees) resulting from the use of, or access to, the district's computer network or the Internet.
2. Cell phones/technology shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.
3. Staff are responsible for the personal cell/technology they bring to school. The district shall not be responsible for loss, theft, damage, or destruction of cell/PEDs brought onto district property or to district-sponsored or related events or activities. It should be recognized and understood that a cell/tech may not be compatible with district systems. District support staff will provide technical support on a best effort basis only. Access to district systems with a cell/tech is not guaranteed.
4. Everett Public Schools will not be held liable for commercial service charges that occur from the use of an individuals' cell/tech. It is the employee's responsibility to make sure they understand the usage options that are available to them and whether their provider's service plan includes Internet access and all related costs.

Security: Users are responsible for maintaining the confidentiality of their user IDs and passwords and will not leave an open file or session which is unattended or unsupervised. Account/ID owners are ultimately responsible for all activity and security breaches under their accounts/IDs or via their cell/PED. District employees shall not share their passwords with students.

Internet Safety:

Personal Information and Inappropriate Content:

1. Staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, email, or as content on any other electronic medium;
2. Staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
3. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy;
4. If dangerous or inappropriate information or messages are encountered, staff should notify the appropriate school authority; and
5. Be aware that the persistence of digital information, including images and social media activity,

may remain on the Internet indefinitely.

Filtering and Monitoring: Filtering and monitoring technology services are in use on all district technology with access to the Internet using district technology.

No Expectation of Privacy: It is the policy of Everett Public Schools that district technology is to be used for district-related purposes. Employees have no expectation of privacy when utilizing district technology or when conducting district business using technology or accounts. When responding to a public records request under the Washington Public Records Act, the district will access all district technology to provide a complete response. In addition, the district will access technology if the employee has used a personal device, personal email account or personal social media account to conduct district business. The district reserves the right to inspect, without notice, to review, monitor, and log, as appropriate, all activity using district technology.

Discipline and Consequences for Unauthorized Use of Technology: Violation of Everett Public Schools' expectations for use of technology may be cause for disciplinary action up to, and including, termination of employment.

Audiovisual Equipment (projectors, panels, 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
- 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

Printers (classroom)

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

Technology Repair Procedures

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

Use of School Resources

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

Lamination

The office will laminate classroom materials when requested by staff. Please fill out a lamination request form with our front office team.

Library

Library space is available for classroom use. Please communicate with our North librarian when for scheduling library space or resources.

Tier II

When North educators have a concern about a student's academic and/or mental/emotional/physical well-being, they are encouraged to connect with that student's assigned counselor and/or submit a MTSS referral. Referrals will initiate a student specific process including (as needed) a Tier II/III meeting for that student. Please see our North MTSS TEAMS site for additional information.

Weather Related Emergencies

Late Start Procedures for Weather or Other Emergencies

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

Notification of Late Start Schedule

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, you will receive a message from our district with follow-up information from our school via Blackboard/Connect (please confirm with the office that your number is updated). Information is also immediately available on the Everett Public Schools' Web site, www.everett.k12.wa.us/everett. Additionally, most local radio/television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

Early Dismissal Procedures for Weather or Other Emergencies

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

To Enter an Absence

Follow the normal absence procedures as outlined in the absence section.

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

Title IX/Civil Rights Compliance Officer

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

Gender-Inclusive Schools Coordinator

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

ADA Coordinator

Chad Golden
3900 Broadway, Everett 98201
425-385-4100
cgolden@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:

Ian B. Saltzman

Secretary, Board of Directors

EVERETT SCHOOL DISTRICT NO. 2 Snohomish County, Washington

Caroline Mason

Caroline Mason, President

Pam LeSesne

Pam LeSesne, Vice President

April Berg

April Berg, Director

Traci Mitchell

Traci Mitchell, Director

Andrew Nicholls

Andrew Nicholls, Director



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Diversity, Equity, Inclusion, and Belonging

Policy 0010

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

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

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

The board commits to:

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

This policy establishes that our district shall:

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

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

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

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

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

Policy 2152

Everett Public Schools shall not discriminate on the basis of sex in its educational programs or activities. The district is required by Title IX of the 1972 Educational Amendments and by regulations promulgated thereunder not to discriminate on the basis of sex against students, student activities, applicants or employees.

Consistent with the requirements of Title IX, Everett Public Schools is committed to provide opportunities in interscholastic athletics for female and male students in the district, which equally and effectively accommodate the athletic interests and abilities of members of both sexes. The district will develop procedures to determine if it is meeting the requirements of Title IX and how the addition of an interscholastic sport may be requested and processed.

Any person having an inquiry concerning Everett Public Schools' implementation of the state and federal statutes and regulations should contact the district's Title IX/Civil Rights Compliance Officer or the district administrator in charge of student athletics.

The superintendent is authorized to develop administrative procedures to implement this policy.

Procedure

2152P

Consistent with the requirements of Title IX, Everett Public Schools is committed to provide opportunities in interscholastic athletics for female and male students in the district, which equally and effectively accommodate the athletic interests and abilities of members of both sexes. These procedures were developed to assist Everett Public Schools in meeting the requirements of Title IX.

Title IX Program/Activity Evaluation

To provide equal educational opportunity in its programs, including athletic programs, the Title IX/Civil Rights Compliance Officer, in cooperation with the district's administrator for athletics, shall be responsible for providing ongoing monitoring to assure that the district's athletic program effectively accommodates the athletic interests and abilities of both sexes. The Title IX/Civil Rights Compliance Officer shall annually report to the superintendent regarding participation opportunities for students and will recommend any changes needed for program compliance.

Determination of Effective Accommodation

The district will provide participation opportunities in interscholastic athletics for female and male students, which equally and effectively accommodate the athletic interests and abilities of members of both sexes. In determining the district's compliance with the requirements of Title IX, the following three-prong test will be utilized in determining accommodation:

1. Provide interscholastic participation opportunities for male and female students in numbers substantially proportionate to their respective enrollments; or
2. Show a history and continuing practice of program expansion, which is demonstrably responsive to the developing interests, and abilities of both sexes; or
3. Demonstrate that the program has fully and effectively accommodated the interests and abilities of both sexes.

Student Interest Survey

The district will conduct a formal written survey of every student in all grades that offer interscholastic activities regarding their interests and abilities. The student interest survey will be conducted every three years and will include:

1. At a minimum, all interscholastic sports currently offered by the district and those sponsored by the Washington Interscholastic Activities Association (WIAA) by sport season; and
2. A space for the student to indicate interest in additional sports not currently offered by the district and/or not currently sponsored by the WIAA by sport season.

The results of the survey and information from other sources will help determine if program additions, modifications or changes are needed to the existing program to assist the district in program compliance.

Student Requests for Modifications of Existing Programs or Additional Sports

Students may make a formal request for modifying an existing program or adding a new sport. Request forms are available at the district athletic office and will be turned in to the district's administrator for athletics for processing. The administrator will work with the appropriate building principal to determine if the request can be approved. The athletic administrator will respond back in writing to the requesting party within 20 days of receipt. If the request is not approved, the submitting party may request that it be forwarded to the district's Title IX/Civil Rights Compliance Officer for consideration during the Title IX/Civil Rights Compliance Officer's annual report to the superintendent. The Title IX/Civil Rights Compliance Officer will review each request and respond back to the submitting party in writing within 20 days of receipt. If the request is subject to further review, the district's response shall provide a date of final response.

Annual Building Program Review

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

Record Retention

All information gathered and requested by the Title IX/Civil Rights Compliance Officer and presented in the yearly report to the superintendent will be retained for five years. This would include student interest surveys, building program reviews and requests for modification of existing programs or adding of additional sports.

Information and Inquiry

Information about [Board Policy 2152](#) and this procedure will be published initially and as needed in the [Student Rights and Responsibilities Handbook](#).

Any person having an inquiry concerning Everett Public Schools implementation of the state and federal statutes and regulations should contact the district's Title IX/Civil Rights Compliance Officer or the district administrator in charge of student athletics.

Prohibition of Harassment, Intimidation or Bullying of Students

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, honorably 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 resources Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program Before notifying parents of approved web service not part of an adopted instructional program
2145P	Suicide Prevention	Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors or have attempted to harm themselves.	<ul style="list-style-type: none"> While assessing the risk of student's mental health In the event a student suicide occurs or is attempted When looking for suicide prevention resources
2150P	Co-Curricular Program	Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students.	<ul style="list-style-type: none"> Before implementing a new co-curricular activity. While reviewing the qualifications/criteria for a co-curricular program. Cross-reference to 2150.
2151P	Interscholastic Athletics/Activities	The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students.	<ul style="list-style-type: none"> When a new coach has been hired. When assessing a student's eligibility for athletics/activities. When a parent/guardian has questions regarding a student's eligibility. When a guardian requests to transport a student to/from an event. If a student is found potentially in violation of the code of conduct.

			<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.