Substitute Handbook
2019-20

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Effective 07/01/19
Greetings,

Welcome to Everett Public Schools, we are thrilled to have you as our newest substitute employee! As a substitute, you play an essential role in the student experience. If not for your hard work and dedication, we would not be able to support our students the way we do.

Everett Public Schools is located in one of the fastest growing counties in Washington State. The goal of our school district is “to ensure each student learns to high standards.” You are joining a staff of highly dedicated people committed to student achievement.

We have designed this handbook to give you as much information as possible. It is our hope that this handbook becomes part of your daily routine and that you take advantage of the resources we have provided to you. This handbook contains both general guidelines and specific information to assist you as you work in our schools. It is your responsibility to follow all district policies and procedures, as well as know the information in this handbook. Please take the time to review and read through it thoroughly. If you have any questions, please contact Sub Services.

Thank you again for your dedication to the success of every student. We hope that you enjoy your experience working with us!

Randi Seaberg, Talent, Acquisition & Retention HR Director
Jessica Peyton, Substitute Services
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Back Cover
District Policies and Procedures

Below are district policies and procedures that directly relate to you as a substitute of Everett Public Schools. Please click the link provided below to review this important information. Civil rights-related policies also follow in the handbook.

Policy 3205/Procedure 3205P Harassment

Policy 3213/Procedure 3213P Transgender Students

Policy 5010/Procedure 5010P Affirmative Action and Nondiscrimination

Policy 5140 Tobacco or Tobacco-Like Product Use Policy

Policy 5150 Drug-Free Workplace

Policy 5160/Procedure 5160P Sexual Harassment

Policy 5161 Civility in the Workplace

Policy 5215 Conflicts of Interest

Policy 5225/Procedure 5225P Technology

Policy 5253/Procedure 5253P Maintaining Professional Boundaries between Employees and Students

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:
Civil Rights Policies and Procedures at Everett Public Schools

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 Officer or the district administrator in charge of student athletics.

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

Cross references:  
Board Policy 2150  
Board Policy 2151  
Procedure 2152P  
Board Policy 3205  
Board Policy 3210  
Board Policy 5010  
Board Policy 5160

Co-Curricular Program  
Interscholastic Athletics/Activities  
Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX  
Sexual Harassment of Students  
Nondiscrimination  
Nondiscrimination and Affirmative Action  
Sexual Harassment

Legal references:  
RCW 28A.640  
WAC 392-190

Sexual equality  
Equal educational opportunity—unlawful discrimination prohibited

Title IX of the Education Amendments of 1972
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” means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to adult, student to student or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in district activities.

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

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

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

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

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 Coordinator. 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 Coordinator. 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 coordinator and provide contact information, including the coordinator’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.

Cross references:
- **Board Policy 2152**
- **Board Policy 3204**
- **Procedure 3205P**
- **Board Policy 3210**
- **Board Policy 3213**
- **Board Policy 3240**
- **Board Policy 5010**
- **Board Policy 5160**
- **Board Policy 5270**

Legal references:
- RCW 26.44
- RCW 28A.640
- RCW 28A-640-020
- WAC 392-190
- WAC 392-190-058

**Title VI Civil Rights Act of 1964**
Title IX Education Amendments of 1972

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Harassment – Procedure 3205P

Sexual Harassment of Students

This procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

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

Notice

Reasonable efforts shall be made to inform all students and their parents of the district’s sexual harassment policy and procedure. Information about the district’s sexual harassment policy and procedure will be reproduced in the Student Rights and Responsibilities Policies Handbook, in each schools’ student/parent handbook, staff handbook, and volunteer handbook, posting the policy and procedure in each school building, and discussion of the policy and procedure at each school.

The name and telephone numbers of the building Title IX Officer, 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

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.

The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

If a complainant requests their name not be revealed to the alleged aggressor or asks that the district not investigate or seek action against the alleged aggressor, the request will be forwarded to the district Title IX Officer for evaluation.

The district Title IX Officer should inform the complainant that honoring the request may limit
its ability to respond fully to the incident, including pursuing disciplinary action against the alleged aggressor.
If the complainant still requests their name not be disclosed to the alleged aggressor or that the
district not investigate or seek action against the alleged aggressor, the district will need to
determine whether or not it can honor such a request while still providing a safe and
nondiscriminatory environment for all students, staff and other third parties engaging in district
activities, including the person who reported the sexual harassment. Although a complainant’s
request to have their name withheld may limit the district’s ability to respond fully to an
individual allegation of sexual harassment, the district will use other appropriate means available
to address the sexual harassment.

**Retaliation**

Title IX prohibits retaliation against any individual who files a complaint under these laws or
participates in a complaint investigation. When an informal or formal complaint of sexual
harassment is made, the district will take steps to stop further harassment and prevent any
retaliation against the person who made the complaint, was the subject of the harassment, or
against those who provided information as a witness. The district will investigate all allegations
of retaliation and take actions against those found to have retaliated.

**Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment.
Informal complaints of sexual harassment of students shall be reported to the building principal
or designee. The building principal or designee will be responsible for investigation and
resolution of informal complaints. The building principal or designee may seek assistance or
guidance from the district's Title IX/Civil Rights Compliance Officer. The building principal or
designee must notify the complainant of the right to file a formal complaint. The notice shall be
provided in a language the complainant can understand, which may require language assistance
for complainants with limited-English proficiency, in accordance with Title VI of the Civil
Rights Act of 1964.

During the course of the informal complaint process, the district will take prompt and effective
steps reasonably calculated to end any harassment and to correct any discriminatory effects on
the complainant. If an investigation is needed to determine what occurred, the district will take
interim measures to protect the complainant before the final outcome of the district’s
investigation (e.g., allowing the complainant to change academic or extracurricular activities or
break times to avoid contact with the alleged aggressor). Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that the conduct is
  unwelcome, offensive or inappropriate, either in writing or face-to-face;
- 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 WAC 392-190 and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Title IX/Civil Rights Compliance Officer (“Compliance Officer”) is:
Mary O’Brien
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
mobrien@everettsd.org
Phone: (425) 385-4106

The Assistant Superintendent of Human Resources, Equity and Access is:
Debra Kovacs
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
dkovacs@everettsd.org
Phone: (425) 385-4100

The compliance officer or designee will receive and investigate formal complaints that involve only students. The 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;
   3. describe the specific acts, conditions, or circumstances alleged to violate the district’s policies or obligations with regard to discrimination; and
4. be filed with the compliance officer or 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 WAC 392-190 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 Procedure 3210P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the compliance officer or the 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 WAC 392-190 or related guidelines;
3. If the district failed to comply with WAC 392-190 or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
4. Notice of the complainant’s right to appeal under WAC 392-190-005, including where and with whom the appeal should be filed.

The district’s response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.

F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district’s written response to the complainant, unless otherwise agreed to by the complainant.

G. A complainant may appeal the superintendent or designee’s decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee’s response. The hearing officer shall not have been involved in the initial complaint or investigation.
H. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant’s right to file a complaint with the superintendent of public instruction under WAC 392-190-075. The decision of the hearing officer will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the complainant’s right to file a complaint with the Office of the Superintendent of Public Instruction. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

I. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in WAC 392-190-065 or 392-190-070, the complainant may file a complaint with the Office of the Superintendent of Public Instruction under WAC 392-190-075. A complaint must be received by the Office Superintendent of Public Instruction within twenty (20) calendar days after the complainant received the hearing officer’s written appeal decision.

**Mediation of Complaints**

A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
   1. Must be voluntary;
   2. Requires the agreement of the district and the complainant;
   3. May be terminated by either party during the mediation process;
   4. Cannot be used to deny or delay a complainant’s right to utilize the complaint procedure; and
   5. Be conducted by a qualified and impartial mediator, who is not an employee of the district or providing services to a student who is the subject of the mediation.

B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
   1. Sets forth the resolution;
   2. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
   3. Is signed by both the complainant and a district representative.

C. The complainant and district may agree to extend the complaint timelines to pursue mediation.
**Disciplinary Action**

The district will take such disciplinary action as it deems necessary and appropriate to end harassment and to prevent its reoccurrence. Such disciplinary action will be consistent with state and federal law. When deemed appropriate by the district, the district shall provide support and/or assistance for individuals who have been subjected to harassment in the district’s educational environment.

**Training and Orientation**

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

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if the person does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

**Reports to the Board**

Annually, in conjunction with the report to the board of directors on the district’s Affirmative Action Plan, the Title IX/Civil Rights Compliance Officer will review the use and efficacy of the sexual harassment policy and procedures.
Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent or designee will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Cross reference: Board Policy 3205 Sexual Harassment of Students

Adopted: May 23, 1994
Revised: March 20, 1995
September 2000
January 2001
March 2004
October 2004
December 2011
December 2013
April 2014
June 23, 2015
March 2017
July 2017
July 2018
June 2019
HUMAN RESOURCES

Affirmative Action and Nondiscrimination – Policy 5010

The district shall provide equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices in recruitment, hiring, retention, assignment, transfer, promotion and training; such equal employment opportunity will be provided without discrimination on the basis of race, color, national origin, creed, religion, sex, sexual orientation including gender expression or identity, marital status, age, honorably discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

District employees shall be free from harassment based on legally protected attributes or characteristics. The district shall implement programs and practices that value diversity, ensure equity, and build understanding, awareness, and appreciation of the diverse array of human characteristics, needs and perspectives that influence the district environment.

The district shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship on the operation of the district program.

The district is committed to undertake affirmative action which will provide equal employment opportunities for all employees and applicants for employment. Such affirmative action shall include a review of programs, monitoring of the workforce composition, and use of employment procedures which ensure equal employment opportunities for minority and female employees and applicants.

It shall be the responsibility of the superintendent or designee to develop an Affirmative Action Plan and procedures to be followed by management and supervisory personnel in all schools and departments of the district to carry out the provisions and intent of this policy.

Cross References:  
- **Board Policy 2030**  
- **Board Policy 2152**  
- **Board Policy 3205**  
- **Procedure 5010P**  
- **Board Policy 5161**  
- **Board Policy 5320.6**

Service Animals in Schools  
Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX Harassment  
Affirmative Action and Nondiscrimination Civility in the Workplace  
Military Leave

Legal References:  
- **RCW 28A.400.310**  
- **RCW 28A.640.020**  
- **Chapter 28A.642 RCW**  
- **Chapter 49.60 RCW**

Law against discrimination applicable to districts’ employment practices  
Regulations, guidelines to eliminate discrimination—Scope—Sexual harassment policies  
Discrimination prohibition  
Discrimination—Human rights commission
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<td>8 USC 1324 (IRCA) 20 USC 1681-1688</td>
<td>Immigration Reform and Control Act of 1986</td>
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<tr>
<td>29 USC 794</td>
<td>Title IX Educational Amendments of 1972</td>
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<td>34 CFR 104</td>
<td>Vocational Rehabilitation Act of 1973</td>
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<td>programs</td>
<td>Nondiscrimination on the basis of handicap in programs</td>
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<tr>
<td>38 USC 4212</td>
<td>or activities receiving federal financial assistance</td>
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<td>of 1974</td>
<td>Vietnam Era Veterans Readjustment Act (VEVRAA)</td>
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<tr>
<td>38 USC 4301-4333</td>
<td>Uniformed Services Employment and Reemployment</td>
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<tr>
<td>Reemployment</td>
<td>Title VII of the Civil Rights Act of Americans with Disabilities Act</td>
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</tbody>
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Adopted: April 22, 1991 Updated: December 2012
Revised: November 21, 1994 Revised: April 16, 2013
Updated: August 2000 Updated: August 2013
Updated: May 2001 Updated: February 2014
Revised: October 9, 2001 Revised: May 24, 2016
Revised: March 19, 2002 Revised: June 7, 2016
Revised: December 10, 2002 Updated: March 2017
Revised: June 28, 2011 Updated: June 2017
Updated: February 2012 Updated: February 2018
**HUMAN RESOURCES**

**Affirmative Action and Nondiscrimination – Procedure 5010P**

**Affirmative Action**
The board of directors of the Everett School District recognizes that an Affirmative Action Employment Plan is a sound employment practice, as well as a positive approach toward achieving lasting and equitable human resources policies and procedures.

In accordance with state and federal requirements, the district shall develop an Affirmative Action Plan. Such a plan shall include a work force analysis, a projection of possible work force vacancies, an analysis of activities designed to take appropriate affirmative action and a grievance procedure.

The superintendent or designee shall be responsible for the development, implementation and annual reporting of the Affirmative Action Plan. The overall responsibility for monitoring and auditing this plan shall be assigned to the human resources department.

**Nondiscrimination**
The district shall provide equal employment opportunity for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion and training. The district shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship on the operation of the district program. District employees shall be free from harassment based on legally protected attributes or characteristics.

In cases where employees or applicants believe that they have been discriminated against on the basis of their legally protected status, that their disabilities have not been reasonably accommodated, or that they have been harassed on the basis of their legally protected status, the employee or applicant may file a complaint using the complaint process set forth in this procedure. To ensure fairness and consistency, these procedures are to be used to address complaints covered by state and federal equal employment laws, including the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), Titles VII and IX of the Civil Rights Act, the Washington Law Against Discrimination, and/or the district’s Affirmative Action Plan. No person shall be retaliated against because of the utilization of these procedures. The assistant superintendent of human resources or designee shall investigate all allegations of noncompliance or discrimination.

**Informal Complaints**
With regard to ADA matters, a distinction is to be made between a request for accommodation and a complaint. A request for accommodation should be submitted to the 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 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 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 WAC 392-190 and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The assistant superintendent of human resources is:
Debra Kovacs
Everett School District
No. 2 3900 Broadway
P.O. Box 2098
Everett, WA
98201
dkovacs@everettsd.org
Phone: (425) 385-4100

The 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 WAC 392-190 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 WAC 392-190 or related guidelines;
   3. If the district failed to comply with WAC 392-190 or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
   4. Notice of the complainant’s right to appeal under WAC 392-190-070, including where and with whom the appeal should be filed.

   The district’s response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.

F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district’s written response to the complainant, unless otherwise agreed to by the complainant.

G. A complainant may appeal the superintendent or designee’s decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee’s response. The hearing officer shall not have been involved in the initial complaint or investigation.
H. Upon receipt of an appeal, the hearing officer shall provide a written appeal
decision to the complainant in a timely manner, not to exceed thirty (30) calendar
days from the date the district received the appeal, unless otherwise agreed to by
the complainant. The appeal decision will include notice of the complainant’s right
to file a complaint with the superintendent of public instruction under WAC 392-
190-075. The appeal decision will be provided in a language the complainant can
understand, which may require language assistance for complainants with
limited-English proficiency in accordance with Title VI.
The decision of the hearing officer will include notice of the complainant’s right to
file a complaint with the Office of the Superintendent of Public Instruction. The
district will send a copy of the appeal decision to the Office of the Superintendent of
Public Instruction.

I. In the event a complainant disagrees with the appeal decision of the hearing officer
or if the district fails to comply with the procedures in WAC 392-190-065 or WAC
392-190-070, the complainant may file a complaint with the Office of the
Superintendent of Public Instruction under WAC 392-190-075. A complaint must
be received by the Office Superintendent of Public Instruction within twenty (20)
calendar days after the complainant received the hearing officer’s written appeal
decision.

**Mediation of Complaints**

A. The district may offer mediation, at its expense, to resolve a complaint at any time
during the complaint procedure. Mediation:

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/Compliance officer following the State of Washington’s [School Districts Records Retention Schedule](#).

Cross Reference:  [Board Policy 5010](#)  Nondiscrimination and Affirmative Action

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**Adopted:**  April 22, 1991  
**Revised:**  November 21, 1994  
**Revised:**  April 13, 1998  
**Revised:**  October 2001  
**Updated:**  January 2006  
**Revised:**  June 2011  
**Updated:**  February 2012  
**Revised:**  December 2012  
**Revised:**  April 2014  
**Revised:**  May 2016  
**Revised:**  June 2016  
**Updated:**  March 2017  
**Revised:**  June 2017  
**Updated:**  October 2017
HUMAN RESOURCES

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.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either an explicit or implicit term or condition of an individual’s employment, or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that person, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.

Any employee or volunteer who believes he/she has been subjected to sexual harassment on the job should bring this to the immediate attention of his/her supervisor, the Affirmative Action officer, or the 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.
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.

Cross References:  
- **Board Policy 2152**  
  Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX  
- **Board Policy 3205**  
  Sexual Harassment  
- **Procedure 5160P**  
  Civility in the Workplace  
- **Board Policy 5161**  

Legal References:  
- **RCW 28A.640**  
  Sexual equality  
- **29 CFR 1604.11**  
  Sexual Harassment  
- **WAC 392-190**  
  Equal educational opportunity—Unlawful discrimination  
- **WAC 392-190-056**  
  Sexual harassment—Definitions  
- **WAC 392-190-057**  
  Sexual harassment policy—Required criteria  
- **WAC 392-190-058**  
  Sexual harassment policy—Notification
HUMAN RESOURCES

Sexual Harassment Complaint – Procedure 5160P

These procedures have been developed for the resolution of sexual harassment complaints of employees or volunteers of the district. No person shall be adversely affected in any way because of the utilization of these procedures.

Informal Complaints

At the employee/volunteer's option, attempts will be made to resolve complaints of discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discriminatory harassment of an employee/volunteer may be reported to his/her supervisor, the Affirmative Action officer, or the 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 notify the complainant of his/her right to file a formal complaint under this policy. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

Formal Complaints

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

The Assistant Superintendent of Human Resources is:
Debra Kovacs
Everett School District
No. 2 3900 Broadway
P.O. Box 2098
Everett, WA
98201
dkovacs@everettd.o
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; and
4. 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 WAC 392-190 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 5160P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the 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 (OSPI) instruction.

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

1. A summary of the results of the investigation;
2. Whether the district failed to comply with WAC 392-190 or related guidelines;
3. If the district failed to comply with WAC 392-190 or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
4. Notice of the complainant’s right to appeal under WAC 392-190-005, including where and with whom the appeal should be filed.

The district’s response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.
F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district’s written response to the complainant, unless otherwise agreed to by the complainant.

G. A complainant may appeal the superintendent or designee’s decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee’s response. The hearing officer shall not have been involved in the initial complaint or investigation.

H. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant’s right to file a complaint with the superintendent of public instruction under WAC 392-190-075. The appeal decision will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the complainant’s right to file a complaint with OSPI. The district will send a copy of the appeal decision to OSPI.

I. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in WAC 392-190-065 or WAC 392-190-070, the complainant may file a complaint with OSPI under WAC 392-190-075. A complaint must be received by OSPI within twenty (20) calendar days after the complainant received the hearing officer’s written appeal decision.

Mediation of Complaints

A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
   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.

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.

Cross Reference: **Board Policy 5160** Sexual Harassment

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**Adopted:** October 15, 1990

**Revised:** March 18, 1991

**Revised:** November 21, 1994

**Revised:** February 2001

**Updated:** May 2001

**Updated:** February 2012

**Revised:** December 2012

**Revised:** February 2014

**Revised:** May 2016

**Updated:** March 2017

**Update:** July 2018
HUMAN RESOURCES

Civility in the Workplace – Policy 5161

The board of directors believes a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee’s ability to accomplish their work and a school’s ability to educate its students.

The board of directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors or visitors is prohibited.

Expectations of Stakeholders (Board of Directors, Employees, Parents, Volunteers, Contractors and Visitors)

In support of this policy, the board of directors expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors which might provoke fear, anger, frustration and alienation;
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed; and
- Seek to understand others’ points of view and cultural perceptions.
Definition of Uncivil Conduct

For the purposes of this policy, “uncivil conduct” includes but is not limited to, the following:

- Using vulgar, obscene or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering, or inciting others to taunt or jeer an individual;
- Raising one’s voice at another individual, and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs,
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual’s exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

“Uncivil conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Nor does “uncivil conduct” include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

Addressing Uncivil Conduct

Stakeholders are expected to:

- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation;
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern;
- Resolve personal complaints or grievances with a supervisor’s decision or action by requesting a problem-solving conference with the supervisor or with the administrator’s supervisor.
- Persons who observe or experience uncivil behavior have an obligation to intervene, reflect back to the offender on the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.
Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

Cross References:  
- **Board Policy 1621**  
  Board-Superintendent Operating Protocol  
- **Board Policy 2124**  
  Digital Citizenship and Media Literacy  
- **Board Policy 4312**  
  Complaints to Board Members Concerning Staff  
- **Board Policy 4314**  
  Visitors and/or Disruption of School Operations  
- **Board Policy 5010**  
  Affirmative Action and Nondiscrimination  
- **Board Policy 5160**  
  Sexual Harassment

Adopted: May 10, 2011
Updated: February 2012
Updated: March 2017
Updated: February 2018
Updated: May 2018
Expectations and Responsibilities

Change of Address or Telephone Number
You may access Employee Online via the internet to change your address using your employee ID number and your password that is provided at the time of employment.

Accepting & Cancelling Assignments
When you have accepted an assignment, it is important to keep this commitment. No last-minute job-hopping is allowed within the district; this includes the day before an assignment. Cancelling repeated assignments could result in removal from the substitute list. Notify the school office manager if you must cancel on the day same day of an assignment.

Flexibility with Assignment
The school may need to switch you to another assignment if a more critical position is left unfilled. It is the expectation that the substitute will be flexible and cooperative with this infrequent request.

Confidentiality
We serve approximately 20,000 students and employ over 2,100 staff members. Confidential material is routinely gathered and maintained during normal operation in order to provide information on child development to professional staff. It is essential that you do not divulge any confidential information that has been received from contact with children or other people in the profession.

ID Badges
For the safety of students and staff, the district requires that all employees wear Everett Public Schools’ photo identification badges during the work day. 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.

Parking Instructions
Parking is available to Everett Public Schools substitutes, however there are a few schools that have special instructions and limited parking. Refrain from parking in any visitor parking stalls as these are reserved for guests only.

See Appendix D for parking instructions.
Scented Products/Fragrances
To prevent harm to students and other employees who suffer from respiratory difficulties, avoid using scented products such as perfume, lotion, cologne and other personal care products. You may be sent home if you are distracting the students from learning.

Cell Phone Usage
Do not use your cell phone during class for personal reasons. Reserve your phone usage during breaks and lunches.

Dress Expectations
While we want our employees to work comfortably in the workplace, we also serve the public and act as role models for students. It is expected that our employees always present a professional and appropriate image. Paraeducator substitutes need to be prepared with inclement weather clothing: boots, raincoat, etc.

School Closures & Late Start
- In the event there is a school closure, all substitute assignments in school buildings will be canceled by Substitute Services.
- In the event there is a late start:
  - Certificated substitutes are to report to their assignment as near to 'on-time' as is safe.
  - Classified substitutes may be rescheduled for a later start-time. Call the school for further instructions. (*There will be no A.M. Kindergarten, Pre-school, or ECEAP classes.*)

Note: You can access updated information on the district website and Frontline Absence Management.

Information Systems & Technology
All network and Employee Online passwords older than 90 will trigger a prompt for them to be reset.

See Appendix K for technology information systems login worksheet.

General Information
Assignment Hours
- **Certificated substitutes** should arrive at the assigned school one-half hour before the student day begins and remain one-half hour after the scheduled dismissal time for the students in that class/building. This time is reflected in your assignment. On early release, remain working until you have completed your half day (3.75 hrs.) or full day (7.5 hrs.) assignment even if the students have left the premises. Please see the Office Manager prior to leaving to see what other work is available. On Learning Improvement Fridays, you will remain at the building until one-half hour after the scheduled dismissal time for students. NOTE: It is a misuse of state funds for certificated substitutes to leave early on early release days.

- **Classified substitutes** should be at their assigned school 10 minutes before the beginning of their scheduled shift. An office procedure notebook or daily schedule should be available for your reference during your assignment.

See Appendix A for school bell schedules, Appendix B for phone directory for schools and Appendix C for driving directions.

When You Arrive
Be prompt! Check-in at the office. Introduce yourself to the building principal and other office staff. Explain for whom you are substituting - in some cases they may not be aware of the employee's absence. Be sure to sign-in on the report provided for substitutes. The office will provide information on class schedules/class seating charts, lesson plan books, room locations, extra duties, textbooks, recess times and emergency procedures. Remember to wear your badge or ask for a guest teacher security badge if needed.

The schools should have “How’d We Do” cards available for subs to offer feedback on their assignment.
All substitute assignments must be entered through Frontline Absence Management (FLAM). No job number means there is no job. Work assignments made through informal arrangements between regular and substitute personnel will not be recognized unless entered in FLAM. In the event that you report to an assignment and are not needed, please call Substitute Services from the building for further instructions.

**When You Leave**
When you are ready to leave for the day, it is important that you sign-out with the office manager. They will acquire any badges, keys or documentation that you may need to return. In addition to this, if there is extra time before the end of your shift, they may be able to find additional work that can be done.

Here are some helpful hints to leaving the classroom ready for the return of the employee:
- Leave a written account of the work done during the day summarizing accomplishments and problems, suggestions for improvements in substitute or classroom procedures.
- Ensure the classroom is as it was when you arrived.
- Corrected assignments handed in during the day. (Certificated substitutes)
- A record of school attendance.

### Compensation and Deductions

**Certificated Substitutes**
The *daily rate* of compensation for certificated substitutes is paid in full-day increments (7.5 hours) or half-day increments (3.75 hours). The actual rate of pay is according to the current collective bargaining agreement.

<table>
<thead>
<tr>
<th>Substitute Teacher</th>
<th>Regular Rate</th>
<th>31st Cumulative Day</th>
<th>Retiree Rate</th>
<th>Retiree 31st Cumulative Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Day (7.5 hours)</td>
<td>$185.00</td>
<td>$195.00</td>
<td>$195.00</td>
<td>$205.00</td>
</tr>
<tr>
<td>Half Day (3.75 hours)</td>
<td>$92.50</td>
<td>$97.50</td>
<td>$97.50</td>
<td>$102.50</td>
</tr>
<tr>
<td>Learning Improvement Fridays (3/4 day)</td>
<td>$154.17</td>
<td>$154.17</td>
<td>$162.50</td>
<td>$162.50</td>
</tr>
</tbody>
</table>

Long-term assignment is defined as a substitute teacher working more than 20 consecutive days in one assignment. The substitute must hold the appropriate endorsement for the subject of the assignment and must be pre-approved by Substitute Services. Long-term compensation is based on the contract salary schedule placement using individual education credits and experience. The rate is based on transcripts and verified experience in your substitute file. **It is the substitute’s responsibility to provide all transcripts and the Payroll/Experience Verification form to Substitute Services.** This can, and should be done in advance of a long-term assignment.

**Substitute and Emergency endorsements cannot be placed in long-term assignments due to the limitations of their certificate.**

Certificated substitutes are non-voting, non-dues paying members of the Everett Education Association (EEA) and are covered under the terms of their contract with the district.

**Classified Substitutes**
Paraeducator and Office Personnel substitutes will be paid per hour according to the current negotiated agreement.

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Regular Rate</th>
<th>Long-Term Rate (upon 21st day in same job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraeducator</td>
<td>$16.85</td>
<td>NA</td>
</tr>
<tr>
<td>Office Personnel</td>
<td>$16.11</td>
<td>$20.97</td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>$16.34</td>
<td>NA</td>
</tr>
<tr>
<td>Custodian</td>
<td>$20.60</td>
<td>NA</td>
</tr>
</tbody>
</table>
**Unions**
Classified substitutes can join one of the following bargaining associations, appropriate to their position worked, after 30 cumulative days of employment: the Everett Association of Paraeducators (EAP), the Everett Association of Educational Office Personnel (EAEOP) or Service Employees International Union (SEIU). Dues for EAP and EAEOP are 1.75% of your gross monthly income. Dues for SEIU is 1.7% of your gross monthly income.

**When will you be paid**
Everett Public Schools pays our employees once per month, on the last work day of each month. This will be the day that your direct deposit is posted to your bank account. Substitutes hired after the 15th day in any given month, will receive their first paycheck at the end of the following month.

See *Appendix E* for the payroll calendar and cut off days.
Benefits

Tax Deferred Retirement Plan

A 403(b) plan is a supplemental retirement savings account that allows all employees, including substitute employees, an opportunity to make pre-tax investments into a variety of funds. Employees in the voluntary 403(b) plan are responsible for determining which, if any, investment options best serve their retirement objectives. The 403(b) plan contributions are invested solely in accordance with the employee’s instructions. To begin a new 403(b) payroll deduction, please contact the company directly or the local sales representative. Employees wishing to stop, start or make changes to their 403(b) payroll deduction can visit The OMNI Group website at www.omni403b.com or by phone at (877)544-6664. The OMNI Group is Everett Public Schools 403(b) Third Party Plan Administrator.

A current listing of the Everett Public Schools approved 403(b) providers can be found at: http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-19325/011309%20%20TSA.pdf

Leave Benefits

As of January 1, 2018, employers in Washington State must provide nearly all of their employees with paid sick leave. Substitute employees are not exempt from accruing paid sick leave at a rate of one hour for every 40 hours worked. Substitutes accruing sick leave are entitled to draw from their accrued sick leave balance beginning on their 90th calendar day after the start of their employment. In order to use sick leave, you must communicate your illness, family illness, or medical procedure to the building you are scheduled at and contact Substitute Services. Sick leave hours must be reported using the Payroll Absence Verification Form. Up to a maximum of 40 hours of accumulated leave will be carried over into a subsequent school year beginning September 1. More information on Workplace Rights can be found at www.lni.wa.gov.

See Appendix F for a copy of the payroll absence verification form.
**Mandated Training Requirements**

For the purpose of efficiency and consistency, Everett Public Schools has implemented the *SafeSchools* online delivery system for the following trainings:

- Back Injury and Lifting
- Bloodborne Pathogen Exposure Prevention
- Boundary Invasion
- Bullying: Recognition and Response
- District Employee Handbook
- Health Emergencies: Overview
- McKinney-Vento Homeless Assistance Act
- What Every Employee Must Be Told
- School Handbooks and Policies & Procedures

These trainings are a condition of employment. If you have questions regarding these mandated trainings and/or the *SafeSchools* system, please contact Ingrid Stafford at 425-385-4114 or email istafford@everettsd.org; or Nattawan Wood at 425-385-4127 or email nwood@everettsd.org. All SafeSchools training is required to be completed within 30 days of orientation.

*Click on the SafeSchools logo above to complete required trainings. See Appendix G for illustrated screenshots.*

**Human Resource Systems**

**Employee Online**

As a substitute of Everett Public Schools, you have an account with **Employee Online (EOL)** our human resources and payroll product for viewing paystubs, benefits, and the like.

Pay stubs are not printed or distributed by the payroll office. Substitute employees will be able to access EOL to review and print their pay stub information from any computer at home or school. Employees are **required** to provide their banking information for Direct Deposit. Your tax withholding is set to **Single with zero deductions**. You will need to update this information here as well.

For **EOL help** or password reset, please contact Janea Carrell at 425-385-4121 or email JCarrell@everettsd.org.

Please refer to your introductory letter for your login information.

*Click on the Employee Online logo above to access the website. See Appendix H for illustrated screenshots.*

**Frontline – Absence Management (FAM)**

Frontline Absence Management is our absence reporting and substitute management software. In FAM, you will be able to view and update the following:

- Substitute Preferences –locations, schedule, and unavailable dates
- Accept or decline assignments
- Review previous assignments or future assignments
- Review special instructions for upcoming assignment

In addition to utilizing FAM online, you will have the opportunity to utilize the telephone system. At any time, you can call into the Absence Reporting System in order to review your upcoming assignments or to accept jobs. The number to call is: 1-800-942-3767. When you call, it will ask you to enter your ID number and PIN (password).

Click on the Frontline logo above to access the website. See Appendix I for illustrated screenshots on using FAM.

**Frontline – Professional Growth**
As a substitute of Everett Public Schools, you have access to a number of in-district classes, workshops and other professional opportunities. Frontline – Professional Growth are not mandatory trainings, but more so a place where you can obtain clock hours, certifications, etc.

Click on the Frontline logo above to access the course catalogs. See Appendix J for illustrated screenshots.
Frequently Asked Questions (FAQ’s)

1. **Do I need to stay at the school after the students are dismissed on early release days?**
   Yes, if you are being paid as a full-day substitute (7.5 hours), you are required to stay in the school for the full-day even though the students are dismissed earlier. Report to the school office for instructions.

2. **If school is canceled, should I cancel my assignment in Frontline Absence Management?**
   No, you do not need to cancel your assignment. Substitute Services will cancel the assignment for you.

3. **How can I verify the days I’ve worked to confirm my pay is correct?**
   Review your assignments in FAM and confirm the pay period cut off dates on the current payroll calendar.

4. **Are there a minimum number of days I need to work to remain active on the substitute list?**
   It is the district’s expectation that you will accept a minimum of two assignments every month or you may be removed from the active sub list. All call statistics will be considered before removing anyone from the sub list. Please notify Substitute Services if you are unable to meet this expectation.

5. **If I am not available to work, should I update my profile availability in Frontline Absence Management to avoid unnecessary calling?**
   You should keep your profile updated in FAM regularly. Login and click on the unavailable tab on the top of your profile and enter the dates. A call to substitute services is necessary if it will be for an extended period of time (more than 60 days).

6. **May I accept an assignment that has already started or will start soon? How much time is allowed to arrive “on time”?**
   If you accept a late notice assignment, call the school to confirm the assignment details and give an estimated time of arrival. You are expected to arrive as quickly as possible, but not longer than one hour from the time the assignment was accepted.

7. **If I need to cancel my assignment of the same day, how many hours prior to the start time should cancel?**
   Always cancel as soon as possible. If you must cancel a job on the same day call the school office and request to be canceled from the assignment. Absences unfilled less than 12 hours before the start time typically will not get assigned a substitute. Cancelling repeated assignments could result in removal from the substitute list.

8. **How can I be considered for a long-term sub assignment?**
   Email Substitute Services expressing interest in long-term assignments, briefly outlining your experience, skills and positions of interest. To be considered for a certificated long-term assignment, substitutes must be endorsed in the assignment’s subject area.

9. **Am I compensated if asked to cover another classroom during the absent teacher’s planning period?**
   Yes, substitutes may be assigned during the preparation time of the teacher they are replacing to cover another class or otherwise supervise students provided that, in such cases, the substitute will be paid the applicable hourly rate (rate of pay ÷ 7.5). Payment shall be no less than one hour increments. Planning periods are only in middle and high schools.

10. **Could my substitute assignment change once I arrive at a school site?**
    Yes, your assignment may change when you arrive at a school site. For example, if you accept an assignment to teach English at a high school, the assignment could be switched to Math or any other subject once the substitute arrives at the school site. We avoid this when possible but occasionally the needs of the students and school may change.
Helpful Tips

Teaching Controversial Issues
When the curriculum prescribes teaching about controversial issues in the classroom setting, the teacher is responsible to make every effort to carry out the study in a manner in which the students:

- Keep the objectives of the study clearly in mind;
- Provide a balanced perspective on the topics;
- Understand the issues involved and their implications; and, allow all students to reach their own conclusions regarding the issue.

Classroom Management Tips
One of the most challenging things about working in the classroom is managing behavior! As the teacher, you are responsible for the social organization of the class. If the student behavior becomes a problem and your efforts at correction are unsuccessful, the principal or assistant principal is to be consulted. Corporal punishment is not to be administer. If it is necessary to send the parents a communication about the behavior of the student, it is to be done only with the approval of the principal. Here are some helpful tips to manage the classroom:

- Create a commanding teacher presence
  - Always arrive with elevated expectations and a definite goal of helping these students learn something new. If we expect things to go great, there’s about a 99.99% chance that they will. Greet students at the door, create working guidelines with the class, have a quiet signal, use encouraging statements that build a growth mindset.

- Be prepared to provide academic challenges
  - If the teacher doesn’t have an activity to start class, have one ready to go. These could be something like brain teasers, read-aloud, create an analogy, etc.

- Learn their names as fast as you can
  - Start memorizing our students’ names while you take attendance – both helpful and challenging students. This builds relationships and helps you accurately report problems to the teacher.

- Teach the lesson according to the directions left by the teacher
  - The teacher knows these students and their needs and has planned accordingly. A well-taught lesson can prevent unwanted student behaviors.

- Try to understand the communication behind the behavior
  - Students communicate through behavior. If a child is having a difficult time, try a problem-based approach to solve the issue. Involve the student in finding ways to solve the problem so they have some control and ownership.

- Identify a “helpful student” and ask them about procedures
  - If possible, ask the teacher ahead of time for the name of a helpful student. If they don’t provide one, try to identify one by asking a question about a procedure and seeing who volunteers an answer (and seems trustworthy). When you’re not sure how you should handle a procedure, quietly ask that student (when the rest of the class is doing something else), “When do you guys normally take a restroom break?” etc.

- Learn & adapt standard classroom management techniques
  - Don’t fall into the trap of thinking “I can’t do that because I’m a substitute.” Most classroom management techniques work across the board or can be adapted to work for relief teachers.

Expectations in the Classroom
Just as our substitutes evaluate our schools, our school employees receive feedback about our substitutes. Below are a few notes from the schools that we wanted to pass on to you, to help you be as effective in the classroom as possible!

- Personal items should be kept out of view of students, especially cell phones as they can be a distraction. Cell phones should always be on silent as well.
- Students in our schools come from a variety of cultural and religious backgrounds, so what’s comfortable for you may make a student uncomfortable. It’s important to remember that physical contact between substitutes and students should be limited to high-fives or fist-bumps.
- Following the lesson plan or list of responsibilities a teacher has laid out for you should be your primary goal. Just like the students, we understand that substitutes have a variety of personal thoughts and
opinions on the topics presented in the classroom. Please be sure to stick to your lesson plans / instructions only to remain a neutral source of information.

- As a reminder, our district is fragrance free. Many students and staff have allergies and maintaining a fragrance-free environment helps with that. Please limit cologne, perfume, and body spray.
- And finally, many classrooms have a designated snack time. While a student may not have one, it is never recommended for a substitute to give a student any personal food for allergy safety reasons.

Special Services Programs

*Children with disabilities (ages 3 to 21) are provided a variety of programs and services through the Special Education Department.*

**Achieve Program** (formerly Positive Behavior Support Program)
Supports students with either a health impairment or social/emotional behavior disability that adversely affects the student’s educational performance. These classrooms are designed for students who need support in learning behavioral controls so that they can access learning opportunities. Each student has a Functional Behavior Assessment and Behavior Intervention Plan. Classes are structured so that teachers can work individually with each child’s particular needs in this area.

**Developmental Kindergarten**
Developmental kindergarten is for students with developmental delays and with moderate to severe cognitive, academic and adaptive delays, who may require communication and/or motor therapies. These students may access a pre- kindergarten curriculum or may progress with the typical kindergarten curriculum but at a slower pace than that of their typical peers.

**Developmental Preschool**
Sometimes children need special education services before they enter kindergarten because they have a disability impacting their ability to participate in age-appropriate activities. These children may receive services in a developmental preschool program. Everett Public Schools has 11 pre-school sessions serving more than 200 students.

**Extended Resource Program**
The Extended Resource Program is a service for students who have mild to moderate delays in general intellectual functioning, existing concurrently with deficits in adaptive behavior. The students in the Extended Resource Program, based on their needs, receive transportation from their homes to their schools.

**Gaining Ownership of Adult Lives (GOAL); an 18-21 Transition Program**
The GOAL Program is designed to be a link between high school and adult life. It is a transition program that provides a sequence of school-based experiences and training to assist a trainee with special needs to become more self-reliant and independent. GOAL is not for students who need a full-time academic program. Students who enter the GOAL Program usually have completed their high school graduation requirements in an Extended Resource Program.

**Life Skills Program**
The Life Skills Program is a service for students with significant cognitive and academic delays, existing concurrently with deficits in adaptive behavior. These programs are for students who will likely need a life-skills or functional approach to academic instruction. The students who are assigned to the programs, based on their needs, receive transportation from their homes to the schools.

**Resource Room**
The Resource Program is a service for students with Specific Learning Disabilities (SLD), health impairment, and mild social/emotional behavioral deficits. The Resource Room provides students with specially designed instruction to be successful in general education classrooms. These programs are available at every school in the Everett Public Schools.

**Students Transitioning Responsibly into Vocational Experiences (STRIVE); an 18-21 Transition Program**
The STRIVE Program is designed to be a link between high school and adult life. As with GOAL, it is a transition program that provides a sequence of school-based experiences and training to assist a trainee with special needs to become more self-reliant and independent. STRIVE is not a place for students who need a full-time academic program. Students who enter the GOAL Program usually have completed their high school graduation requirements in a Life Skills Program.

*For additional information contact Special Services at 425-385-5250.*
Help Desk

(District Computer Login) 425-385-4357

Your Active Directory account is automatically enabled so your account is ready to use. This account allows you to login to any computer in the district using your account information:

**Username:** your 5 digit employee ID number *(example: 10234)*
**First-time login password:** is your birthdate in the format of MM-DD *(example: for October 7 use 10-07)*

All network passwords older than 90 days will be automatically triggered to ask you to reset your password.

All network passwords shall meet or exceed the following requirements.

- Passwords must contain at least 8 characters and include 3 of the following 4 characteristics:
  - Contain at least one upper case letter.
  - Contain at least one lower case letter.
  - Contain at least one number (for example, 0-9).
  - Contain at least one special character (for example, !$%^&*()_+|~-=\`{}[]:";'<>?,/).

- Passwords that have the following characteristics should not be used:
  - Contain less than eight characters.
  - Can be found in a dictionary, including foreign language, or exist in a language slang, dialect, or jargon.
  - Contain personal information such as birthdates, addresses, phone numbers, or names of family members, pets, friends, etc.
  - Contain work-related information such as building names, system commands, sites, companies, hardware, or software.
  - Contain number patterns such as aaabbb, qwerty, zyxwvuts, or 123321.
  - Contain common words spelled backward, or preceded or followed by a number (for example, secret1 or 1secret).
  - Or some version of “Welcome123” “Password123”
  - Contains your first or last name, the password will not be registered.

Human Resources will contact the Help Desk when there is a need for a district e-mail account for long-term substitutes.

A substitute will be given district email account after 30 days worked. Substitute Services will contact you when you have reached this threshold. Those who worked 30 assignments last school year, will begin this year with district email accounts.

**All substitutes can print** to any network printer at any school site.

Need access to YouTube, printing, forgot your password, or need any other assistance, please call the Help Desk from a district phone at x4357. (Just remember to dial HELP)

*See Appendix K for Technology & Information Systems Login worksheet.*
## Appendix A: School Bell Schedule

### High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Full Day</th>
<th>AM</th>
<th>PM</th>
<th>Bell Time</th>
<th>Early Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cascade</td>
<td>7:00 - 2:30</td>
<td>7:00 - 10:45</td>
<td>10:30 - 2:15</td>
<td>7:30 - 2:05</td>
<td>11:35</td>
</tr>
<tr>
<td>Everett</td>
<td>7:00 - 2:30</td>
<td>7:00 - 10:45</td>
<td>10:30 - 2:15</td>
<td>7:30 - 2:05</td>
<td>11:35</td>
</tr>
<tr>
<td>HM Jackson</td>
<td>7:00 - 2:30</td>
<td>7:00 - 10:45</td>
<td>10:30 - 2:15</td>
<td>7:30 - 2:05</td>
<td>11:35</td>
</tr>
</tbody>
</table>

### Middle Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Full Day</th>
<th>AM</th>
<th>PM</th>
<th>Bell Time</th>
<th>Early Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eisenhower</td>
<td>7:45 - 3:15</td>
<td>7:45 - 11:30</td>
<td>11:30 - 3:15</td>
<td>8:15 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Evergreen</td>
<td>7:00 - 2:30</td>
<td>7:00 - 10:45</td>
<td>10:30 - 2:15</td>
<td>7:30 - 2:05</td>
<td>11:35</td>
</tr>
<tr>
<td>Heatherwood</td>
<td>7:45 - 3:15</td>
<td>7:45 - 11:30</td>
<td>11:30 - 3:15</td>
<td>8:15 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>North</td>
<td>7:45 - 3:15</td>
<td>7:45 - 11:30</td>
<td>11:30 - 3:15</td>
<td>8:15 - 2:50</td>
<td>12:20</td>
</tr>
</tbody>
</table>

### Elementary

<table>
<thead>
<tr>
<th>School</th>
<th>Full Day</th>
<th>AM</th>
<th>PM</th>
<th>Bell Time</th>
<th>Early Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawthorne</td>
<td>8:00 - 3:30</td>
<td>8:00 - 11:45</td>
<td>11:45 - 3:30</td>
<td>8:30 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Lowell</td>
<td>8:00 - 3:30</td>
<td>8:00 - 11:45</td>
<td>11:30 - 3:15</td>
<td>8:30 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Madison</td>
<td>8:00 - 3:30</td>
<td>8:00 - 11:45</td>
<td>11:30 - 3:15</td>
<td>8:30 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Monroe</td>
<td>8:00 - 3:30</td>
<td>8:00 - 11:45</td>
<td>11:45 - 3:30</td>
<td>8:30 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Whittier</td>
<td>8:00 - 3:30</td>
<td>8:00 - 11:45</td>
<td>11:45 - 3:30</td>
<td>8:30 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Woodside</td>
<td>8:00 - 3:30</td>
<td>8:00 - 11:45</td>
<td>11:45 - 3:30</td>
<td>8:30 - 2:50</td>
<td>12:20</td>
</tr>
<tr>
<td>Cedar Wood</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:10 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Emerson</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:10 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Forest View</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:10 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Garfield</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Jackson</td>
<td>8:30 - 4:00</td>
<td>8:25 - 12:10</td>
<td>12:15 - 3:45</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Jefferson</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Mill Creek</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Penny Creek</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:10 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Silver Firs</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Tambark Creek</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>View Ridge</td>
<td>8:25 - 3:55</td>
<td>8:25 - 12:10</td>
<td>12:11 - 3:55</td>
<td>9:15 - 3:30</td>
<td>1:00</td>
</tr>
</tbody>
</table>

Learning Improvement Fridays (see calendar in back of book)
# Appendix B: School Phone Directory

## High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Office Manager</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cascade</td>
<td>Catherine Shaw</td>
<td>425-385-6001</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Michael Takayoshi</td>
<td>425-385-6016</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Jessica Easthope</td>
<td>425-385-6092</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Megan Claus</td>
<td>425-385-6016</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Michael Washington</td>
<td>425-385-6091</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Doug Plucker</td>
<td>425-385-4491</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Joanna Chavez</td>
<td>425-385-7001</td>
</tr>
<tr>
<td>Everett</td>
<td>Lance Balla</td>
<td>425-385-4490</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Mary Ingraham</td>
<td>425-385-4492</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Eric Jennings</td>
<td>425-385-4489</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Sechin Tower</td>
<td>425-385-7073</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Shaun Monaghan</td>
<td>425-385-7092</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Blythe Young</td>
<td>425-385-7016</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Kelly Shepherd</td>
<td>425-385-5190</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Tami Koenen</td>
<td>425-385-5101</td>
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</tbody>
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## Middle Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Office Manager</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eisenhower</td>
<td>Megan Rude</td>
<td>425-385-7501</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Kevin Allen</td>
<td>425-385-7590</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Karen Maguigad</td>
<td>425-385-7591</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Clinton Parker</td>
<td>425-385-6691</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Criss Bowsher</td>
<td>425-385-6601</td>
</tr>
<tr>
<td>Evergreen</td>
<td>Tsana Leen-Strand</td>
<td>425-385-5701</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Michele Waddel</td>
<td>425-385-5790</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Kelly McClellan</td>
<td>425-385-5791</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Jacob Ellsworth</td>
<td>425-385-5726</td>
</tr>
<tr>
<td>Gateway</td>
<td>Shona Miller</td>
<td>425-385-6601</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Matthew Bennett</td>
<td>425-385-6690</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Kalle Spear</td>
<td>425-385-6691</td>
</tr>
<tr>
<td>Heatherwood</td>
<td>Angie Waddle</td>
<td>425-385-6301</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Laura Wellington</td>
<td>425-385-6390</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Jalene Finley</td>
<td>425-385-6391</td>
</tr>
<tr>
<td>North</td>
<td>Terri Odell</td>
<td>425-385-4801</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Mitch Entler</td>
<td>425-385-4890</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Krista Bjorge</td>
<td>425-385-4891</td>
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## Elementary Schools

<table>
<thead>
<tr>
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<th>Phone</th>
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<tbody>
<tr>
<td>Cedar Wood</td>
<td>Bruce Rhodes</td>
<td>425-385-7790</td>
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<tr>
<td>Asst. Principal</td>
<td>Clinton Parker</td>
<td>425-385-7791</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Dawn Weddle</td>
<td>425-385-6290</td>
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<tr>
<td>Asst. Principal</td>
<td>Jessica Corneille</td>
<td>425-385-6291</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Mary VanAelst</td>
<td>425-385-6201</td>
</tr>
<tr>
<td>Forest View</td>
<td>Kristi Davidson</td>
<td>425-385-7901</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Darren Larama</td>
<td>425-385-7990</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Annette Sternberg</td>
<td>425-385-7991</td>
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<tr>
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<td><strong>Garfield</strong></td>
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<tr>
<td>Principal: Kathleen Stilwell</td>
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<td>Office Manager: Erin Lemke</td>
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<td><strong>Hawthorne</strong></td>
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<tr>
<td>Principal: Paige Nguyen</td>
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<td>Asst. Principal: Andre Samuels</td>
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<td>Office Manager: Tina Jensen</td>
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<td><strong>Jackson</strong></td>
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<td>Principal: Falicia Green</td>
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<td>Asst. Principal: Jennifer Reyes</td>
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<td>Office Manager: Cindy Daybell</td>
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<tr>
<td>Principal: Elizabeth Kelley</td>
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<td>Asst. Principal: Katy Rudolph</td>
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<td>Office Manager: Theresa Tolpingrud</td>
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<td><strong>Lowell</strong></td>
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<tr>
<td>Principal: Cindy Foster</td>
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<td>Asst. Principal: Andre Samuels</td>
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<td>Office Manager: Wayne Hagin</td>
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<td><strong>Madison</strong></td>
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<tr>
<td>Principal: Amanda Overly</td>
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<td>Asst. Principal: Brent Radcliff</td>
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<tr>
<td>Office Manager: Jessica Schug</td>
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<tr>
<td><strong>Mill Creek</strong></td>
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<tr>
<td>Principal: Brenda Fuglevand</td>
<td></td>
<td></td>
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<tr>
<td>Asst. Principal: Kristin Dickert</td>
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<tr>
<td>Office Manager: Becky Hitchcock</td>
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<tr>
<td><strong>Monroe</strong></td>
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<tr>
<td>Principal: Heather Paddock</td>
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<td></td>
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<tr>
<td>Asst. Principal: Katy Rudolph</td>
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<tr>
<td>Office Manager: Bianca Lewis</td>
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<tr>
<td><strong>Penny Creek</strong></td>
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<tr>
<td>Principal: Marti Shefveland</td>
<td></td>
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</tr>
<tr>
<td>Asst. Principal: Stefani Koetje</td>
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<td>Office Manager: Julie Yamamoto</td>
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<tr>
<td><strong>Silver Firs</strong></td>
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<tr>
<td>Principal: Aleta Smoot</td>
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<td>Asst. Principal: Anca Wilson</td>
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<td>Office Manager: Claudia Gray</td>
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<td><strong>Silver Lake</strong></td>
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<tr>
<td>Principal: Daniel Natividad</td>
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<tr>
<td>Asst. Principal: Jessica Corneille</td>
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<tr>
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<tr>
<td><strong>Tambark Creek</strong></td>
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<tr>
<td>Principal: Celia O'Connor-Weaver</td>
<td></td>
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<tr>
<td>Asst. Principal: Monique Beane</td>
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<td>Office Manager: Patty Tetrault</td>
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<tr>
<td><strong>View Ridge</strong></td>
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<tr>
<td>Principal: Tina Farias</td>
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<tr>
<td>Asst. Principal: Jennifer Reyes</td>
<td></td>
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<tr>
<td>Office Manager: Patty Tetrault</td>
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<tr>
<td><strong>Whittier</strong></td>
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<tr>
<td>Principal: Tony Wentworth</td>
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<tr>
<td>Asst. Principal: Christine Vo</td>
<td></td>
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<tr>
<td>Office Manager: Marci Cooper</td>
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<tr>
<td><strong>Woodside</strong></td>
<td></td>
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<tr>
<td>Principal: Betty Cobbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst. Principal: Clinton Parker</td>
<td></td>
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</tr>
<tr>
<td>Office Manager: Salli Smith</td>
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</tr>
</tbody>
</table>
## Appendix C: Driving Directions

### Cascade
- **Phone Number:** (425) 385-6000
- **Address:** 801 East Casino Road, Everett, WA 98203
- **Directions:**
  - From I-5 take Exit 189 to Highway 526 (Mukilteo/Whidbey Island Ferry). Exit at Evergreen Way, turn right. Right on Bruin Blvd., right at Casino Road. Continue to the visitor/staff parking lot.

### Everett
- **Phone Number:** (425) 385-4400
- **Address:** 2416 Colby Ave., Everett, WA 98201
  - **Northbound:** Exit 193 (Pacific). Left on Pacific. Right on Colby.
  - **Southbound:** Exit 194 (Everett Ave) Right on Everett Ave. Right on Colby.

### HM Jackson
- **Phone Number:** (425) 385-7000
- **Address:** 1508-136th St. SE, Mill Creek 98012
- **Directions:** From I-5 take, Exit 186 head east. Turn right at Everett Bothell Highway. Turn left on Dumas Rd (136th St. SE).

### Sequoia/Port Gardner
- **Phone Number:** (425) 385-5100
- **Address:** 3516 Rucker Ave., Everett, WA 98201
  - **Northbound:** Exit 192 (Broadway) Take first right to 41st Street. Go to second light, turn right on Rucker. The school is on the left.
  - **Southbound:** Exit 192 (41st Street) Stay right, go to the second light. Turn right on Rucker, the school is on your left.

### Middle Schools

#### Eisenhower
- **Phone Number:** (425) 385-7500
- **Address:** 2500-100th St. SE, Everett, WA 98208
  - **Northbound:** Exit 189 (Bothell Highway). Turn right (south). Left at 100th street. Right at 25th to school
  - **Southbound:** Exit 189 (Everett Mall Way). Turn right. Right at first light going back over freeway and onto Bothell Highway. Left at 100th street. Right at 25th to school

#### Evergreen
- **Phone Number:** (425) 385-5700
- **Address:** 7621 Beverly Lane, Everett, WA 98203
- **Directions:** Exit 189 to Highway 526 (Mukilteo/Evergreen Way). Exit at Evergreen Way, turn right. First light turn left at 79th. The road curves around onto Beverly Lane. School is on the right.

#### Gateway
- **Phone Number:** (425) 385-6600
- **Address:** 15404 Silver Firs Drive, Everett, WA98208
- **Directions:** From I-5 take Exit 186 (128th street) head east. You will cross over the Everett Bothell Highway. Turn right on Puget Parks Drive. Drive 1.9 miles to Silver Firs Drive (second Sherwood Development entrance) Turn right. Continue to entrance of Gateway School.

#### Heatherwood
- **Phone Number:** (425) 385-6300
- **Address:** 1419 Trillium Boulevard SE, Mill Creek, WA 98012
- **Directions:** From I-5, Take exit 186 (128th street) go east. Turn right at Dumas Road. Turn right at Everett Bothell Highway. Turn left at Trillium.

#### North
- **Phone Number:** (425) 385-4800
- **Address:** 2514 Rainier Ave., Everett, WA 98201
  - **Northbound:** Exit 193 (Pacific) Turn left. Right at Broadway. Right at 26th street. One block to school (behind QFC grocery store)
  - **Southbound:** Exit 194 (Everett Ave) Right onto Everett Ave. (West). Six blocks, turn right at Rainier

### Elementary Schools

#### Cedar Wood
- **Phone Number:** (425) 385-7700
- **Address:** 3414-168th St. SE, Bothell, WA 98012
  - **Northbound:** I-5 to Exit 183. Go east on 164th to 35th Ave. Turn Right at 35th and continue to 168th St. Turn right.
  - **Southbound:** I-5 to exit 186 (128th Street). Go east to 35th (past the Bothell/Everett Highway). Turn right at 35th and continue to 168th, turn right
<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerson</td>
<td>8702-7th Ave. SE, Everett, WA 98208</td>
<td>(425) 385-6200</td>
<td>Exit 189 to Highway 526 (Mukilteo/Evergreen Way). Exit at Evergreen, turn left. Left at Casino Road. Right at stoplight, which is 7th Avenue. School is approximately one block on your right. (St. Mary Magdalene Church on left).</td>
</tr>
<tr>
<td>Forest View</td>
<td>5601-156TH St. SE, Everett, WA 98208</td>
<td>(425) 385-7900</td>
<td>From I-5 take Exit 186 (128th street) head east. You will cross over the Everett Bothell Highway. Turn right on Puget Parks Drive. Drive 1.9 miles to Silver Firs Drive. Turn right. Continue to entrance of Forest View Elementary School.</td>
</tr>
<tr>
<td>Garfield</td>
<td>2215 Pine St., Everett, WA 98201</td>
<td>(425) 385-4700</td>
<td><strong>Northbound:</strong> Exit 193 (Pacific). Turn left. Right at Pine. Follow Pine to 23rd. <strong>Southbound:</strong> Exit 194 (Everett Avenue) Right at Everett Ave., Right at Walnut. Left at 23rd to Pine.</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>1110 Poplar St., Everett, WA 98201</td>
<td>(425) 385-4600</td>
<td><strong>Northbound:</strong> Exit 195 (East Marine View Drive) Left onto East Grand (turns into East Marine View Drive). Left at 12th to Poplar. <strong>Southbound:</strong> Exit 195 (Port of Everett/Marine View Drive), take left onto East Marine View Drive, follow road to the right, left at stop light (12th St), school on right.</td>
</tr>
<tr>
<td>Monroe</td>
<td>10901-27th Ave. SE, Everett, WA 98208</td>
<td>(425) 385-7300</td>
<td><strong>Northbound:</strong> Exit 189 (Bothell Highway). Turn right. Left at 110th. Left at 27th. <strong>Southbound:</strong> Exit 189 (Everett Mall Way). Turn right. Right at first light (cemetery on left) back over freeway onto Bothell Highway. Left at 110th. Left at 27th.</td>
</tr>
<tr>
<td>Jackson</td>
<td>3700 Federal Avenue, Everett, WA 98201</td>
<td>(425) 385-5600</td>
<td><strong>Northbound:</strong> Exit 192 toward 41st street exit. Turn left onto 41st street. At 3rd light turn right at Rucker. Left at 35th and left at Federal Avenue. <strong>Southbound:</strong> Exit 192 (41st). Stay right. At 3rd light turn right at Rucker. Left at 35th street and left at Federal Avenue.</td>
</tr>
<tr>
<td>Jefferson</td>
<td>2500 Cadet Way, Everett, WA 98208</td>
<td>(425) 385-7400</td>
<td><strong>Northbound:</strong> Exit 189 onto Bothell Highway. At light drive straight on El Capitan Way to School. <strong>Southbound:</strong> Exit 189 (Everett Mall Way). Turn right. Right at first light (cemetery on left) back over freeway. Left at El Capitan Way to school.</td>
</tr>
<tr>
<td>Lowell</td>
<td>5010 W View Drive, Everett, WA 98203</td>
<td>(425) 385-5300</td>
<td><strong>Northbound:</strong> Exit 192 (Broadway). Take 41st Street West ramp. Turn left at first light on to 41st Street. Continue to stop light (Colby), turn left. Go to 52nd, turn left. Go downhill to View Drive, turn left to school. <strong>Southbound:</strong> Exit 192 (41st). Stay right; continue to first stoplight (Colby), turn left. Go to 52nd, turn left. Go downhill to View Drive, turn left. To school.</td>
</tr>
<tr>
<td>Madison</td>
<td>616 Pecks Drive, Everett, WA 98203</td>
<td>(425) 385-5900</td>
<td><strong>Northbound:</strong> Exit 189 to Highway 526 (Mukilteo/Evergreen Way). Exit at Evergreen. Turn right. Left at Pecks Drive to school. <strong>Southbound:</strong> Exit 192 (41st). Stay right. Left at 2nd light (Rucker). Becomes Evergreen Way, right at Pecks Drive to school.</td>
</tr>
<tr>
<td>Location</td>
<td>Address</td>
<td>Directions</td>
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<tr>
<td>Mill Creek</td>
<td>3400-148th St. SE, Mill Creek, WA 98012</td>
<td>Exit 186 (128th Street) head east to 35th (Past Bothell-Everett Hwy) Turn right at 35th and continue to 148th turn right. School is on the left.</td>
<td></td>
</tr>
<tr>
<td>Penny Creek</td>
<td>4117-132nd St. SE, Everett, WA 98208</td>
<td>Exit 186 (128th Street) head east, cross over the Bothell-Everett Hwy. Cross 35th St, school is on the left-hand side of the street.</td>
<td></td>
</tr>
<tr>
<td>Silver Firs</td>
<td>5900-146th St. SE, Everett, WA 98208</td>
<td>Exit 186 (128th Street), head east, cross over the Bothell-Everett Hwy. Turn right on Puget Park drive; go to 2nd 4-way stop. Turn left at Silver Firs Drive. Turn right at 146th Place SE, school is on the left.</td>
<td></td>
</tr>
<tr>
<td>Silver Lake</td>
<td>12815 Bothell Highway, Everett, WA 98208</td>
<td>Exit 186 (128th Street) go east. Drive straight and turn left at Bothell-Everett Highway. School is on the right.</td>
<td></td>
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</tbody>
</table>
| Tambark Creek| 4419 180th St. SE, Bothell, WA 98012                      | **Northbound:** Exit 183 from I-5 N. Take the first right onto 164th, then turn right onto WA-527 S, turn left onto 180th ST. SE, destination will be on the left.  
**Southbound:** Exit 186 from I-5 S, turn left onto WA-96/128th, turn right onto 35th AVE SE, then turn left onto 180th ST SE. Destination will be on the left. |
| View Ridge   | 202 Alder St., Everett, WA 98203                         | **Northbound:** Exit 192 (Broadway). Take the first right to 41st, continue straight ahead through two stop lights. Go up hill (41st becomes Mukilteo Blvd.). At first light after Forest Park turn left onto Dogwood (BP Station). Go eight blocks to 50th, turn left onto 50th, go one block to school parking lot.  
**Southbound:** Exit 192 (41st). Stay right, continue straight ahead through two stop lights. Go up hill (41st becomes Mukilteo Blvd.). At first light after Forest Park turn left onto Dogwood (Lucky 7, BP Station). Go eight blocks to 50th, turn left onto 50th, go one block to school parking lot. |
| Whittier     | 916 Oakes Ave. Everett, WA 98201                         | **Northbound:** Exit 195 (Marine View Drive). Turn left. Left at 16th. Right at Broadway. Left at 10th. School is three blocks on the right  
**Southbound:** Exit 199 (Everett/Broadway). South to 10th Street. Turn Right. |
| Woodside     | 17000-23rd Ave. SE, Bothell, WA 98012                     | Exit 183- Go east on 164th. Right at Bothell Highway. Left at 180th. Left at Brook Blvd. Brook Blvd will curve into 23rd. |
Appendix D: Parking Instructions

Jackson High School

Staff Parking
Staff who work at Jackson High School are required to park in designated staff areas. These spaces are numbered in the 500s in the front of the building and 600s in the back of the building. A staff parking permit is required to park in these spaces. Subs who park in this lot should report their license plate number and space number to a secretary in the main office to avoid a ticket.

North Staff/Visitor Parking Lot
The small lot north of the tennis courts (numbered in the 500s) is also open to staff and visitors. Subs who park in this lot should report their license plate number and space number to a secretary in the main office to avoid a ticket. Subs are not permitted to park in the following areas.

Student Parking
Students who buy a parking permit are assigned a numbered parking space in either the main lot or upper lot near the sports fields. These parking spaces are numbered 1-415. Staff, subs, parents, and visitors are not permitted to park in these spaces during school hours.

Visitor Parking
We have 15 designated visitor spaces in the 500s facing the library in the front of Jackson High School. These spaces will have the word “visitor” next to a space number. Visitors who park in this lot should report their license plate number and space number to a secretary in the main office to avoid a ticket. Staff, subs and students are not permitted to park in these spaces during school hours.

Reserved Parking
These parking spaces are reserved for specific staff members that arrive early, need to travel and return during the day, or are here beyond the normal school day. Non-designated staff, subs, students, parents, and visitors are not permitted to park in these spaces.

**If you receive a ticket, please notify the Office Manager as soon as possible.

Everett High School
Once you check in at the office, you will be given a parking permit to place on your car if you are parked in a permit zone area. You may also park on Colby Avenue, north of 23rd. It’s all day street parking two blocks from the school. The city designates the following streets as the permit area for Everett high School students and faculty parking zone:

- The east side of Hoyt Avenue between 24th Street and 25th Street.
- The north side of 25th Street between Hoyt Avenue and Rockefeller Avenue.
- The west side of Colby, adjacent to 2330 Colby Avenue.
- The west and east side of Wetmore Ave. between 24th Street and 25th Street.
- The west side of Rockefeller Avenue between 24th Street and 25th Street.
• The **south** side of 25th street between Rockefeller Avenue and Oakes Avenue.
• The **east** side of Rockefeller Avenue between 25th Street and 26th Street.
• The **north** side of 26th Street between Rockefeller Avenue and Oakes Avenue.

The affected areas will be marked with signs that read:
**NO PARKING 7AM TO 2PM EXCEPT BY HIGH SCHOOL PERMIT**

**Heatherwood Middle School**

When turning from Trillium Blvd, keep to the right all the way to the top of the hill. Parking spots are available in the upper parking lot. NOTE: do not park in the lower parking lot, this is the bus loop and recess area.

**Penny Creek Elementary School**

Parking is available in the center parking lot located near the gym. If all spaces are full, park in the east parking lot near the office. NOTE: do not park in the West parking lot near the undercover playground as this is where the buses park for the day.

**Whittier Elementary School**

There is only one parking lot in the front that is available. It is encouraged to arrive early before parent drop off occurs due to the limited spaces available.
North Middle School

As you may have noticed, North Middle School is currently under construction. Below is a map that should help you navigate the school in the interim.

- At this time, you are encouraged to park along the north side of the field, on 24th. (See box A below).
- Please plan to wear tennis shoes / sneakers in case you have to park far from the school.
- Please also note that the main office is temporarily in a portable on the corner of 24th, see box B below.
## Appendix E: Payroll Calendar

### Payroll Calendar 2019-20

*Timesheet deadlines apply to electronic and paper forms*

<table>
<thead>
<tr>
<th>Month of Pay</th>
<th>Pay Period Begins - Ends</th>
<th>Timesheets Due in Payroll</th>
<th>Pay Period Closes</th>
<th>Pay Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-end accrual</td>
<td>9/1/18 - 8/31/19</td>
<td>9/6/19</td>
<td>9/10/19</td>
<td>9/20/19</td>
</tr>
<tr>
<td>(1901108)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>9/1/19 - 9/7/19</td>
<td>9/10/19</td>
<td>9/13/19</td>
<td>9/30/19</td>
</tr>
<tr>
<td>(1901009)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>9/8/19 - 10/5/19</td>
<td>10/8/19</td>
<td>10/11/19</td>
<td>10/31/19</td>
</tr>
<tr>
<td>(1901010)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>10/6/19 - 11/2/19</td>
<td>11/5/19</td>
<td>11/8/19</td>
<td>11/29/19</td>
</tr>
<tr>
<td>(1901011)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>11/3/19 - 12/7/19</td>
<td>12/10/19</td>
<td>12/13/19</td>
<td>12/31/19</td>
</tr>
<tr>
<td>(1901012)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>12/8/19 - 1/4/20</td>
<td>1/7/20</td>
<td>1/10/20</td>
<td>1/31/20</td>
</tr>
<tr>
<td>(2001001)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2001002)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2001003)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2001004)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2001005)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2001006)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>6/7/20 – Last Day of School</td>
<td>6/30/20</td>
<td>7/3/20</td>
<td>7/31/20</td>
</tr>
<tr>
<td>(2001007)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>7/12/20 - 8/8/20</td>
<td>8/11/20</td>
<td>8/14/20</td>
<td>8/31/20</td>
</tr>
<tr>
<td>(2001008)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6/5/2019

*Calendar subject to change*
# Appendix F: Payroll Absence Verification Form

## Payroll Absence Verification Form

### Description

- **Association / Union Leave**
  - Payroll Code: 405
  - Notes: Requires prior approval from supervisor and HR

- **Bereavement**
  - Payroll Code: 403
  - Notes: Specify relationship:

- **Maternity / Adoption**
  - Payroll Code: 960
  - Notes: Certificated staff only

- **Emergency Leave**
  - Payroll Code: 110
  - Notes: Reason:

- **Jury Duty**
  - Payroll Code: 407
  - Notes: Summons must be attached

- **Leave Without Pay**
  - Payroll Code: 112
  - Notes: Requires prior approval from supervisor and HR

- **L&D Leave**
  - Payroll Code: 400
  - Notes: Specify date of injury:

- **Military Leave**
  - Payroll Code: 406
  - Notes: Government orders must be attached

- **Personal Day – Certificated**
  - Payroll Code: 431
  - Notes: Certificated staff only

- **Personal Day – Classified**
  - Payroll Code: 425
  - Notes: Specific groups only; refer to barg. agreements; requires prior approval from supw.

- **Serious Family Illness**
  - Payroll Code: 100
  - Notes: TRADES only; Relation of family member (spouse, child, parent)

- **Sick Leave**
  - Payroll Code: 970

- **Sick Leave (non-rep only)**
  - Payroll Code: 128
  - Notes: Specific non-represented only and/or substitute use only

- **Vacation**
  - Payroll Code: 201
  - Notes: Requires prior approval from supervisor

- **Witness/District Related Court Appearance**
  - Payroll Code: 411
  - Notes: Subpoena or court order must be attached

### Table

<table>
<thead>
<tr>
<th>Date of Absence</th>
<th>Payroll Code Number</th>
<th>Hour(s)</th>
<th>Was this recorded in Frontline? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employee Signature:** ___________________________  **Date:** __________

**Principal/Supervisor’s Signature:** ___________________________  **Date:** __________

**Rev:** 7/19  **5.02a**

**Upon completion, please return to the Payroll Department.**
Appendix G: SafeSchools Training

Log into SafeSchools using Chrome, Firefox, or Safari [https://everett-wa.safeschools.com/login](https://everett-wa.safeschools.com/login)

A list of mandatory trainings are assigned to you according to your hire status and assignment. Click on a course title to begin the training. You must finish each section of the course to complete it, including the quiz. To avoid past due notices, complete all trainings assigned by the due date.

When reviewing the staff and/or district handbooks it is important to follow all the steps through completion. After opening the handbook, select the blue “Close Window” button and continue by clicking the “Next” button. Complete the training by checking “I agree”.

Helpful hints:
- Use volume as videos have sound
- Use Google Chrome, Firefox or Safari (not Internet Explorer)
- It is not necessary to notify Human Resources regarding completions

Appendix H: Employee Online
Need access to check your paycheck, change your direct deposit, update mailing address, etc.

Go to:

NOTE: this does not work on all mobile platforms.

Enter your username (employee ID) and password you created at substitute orientation.
Direct Deposit

Your designation above authorizes Everett Public Schools to make deposits each month to the accounts and financial institutions as entered by you. Furthermore, you agree the Everett Public School agents or employees are held harmless from any liability for failure to properly or timely make the deductions or payments authorized by your selection(s).

- If you choose a deposit amount greater than the balance of your net paycheck in any one month, that deposit will stop and the proceeds will be diverted in full to the next deposit selection.
- You must always have one account designated to receive the NET proceeds of your paycheck.
- If your account is no longer active, or you wish to discontinue a direct deposit designation, you must CLOSE the account by clicking on the "Close" link on the far right column.
- You will receive one confirming email when you add, close or make any modifications to your deposit accounts.

If there is no direct deposit account active for you, checks will be held in the payroll office and available for pick up on or after payday.

Select Add

Enter Bank Number, Account Number and Deduction Type

Select a link that you need to view or edit.
## Check Stub

<table>
<thead>
<tr>
<th>Check Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/29/2018</td>
</tr>
<tr>
<td>05/31/2018</td>
</tr>
<tr>
<td>04/30/2018</td>
</tr>
<tr>
<td>03/30/2018</td>
</tr>
<tr>
<td>02/28/2018</td>
</tr>
</tbody>
</table>

Select pay date to view paycheck!
SIGNING IN

Type [aesoponline.com](http://aesoponline.com) in your web browser’s address bar or go to [app.frontlineeducation.com](http://app.frontlineeducation.com) if you have a Frontline Account.

The Sign In page will appear. Enter your ID/username and PIN/password and click **Sign In**.

RECOVERING CREDENTIALS

If you cannot recall your credentials, use the recovery options or click the “**Having trouble signing in**?” link for more details.

SEARCHING FOR AVAILABLE JOBS

You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, click the **Accept** button beside the absence (or click **Reject** to remove a job from the list).
GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click Help Resources and select Frontline Support. This opens a knowledge base of help and training materials.

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

When You Call into Absence Management

To call, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the Absence Management system, you can:
- Find available jobs – Press 1
- Review or cancel upcoming jobs – Press 2
- Review or cancel a specific job – Press 3
- Review or change your personal information – Press 4

Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you’re eligible for other jobs. You can always call in (see “When You Call into Absence Management” section above) to hear a list of all available jobs.

Note: When the system calls, be sure to say a loud and clear “Hello” after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:
- Listen to available jobs – Press 1
- Prevent Absence Management from calling again today – Press 2
- Prevent Absence Management from ever calling again – Press 9

If you are interested in the available job, Press 1. You will be asked to enter your PIN number (followed by the # sign). The Absence Management system will list the job details, and you will have the opportunity to accept or reject the job.
Appendix J: Frontline – Professional Growth

You will receive an invitation from the system shortly after your hire date. Please use your email address as your username and follow the prompts to set up your password.

Add app.frontlineeducation.com as a favorite link on your desktop for future access.

You will access Frontline: Professional Growth to register for all in-district classes, workshops, and other professional opportunities.

Use the Navigation pane to find the District Catalog and search for Professional Development offerings.

Or use the Calendar option to browse by date.
Click on an activity title for more details.
To sign up, click on Sign-up Now.

To review your schedule, click on Learning Plan from the Navigation bar.

All activities for which you have signed up will appear under Approved and/or In-Progress.
Appendix K: Technology & Information Systems Login Worksheet

Network login, known as your ACTIVE DIRECTORY login (Any district computer)

____________________ Employee ID:

____________________ Password:
Questions call HELP Desk 425-385-4357

Outlook Express (Your email account) Will be granted after 30 assignments

____________________ Employee ID

____________________ Password: Will be the same as your network login
Questions call HELP Desk 425-385-4357

Employee Online (Your payroll and employee information system)

____________________ Employee ID:

____________________ Password: (Same as network)
Questions call 425-385-4116 or 425-385-4121

Frontline – Absence Management and Professional Growth

____________________ User ID: Email Address

____________________ Password: (individually created via email link)
Questions call 425-385-4114

SafeSchools Online Training (Mandatory training module)

____________________ Employee ID
Questions call 425-385-4127

* All network passwords older than 90 days will be automatically triggered to reset. Your password is not being changed; however, the next time you log into the district network and Employee Online, you must reset your password
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Sep 4</td>
<td>First day of school for students</td>
</tr>
<tr>
<td>Sep 9</td>
<td>First day of school for kindergarten students</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Teacher work day; no school for students</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Early release elementary and middle school for parent conference preparation (2 1/2 hours)</td>
</tr>
<tr>
<td>Nov 4-8</td>
<td>Early release elementary and middle school for parent conferences (2 1/2 hours)</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Veterans Day observed; no school</td>
</tr>
<tr>
<td>Nov 27</td>
<td>Early release for Thanksgiving break (2 1/2 hours)</td>
</tr>
<tr>
<td>Nov 28-29</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>Dec 23-31</td>
<td>Winter break</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Martin Luther King Jr. Day; no school</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Teacher work day; no school for students</td>
</tr>
<tr>
<td>Feb 17-18</td>
<td>Mid-winter break</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Early release for ES only – 2 1/2 hours (Full day for MS/HS)</td>
</tr>
<tr>
<td>Mar 30 - Apr 3</td>
<td>Early release for ES only for parent conferences – 2 1/2 hours (Full day for MS/HS)</td>
</tr>
<tr>
<td>Apr 6-10</td>
<td>Spring break</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day; no school</td>
</tr>
<tr>
<td>Jun 5</td>
<td>Early release for students (2 1/2 hours)</td>
</tr>
<tr>
<td>Jun 15</td>
<td>Last day of school; early release for all students (2 1/2 hours)</td>
</tr>
<tr>
<td>Jun 16+</td>
<td>Potential inclement weather make-up days</td>
</tr>
</tbody>
</table>

**Note:** Sept. 6 - June 12, Learning Improvement Fridays each Friday unless otherwise marked. All students dismissed 75 minutes early.