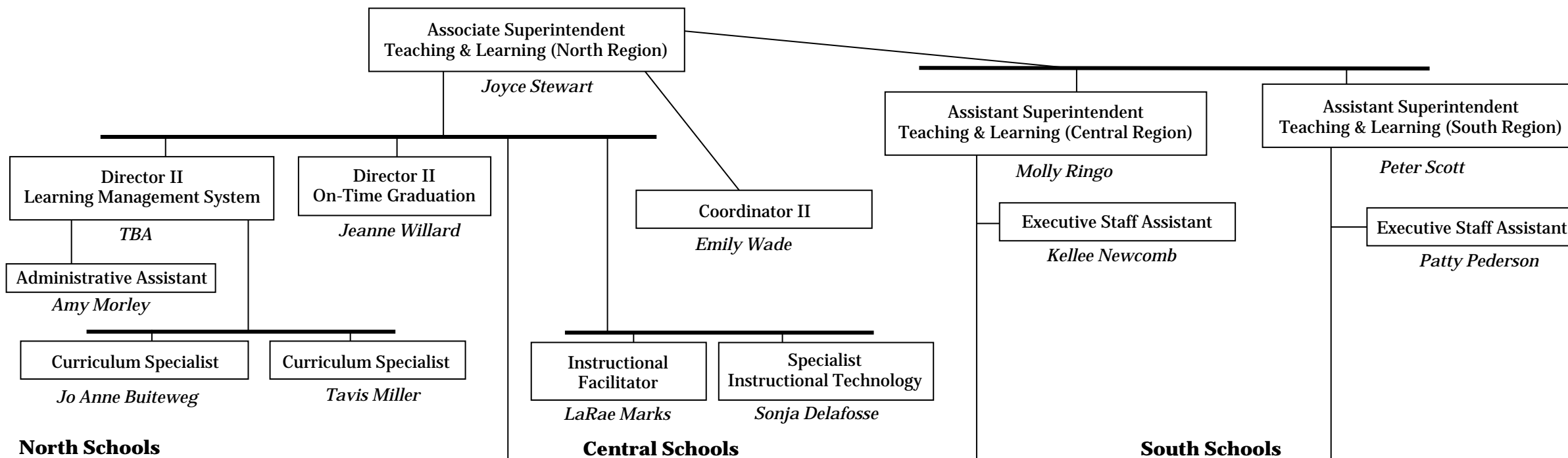


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Teaching and Learning Organization Chart 2013-14



North Schools

Elementary Schools

- **Garfield Elementary**
Shannon Koehnen, *Principal*
- **Hawthorne Elementary**
Janelle Phinney, *Principal*
Celia O'Connor-Weaver, *Asst. Principal*
- **Jackson Elementary**
Robin Imai, *Principal*
- **Lowell Elementary**
Cindy Foster, *Principal*
- **View Ridge Elementary**
Kert Lenseigne, *Principal*
- **Whittier Elementary**
Tony Wentworth, *Principal*

Middle Schools

- **Evergreen Middle**
Larry Fleckenstein, *Principal*
Nancy McPeak, *Asst. Principal*
- **North Middle**
Mary O'Brien, *Principal*
Daniel Natividad, *Asst. Principal*

High School

- **Everett High**
Sally Lancaster, *Principal*
Ian Freeman, *Asst. Principal*
Matt Oberst, *Asst. Principal*
TBA, *Asst. Principal*

Central Schools

Elementary Schools

- **Emerson Elementary**
Donna Kapustka, *Principal*
- **Jefferson Elementary**
Elizabeth Nunes, *Principal*
- **Madison Elementary**
Mark Toland, *Principal*
- **James Monroe Elementary**
Gerard Holzman, *Principal*
- **Penny Creek Elementary**
Chad Golden, *Principal*
Anne Carnell, *Asst. Principal*
- **Silver Lake Elementary**
Jenn Lawler, *Principal*

Middle School

- **Eisenhower Middle**
Sam Yuhan, *Principal*
Kim Erickson, *Asst. Principal*

High School

- **Cascade High**
Cathy Woods, *Principal*
Robert Aguilar, *Asst. Principal*
Stefani Koetje, *Asst. Principal*
Laura Phillips, *Asst. Principal*

South Schools

Elementary Schools

- **Cedar Wood Elementary**
David Jones, *Principal*
- **Forest View Elementary**
Holly Martinez, *Principal*
- **Mill Creek Elementary**
Brenda Fugelvand, *Principal*
- **Silver Firs Elementary**
Kimberly Gilmore, *Principal*
- **Woodside Elementary**
Betty Cobbs, *Principal*

Middle Schools

- **Gateway Middle**
Shelley Petillo, *Principal*
Anita Roberson, *Asst. Principal*
- **Heatherwood Middle**
Janet Gillingham, *Principal*
Bryan Toutant, *Asst. Principal*

High Schools

- **Henry M. Jackson High**
Dave Peters, *Principal*
Kevin Rohrich, *Asst. Principal*
Shaun Monaghan, *Asst. Principal*
Blythe Young, *Asst. Principal*
- **Sequoia High**
(Online High School,
Homeschool, Denney)
Kelly Shepherd, *Principal*

Everett Public Schools

Teaching and Learning

The instructional office oversees instructional program development and implementation, deals with issues not resolved at the school level, school resource officers, student readmissions and is responsible for various state reports such as weapons, suspensions and expulsions.

- Monitoring and directing school improvement processes through direct observation and analysis of results;
- Advising parents, students, instructional and support staff on educational programs and needs;
- Monitoring specific programs that are conducted at designated sites and ensuring compliance with board policy and state and federal regulations;
- Supervising and evaluating assigned administrators and support staff as prescribed by district policies and procedures;
- Investigating parent/community concerns, negotiating solutions with subordinates and counseling all participants about their duties and responsibilities; and
- Ensuring the maintenance of facilities is safe, healthy and inviting

Joyce Stewart , <i>Associate Superintendent, Teaching & Learning (North Region)</i>	4020
Superintendent leadership team planning, instructional leadership team planning, principal communication, SOSR schedule, SIF coordination, international exchange, required observance days, clock hour approval, school handbooks, weapons reports/student behavior reports, new administrators' academy, OTG, LMS	
Emily Wade , <i>Coordinator II</i>	4020
LaRae Marks , <i>Instructional Facilitator</i>	4038
Sonja Delafosse , <i>Specialist, Instructional Technology</i>	4207
TBA , <i>Director, Learning Management System</i>	4015
Jo Anne Buiteweg , <i>Curriculum Specialist</i>	4014
Tavis Miller , <i>Curriculum Specialist</i>	4274
Pat Jones , <i>Student Systems Support Analyst</i>	4013
Jeanne Willard , <i>Director, On-Time Graduation</i>	4078
BECCA, running start, on-time graduation, success coordinators, Read 180, libraries, new course approvals	
Karen Sullivan , <i>Coordinator, Student Records</i>	4065

North Region Schools:

- Garfield Elementary
- Hawthorne Elementary
- Jackson Elementary
- Lowell Elementary
- View Ridge Elementary
- Whittier Elementary
- Evergreen Middle
- North Middle
- Everett High

Molly Ringo, Assistant Superintendent, Teaching & Learning (Central Region)4023
Variances, records request support, student responsibilities & rights, student discipline hearings, summer school, new administrators' academy

Kellee Newcomb, Executive Staff Assistant.....4023

Shanai Cole, Variances4045

Bryan Toutant, Interim Director, Summer School.....4674

Central Region Schools:

- Emerson Elementary
- Jefferson Elementary
- Madison Elementary
- Monroe Elementary
- Penny Creek Elementary
- Silver Lake Elementary
- Eisenhower Middle
- Cascade High

Peter Scott, Assistant Superintendent, Teaching & Learning (South Region)4021

Patty Pederson, Executive Staff Assistant.....4021

South Region Schools:

- Cedar Wood Elementary
- Forest View Elementary
- Mill Creek Elementary
- Silver Firs Elementary
- Woodside Elementary
- Gateway Middle
- Heatherwood Middle
- H.M. Jackson High
- Sequoia High



2013-14 DISTRICT LEADERSHIP MEETING SCHEDULE

INSTRUCTIONAL MEETINGS

	ES Principal View Ridge ES	MS Principals EVG Library / CRC	HS Principals CHS Career Center / CRC	Supt's Leadership Team Longfellow Annex / CRC	ILT / PLCs Evergreen Commons
	Mondays	Mondays	Thursdays	Thursdays	Thursdays
August				9 -- 7:30 - 12:30 (Friday @ JHS)	5 & 6 -- 8:00-3:30 (@ EVG) 8 -- 8:00-3:00 (@ EIS)
September	30 -- 7:30 - 9:30	30 -- 3:30 - 5:30	19 -- 3:00 - 5:00		26 -- 3:45 - 6:45 (TPEP)
October	21 -- 7:30 - 9:30	21 -- 3:30 - 5:30	10 -- 3:00 - 5:00	3 -- 4:00 - 6:00	17 -- 4:00 - 6:00
November	25 -- 7:30 - 9:30	25 -- 3:30 - 5:30	14 -- 3:00 - 5:00	7 -- 4:00 - 6:00	21 -- 4:00 - 6:00
December	16 -- 7:30 - 9:30	16 -- 3:30 - 5:30	12 -- 3:00 - 5:00	5 -- 4:00 - 6:00	19 -- 4:00 - 6:00
January	13 -- 7:30 - 9:30	13 -- 3:30 - 5:30	16 -- 3:00 - 5:00	9 -- 4:00 - 6:00	23 -- 4:00 - 6:00
February	24 -- 7:30 - 9:30	24 -- 3:30 - 5:30	13 -- 3:00 - 5:00	6 -- 4:00 - 6:00	20 -- 4:00 - 6:00
March	24 -- 7:30 - 9:30	24 -- 3:30 - 5:30	13 -- 3:00 - 5:00	6 -- 4:00 - 6:00	20 -- 4:00 - 6:00
April	28 -- 7:30 - 9:30	28 -- 3:30 - 5:30	17 -- 3:00 - 5:00	10 -- 4:00 - 6:00	24 -- 4:00 - 6:00 (@ EIS)
May	19 -- 7:30 - 9:30	19 -- 3:30 - 5:30	8 -- 3:00 - 5:00	1 -- 4:00 - 6:00	15 -- 4:00 - 6:00
June	9 -- 7:30 - 9:30	9 -- 3:30 - 5:30	12 -- 3:00 - 5:00	5 -- 4:00 - 6:00	

OPERATIONAL MEETINGS

	****School Board Board Room / CRC	HR Advisory HR Conf. Rm. / CRC	Administrative Internship HR Conf. Rm. / CRC	ILC Conf. Rm. B / CRC	New Administrators' Academy
	Tuesdays - 4:30 PM	Thursday	Tuesday	Weekly on Fridays	Dates, Times & Location Vary
July	2			8:00-9:30	July 1, 2013 -- 7:30 - 4:30 (Center)
August	27			8:00-9:30	July 2, 2013 -- 7:30 - 4:30 (Center)
September	10 and 24		9 -- 3:30-5:30	8:00-9:30	July 3, 2013 -- 7:30 - 12:00 (Athletics)
October	8 and 22	3 -- 2:00 - 4:00	14 -- 4:00-5:30	8:00-9:30	Teachscape (personalized for each new administrator)
November	12 and 26	7 -- 2:00 - 4:00	18 -- 4:00-5:30	8:00-9:30	
December	10	5 -- 2:00 - 4:00	(hold for make-up if needed)	8:00-9:30	September 20, 2013 -- 2:15 - 4:15 (C-3)
January	7 and 21	9 -- 2:00 - 4:00	13 -- 4:00-5:30	8:00-9:30	October 11, 2013 -- 2:30 - 4:30 (C-3)
February	11 and 25	6 -- 2:00 - 4:00	10 -- 4:00-5:30	8:00-9:30	January 10, 2014 -- 2:30 - 4:30 (CRC)
March	11 and 25	6 -- 2:00 - 4:00	10 -- 4:00-5:30	8:00-9:30	March 28, 2014 -- 2:30 - 4:30 (CRC)
April	15		(hold for make-up if needed)	8:00-9:30	
May	13 and 27	1 -- 2:00 - 4:00	12 -- 4:00-5:30	8:00-9:30	
June	10 and 24		2 -- 4:00-5:30	8:00-9:30	
July	1				
August	26				

* Locations are subject to change when the CRC opens.

** OTG meets weekly on Tuesday mornings from 7:00 - 8:30 except on HS Principal Meeting weeks (beginning on 8/29/13).

*** Superintendent's Cabinet meets weekly on Mondays from 10:00 a.m. - 2:00 p.m., (except on holidays) beginning on 9/9/13.



2013-14 DISTRICT LEADERSHIP MEETING SCHEDULE

OPERATIONAL MEETINGS (continued)

	CFAC	EAAC	FAC	TAC	Operational Dept. Heads
	VRE Library / CRC	C-1 / CRC	Board Room / CRC	Location varies	LFB / CRC
	(Weekday varies)	(3rd Wednesday)	(2nd Wednesday)	(Quarterly - PM)	Tuesdays
July					
August					
September		18 - 4:15-6:15		TBD	
October	2 - 5:00-7:00	16 - 4:15-6:15	9 - 4:00-6:00	TBD	15 - 1:30-2:30
November		20 - 4:15-6:15	13 - 4:00-6:00	TBD	19 - 1:30-2:30
December		18 - 4:15-6:15	11 - 4:00-6:00	TBD	
January		15 - 4:15-6:15	8 - 4:00-6:00	TBD	14 - 1:30-2:30
February	20 - 5:00-7:00	19 - 4:15-6:15	12 - 4:00-6:00	TBD	25 - 1:30-2:30
March		19 - 4:15-6:15	12 - 4:00-6:00	TBD	18 - 1:30-2:30
April	24 - 5:00-7:00	16 - 4:15-6:15	9 - 4:00-6:00	TBD	15 - 1:30-2:30
May		21 - 4:15-6:15	14 - 4:00-6:00	TBD	13 - 1:30-2:30
June		11 - 4:15-6:15	11 - 4:00-6:00	TBD	10 - 1:30-2:30
July					
August					

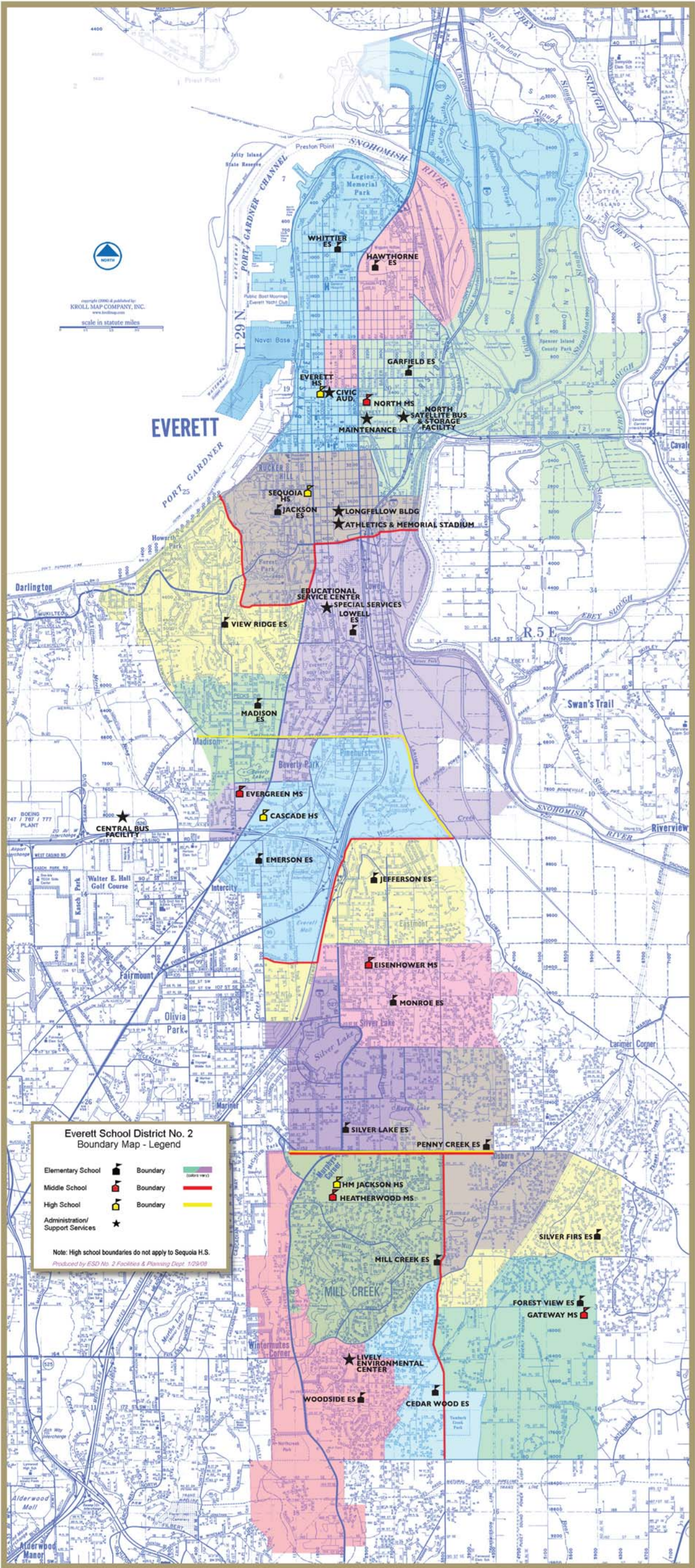
OPERATIONAL MEETINGS (continued)

	Benefit Trust		Presidents' Council		
	Board Room / CRC		C-3 / CRC		
	Wednesdays				
July					
August	28 - 8:00-11:00				
September	18 - 4:00-6:00		18 - 4:00-5:00		
October	16 - 4:00-6:00		16 - 4:00-5:00		
November	20 - 4:00-6:00		(no meeting)		
December	11 - 4:00-6:00		4 - 4:00-5:00		
January	15 - 4:00-6:00		15 - 4:00-5:00		
February	12 - 4:00-6:00		19 - 4:00-5:00		
March	12 - 4:00-6:00		19 - 4:00-5:00		
April	16 - 4:00-6:00		16 - 4:00-5:00		
May	14 - 4:00-6:00		21 - 4:00-5:00		
June	11 - 4:00-6:00		18 - 4:00-5:00		
July					
August					

1/30/2014

* Locations are subject to change when the CRC opens.

MAP & SCHOOL DIRECTORY



ELEMENTARY SCHOOLS

- Cedar Wood.....(425) 385-7700
3414 - 168th St. S.E.
Bothell, WA 98012
- Emerson.....(425) 385-6200
8702 - 7th Ave. S.E.
Everett, WA 98208
- Forest View.....(425) 385-7900
5601 - 156th St. S.E.
Everett, WA 98208
- Garfield.....(425) 385-4700
2215 Pine St.
Everett, WA 98201
- Hawthorne.....(425) 385-4600
1110 Poplar St.
Everett, WA 98201
- Jackson.....(425) 385-5600
3700 Federal Ave.
Everett, WA 98201
- James Monroe.....(425) 385-7300
10901 - 27th Ave. S.E.
Everett, WA 98208
- Jefferson.....(425) 385-7400
2500 Cadet Way
Everett, WA 98208
- Lowell.....(425) 385-5300
5010 View Drive
Everett, WA 98203
- Madison.....(425) 385-5900
616 Pecks Drive
Everett, WA 98203
- Mill Creek.....(425) 385-6800
3400 - 148th St. S.E.
Mill Creek, WA 98012
- Penny Creek.....(425) 385-7200
4117 - 132nd St. S.E.
Everett, WA 98208
- Silver Firs.....(425) 385-6500
5909 - 146th Place S.E.
Everett, WA 98208
- Silver Lake.....(425) 385-6900
12815 Bothell-Everett Highway
Everett, WA 98208
- View Ridge.....(425) 385-5400
202 Alder St.
Everett, WA 98203
- Whittier.....(425) 385-4300
916 Oakes Ave.
Everett, WA 98201
- Woodside.....(425) 385-7800
17000 - 23rd Ave. S.E.
Bothell, WA 98012

MIDDLE SCHOOLS

- Eisenhower.....(425) 385-7500
10200 - 25th Ave. S.E.
Everett, WA 98208
- Evergreen.....(425) 385-5700
7621 Beverly Lane
Everett, WA 98203
- Gateway.....(425) 385-6600
15404 Silver Firs Drive
Everett, WA 98208
- Heatherwood.....(425) 385-6300
1419 Trillium Blvd. S.E.
Mill Creek, WA 98012
- North.....(425) 385-4800
2514 Rainier Ave.
Everett, WA 98201

HIGH SCHOOLS

- Cascade.....(425) 385-6000
801 E. Casino Road
Everett, WA 98203
- Everett.....(425) 385-4400
2416 Colby Ave.
Everett, WA 98201
- Henry M. Jackson.....(425) 385-7000
1508 - 136th St. S.E.
Mill Creek, WA 98012
- Sequoia.....(425) 385-5100
3516 Rucker Ave.
Everett, WA 98201



Sequoia High School



Sequoia High School is built on three major principles:personalizing, performance, and choice.

A high school of about 300 students, Sequoia offers a personal, family-like learning environment where students and their teacher-colleagues work side-by-side on a first name basis, to the single goal of empowering the individual student with a meaningful education. Students are assigned to advisory/success time classes where teachers work with them as a team. The advisory faculty review individual student progress regularly. Intimate knowledge of student learning styles and close professional relationships between teachers and students develop as students work with the same teacher for their entire stay at Sequoia.

Our second organizational principle concerns student performance. Students work to gain mastery of learning at their own pace. One student may complete an algebra course in less than a year; another will take longer. Students graduate when they have completed their course work and can demonstrate mastery of important skills. Individual graduations occur throughout the school year, when each student is ready to graduate.

Finally, Sequoia is a school of choice. Students give up the broad course offerings and extracurricular activities of a traditional school for this more personal, individualized approach. Each student formally "chooses" the school, agrees to work hard each day and support the principles of the school; each parent agrees to actively support the student's serious efforts; and the school pledges an education which will allow students to thrive in a changing world.

Mission Statement: Sequoia High School will provide students with an educational environment that is positive, recognizes individual differences, and has high expectations for achievement and behavior. Sequoia works to meet the needs of its community through a program that emphasizes:

- Goal Setting
- Individual Responsibility
- Choice

PORT GARDNER

A K-12 Parent Partnership Program

Port Gardner is a parent partnership where certificated teachers collaborate with parent educators to develop Student Learning Plans to meet the learning needs of students. Students participate in a variety of classes on site taught by certificated teachers and off site classes provided by parent educators. Recognizing that parents are the primary educators, we provide them access to information, guidance, and resources to assist in their educational endeavors.

Port Gardner operates as an alternative school under WAC 392-121-182 Alternative Learning Experience Requirements. Students in this program are reported to the state as public school students enrolled in an alternative learning home-based education program.

Port Gardner facilities are located on the Sequoia High School campus, in the annex just west of the main building.



Many students enjoy the freedom and flexibility that online learning provides, including 24/7 access to their course curriculum, their teacher, and classmates. With technology, computers and the Internet, students can learn virtually anytime, anywhere!

Everett Public Schools is excited to offer this opportunity for students through the district's OnlineHS.net program.

The OnlineHS program uses outstanding courses in combination with trained online instructors to provide a rich and rigorous learning environment, which is aligned with the Washington State Essential Academic Learning Requirements and district graduation requirements.

Courses taken online through OnlineHS.net count toward high school credit and are available to students in any of Everett's four high schools, as well as students from outside the district. Additional information is available from each high school counselor, or online at <http://www.OnlineHS.net>.

Graduation Alliance

The Everett Public Schools partnership with Graduation Alliance is designed to help students living within the district's boundaries or service area who cannot or will not attend an existing district school or program. The program provides a student support network that helps locate and enroll dropouts, as well as other at-risk students identified by the district, to provide a flexible and supportive learning program through which they can reach their graduation goals. The program provides students with internet access, local advocate and online curriculum taught by Washington State highly qualified staff. Students in the program are enrolled in Everett Public Schools and complete classes toward a diploma from Everett Public Schools. This program is funded under HB 1418.

HOME »



REGISTER



FUNDRAISING



TEACHERS



EXPLORATIONS



SOCIALS



PUBLIC RELATIONS

MORE INFORMATION ABOUT US!

NEWS & EVENTS

FREQUENTLY ASKED QUESTIONS

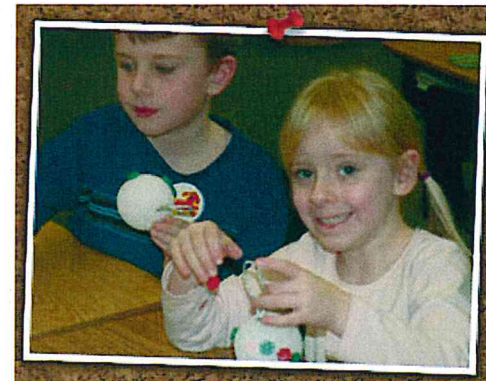
MAP & DIRECTIONS

BENEFITS OF LIGHTHOUSE

PROGRAM EXPECTATIONS

FORMS TO DOWNLOAD

CONTACT US!



Welcome

WHAT IS LIGHTHOUSE?

Lighthouse Cooperative is a unique alternative program offered within the Everett Public Schools and located at Jefferson Elementary School. It is a Kindergarten through 5th Grade community supported by parents and teachers united in a common goal to offer students an

exceptional educational experience by providing additional learning opportunities that are not usually included in a traditional classroom environment.



In addition to following standard curriculum set forth by E.P.S., parents work with teachers to lead small groups of students in specialty rotations that complement the curriculum, including cooking, foreign languages, sciences and reading. Students at Lighthouse Cooperative also participate in Explorations, which are held 4-5 times per school year and are an opportunity for parents to share specialty projects and activities with the students. Explorations have an academic tie-in and range in subjects from rocket building to Chinese New Year celebrations to movie editing. Parents attend monthly program meetings and volunteer weekly in the classroom. Suggested parent donations of \$20 per student, per month, matching employer funds, and an annual fundraising Auction help to cover costs of these enrichment activities that make Lighthouse such a distinctive program.



Everett Public Schools
DISTRICT SITE
CLICK HERE »

SCHOOLREPORT.ORG
EMERGENCY CONTACT
SYSTEM

JEFFERSON SITE

Washington State Report Card

reportcard.ospi.k12.wa.us

Cedar Wood Elementary

Principal David Jones
425.385.77003414 168th St. SE Bothell 98012 Grade Span: PK-5
Everett School District

9/15/2011

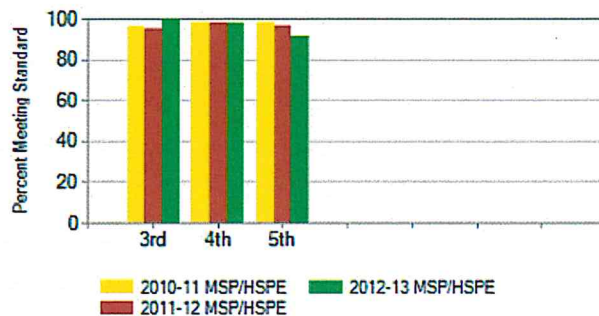
Select year: 2012-13



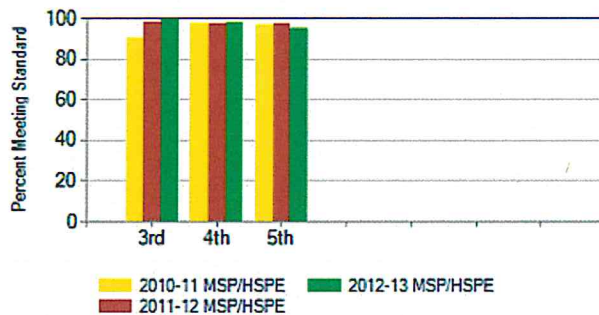
2012-13 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3rd Grade	99.0%	99.0%		
4th Grade	97.5%	97.5%	97.5%	
5th Grade	91.3%	94.6%		97.8%

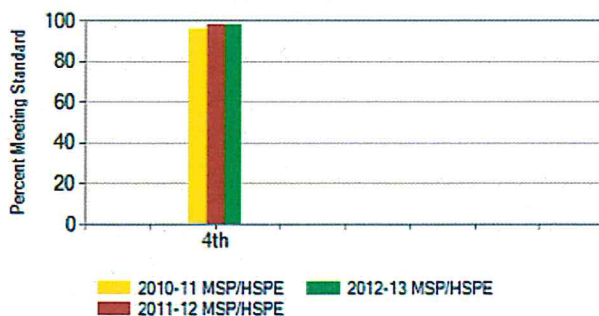
Reading



Math



Writing

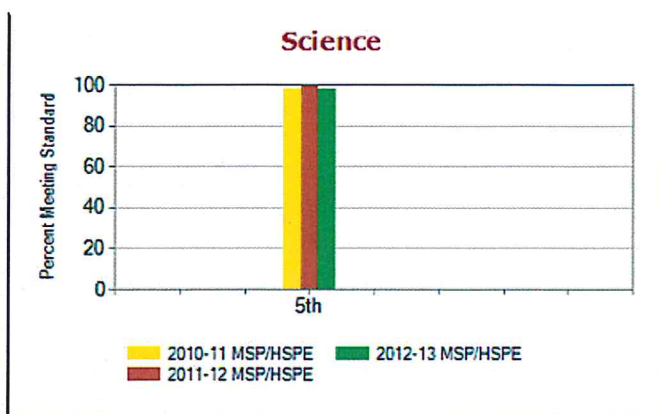


Student Demographics

Enrollment	
October 2012 Student Count	580
May 2013 Student Count	593
Gender (October 2012)	
Male	280 48.3%
Female	300 51.7%
Race/Ethnicity (October 2012)	
American Indian/Alaskan Native	1 0.2%
Asian	123 21.2%
Native Hawaiian / Other Pacific Islander	4 0.7%
Asian/Pacific Islander	127 21.9%
Black / African American	10 1.7%
Hispanic / Latino of any race(s)	36 6.2%
White	366 63.1%
Two or More Races	40 6.9%
Special Programs	
Free or Reduced-Price Meals (May 2013)	62 10.5%
Special Education (May 2013)	46 7.8%
Transitional Bilingual (May 2013)	18 3.0%
Migrant (May 2013)	0 0.0%
Section 504 (May 2013)	10 1.7%
Foster Care (May 2013)	0 0.0%
Other Information (more info)	
Unexcused Absence Rate (2012-13)	220 0.3%

Teacher Information (2012-13) (more info)

Classroom Teachers	29
Average Years of Teacher Experience	15.2
Teachers with at least a Master's Degree	62.1%
Total number of teachers who teach core academic classes	26
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	26
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	100.0%
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%



Washington State Report Card

reportcard.ospi.k12.wa.us

Eisenhower Middle School

Principal Samuel Yuhan
425.385.750010200 25th Ave. SE Everett 98208 Grade Span: 6-8
Everett School District

9/15/2011

Select year: 2012-13

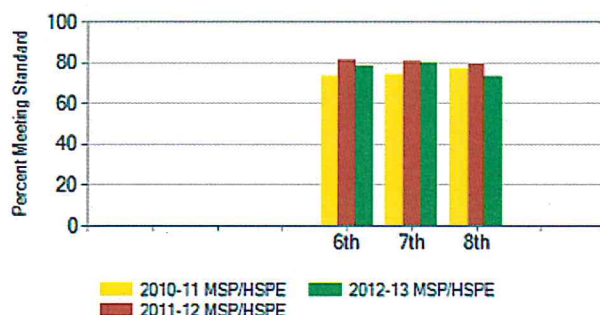


2012-13 MSP/HSPE Results (Administration Info)

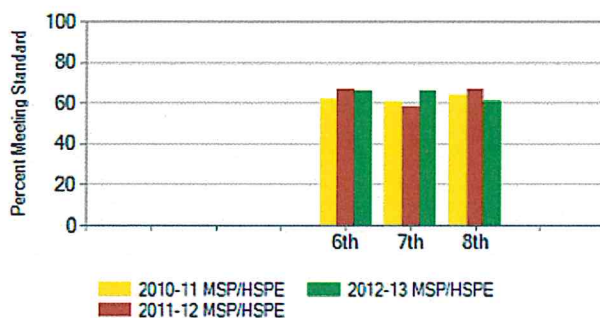
Grade Level	Reading	Math	Writing	Science
6th Grade	78.5%	65.6%		
7th Grade	79.6%	66.0%	83.9%	
8th Grade	73.2%	60.6%		72.5%

Grade Level *	EOC Math Year 1	EOC Math Year 2
All Grades	98.2%	100.0%

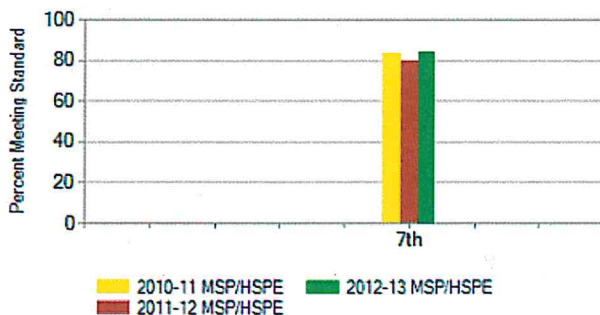
Reading



Math



Writing



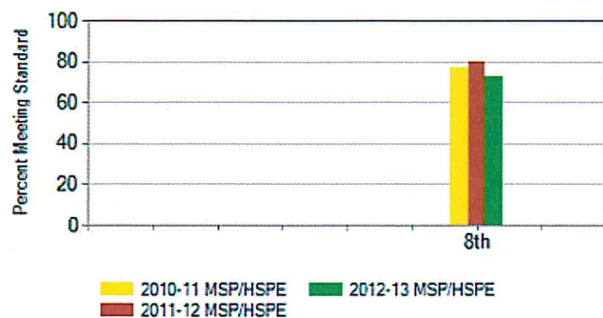
Student Demographics

Enrollment		
October 2012 Student Count	867	
May 2013 Student Count	868	
Gender (October 2012)		
Male	476	54.9%
Female	391	45.1%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	10	1.2%
Asian	108	12.5%
Native Hawaiian / Other Pacific Islander	8	0.9%
Asian/Pacific Islander	116	13.4%
Black / African American	39	4.5%
Hispanic / Latino of any race(s)	126	14.5%
White	533	61.5%
Two or More Races	43	5.0%
Special Programs		
Free or Reduced-Price Meals (May 2013)	362	41.7%
Special Education (May 2013)	102	11.8%
Transitional Bilingual (May 2013)	54	6.2%
Migrant (May 2013)	0	0.0%
Section 504 (May 2013)	16	1.8%
Foster Care (May 2013)	1	0.1%
Other Information (more info)		
Unexcused Absence Rate (2012-13)	259	0.2%

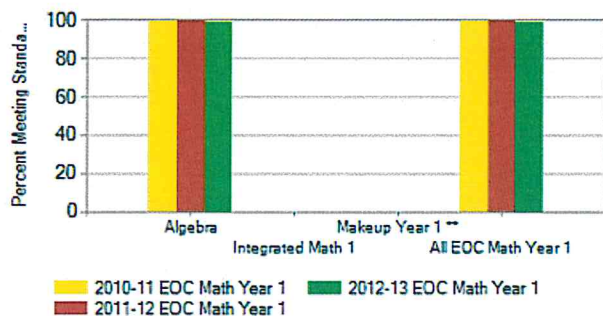
Teacher Information (2012-13) (more info)

Classroom Teachers	44
Average Years of Teacher Experience	13
Teachers with at least a Master's Degree	63.6%
Total number of teachers who teach core academic classes	35
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	562
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	96.8%
% of classes taught by teachers who do not meet ESEA HQ definition	3.2%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

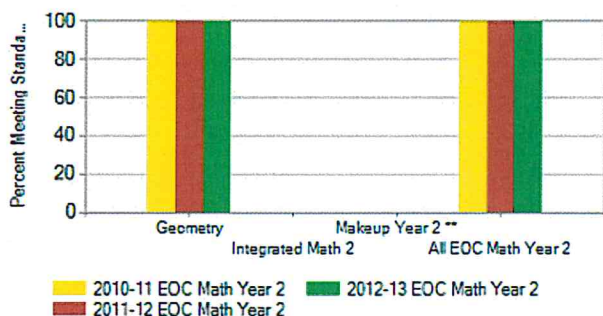
Science



EOC Math Year 1



EOC Math Year 2




* End of Course (EOC) exams are given in any grade in which the course is offered.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

Washington State Report Card

reportcard.ospi.k12.wa.us

Everett High School

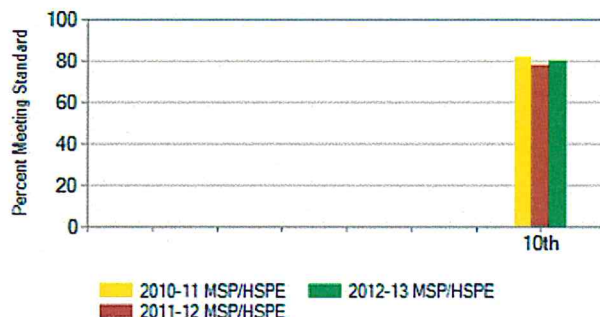
Principal Sally Lancaster
425.385.44002416 Colby Ave. Everett 98201 Grade Span: 9-12
Everett School District 9/15/2011Select year: 2012-13 

2012-13 MSP/HSPE Results (Administration Info)

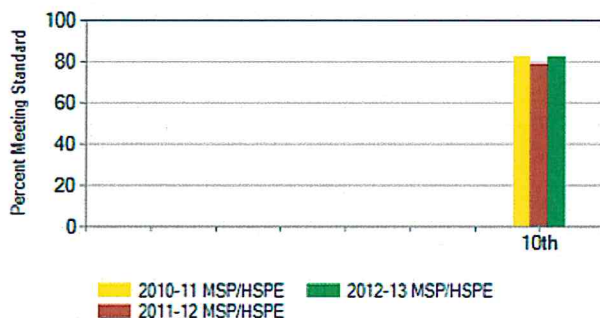
Grade Level	Reading	Math	Writing	Science
10th Grade	80.2%	See EOC below	82.3%	See EOC below

Grade Level *	EOC Math Year 1	EOC Math Year 2
All Grades	22.3%	58.1%
Grade Level *	EOC Biology	
All Grades	69.7%	

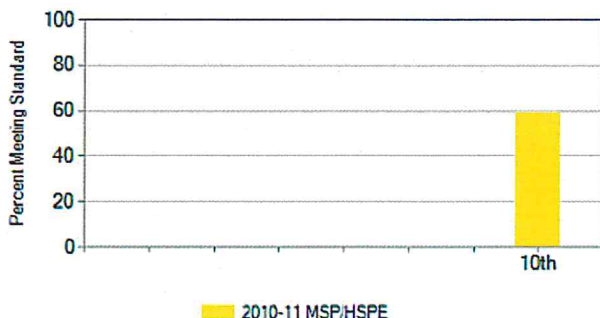
Reading



Writing



Science

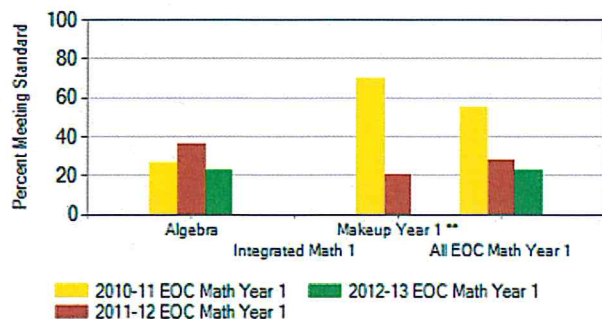
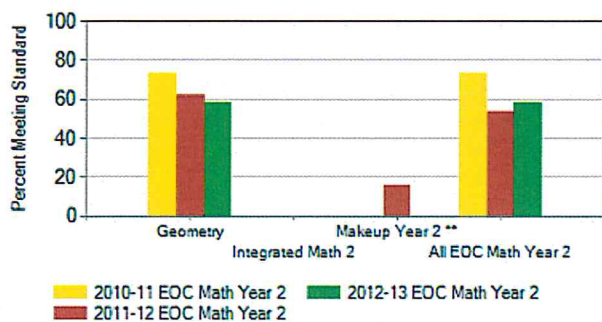
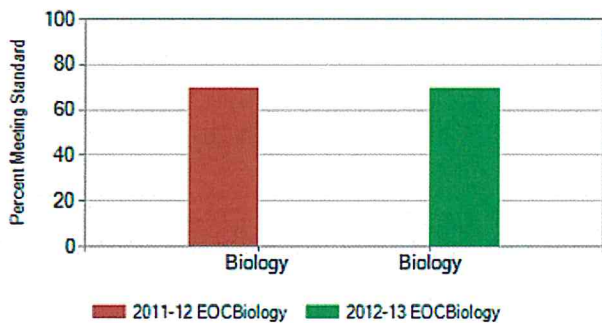


Student Demographics

Enrollment	
October 2012 Student Count	1,462
May 2013 Student Count	1,346
Gender (October 2012)	
Male	742 50.8%
Female	720 49.2%
Race/Ethnicity (October 2012)	
American Indian/Alaskan Native	27 1.8%
Asian	104 7.1%
Native Hawaiian / Other Pacific Islander	20 1.4%
Asian/Pacific Islander	124 8.5%
Black / African American	65 4.4%
Hispanic / Latino of any race(s)	236 16.1%
White	969 66.3%
Two or More Races	41 2.8%
Special Programs	
Free or Reduced-Price Meals (May 2013)	626 46.5%
Special Education (May 2013)	157 11.7%
Transitional Bilingual (May 2013)	108 8.0%
Migrant (May 2013)	0 0.0%
Section 504 (May 2013)	43 3.2%
Foster Care (May 2013)	1 0.1%
Other Information (more info)	
Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	80.3%
Adjusted 5-year Cohort Graduation Rate (Class of 2011)	85.0%
College/University enrollment rates of graduates	

Teacher Information (2012-13) (more info)

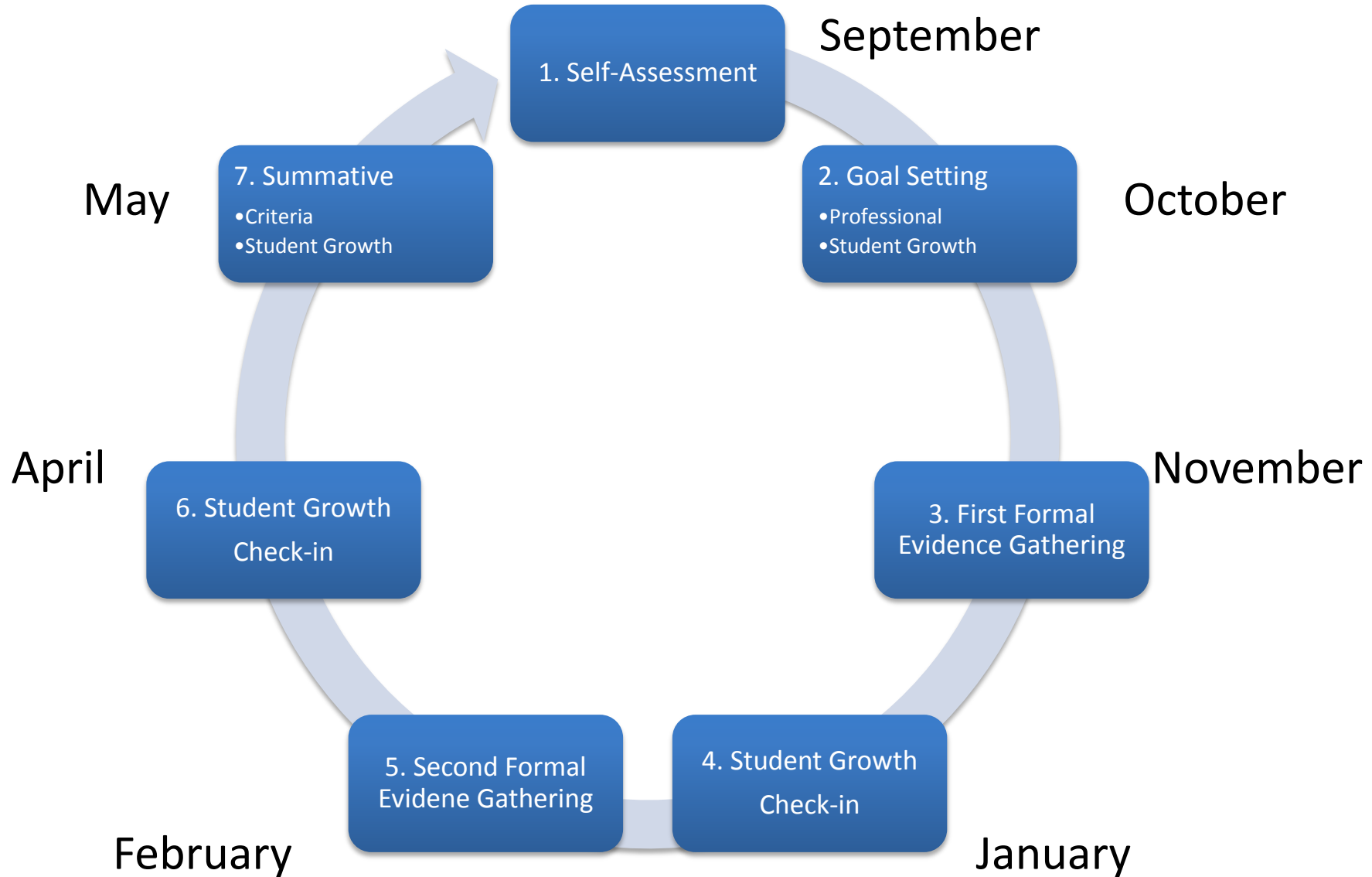
Classroom Teachers	72
Average Years of Teacher Experience	11.2
Teachers with at least a Master's Degree	66.7%
Total number of teachers who teach core academic classes	55
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	470
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	97.5%
% of classes taught by teachers who do not meet ESEA HQ definition	2.6%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

EOC Math Year 1**EOC Math Year 2****EOC Biology**

* End of Course (EOC) exams are given in any grade in which the course is offered.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

ROADMAP



	Teacher Evaluation Professional Learning Teams 2013-14			
	Team 1	Team 2	Team 3	Team 4
	CHS	EHS	SHS	EIS
	JHS	EVG	NOR	MON
			HAW	WO
Session 1	11:45 a.m.-1:45 p.m.	11:45 a.m.-1:45 p.m.	12:45-2:45 p.m.	12:45-2:45 p.m.
Optional Eval	1:45-2:45 p.m.	1:45-2:45 p.m.	2:45-3:45 p.m.	2:45-3:45 p.m.
Session 2	2:30-4:30 p.m.	2:30-4:30 p.m.	3:30-5:30 p.m.	3:30-5:30 p.m.
Optional Eval	4:30-5:30 p.m.	4:30-5:30 p.m.	5:30-6:30 p.m.	5:30-6:30 p.m.
Dates:	9/10, 11/5, 1/7, 3/4	9/24, 11/6, 1/8, 3/5	10/9, 11/13, 1/21, 3/12	10/8, 11/19, 1/15, 3/18
	Team 5	Team 6	Team 7	Team 8
	GTW	LOW	EMS	JFE
	HEA	MAD	GAR	VR
		WH	JAE	
Session 1	12:30-2:30 p.m.	12:45-2:45 p.m.	1:10-3:10 p.m.	1:10-3:10 p.m.
Optional Eval	2:30-3:30 p.m.	2:45-3:45 p.m.	3:10-4:10 p.m.	3:10-4:10 p.m.
Session 2	3:15-5:15 p.m.	3:30-5:30 p.m.	4:00-6:00 p.m.	4:00-6:00 p.m.
Optional Eval	5:15-6:15 p.m.	5:30-6:30 p.m.	6:00-7:00 p.m.	6:00-7:00 p.m.
Dates:	10/2, 11/20, 1/22, 3/19	9/25, 12/3, 1/29, 4/8	9/11, 12/4, 2/5, 4/9	9/18, 12/11, 2/12, 4/16
	Team 9	Team 10		
	CW	PC		
	SL	SF		
	MC	FV		
Session 1	1:10-3:10 p.m.	1:10-3:10 p.m.		
Optional Eval	3:10-4:10 p.m.	3:10-4:10 p.m.		
Session 2	4:00-6:00 p.m.	4:00-6:00 p.m.		
Optional Eval	6:00-7:00 p.m.	6:00-7:00 p.m.		
Dates:	9/17, 12/17, 2/19, 4/23	9/19, 12/18, 2/26, 4/30		1/30/2014 11:46
*highlighted area denotes meeting location				

School Improvement Plan 2013-2014

School: Madison

Principal: Mark Toland

Date: 10/7/13

Reading

Revision Date:

Annual Measureable Objective (AMO): 74.0 percent of students will meet standard in Reading as measured by MSP/HSPE.

AMO Target:	74.0	percent of the Continuously Enrolled	All	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	70.3	percent of the Continuously Enrolled	Hispanic	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	75.4	percent of the Continuously Enrolled	White	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	39.3	percent of the Continuously Enrolled	ELL	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	57.1	percent of the Continuously Enrolled	Sp/Ed	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	73.1	percent of the Continuously Enrolled	Low Income	students will meet standard in	reading	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

In the fall of 2013, 50% of students in grades 1-5 were at benchmark standard. By winter of 2014, students not at benchmark standard will be reduced by 20%, which is 60% meeting standard. By the spring of 2014, 74% of students will be at benchmark standard as measure by the DRA and/or running records.

READING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	<p>Each grade level team 1st-5th will give GHGR unit assessments based on the district instructional calendars. Kindergarten and first grade will modify, as needed, their literacy calendar to reflect David Matteson and developmental needs.</p> <p>Each grade level team will continue to revise unit assessments as needed to match instructional and student needs.</p> <p>Assessment: Grade level teams will routinely give Running Records and the DRA to students throughout the year, track results, and use that data to inform instruction and form WTR groups for intervention. Kindergarten will use DM and/or Kark assessment data to guide WTR.</p>	1.2 1.3 1.5	<p>Assessment data will be logged in to Excel spreadsheets by teams and accessible by all staff.</p> <p>Assessment and calendar pacing will be reported in the weekly SIP newsletter and team notes.</p> <p>Teams will utilize learning log meetings as one way to report student progress as measured by reading assessments, and make adjustments to Walk To Read based on reading assessment data.</p>	K-5 Staff, reading specialist, and district support staff as required.	<p>LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.</p> <p>GHGR curriculum and district maps.</p>	Year-long, 2013-14
2	<p>Each grade level team K-5 will implement and teach common district instructional reading calendars that align with the GHGR curriculum.</p> <p>Calendars will be based on common core standards.</p> <p>All teachers will adhere to the evolving district pacing calendar.</p> <p>Professional development and collaboration on the common core in literacy will take place 1x per month.</p>	1.2 1.3 1.5	<p>Calendar pacing will be reported by teams in weekly team notes, and reported school wide in the weekly SIP newsletter.</p>	K-5 Staff, reading specialist, and district support staff as required.	<p>LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.</p> <p>GHGR curriculum and district maps.</p>	Year-long, 2013-14
3	<p>Leveled Literacy Intervention (LLI): Classified and certificated staff will be trained on how to use this new intervention curriculum.</p> <p>LLI will serve as a primary reading intervention for students struggling to meet standard. LLI will be integrated into WTR rotational groups and extended day (Title plan) as identified by student needs. The LLI built-in assessment model will be used to assess student progress and any resulting needed changes on an on-going basis.</p>	1.2 1.3 1.5	<p>Evidence of LLI implementation and effectiveness will be evaluated through DRA, Running Records, and GHGR unit assessments, as reported by teams as specified in strategies #1 and 2 above.</p> <p>Walk to Read student groups will be evaluated</p>	K-3 Staff, reading specialists, and classified staff.	<p>LIF collaborative time for staff training, substitute release time for training as requested and available.</p>	Year-long, 2013-14

READING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
	This strategy to be fully implemented by the first week of October.		on an on-going basis by grade level teams, the reading specialist, and principal.			
4	<p>After giving a reading unit assessment and/or running record each grade level team will conduct a learning log meeting to analyze data and student learning needs.</p> <p>Learning log meetings will be held with the principal and/or reading support specialist. Learning log meeting results and action plan will be reported out to the principal and/or reading support specialists and be made public to the rest of the staff.</p>	1.2 1.3 1.5	<p>The principal and/or reading specialist will attend each LL meeting.</p> <p>LL meetings/data will be used to supplement CAST meetings and action plans as scheduled by each grade level team.</p> <p>LL meeting results will be used to make revisions to Walk to Read groups and interventions.</p> <p>LL meeting activity will be reported in team weekly notes, and SIP newsletter as appropriate.</p>	All staff K-5, math and reading specialists, and classified staff as needed.	LIF collaborative time for teams to conduct LL meetings, and substitute release time as needed and available.	Year-long, 2013-14
5	<p>All grades K-5 will implement “walk to read” and implement school-wide by the first week in October. Kindergarten will implement WTR after the WaKids assessments have been completed at the end of October.</p> <p>Grade level teams, with the support of our reading support team, will utilize available data to identify bands of student achievement level, and organize them into rotating groups by level and instructional need. A reading data wall will be created to help facilitate this process.</p> <p>Support specialists will conduct small group instruction according to ELL level, DRA level, and teacher-made assessment data indicators to inform grouping.</p>	1.2 1.3 1.5	<p>Each grade level team will meet routinely to form and modify Walk to Read groups with the guidance of the reading specialist. Walk to Read groups and schedules will be posted on the shared folder.</p> <p>Teams will report any collaborative Walk to Read planning in weekly team notes and SIP newsletter as needed</p>	All staff K-5, math and reading specialists, and classified staff as needed.	LIF collaborative time for teams, substitute release as needed and available, and CAST substitute release time.	Walk to read will begin in October, and continue year-long, 2013-14

READING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			and appropriate. Grade level team CAST meetings will include the evaluation of student learning within the Walk to Read structure.			

School Improvement Plan 2013-2014

School: Madison

Principal: Mark Toland

Date: 10/7/13

Mathematics

Revision Date:

Annual Measureable Objective (AMO): 63.7 percent of students will meet standard in Mathematics as measured by MSP/HSPE.

AMO Target:	63.7	percent of the Continuously Enrolled	All	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	58.0	percent of the Continuously Enrolled	Hispanic	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	66.1	percent of the Continuously Enrolled	White	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	42.0	percent of the Continuously Enrolled	ELL	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	54.4	percent of the Continuously Enrolled	Sp/Ed	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	60.1	percent of the Continuously Enrolled	Low Income	students will meet standard in	mathematics	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

70% of students will have met grade level math proficiency as measured by the mid-year grade level math assessment, as given in January-February.

MATHEMATICS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	<p>Gather and input data: All K-5 teachers will enter pre and post math assessment data for each unit/topic in the Envision math curriculum. This will utilize a common Excel spreadsheet format and be saved in a common, accessible location.</p> <p>Kindergarten will enter assessment data into WaKids until November, then transition to teaching students how to take the Envision topic tests. When students can independently show what they know on a written test, K teachers will use the common spreadsheet format.</p> <p>Each assessment will be based on pre-identified common core standards.</p> <p>On-going support for Excel and spreadsheet professional development will be offered throughout the school year. This will include in-school support and district support. Each instructional team will independently enter their data within 1-2 weeks of each unit/topic administration.</p>	1.2 1.3 1.5	<p>Assessment data will be logged in to Excel spreadsheets by teams and accessible by all staff.</p> <p>Assessment and calendar pacing will be reported in the weekly SIP newsletter and team notes.</p> <p>Teams will utilize learning log meetings as one way to report student progress as measured by reading assessments, and make adjustments to Success Time and intervention on reading assessment data.</p>	All staff K-5, reading and math specialists.	<p>LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.</p> <p>Envision curriculum and district maps.</p>	Year-long, 2013-14.
2	<p>Each grade level team K-5 will implement and teach common district instructional math calendars that align with the Envision math curriculum.</p> <p>Grade level teams will teach each core lesson in the calendar to meet each identified instructional target.</p> <p>Calendars will be based on common core standards.</p> <p>All teachers will adhere to the district pacing calendar.</p> <p>Professional development and collaboration on the Envision math curriculum and/or common core will be provided 1x a month.</p>	1.2 1.3 1.5	<p>Calendar pacing will be reported by teams in weekly team notes, and reported school wide in the weekly SIP newsletter.</p>	All staff K-5, reading and math specialists.	<p>LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.</p> <p>Envision curriculum and district maps.</p>	Year-long, 2013-14.
3	<p>After giving a math benchmark assessment, each grade level team will conduct a learning log meeting to analyze data and student learning needs.</p> <p>Learning log meetings will be held with the principal and/or math support specialist. Learning log meeting results and action plan will be reported out to the principal and/or math support specialists and be made public to the rest of the staff.</p>	1.2 1.3 1.5	<p>The principal and/or reading specialist will attend each LL meeting.</p> <p>LL meetings/data will be used to supplement CAST meetings and action plans as scheduled by each grade level team.</p>	All staff K-5, reading and math specialists as needed, and the principal.	LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.	Year-long, 2013-14.

MATHEMATICS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			LL meeting results will be used to make revisions to Walk to Read groups and interventions. LL meeting activity will be reported in team weekly notes, and SIP newsletter as appropriate.		Envision curriculum and district maps.	
4	<p>Success time will be held school wide across all grades K-5, no less than 4x a week, for no less than 30 minutes per block. Success time will begin school wide the third week of October.</p> <p>Kindergarten will implement ST after WaKids assessments have been completed at the end of October.</p> <p>Success time will include instructional groups and support for remediation, tutorials, and enrichment. Support staff participating in success time will include specialists such as the librarian, music, PE, and other certificated/classified staff as available and qualified.</p> <p>Success time areas of subject focus may change periodically by grade or whole school, based on data-based student need.</p>	1.2 1.3 1.5	<p>Grade level teams will evaluate ST groups based on math assessments, with the assistance of the math, reading specialist, and principal.</p> <p>LIF time, LL meetings, and CAST will be used for teams to evaluate ST grouping and student needs.</p> <p>Team meeting notes and ST adjustments will be reported in weekly team notes and SIP newsletter as needed and appropriate.</p>	All staff, classified and certificated.	LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.	Success time will begin in October, and continue year-long.

School Improvement Plan 2013-2014

School: Madison

Principal: Mark Toland

Date: 10/7/13

Science

Revision Date:

Annual Measureable Objective (AMO): 65.8 percent of students will meet standard in Science as measured by MSP/HSPE.

AMO Target:	65.8	percent of the Continuously Enrolled	All	students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

67% of 5th graders will demonstrate science MSP proficiency as measured by MSP prompts administered mid-winter.

SCIENCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Classroom teachers will teach/implement the district science modules and content on the district curriculum schedule.	1.2 1.3 1.5	Evidence of implementation of science modules will be monitored by MLT and weekly team meetings on-going as needed.	All teachers K-5	District science kits.	Year-long, 2013-14.
2	Non-fiction reading materials will be selected from the GHGR curriculum and Madison reading room. Materials must align with reading and/or writing CCSS, and grade level science content.	1.2 1.3 1.5	Evidence of implementation of science modules will be monitored by MLT and weekly team meetings on-going as needed. The librarian and reading specialist will monitor the amount of non-fiction materials checked out of the library or non-fiction AR tests taken and passed by students.	All teachers K-5	GHGR reading materials, and library non-fiction materials.	Year-long, 2013-14.
3	1 intermediate class will be identified to participate in a STEM project. Incorporate special education classes if possible. Madison will participate in the spring district science/engineering fair. Staff will participate in STEM PD and the district STEM workshop.	1.2 1.3 1.5	An intermediate class, MLT, and the principal will collaborated to oversee our participation. An intermediate teacher, MLT, and principal will work with district support staff to provide PD related to district STEM goals.	1 intermediate class, with specialist support as needed, and the principal.	TBA	Winter/spring 2014.
4	Madison will offer after school enrichment programs, based on the Pacific Science Center’s STEM program workshops for students, no less than 3 times per year.	1.2 1.3 1.5	Student and parent participation and engagement will be monitored through informal feedback and self-assessment, which will be used to determine future participation in PSC after school programs.	TBA teachers and para-educators in intermediate grade levels, principal.	Title 1 budget, and staff supervision support.	Winter/spring 2014.

SCIENCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
5	An after school robotics class will be offered to intermediate level students as part of STEM and enrichment opportunities.	1.2 1.3 1.5	Student participation and engagement will be monitored through informal feedback and self-assessment, which will be used to determine the future expansion of the robotics class.	One intermediate teacher, one specialist, principal, and district support staff as needed.	Title 1 budget to pay staff for supervision duties. Approximately \$600 to purchase robotics kits.	Winter/spring 2014.

School Improvement Plan 2013-2014

School: Madison

Principal: Mark Toland

Date: 10/7/13

Writing

Revision Date:

Annual Measureable Objective (AMO): 82.6 percent of students will meet standard in Writing as measured by MSP/HSPE.

AMO Target:	82.6	percent of the Continuously Enrolled	All	students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

60% of students will meet standard on the mid-winter writing assessment in grades 1-5 (3 or better in CON and COS). 84% of students will meet standard on the spring writing assessment.

WRITING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Implementation of the Madison writing program will continue throughout the school year. This consists of:</p> <p>The 7-cell pre-write across all intermediate grade levels, and the 3 cell pre-write as developmentally appropriate in primary grade levels.</p> <p>Rebecca Sitton will be utilized in grades 1-5 to improve on spelling and writing conventions.</p> <p>Core writing lessons will be taught year-long in grades 1-5.</p> <p>Lucy Calkins writer's workshop will be implemented as a supplemental resource within the writing instructional framework.</p> <p>The school writing calendar will be revised to reflect the emerging common core standards, then taught and distributed to teachers.</p> <p>Professional development on the Madison writing model, writing scoring rubric, and assessment will be provided on a monthly basis by the literacy specialist.</p>	1.2 1.3 1.5	<p>Teachers will show evidence of implementation through common writing samples.</p> <p>Grade level teams will conduct independent writing scoring, with the guidance of the reading specialists, 2 times per school year.</p> <p>Writing program implementation and student achievement in writing will be reported in weekly team notes and the SIP newsletter, as needed and scheduled.</p>	All staff 2-5 th grade, reading specialist, and para-educators as needed and available.	LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.	Year-long, with PD beginning in late fall 2013.
<p>Madison teachers at grades K-1 will participate in, and implement the early literacy practices outlined within the David Matteson training.</p> <p>Kindergarten teachers and representatives from grades K-1 will attend on-going training and demonstrations. K-1 staff will implement the literacy continuum for writing within their instruction.</p> <p>2nd grade teachers will have opportunities to observe and participate in in-school DM training and observation to better build a literacy transition between 1st and 2nd grade.</p>	1.2 1.3 1.5	<p>Staff participation in training will be monitored through district sponsored training sessions scheduled year-long.</p> <p>Evidence of implementation will be monitored through by routine examination of student/class use of writing journals during LIF time, LL meetings, and/or CAST meetings.</p> <p>K-1 teams will report progress and implementation through weekly team notes and the SIP newsletter as appropriate.</p>	All K-1 staff, reading specialist, and para-educators as needed and available.	<p>District substitute release time as needed.</p> <p>LIF collaborative time for teams, Wednesday meeting time, and substitute release time as requested and available.</p>	Year-long, 2013-14.

School Improvement Plan 2013-2014

School: Madison

Principal: Mark Toland

Date: 10/7/13

Attendance

Revision Date:

S.M.A.R.T. GOAL:

Madison's long-term, multi-year attendance goal is for 95% of all students K-5 to maintain an attendance rate of no more than 4 absences per year.

Tier III: Last year, 18% of students had 22 or more absences. This year, 14% of students will have 22 or more absences, a reduction of 20%

Tier II: Last year, 29% of students had 11-21 absences. This year, 23% of students will have 11-21 absences, a reduction of 20%.

Tier I: Last year, 53% of students had 10 or less absences. This year, 63% will have 10 or less absences.

ATTENDANCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	A school-wide theme of "3 or 4 and no more" will be kicked off to emphasize that our goal is for no student to be absent more than 10 times per year. This will be communicated to all parents, students, classes, and staff, beginning in the fall of 2013.	1.2 1.3 1.4 1.5 4.2 5.2	The theme was launched at opening September assemblies, and be emphasized year-long in newsletters, assemblies, and weekly announcements.	Counselor, principal, and PBIS committee.	N/A or TBA	Kick-off in September 2013. Year-long, 2013-14.
2	A three-tier goal of absenteeism (see SMART goal) will be established for improving our number of absences and decrease them no less than 20% over the previous year's statistics. A public attendance dashboard will be created to report grade level monthly attendance rates, comparable to our attendance SMART goal.	1.2 1.3 1.4 1.5 4.2 5.2	Monthly data will be gathered to monitor progress toward the SMART goal, and reported to parents, students, and staff. CAST and SST will be used to monitor student progress on an individual basis as needed and identified by data systems.	Counselor, principal, and PBIS committee.	N/A or TBA	Year-long, 2013-14.
3	Students with good attendance will be recognized monthly and year-long. Recognition will be based on "perfect" attendance, and those students and grades who have met our SMART goal, and goal of "3 or 4, and no more".	1.2 1.3 1.4 1.5 4.2 5.2	Students, classes, and grade levels with perfect attendance or meeting our SMART goal will be monitored through existing data tracking sources. CAST and SST will be used to monitor student progress on an individual basis as needed and identified by data systems.	Counselor, principal, and PBIS committee.	N/A or TBA	Year-long, 2013-14.
4	Students who have demonstrated a pattern of chronic tardiness or absenteeism will be placed on a daily, strategic tracking plan whereby they can self-manage and observe attendance patters. Such attendance plans will be shared with parents on an on-going basis as appropriate and needed. "Trigger" set points for students with tardy or absenteeism issues will be set, and a focused bi-monthly	1.2 1.3 1.4 1.5 4.2 5.2	The counselor will implement individual attendance tracking plans as identified by classroom teachers. The classroom teacher and counselor will monitor attendance patterns.	Counselor, principal, and PBIS committee.	N/A or TBA	Year-long, 2013-14.

ATTENDANCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
	tracking system and letters will be used to strategically notify parents of tardy and attendance rates.		CAST and SST will be used to monitor student progress on an individual basis as needed and identified by data systems.			
5	The counselor will teach mini-lessons on attendance related issues, goals, and policies as integrated into her on-going year-long schedule of lessons delivered to individual classrooms.	1.2 1.3 1.4 1.5 4.2 5.2	The counselor will schedule and monitor the delivery of related instruction, and report to the principal and PBIS committee throughout the school year.	Counselor, principal, and PBIS committee.	District and purchased curriculum as needed, TBA.	Year-long, 2013-14.

School Improvement Plan 2013-2014	School:	Madison
	Principal:	Mark Toland
	Date:	10/7/13
Equity, Access, and Welcoming Environment (EAWE)		Revision Date:

S.M.A.R.T. GOAL:

The strategies listed below will help us achieve the following AMO targets: 72.1% in reading, 59.6% in math, 80.7% in writing, and 62% in science will meet standard on the 2012-13 MSP at grades 3-5.

EAWWE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	<p>On-going professional development on the 8-step cycle will continue throughout the school year.</p> <p>A team of up to 8 staff will attend September district training.</p> <p>LIF, staff meeting, and SIP newsletters will be used to provide additional professional development year-long. Classified staff will be included into training as available and needed.</p>	1.2 1.3 1.4 1.5 4.2 5.2	<p>Staff participation and implementation of the 8-step cycle will be monitored through reporting in weekly team notes, SIP newsletter, LL meetings, and CAST.</p> <p>MLT will oversee and meet routinely to monitor and make necessary adjustments to 8-step implementation.</p> <p>Math and reading assessments (district, unit, and teacher-made) will be posted publically and reviewed as an objective evidence of progress toward SMART and AMO targets.</p>	Principal, district leadership and area director, and all certificated and classified staff.	<p>LIF collaborative team time, Wednesday PD time, LID time, and substitute release as needed and available.</p> <p>District support for additional training on the 8-step cycle for both classified and certificated staff.</p> <p>Title 1 budget.</p>	Formal training of 9 staff to begin in September. Year-long, 2013-14.
2	<p>Safety, tolerance, respect, and a welcoming environment will be promoted through the delivery of curriculum and instruction to all students, and through school-wide events that invite community involvement. This will be delivered by the counselor using the 2nd Steps and Steps to Respect curriculum.</p> <p>The guidance counselor curriculum, Title 1 evening family events which include multi-cultural night, math night, literacy night, and Natural Leader's events and meetings, will be used to further promote safety, tolerance, respect, and family involvement.</p> <p>A multi-cultural committee will continue to meet year long, and include membership from the Natural Leader's group to provide input and guidance.</p>	1.3 1.4 4.2 5.1 5.2	Implementation will be monitored through PBIS, MLT, and multi-cultural meetings, parent sign-in sheets at evening events, and student disciplinary patterns will be tracked through the SWIS software.	Counselor, principal, reading specialist, PBIS committee, and support staff as needed.	<p>District guidance curriculum.</p> <p>Title 1 funds to support evening events.</p> <p>Wednesday PD meeting time for committees to meet and guide actions.</p>	Year-long, 2013-14.
3	<p>PBIS and SWIS: The PBIS committee will meet routinely over the course of the school year to:</p> <p>1) Review SWIS data comparing this year to last, and to look for areas needing improvement, and respective intervention.</p>	1.3 1.4 4.2 5.1 5.2	SWIS software will be used to monitor school-wide behavioral issues and reported to PBIS and/or MLT as needed; student behavioral issues should reflect	Principal, counselor, PBIS committee members, and para-educators as needed and available.	Wednesday PD meeting time for committees to meet and guide actions.	Year-long, 2013-14.

	<p>2) To review our teaching of the 3R's for reinforcement and improvement.</p> <p>3) To review our behavioral consequences matrix for needed revisions.</p> <p>4) Identify the next level of PBIS implementation and role, as related to the poverty book study and goals</p> <p>The PBIS committee, under supervision of MLT, will update this goal/strategy as the year progresses, based on current data and needs.</p> <p>PBIS will identify ways in which our disciplinary and student management structures can follow the recommendations and best practices found within the poverty book. Recommendations from PBIS will be brought before MLT for approval and implementation.</p>		<p>objective decreases in frequency and severity.</p> <p>EES parent and student survey will be reviewed for further evidence of success or needed improvement.</p>		SWIS software and EES parent/student survey results.	
4	<p>The climate and culture and multi-cultural committee will meet monthly and report to the principal, MLT, and PBIS committee for decision making and guidance purposes.</p>	<p>1.2 1.4 2.1 5.2</p>	<p>MLT and the principal will oversee implementation of this strategy.</p> <p>EES staff survey results will be evaluated for progress toward improvement in each EES survey category from the previous school year. SWIS software will be used to track and monitor reductions in school-wide behavioral infractions/trends.</p>	Counselor, principal, LIF, area director, and principal.	Wednesday PD meeting time for committees to meet and guide actions.	Year-long, 2013-14.
5	<p>Test talks will be conducted at grades 4-5 and cover the subjects of reading, math, and writing.</p> <p>Test talks will focus on student performance on the previous spring MSP, with the goal of enhancing student and parent awareness of performance, with incorporated goal setting for test taking for the year. Test talk results will be shared with individual parents at spring parent-teacher conferences.</p>	<p>1.3 1.5</p>	<p>The principal will make, and reproduce, copies of every test-talk conducted with every student in grades 4-5.</p> <p>Test talk results and goals will be shared with classroom teachers, parents, and students.</p>	Principal, and all classroom teachers 4-5 th grade.	N/A – TBA	Test talks will be conducted by the principal in November 2013, and by teachers on-going.
6	<p>A staff-wide book study will be conducted on the book, "Teaching With Poverty in Mind". By the end of September chapters 1-3 will be read, chapter 4 will be read by October 16, studied, and ramifications identified. By the end of November, the entire book will have been read by all staff.</p>	<p>1.2 1.4 2.1 5.2</p>	<p>Evidence of implementation will depend on the resulting goals which are TBA.</p> <p>Evidence to be considered but not limited to: EES survey</p>	All staff, certificated and classified.	LIF collaborative time, Wednesday PD time, and copies of the book for all staff.	Book study will be done in Sept-Nov of 2013, specific SIP goals will be identified in the winter of 2013-14.

	<p>Wednesday collaborative professional development will be used 1x a month to support the book study.</p> <p>2-3 SIP goals/strategies will be identified in December and implemented in January school-wide. Such goals (as much as possible) will align with 21st Century skills.</p>		<p>results, SWIS discipline data, attendance data, and math/reading MSP and unit assessment improvement data.</p> <p>MLT will oversee the implementation and monitoring of TBA SIP strategies.</p>			
7	<p>Every Wednesday after school will be set aside for school-wide professional development around: Common core standards, the Envision math curriculum, MLT meetings, Culture and Climate committee meetings, PBIS meetings, and writing professional development. Such meetings will be scheduled in advance, with representation from each certificated and classified team as appropriate and available.</p>	<p>2.1 3.2 3.3 3.5 4.2</p>	<p>MLT and the instructional planning team (math, reading specialist, principal, counselor, SIF, and area director) will oversee the planning and implementation of this strategy.</p> <p>MSP data, EES data, and math and reading unit assessment data will be used to monitor student growth school-wide.</p>	Principal, all certificated staff, and classified staff as available.	<p>Wednesday PD time set aside for meeting every Wednesday, and paid or substitute release time as needed and required.</p>	<p>Every Wednesday, year-long, 2013-14.</p>
8	<p>A new "student support team" framework and procedure will be implemented school-wide. This is to include a new referral process, documentation process, and staff development on the new SST.</p>	<p>2.1 3.2 3.3 3.5 4.2</p>	<p>SST will oversee the implementation of the new system.</p> <p>Data comparing referrals to both SST and special education from the previous year will be used to monitor successful implementation. In the winter/spring of 2014, a staff survey will be completed to solicit input on the implementation of SST.</p>	Principal, all certificated staff, and classified staff as available.	<p>LIF collaborative time, Wednesday PD time, and substitute release time as needed and available.</p> <p>Title 1 funds for intervention purposes.</p>	<p>New SST launched in fall of 2013.</p> <p>Year-long implementation, 2013-14.</p>
9	<p>K-5 staff development on "Smarter Balanced Assessments" will be conducted, and students in grades 3-5 will be provided with sample items/tests in math and literacy to scaffold staff and student readiness for common core assessments.</p>	<p>1.2 1.3 1.5</p>	<p>Assessment and evidence of implementation to be determined by the principal, MLT, and intermediate teachers.</p>	Principal, all certificated staff, and MLT.	<p>Access to assessment items.</p> <p>LIF collaborative time, Wednesday PD time, and substitute release time as needed and available.</p>	<p>Winter-spring of 2-14.</p>

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Reading

Revision Date: December 3, 2013

Annual Measureable Objective (AMO): 69.1 percent of students will meet standard in Reading as measured by MSP/HSPE.

AMO Target:	77.3	percent of the Continuously Enrolled	Asian	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	55.0	percent of the Continuously Enrolled	Black	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	58.8	percent of the Continuously Enrolled	Hispanic	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	30.2	percent of the Continuously Enrolled	ELL	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	41.6	percent of the Continuously Enrolled	SPED	students will meet standard in	reading	as measured by MSP/HSPE.
AMO Target:	61.9	percent of the Continuously Enrolled	Low Income	students will meet standard in	reading	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

Measure each student's reading skills by analyzing each strand of the Winter Secondary Reading Assessment and create a countdown calendar based on the needs of 6th-8th grade students.

Improve each student's reading skills by improving literary and informational comprehension, analysis/interpretation, and critical thinking as measured by 70% of all 6th-8th grade students meeting or exceeding standard on the 2014 Reading MSP.

By June, 2014, 70% of 6th-8th grade students will meet or exceed standard on Springboard End-of-Unit assessments.

By Spring, 2014, the male gender gap will close by 10% (without a decrease in the female achievement) as measured by the 2014 Reading MSP.

By Spring, 2014, 25% of ELL and SPED students will meet standard on the 2014 MSP.

READING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Data Disaggregation (Step 1)</p> <p>Sort data from Spring 2013 and Springboard Unit Assessments by current teacher:</p> <p>MSP data from Spring 2013 distributed to teachers for baseline data and initial grouping.</p> <p>Springboard Pre/Post Unit Assessment grade level data provided to teachers with AMO categories.</p>	TL 1.2.b.c	<p>Evidence of:</p> <p>Teachers using student data for long and short term planning and instructional grouping</p> <p>Teachers conducting test talks using MSP data</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Registrar</p> <p>LAP Reading Teacher</p> <p>Curriculum and Assessment Department</p>	<p>Data from Query, Cognos reports for sorting and organizing data</p> <p>MSP data</p> <p>Springboard assessment data</p>	<p>September 2013-June 2014</p> <p>September 2013</p> <p>At completion of each Springboard unit</p>
<p>Instructional Focus (Step 3)</p> <p>Design and deliver effective reading instruction using an explicit instruction teaching model:</p> <p>Teachers will explicitly teach comprehension strategies for constructing meaning:</p> <ul style="list-style-type: none"> •Making and confirming predictions •Visualizing •Summarizing •Drawing inferences •Making connections •Self-monitoring •Pre-AP close reading skills (e.g., annotating the text; marking the text; teaching metacognition; symbols/brackets; making connections; discussion methods [shared inquiry]). 	TL 1.3.a.b	<p>Evidence of:</p> <p>The learning target (identifying purpose) is clearly communicated in every classroom in every lesson and embedded throughout instruction</p> <p>Teacher Model/Input (I Do): Use examples of strong and weak work, utilize think alouds, provide a visual representation for students, differentiate discussion methods (e.g., small and large groups, pair sharing, Socratic Seminars)</p> <p>Guided Practice (We Do) Independent Practice (You Do, You Show)</p> <p>Closure (Summarization of the learning)</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>AVID Action Team</p> <p>Associate Superintendent</p> <p>Literacy and Humanities Specialist</p> <p>Literacy and Humanities Facilitator</p> <p>LMS Curriculum Specialist</p>	<p>Professional Development for North staff in:</p> <p>Closing the Achievement Gap, Pat Davenport</p> <p>Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: AP Springboard and Webb's Depth of Knowledge</p> <p>Marzano's 9 High Yield Instructional Strategies</p> <p>Explicit Instruction Teaching Model</p> <p>Seven Strategies</p>	<p>August 2013-June 2014</p> <p>August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014</p>

READING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
		<p>Self-reflection (Engage students in self-reflection and let students keep track and share their learning)</p> <p>On-going data collection using various methods (e.g., reading composition books, reading response logs, anecdotal notes, sticky notes, notations along margins, AVID reading strategies, CORNELL notes)</p>		<p>for Formative Assessment</p> <p>Standards</p> <ul style="list-style-type: none"> •Grade Level Expectations •Common Core Standards <p>Seven Strategies of Assessment for Learning, Jan Chappuis</p> <p>The Skillful Teacher, Saphier, Haley-Speca, Gower</p> <p>AVID</p> <p>2013-2014 SIP TIPS</p>	
<p>Instructional Calendar (Step 2)</p> <p>Implement Springboard curriculum:</p> <p>Teachers will use grade level calendars to teach Pre AP strategies to 6th-8th grade students:</p> <ul style="list-style-type: none"> •Pre-assessing •Previewing unit learning goals •Scaffolding instruction •Using embedded assessments •Post-assessing •Self-monitoring 	<p>TL 1.3.a.b</p> <p>TL 1.2.b.c.</p>	<p>Evidence of in classroom:</p> <p>Unit learning goals posted</p> <p>Essential questions posted/verbalized</p> <p>Academic vocabulary</p> <p>Composition notebooks</p> <p>Interacting with challenging text – deep reading</p> <ul style="list-style-type: none"> •Marking the text <p>Scaffolding instruction – step-by-step teaching instructions modeling an</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Associate Superintendent</p> <p>Literacy and Humanities Specialist</p> <p>Literacy and Humanities Facilitator</p>	<p>On-going Springboard Professional Development for literacy staff in:</p> <p>Designing and delivering instruction using Springboard Curriculum</p> <p>Pre-AP strategies</p> <p>Common Core Standards</p> <p>Assessment</p> <p>Summer/2013-2014 School Year</p>	<p>August 2013-June 2014</p>

READING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			<p>effective instructional pathway through the unit</p> <p>Academic discourse in class discussions</p> <ul style="list-style-type: none">▪Students communicating effectively▪Students thinking critically <p>Purposeful learning activities: student-centered learning, engaging and interactive learning activities</p> <p>Collaboration</p> <p>Teacher evidence:</p> <p>Instructional units being implemented by grade-level teams in reading instruction</p> <p>North literacy staff working on instructional units with district teachers/facilitators</p>		<p>Instructional Calendar work</p> <p>On-going collaborative time for High Performing Teams to plan for instruction</p>	
4	<p>Instructional Focus (Step 3)</p> <p>Address differences in the way children learn by employing research-based strategies throughout the lesson.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Higher-order questioning strategies (Webb’s Depth of Knowledge)</p> <p>Rigorous instructional strategies (Pre-AP strategies)</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>AVID Action Team</p> <p>Associate Superintendent</p>	<p>Professional development for North staff in:</p> <p>Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: AP Springboard and</p>	<p>August 2013-June 2014</p> <p>August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014</p>

READING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			AVID instructional strategies Guided Language Acquisition Development (GLAD) Cooperative Learning Composition Notebooks	Literacy and Humanities Specialist Literacy and Humanities Facilitator LMS Curriculum Specialist Federal Programs	Webb’s Depth of Knowledge Marzano’s 9 High Yield Instructional Strategies Cooperative Learning: Practical Classroom Strategies, Jan Mezich Teaching with Poverty in Mind: What Being Poor Does to Kids’ Brains and What Schools Can Do About It, Eric Jenson The Skillful Teacher, Saphier, Haley-Speca, Gower AVID 2013-2014 SIP TIPS	
5	Instructional Focus (Step 3) Build academic knowledge through direct vocabulary instruction: Teachers will explicitly teach grade level academic and content area vocabulary.	TL 1.3.a.b	Evidence of: AVID (word walls, graphic organizers) GLAD (Visuals, CCDs, 10:2/5:1, Chants, TPR) Springboard (word walls, word maps, word sorts)	Administration Certificated and classified staff AVID Action Team Associate Superintendent	Webb’s Depth of Knowledge Springboard Curriculum Standards •Grade Level Expectations •Common Core Standards	August 2013- June 2014

READING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
		DOK/Costas Composition Notebooks	Literacy and Humanities Specialist Literacy and Humanities Facilitator LMS Curriculum Specialist Federal Programs		
<p>Instructional Focus (Step 3)</p> <p>Integrate reading skills across content areas:</p> <p>Teachers will require complex reading and appropriate grade-level reading/writing in all curriculum content areas.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Student work illustrating proficient reading techniques and basic conventions being utilized across all content areas</p> <p>Composition notebooks in history, science, reading and writing</p> <p>Interacting with challenging text – deep reading</p> <p>Pre-reading, during and after reading</p> <p>Annotating the text (Micro-summaries and micro-notes)</p> <p>SQ5R</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Learning Improvement Action Team</p> <p>AVID Action Team</p> <p>Literacy and Humanities Specialist</p> <p>Literacy and Humanities Facilitator</p>	<p>Professional development for non-literacy teachers (extended staff meetings, guided observations, exemplars of strategies used in content areas)</p>	<p>August 2013-June 2014</p> <p>August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014</p>
<p>Assessment (Step 4)</p> <p>Use assessment to inform instruction:</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Use of Springboard and classroom-based</p>	<p>Administration</p> <p>Certificated, LAP Teacher and</p>	<p>Professional Development for literacy, ELL, LAP and SPED</p>	<p>August 2013-June 2014</p>

READING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Teachers will routinely monitor and assess the reading skills/concepts (GLEs/CCSs) and progress of students (including AMO subcategories).</p> <p>Literacy 6-8/ELL block teachers will assess students using Springboard Unit Assessments and Embedded Assessments.</p> <p>Based on assessment results, teachers/LAP reading teacher will provide test talks, re-teaching of targets and enrichment as necessary in classrooms or instructional rotations.</p>		<p>assessments to identify students who need additional time and support</p> <p>LAP reading teacher providing push-in support to 6th and 7th grade literacy blocks for students not meeting standard of formative and summative assessments</p> <p>Block teachers and LAP reading teacher conducting MSP, summative and formative test talks with students</p> <p>Teachers accessing information from a common data tool</p> <p>Teachers/LAP reading teacher using common assessment data to interpret progress of individuals and groups of students</p>	<p>classified staff</p> <p>Associate Superintendent</p> <p>Learning Improvement Action Team</p> <p>Federal Programs (LAP and ELL)</p> <p>North Literacy Leaders/Pre AP Leaders</p>	<p>teachers on:</p> <p>Closing the Achievement Gap, Pat Davenport</p> <p>Unit Planning: A Conceptual Framework for Teams and</p> <p>On-going collaborative time for High Performing Teams for data collection and analysis</p>	
<p>Increase the volume of reading for all students with an emphasis on reluctant and/or not meeting standard readers:</p> <p>Staff will provide reading opportunities that appeal to struggling readers and males.</p> <p>The librarian will assist struggling readers and males in developing interests and selecting appropriate independent texts.</p> <p>The librarian will monitor book circulation on a monthly</p>		<p>Evidence of:</p> <p>The librarian will monitor struggling readers' check-out January through April with the intention of increasing the volume of reluctant reader reading</p> <p>Library</p> <p>•The librarian will meet</p>	<p>Administration</p> <p>Librarian</p> <p>Certificated teachers</p> <p>LAP reading teacher</p>	<p>Circulation reports</p> <p>PTA Grant</p> <p>Book Fair</p>	January-June, 2014

READING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>basis.</p> <p>The librarian will start a "Summer Reading Club" with a goal of becoming a "STAR Reader" for the 2014-2015 school year.</p>		<p>with 10-15 students per grade level each month</p> <ul style="list-style-type: none"> ▪ STAR Reader events including read-ins, new book previews, video book talks, book review writing ▪ Literacy blocks 6th-8th visiting the library every two weeks for check-out ▪ Quarterly postcard for checking out books from the library <p>LAP</p> <ul style="list-style-type: none"> ▪ The LAP reading teacher will conduct an eighth grade Boys' Book Club <p>Reading at lunch for students not completing nightly reading</p> <p>Sixth Grade Boys' Book Club pilot on Learning Improvement Fridays taught by an eighth grade student</p> <p>Students reading 20-30 minutes each night</p>			

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Mathematics

Revision Date: December 3, 2013

Annual Measureable Objective (AMO): 60.9 percent of students will meet standard in Mathematics as measured by MSP/HSPE.

AMO Target:	65.1	percent of the Continuously Enrolled	Asian	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	43.0	percent of the Continuously Enrolled	Black	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	55.5	percent of the Continuously Enrolled	Hispanic	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	28.5	percent of the Continuously Enrolled	ELL	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	38.4	percent of the Continuously Enrolled	SPED	students will meet standard in	mathematics	as measured by MSP/HSPE.
AMO Target:	52.9	percent of the Continuously Enrolled	Low Income	students will meet standard in	mathematics	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

65% of sixth through eighth grade students will meet standard on each "Grade-Level Standards (MSP like) Performance Assessment" given January-April, 2014.

By Spring, 2014, the low income, ELL and Sped achievement gap at all grade levels will be narrowed by 10% as measured by the 2014 Math MSP state assessment.

MATHEMATICS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	<p>Data Disaggregation (Step 1)</p> <p>Sort data from Spring 2013 and Unit Assessments by current teacher:</p> <p>MSP data from Spring 2013 distributed to teachers for baseline data and initial grouping.</p> <p>Post Unit Assessment grade level data provided to teachers with AMO categories.</p>	TL 1.2.b.c	<p>Evidence of:</p> <p>Teachers using student data for long and short term planning and instructional grouping</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Registrar</p> <p>LAP Teacher</p> <p>Math Support Teacher</p> <p>Curriculum and Assessment Department</p>	<p>Data from Query, Cognos reports for sorting and organizing data</p> <p>MSP data</p> <p>Unit assessment data</p>	<p>September 2013-June 2014</p> <p>September 2013</p> <p>At completion of each unit</p>
2	<p>Instructional Focus (Step 3)</p> <p>Design and deliver effective math instruction using an explicit instruction teaching model.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>The learning target (identifying purpose) is clearly communicated in every classroom in every lesson and embedded throughout instruction</p> <p>Teacher Model/Input (I Do): Use examples of strong and weak work, utilize think alouds, provide a visual representation for students, differentiate discussion methods (e.g., small and large groups, pair sharing)</p> <p>Guided Practice (We Do) Independent Practice (You Do, You Show)</p> <p>Closure (Summarization of the learning)</p> <p>Self-reflection (Engage students in self-reflection)</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>AVID Action Team</p> <p>Associate Superintendent</p> <p>Math Facilitator</p> <p>LMS Curriculum Specialist</p>	<p>Professional development for North staff in:</p> <p>Closing the Achievement Gap, Pat Davenport</p> <p>Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: AP Springboard and Webb’s Depth of Knowledge</p> <p>Marzano’s 9 High Yield Instructional Strategies</p> <p>Explicit Instruction Teaching Model</p> <p>Seven Strategies</p>	<p>August 2013-June 2014</p> <p>August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014</p>

MATHEMATICS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			and let students keep track and share their learning)		for Formative Assessment Standards •Performance Expectations •Common Core Standards Seven Strategies of Assessment for Learning, Jan Chappuis The Skillful Teacher, Saphier, Haley-Speca, Gower AVID 2013-2014 SIP TIPS	
3	Instructional Focus (Step 3) Address differences in the way children learn by employing research-based strategies throughout the lesson.	TL 1.3.a.b	Evidence of: Higher-order questioning strategies (Webb’s Depth of Knowledge.) Rigorous instructional strategies AVID instructional strategies Guided Language Acquisition Development (GLAD) Cooperative Learning Implementation of “generalizations to practice” from district	Administration Certificated and classified staff AVID Action Team Associate Superintendent Math Facilitator Federal Programs OEL Grade Level Teams	Professional development for North staff in: Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: Webb’s Depth of Knowledge District OEL sessions Marzano’s 9 High Yield Instructional Strategies	August 2013-June 2014 August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014 District OEL Calendar

MATHEMATICS ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
		grade level OEL sessions		Cooperative Learning: Practical Classroom Strategies, Jan Mezich Teaching with Poverty in Mind: What Being Poor does to Kids' Brains and What Schools Can Do About It, Eric Jenson The Skillful Teacher, Saphier, Haley-Speca, Gower AVID 2013-2014 SIP TIPS	
Instructional Focus (Step 3) Build academic knowledge through direct vocabulary instruction: Teachers will explicitly teach grade level academic and content area vocabulary.	TL 1.3.a.b	Evidence of: AVID (word walls, graphic organizers) GLAD (Visuals, CCDs, 10:2/5:1, Chants, TPR) DOK Vocabulary: Making Connections Math Notebooks	Administration Certificated and classified staff AVID Action Team Associate Superintendent Math Facilitator LMS Curriculum Specialist Federal Programs	Webb's Depth of Knowledge Standards •Performance Expectations •Common Core Standards	August 2013-June 2014

MATHEMATICS ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Assessment (Step 4)</p> <p>Use assessment to inform instruction:</p> <p>Teachers will routinely monitor and assess understanding of the Performance Expectations/Common Core Standards, especially Level 2 and AMO sub-categories.</p> <p>Math 6-8, ELL and SPED teachers will utilize/develop math-target-based common summative assessments to complement math instructional units (calendars).</p> <p>Based on assessment results, teachers will provide re-teaching of targets and enrichment as necessary in classrooms or instructional rotations.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Use of district and classroom-based assessments to identify students who need additional time and support</p> <p>Collaboration of the math 6-8, ELL, LAP and SPED teachers to identify exceeding standard, standard, bubble and re-teaching students</p> <p>Teachers using formative and summative assessments to identify students in support classes not meeting standards (PEs and CCSs)</p> <p>Re-teaching opportunities built into the school day (targeted individual/small group instruction) for students not meeting standard on PEs/CCSs</p> <p>Enrichment opportunities built into the school day (individual/pairs/small groups) for students meeting/exceeding standard on PEs/CCSs</p> <p>Teachers accessing information from a common data tool</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Associate Superintendent</p> <p>Learning Improvement Action Team</p> <p>District Facilitators</p>	<p>Professional development for math, ELL and SPED teachers on Unit Planning: A Conceptual Framework for Teams</p> <p>On-going collaborative time for High Performing Teams for data collection and analysis</p> <p>Learning Improvement Fridays</p>	September 2013-June, 2014
<p>Assessment (Step 4)</p> <p>Utilize/Develop common assessments to guide instruction and prescribe interventions:</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Use of district and classroom-based</p>	<p>Administration</p> <p>Certificated/Classified Teachers</p>	<p>Professional Development for math, ELL and SPED teachers on</p>	September 2013-June, 2014

MATHEMATICS ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Teachers will continue to utilize/develop common summative assessments that serve as the anchor in collaborative unit plans (instructional calendars).</p> <p>Teachers will utilize/develop formative assessments that guide day-to-day instruction decisions (e.g., quick quizzes, exit tickets, etc.) and to provide timely interventions.</p> <p>North Middle School math teachers work with district team to "scale" Common Core Standards.</p>		<p>assessments to identify students who need additional time and support</p> <p>Collaboration of the math 6-8, ELL, LAP and SPED teachers to identify exceeding standard, standard, bubble and re-teaching students</p> <p>Re-teaching opportunities built into the school day and after school (targeted individual/small group instruction) for students not meeting standard on PEs/CCSs</p> <p>Enrichment opportunities built into the school day (individual/pairs/small groups) for students meeting/exceeding standard on PEs/CCSs</p>	<p>Associate Superintendent</p> <p>Learning Improvement Action Team</p> <p>District Facilitators</p> <p>LAP/SPED/ELL</p>	<p>Unit Planning: A Conceptual Framework for Teams</p> <p>On-going collaborative time for High Performing Teams for data collection and analysis</p> <p>Learning Improvement Fridays</p> <p>LAP Budget</p>	
<p>Intervention and Enrichment (Step 5-6)</p> <p>Provide extended teaching and learning opportunities in math:</p> <p>Math support and LAP classes offered at sixth, seventh and eighth grade levels: remediation, re-teaching, alignment to grade level Performance Expectations and Common Core Standards.</p> <p>Teachers will provide multiple opportunities to demonstrate understanding (e.g., retaking assessments after a formalized process - retake prerequisites).</p> <p>AVID tutorials for seventh and eighth grade AVID elective students two days a week.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Use of district and classroom-based assessments to identify students who need additional time and support</p> <p>Collaboration of the math 6-8, ELL, LAP and SPED teachers to identify exceeding standard, standard, bubble and re-teaching students</p> <p>•Re-teaching opportunities built into</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Associate Superintendent</p> <p>Learning Improvement Action Team</p> <p>District Facilitators</p> <p>LAP/SPED/ELL</p> <p>AVID Tutorials</p>	<p>Unit Planning: A Conceptual Framework for Teams</p> <p>Closing the Achievement Gap, Pat Davenport</p> <p>On-going collaborative time for High Performing Teams for data collection and analysis</p>	September 2013-June, 2014

MATHEMATICS ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
Sixth grade leadership class providing opportunities for retakes.		<p>the school day and after school (targeted individual/small group instruction) for students not meeting standard on PEs/CCSs</p> <p>Enrichment opportunities built into the school day (individual/pairs/small groups) for students meeting/exceeding standard on PEs/CCSs</p>		<p>Learning Improvement Fridays</p> <p>LAP Budget</p>	
<p>Instructional Calendar (Step 2)</p> <p>Implement Math Instructional Calendars 6-8, 6/7 Accelerated, Algebra and Geometry:</p> <p>Teachers will implement the math instructional calendars when designing and delivering instruction.</p> <p>North Middle School teachers work with district teams to design math calendars.</p>	<p>TL 1.3.a.b</p> <p>RM 4.2.a</p>	<p>Evidence of:</p> <p>Instructional units being implemented by math 6-8, ELL, LAP and SPED in math instruction</p> <p>North math staff working on instructional units with district teachers/facilitators</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>LAP/SPED/ELL</p> <p>Associate Superintendent</p> <p>Learning Improvement Action Team</p>	<p>Summer Instructional Calendar Work and District math meetings throughout the school year</p> <p>Closing the Achievement Gap, Pat Davenport</p> <p>Professional Development for math 6-8, ELL, LAP and SPED teachers on Unit Planning: A Conceptual Framework for Teams</p> <p>On-going collaborative time for High Performing Teams to plan for instruction</p>	<p>September 2013-June, 2014</p>

MATHEMATICS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
9	<p>Apply Observations for Evidence of Student Learning (OEL) to instruction:</p> <p>Teachers will implement "generalizations to practice" including identifying preconceptions, applying a framework to organize learning, and metacognition techniques, from district grade-level OEL (Observing Evidence of Learning) sessions.</p>	<p>TL 1.3.a.b</p> <p>PSS 3.2.a</p>	<p>Evidence of:</p> <p>Evidence of application from OEL cycles in lesson design and delivery</p>	<p>Math 6-8 teachers</p> <p>District Math Facilitators</p>	<p>OEL Professional Development for math 6-8</p> <p>On-going collaborative time for High Performing Teams to plan for instruction</p>	<p>September 2013-June, 2014</p>

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Science

Revision Date: December 3, 2013

Annual Measureable Objective (AMO): 58.5 percent of students will meet standard in Science as measured by MSP/HSPE.

AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	science	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

Measure each student's science skills by analyzing each strand of the MSP predictor test and create a countdown calendar based on the needs of eighth grade students. By March, 2014, 60% of eighth grade students will meet standard on identified strands from the MSP predictor test (given the week of January 28, 2014) to all eighth grade students.

Increase the percent of all eighth grade students meeting standard on the application strand of the 2014 MSP science assessment by 10% as compared to the 2013 MSP science assessment (38.5 to 48.5).

SCIENCE ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Instructional Focus (Step 3)</p> <p>Design and deliver effective science instruction using an explicit instruction teaching model.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>The learning target (identifying purpose) is clearly communicated in every classroom in every lesson and embedded throughout instruction</p> <p>Teacher Model/Input (I Do): Use examples of strong and weak work, utilize think alouds, provide a visual representation for students, differentiate discussion methods (e.g., small and large groups, pair sharing)</p> <p>Guided Practice (We Do) Independent Practice (You Do, You Show)</p> <p>Closure (Summarization of the learning)</p> <p>Self-reflection (Engage students in self-reflection and let students keep track and share their learning)</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>AVID Action Team</p> <p>Associate Superintendent</p> <p>Science Facilitator</p> <p>LMS Curriculum Specialist</p>	<p>Professional Development for North staff in:</p> <p>Closing the Achievement Gap, Pat Davenport</p> <p>Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: AP Springboard and Webb's Depth of Knowledge</p> <p>Marzano's 9 High Yield Instructional Strategies</p> <p>Explicit Instruction Teaching Model</p> <p>Seven Strategies for Formative Assessment</p> <p>Standards</p> <ul style="list-style-type: none"> •Performance Expectations •Common Core Standards <p>Seven Strategies of Assessment for Learning, Jan Chappuis</p> <p>The Skillful Teacher, Saphier,</p>	<p>August 2013-June 2014</p> <p>August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014</p>

SCIENCE ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
				Haley-Speca, Gower AVID 2013-2014 SIP TIPS	
<p>Instructional Focus (Step 3)</p> <p>Address differences in the way children learn by employing research-based strategies throughout the lesson.</p>	TL 1.3.a.b	<p>Evidence of:</p> <p>Higher-order questioning strategies (Webb's Depth of Knowledge)</p> <p>Rigorous instructional strategies</p> <p>AVID instructional strategies</p> <p>Guided Language Acquisition Development (GLAD)</p> <p>Cooperative Learning</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>AVID Action Team</p> <p>Associate Superintendent</p> <p>Science Facilitator</p>	<p>Professional development for North staff in:</p> <p>Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: Webb's Depth of Knowledge</p> <p>Marzano's 9 High Yield Instructional Strategies</p> <p>Cooperative Learning: Practical Classroom Strategies, Jan Mezich</p> <p>Teaching with Poverty in Mind: What Being Poor does to Kids' Brains and what Schools can do about it, Eric Jenson</p> <p>The Skillful Teacher, Saphier, Haley-Speca,</p>	<p>August 2013-June, 2014</p> <p>August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014</p> <p>District OEL Calendar</p>

SCIENCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
					Gower AVID 2013-2014 SIP TIPS	
3	Instructional Focus (Step 3) Build academic knowledge through direct vocabulary instruction: Teachers will explicitly teach grade level academic and content area vocabulary.	TL 1.3.a.b	Evidence of: AVID (word walls, graphic organizers) GLAD (Visuals, CCDs, 10:2/5:1, Chants, TPR) DOK Vocabulary: Making Connections	Administration Certificated and classified staff AVID Action Team Associate Superintendent Science Facilitator LMS Curriculum Specialist Federal Programs	Webb's Depth of Knowledge Standards •Performance Expectations •Common Core Standards	August 2013-June, 2014
4	Instructional Focus (Step 3) Utilization of Interactive Science Notebooks: Teachers and students will continue to use science notebooks consistently throughout science units as a tool for learning.	TL 1.3.a.b	Evidence of: Science interactive notebook in grades 6-8 science classes (daily work) Student reflections on learning (via the Essential Question)	6-8, ELL Certificated teachers	On-going collaborative time for High Performing Teams to plan for instruction, assessment and data analysis	September 2013-June, 2014
5	Assessment (Step 4) Align core content standards to instruction: Teachers will focus on teaching core concepts and content; consistently integrating scientific writing skills and systems (including inquiry and application) in all grade levels. Teachers will develop and implement instructional strategies for:	TL 1.3.a.b	Evidence of: Essential questions aligned with standards Common formative and summative assessment data analysis Student reflections on learning (via the Essential Question)	6-8, ELL Certificated teachers	On-going collaborative time for High Performing Teams to plan for instruction, assessment and data analysis	September 2013-June, 2014

SCIENCE ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
Application - Teachers will identify one topic per trimester at each grade level, to develop scenarios in which students can apply experimental design to a "real life" problem					
Assessment (Step 4) Use assessment to inform instruction: Teachers will administer the MSP Predictor Test to eighth grade students. Teachers will develop interventions for students not meeting standard on science strands from the assessment.	TL 1.3.a.b	Evidence of: Use of MSP Predictor Assessment to identify students who need additional time and support Science teachers using common assessment data to interpret progress of individuals and groups of students Eighth grade science teachers re-teaching students not meeting standard on PEs	Science Teachers Administration District Science Curriculum Specialist	MSP Predictor Test Budget for scoring and developing skills calendar Collaboration time for High Performing Team for data collection and analysis Science Performance Expectations (PEs)	Week of January 28, 2014 February-April, 2014

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Writing

Revision Date: December 3, 2013

Annual Measureable Objective (AMO): 74.4 percent of students will meet standard in Writing as measured by MSP/HSPE.

AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.
AMO Target:		percent of the Continuously Enrolled		students will meet standard in	writing	as measured by MSP/HSPE.

S.M.A.R.T. GOAL:

The gender writing gap will be narrowed by 5% (without decreasing the female achievement) as measured by the 2014 seventh grade MSP writing assessment.

By May, 2014, 75% of sixth-eighth grade students will be proficient or exemplary in each Springboard Embedded Assessment (using the Springboard rubric).

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Data Disaggregation (Step 1) Sort data from Spring 2013 and Springboard Embedded Assessments by current teacher: MSP data from Spring 2013 distributed to teachers for baseline data and initial grouping. Post Unit Assessment grade level data provided to teachers with AMO categories.	TL 1.2.b.c	Evidence of: Teachers using student data for long and short term planning and instructional grouping Teachers conducting test talks using MSP data	Administration Certificated and classified staff Registrar LAP Teacher Curriculum and Assessment Department	Data from Query, Cognos reports for sorting and organizing data MSP data Springboard Embedded Assessment data	September 2013-June, 2014
2	Instructional Focus (Step 3) Design and deliver effective writing instruction using an explicit instruction teaching model:	TL 1.3.a.b	Evidence of: The learning target (identifying purpose) is clearly communicated in every classroom in every lesson and embedded throughout instruction Teacher Model/Input (I Do): Use examples of strong and weak work, utilize think alouds, provide a visual representation for students, differentiate discussion methods (e.g., small and large groups, pair sharing) Guided Practice (We Do) Independent Practice (You Do, You Show) Closure (Summarization of the learning) Self-reflection (Engage students in self-reflection and let students keep track and share their learning)	Administration Certificated and classified staff AVID Action Team Associate Superintendent Literacy and Humanities Specialist Literacy and Humanities Facilitator LMS Curriculum Specialist	Professional development for North staff in: Closing the Achievement Gap, Pat Davenport Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: AP Springboard and Webb's Depth of Knowledge Marzano's 9 High Yield Instructional Strategies Explicit Instruction Teaching Model Seven Strategies for Formative Assessment	August 2013-June, 2014 August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			On-going data collection using various methods		Standards •Grade Level Expectations •Common Core Standards Seven Strategies of Assessment for Learning, Jan Chappuis The Skillful Teacher, Saphier, Haley-Speca, Gower AVID 2013-2014 SIP TIPS	
3	Instructional Focus (Step 3) Address differences in the way children learn by employing research-based strategies throughout the lesson.	TL 1.3.a.b	Evidence of: Higher-order questioning strategies (Webb’s Depth of Knowledge) Rigorous instructional strategies (Pre-AP strategies) AVID instructional strategies Guided Language Acquisition Development (GLAD) Cooperative Learning	Administration Certificated and classified staff AVID Action Team Associate Superintendent Literacy and Humanities Specialist Literacy and Humanities Facilitator LMS Curriculum Specialist Federal Programs	Professional Development for North staff in: Increasing Rigor in Instructional Design and Delivery/Ensuring Higher Order Thinking: AP Springboard and Webb’s Depth of Knowledge Marzano’s 9 High Yield Instructional Strategies Cooperative Learning: Practical Classroom Strategies, Jan	August 2013-June, 2014 August 29, October 11, November 6, December 11, 2013; February 5, May 7, June 4, 2014

WRITING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
				Mezich Teaching with Poverty in Mind: What Being Poor does to Kids' Brains and What Schools Can Do About It, Eric Jenson The Skillful Teacher, Saphier, Haley-Speca, Gower AVID 2013-2014 SIP TIPS	
Instructional Focus (Step 3) Build academic knowledge through direct vocabulary instruction: Teachers will explicitly teach grade level academic and content area vocabulary.	TL 1.3.a.b	Evidence of: AVID (word walls, graphic organizers) GLAD (Visuals, CCDs, 10:2/5:1, Chants, TPR) Springboard (word walls, word maps, word sorts) DOK/Costas Composition Notebooks	Administration Certificated and classified staff AVID Action Team Associate Superintendent Literacy and Humanities Specialist Literacy and Humanities Facilitator LMS Curriculum Specialist Federal Programs	Webb's Depth of Knowledge Springboard Curriculum Standards •Grade Level Expectations •Common Core Standards	August 2013-June, 2014

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
5	Instructional Focus (Step 3) Direct grammar and conventions instruction: Teachers will focus on explicit teaching of conventions and grammar.	TL 1.3.a.b	Evidence of: Application of skills demonstrated in daily work, formative and summative writing assessments	Writing 6-8 teachers SPED/ELL	TBD EPS Writing Rubric	September 2013-June, 2014
6	Instructional Focus (Step 3) Gender gap-closing instruction: Teachers will provide writing opportunities that appeal to boys and struggling learners.	TL 1.3.a.b	Evidence of: Formative and summative assessment data 1:1 conferencing with students about writing progress	Writing 6-8 teachers SPED/ELL	Springboard Embedded Assessments	September 2013-June, 2014
7	Instructional Focus (Step 3) Align writing strategies within literacy grade levels as well as across the content areas: Teachers will strengthen and employ literacy-wide articulated writing expectations across the content areas.	TL 1.3.a.b	Evidence of: Student work that demonstrates implementation of writing expectations across the content areas Composition notebooks	Certificated and classified staff Learning Improvement Action Team Literacy Leaders and Pre-AP Leaders	On-going collaborative time for High Performing Teams to plan for instruction, common assessments and data analysis Seven Strategies of Assessment for Learning, Jan Chappuis	September 2013-June, 2014
8	Assessment (Step 4) Use assessment to inform instruction: Teachers will routinely monitor and assess the writing skills/concepts (GLEs/CCSs) and progress of students (including AMO subcategories). Literacy 6-8/ELL block teachers will assess students using Springboard Embedded Assessments. Based on assessment results, teachers will provide test talks, re-teaching of targets and enrichment as necessary in classrooms or instructional rotations.	TL 1.3.a.b	Evidence of: Use of Springboard and embedded assessments to identify students who need additional time and support Block teachers conducting MSP, summative and formative test talks with students Teachers using common	Administration Certificated and classified staff Associate Superintendent Learning Improvement Action Team North Literacy Leaders/Pre AP Leaders	Professional development for literacy, ELL, LAP and SPED teachers on: Closing the Achievement Gap, Pat Davenport Unit Planning: A Conceptual Framework for Teams and	August 2013-June, 2014

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			assessment data to interpret progress of individuals and groups of students		On-going collaborative time for High Performing Teams for data collection and analysis	

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Attendance

Revision Date:

S.M.A.R.T. GOAL:

The total amount of unexcused and excused absences will decrease by 10% from September, 2013 to June, 2014.

The amount of first period absences will decrease by 10% from September, 2013 to June, 2014.

The overall school attendance rate will be monitored every six weeks in collaboration with the Information Systems/Technology Student Data Systems Coordinator. The rates will remain under 1% throughout the school year.

ATTENDANCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Bi-monthly meetings to identify students needing additional support: Review absenteeism list. Identify students in need of additional support.	PSS 3.2.a SR 5.4.b	Bi-monthly meetings with the Assistant Principal, counselors, SRO, attendance secretary and On-time Graduation Coordinator	Assistant Principal Counselors SRO Attendance Secretary On-time Graduation Coordinator	Attendance Data	October 2013-June 2014 Bi-monthly meetings
2	Monthly meeting with On-time Graduation Coordinator	PSS 3.2.a SR 5.4.b	Monthly meetings with the Assistant Principal, counselors, attendance secretary and On-time Graduation Coordinator	Assistant Principal Counselors SRO Attendance Secretary On-time Graduation Coordinator	Attendance Data BECCA Paperwork	October 2013-June 2014 Monthly meetings
3	Implementation of interventions: Inform parents of attendance policies and procedures. Counselors identify 7-10 sixth, seventh and eighth grade students. Schedule individual/group conferences for students with excessive absences. Send letter to tardy/absent first period students.	PSS 3.2.a SR 5.4.b	Daily phone calls by automated system Attendance letters for students with two or more unexcused absences Counselors meeting with individual students with more than two unexcused absences Individual/Group conferences for students and parents/guardians with five or more unexcused absences after school once a month	Assistant Principal Counselors SRO Attendance Secretary On-Time Graduation Coordinator	Attendance Letters Tracking Sheets	October 2013-June 2014 Scheduled parent/guardian and student meetings

ATTENDANCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			Connect Ed calls to students in the morning with excessive absences When parents are non-responsive to intervention attempts, a home visit/welfare check will be conducted			
4	Track success of interventions: Review absenteeism list for decrease in absenteeism.	PSS 3.2.a SR 5.4.b	Evidence of: Identify intervention status students Counselor intervention with intervention status students Monitor student progress by analyzing monthly attendance reports for decrease in attendance and tardies	Assistant Principal Counselors SRO Attendance Secretary On-Time Graduation Coordinator	Attendance Data Tracking Sheet	October 2013-June 2014 Administration/counselor meeting agenda item once a month

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Family Partnerships

Revision Date:

S.M.A.R.T. GOAL:

To create a high level of parent/guardian and community involvement. Progress will be measured, in part, by EES perceptual survey data including positive response growth in the Parent and Community Involvement areas from EES Parent and Community Involvement October, 2013 to EES Parent and Community Involvement, October, 2014.

FAMILY PARTNERSHIP ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Increase community involvement:</p> <p>North Middle School will increase family and community involvement in extracurricular events.</p> <p>Inform the North Middle School community on what is happening at their local school via postcards and fliers.</p> <p>Use band/choir concerts as a platform to share the positive things happening at North Middle School.</p>	SR 5.2.a	<p>Evidence of:</p> <p>Number of participants at:</p> <p>Parent Conferences</p> <p>Band/Choir Concerts</p> <p>Evening of the Arts</p> <p>Natural Leader Evenings</p> <p>PTA Meetings/Events</p> <p>Curriculum Night</p> <p>Transition Meetings (5th to 6th and 8th to 9th)</p> <p>Literacy/Math Night</p> <p>Athletic Events (Tailgate Party)</p> <p>Morning drop-off Connection</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Counselors</p> <p>PTA</p> <p>Natural Leaders</p>	<p>PTA</p> <p>ASB Budget</p> <p>Natural Leaders</p>	September 2013-June 2014
<p>Solicit perceptual feedback from stakeholders in the North Middle School learning community:</p> <p>Administer <i>Educational Effectiveness Surveys</i> for: Students, Parents/Guardians and Staff.</p> <p>Analyze perceptual data on systemic issues.</p>	SR 5.2.a	<p>Evidence of:</p> <p>EES Survey sent home via student mail</p> <p>EES Surveys passed out and collected by classified staff at Parent Conferences</p> <p>LIAT meeting for analyzing data</p>	<p>Administration</p> <p>Counselors</p> <p>North Learning Community</p> <p>Certificated and classified staff</p> <p>North Middle School students</p>	N/A	October 2013 March 5, 2014
<p>Making personal contacts with parents/guardians for struggling students or with disciplinary issues:</p> <p>Teachers and administration contacting (via email, phone or parent meeting) with parents/guardians about</p>	SR 5.2.a	<p>Evidence of:</p> <p>Reduction of repeat discipline offenses for students</p>	<p>Administration</p> <p>Counselors</p> <p>Certificated and</p>	N/A	September 2013-June 2014

FAMILY PARTNERSHIP ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>supporting students and reducing student discipline incidents.</p> <p>Arrange meetings for student intervention to keep parents/guardians active and involved members in their son or daughter's school performance.</p> <p>Teachers will increase positive contacts made to parents/guardians of their students via email, the phone or positive referrals.</p>		Students, parents/guardians and staff working together to develop intervention plans for student success	classified staff		
<p>Communication with families about attendance policies:</p> <p>4 Office personnel, counselors, administration and/or teachers contacting parents/guardians about supporting students and minimizing absences (via phone, email or parent/guardian meeting).</p>	<p>SR 5.2.a</p> <p>PSS 3.2.a</p> <p>SR 5.4.b</p>	<p>Evidence of:</p> <p>Reduction of student absences in 2013-2014</p>	<p>Administration</p> <p>Counselors</p> <p>Certificated/Classified Teachers</p>	N/A	September 2013-June 2014

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Challenging Options

Revision Date:

S.M.A.R.T. GOAL:

The Center for Educational Effectiveness data for High Standards and Expectations: My child is challenged with a rigorous, ambitious course of study at this school will increase from 70% (October, 2012) to 75% (October, 2013).

CHALLENGING OPTIONS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Expand challenging option courses in literacy, math and science.	TL 1.2.a TL 1.2.b III 2.1.a	Evidence of: 6/7 Accelerated Math (one section of sixth grade students) Sixth grade students enrolled in seventh grade math (one section) Seventh grade students enrolled in eighth grade math (two sections) Algebra for sixth, seventh and eighth grade students (three sections) Geometry (one section) Accelerated Science for eighth grade students (one section) Coordinated Science for eighth grade students (one section) Opt-in literacy block	Administration Associate Superintendent Eighth grade Math and Science teachers	EPS staff allocation for 2013-2014	August 2013-June 2014
2	Expand the Robotics (STEM Sciences) program.	TL 1.3.1.b	Evidence of: Seventh Grade Robotics elective Eighth Grade Robotics elective Robotics Club	Robotics Elective teacher Robotics Club advisors	STEM Grant	August 2013-June 2014
3	Provide sixth through eighth grade students with after school enrichment activities.	TL 1.2.a	Evidence of: Art, Drama, Robotics, Latin Image and Yearbook Clubs	Club advisors	North ASB LEGO Grant PTA Grant	September 2013-June 2014

CHALLENGING OPTIONS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			Minority Achievers Program (MAP)		STEM	

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

Equity, Access, and Welcoming Environment (EAWE)

Revision Date:

S.M.A.R.T. GOAL:

By June, 2014, student incidents involving major infractions (HIB, fighting, ATOD) will have decreased by 25% from the 2012-2013 school year.

By Fall 2014, 60% of students will indicate they feel that North Middle School students are respectful of others as measured by the EES survey question, "Most students are respectful of others at this school."

EAWWE ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
<p>Communicate expectations to establish an environment where students are ready to learn:</p> <p>North Middle School Polaris Pride classes will spend the first two days of school building community.</p> <p>North staff will introduce/reteach/practice the "North Way" POWER and PRIDE with students.</p>	TL 1.3. a, b, and c	<p>Evidence of:</p> <p>Polaris Pride 6th-8th teachers teach the North Way POWER and PRIDE lessons the first two days of school, after Winter Break and after Spring Break</p> <p>Polaris Pride 6th-8th teachers explicitly teaching the North Expectations</p> <p>Beginning of the year grade-level assemblies with administration emphasizing the North Way POWER and PRIDE: code of conduct, expectations, Stars on Parade and no tolerance for harassment, intimidation and bullying</p>	<p>Administration</p> <p>Counselors</p> <p>Polaris Pride Teachers</p> <p>Polaris Pride Action Team</p> <p>Summer Review Teacher Team</p>	<p>The North Way POWER and PRIDE lessons</p> <p>The North Way PowerPoint</p> <p>The North Way posters</p>	August 2013-June 2014
<p>Establish a warm and welcoming environment for students and families:</p> <p>North Middle School staff will work collaboratively to support and increase parent involvement in the school, and communication between parents and school staff.</p> <p>North staff will intentionally support and engage our diverse community members by promoting culturally relevant activities, teaching and attitudes within our school.</p>	SR 5.2.a	<p>Evidence of:</p> <p>Summer postcard mailings</p> <p>Summer Orientations for parents and students grades 6th-8th</p> <p>Open House, Curriculum Night, AIVD Night, Literacy Night, Evening of the Arts and Parent Conferences</p> <p>Use of Refugee Forum for interpreters at events</p> <p>Participation in North PTA</p>	<p>Administration</p> <p>Certificated and classified staff</p> <p>Office Personnel</p>	<p>Blackboard Connect</p> <p>Thursday Envelopes</p> <p>AVID</p> <p>Monthly Newsletter</p> <p>PTA</p> <p>YMCA</p> <p>ASB Budget</p>	August 2013-June 2014

EAWWE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
			Guest speakers and community presentations that are representative of our diverse population North Natural Leaders La Chispa Partnership with YMCA Minority Achievers Program (MAP) and site coordinator 5th to 6th and 8th to 9th transition			
3	Student Recognition and Involvement: North Middle School staff will provide opportunities for student recognition.	SR 5.2.a	Evidence of: Stars on Parade Evening of the Arts Polaris Pride seals 8th Grade Bridging Ceremony Honor Roll Referral Free activities Quarterly postcard for checking out books from the library	Administration Counselors Polaris Pride Action Team Teachers Office Assistant	North ASB	September 2013-June 2014
4	Safe and Welcoming Environment (Address barriers and teach solutions for social and personal success): Counselors provide 1:1, small group and whole group instruction on problem-solving, respecting differences, managing anger, and bullying (awareness of and resolution of issues related to harassment, intimidation and bullying HIB). Administration provides on-going training in awareness	TL 1.3. a, b, and c SR 5.4.b PSS 3.4.c	Evidence of: Counselors providing classroom presentations grades 6th-8th on HIB Staff trained on HIB policy and procedures Administration conducting	Administration Counselors North staff	HIB policies and reporting forms PTA Grant for Open Door Theatre	September 2013-June 2014

Eawe Action Plan				Resources		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
	and resolution of issues related to HIB.		awareness assemblies every six-eight weeks to 6th-8th grade students Administration and counselors work to investigate and/or mediate/resolve reports of HIB			
5	Create a safe, empathetic, inclusive learning environment: 6th-8th grade Polaris Pride teachers will implement the Premier Raising Respect: Take a Stand Against Bullying planner program to help develop positive and preventative behaviors associated with social-emotional learning and promote respect, empathy, and tolerance.	TL 1.3. a, b, and c	Evidence of: Polaris Pride teachers are teaching the monthly theme from Raising Respect 6th 8th students completing planners	Administration	Premier Agenda Planner program: Raising Respect	September 2013-June 2014

School Improvement Plan 2013-2014

School: North Middle School

Principal: Mary O'Brien

Date: October 31, 2013

High School Readiness

Revision Date:

S.M.A.R.T. GOAL:

90% parent/guardian attendance at eighth grade to high school transition meetings on March 24, 2013.

90% of eighth grade students will pass seven out of seven classes second semester.

HIGH SCHOOL READINESS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	<p>Consistent and proactive student academic progress monitoring:</p> <p>Administration and counselors will regularly monitor student progress for students earning F grades and/or students not meeting standard on learning targets.</p> <p>Administration will provide teachers with data including MSP results (September), grade data (Progress Reports/Semester Grade Reports), district assessment data, and demographic data for all students in their classes.</p> <p>Administration, counselors and teachers taking responsibility for creating and implementing interventions for failing students.</p>	<p>TL 1.3.b</p> <p>TL 1.5.a</p> <p>III 2.2.a</p>	<p>Evidence of:</p> <p>Weekly administration and counselor meetings analyzing student progress and performance in academics (F-list) discipline and attendance</p> <p>Teachers provided with MSP assessment results, ethnicity and poverty for each student</p> <p>Teachers receive a list of students who are failing their class</p>	<p>Administration</p> <p>Registrar</p> <p>Counselors</p> <p>Teachers</p> <p>Curriculum and Assessment Department</p>	<p>LMS</p> <p>E Schools</p> <p>2013 MSP Data</p>	<p>October 2013-June 2014</p> <p>Progress Report Due Dates</p> <p>October 4, October 28, November 22, December 20, 2013; February 21, March 28, May 2, May 30, 2014</p> <p>Semester Report Card</p> <p>February 3, 2014</p>
2	<p>Create a college bound culture at North Middle School:</p> <p>Provide opportunities for North students to access high school and beyond option via school/district activities</p>	<p>SR 5.2.a</p> <p>SR 5.4 a, b</p> <p>PSS 3.5.a</p>	<p>Evidence of:</p> <p>Student attendance and participation at events such as High School and Beyond (6th, 7th and 8th)</p> <p>AVID Electives (7th and 8th)</p> <p>AVID Field Trips</p> <p>WOIS Exploration</p> <p>8th Grade Western Field Trip</p>	<p>Administration</p> <p>Counselors</p> <p>Teachers</p>	<p>AVID Budget</p> <p>Transition Budget</p> <p>Everett Public Schools Foundation</p> <p>PTA</p>	<p>October 2013-June 2014</p>
3	<p>Conduct High School Transition Meeting</p>		<p>High school transition conferences (8th)</p>	<p>Counselors</p> <p>8th grade teachers</p> <p>EHS counselor/teachers</p>	<p>Transition Budget</p>	<p>March 24, 2014</p>

HIGH SCHOOL READINESS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
				Administration		

School Improvement Plan 2013-2014

School:

Principal:

Date:

On Time Graduation

Revision Date:

S.M.A.R.T. GOAL:

ON TIME GRADUATION ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1						
2						
3						
4						
5						

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Revision Date: 10/24/13

Reading

Annual Measureable Objective (AMO): 94.3 percent of students will meet standard in Reading as measured by HSPE.

AMO Target:	94.2	percent of the Continuously Enrolled	Asian	students will meet standard in	reading	as measured by HSPE.
AMO Target:	89.6	percent of the Continuously Enrolled	Hispanic	students will meet standard in	reading	as measured by HSPE.
AMO Target:	95.1	percent of the Continuously Enrolled	White	students will meet standard in	reading	as measured by HSPE.
AMO Target:	63.9	percent of the Continuously Enrolled	SpEd	students will meet standard in	reading	as measured by HSPE.
AMO Target:	90.4	percent of the Continuously Enrolled	Low Income	students will meet standard in	reading	as measured by HSPE.

S.M.A.R.T. GOAL:

Students will increase their ability to demonstrate their comprehension and analysis skills in reading, as evidenced by increasing the percentage of 10th grade students meeting standard on the Reading HSPE from 91.1% in 2013 to 94.3% in March of 2014.

In order to better align student writing and reading nonfiction text analysis skills with the expectations of Common Core, our respective team goals are to move students up at least one level/maintain mastery using new SpringBoard instructional materials, learning strategies and/or high level texts. At least 80% of students will meet or exceed the team goal; 10% of the remaining students will demonstrate tangible progress toward the next level, but may not fully address weaknesses/limitations enough to move a full level or maintain mastery; no more than 10% will lack evidence of progress (missing work, no attempt at assessments, etc.) or require additional interventions/remediation to meet the goal.

READING ACTION PLAN			RESOURCES		
SIP Actions	Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
Grade 9: <ul style="list-style-type: none"> Use baseline writing assessment to determine student areas of weakness in September. Incorporate specific grammar elements of Common Core into lessons. Give "growth" writing assessment in January. Analyze student data for instructional implications. 	TL 1.3.b	Baseline writing assessment, lesson plans, Growth writing assessment, performance data	Team instructors (Andersen, Bowen, Brown, Gerhard, Little, McEntire, Organ, Peacocke)	SpringBoard and District assessments; Common Core materials	Sept, Jan, second semester
Grade 10: <ul style="list-style-type: none"> Implement at least one SpringBoard unit strategy (one of the book's daily activities or the grade level writing workshop and/or lit circles) appropriate for one course "master" text during the semester. Pretest writing skills through an appropriate baseline writing assessment early in the year. Use the DRA as the baseline for the reading improvement scores. Posttest through the summative SpringBoard embedded or unit assessment adapted to the specific content/text using the same "baseline" rubric for writing. Use the Springboard Online tests to assess reading success throughout the year. 	TL 1.2.b TL 1.3.a TL 1.3.b	Baseline writing and reading assessments, lesson plans, posttest writing assessment, unit assessments, performance data	Team instructors (Andersen, Bowen, Bush, Guffey, Kalina, McEntire)	SpringBoard and District assessments; Common Core materials	Sept, Jan, second semester

READING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
3	Grade 11: <ul style="list-style-type: none"> Implement Units 1-3 of SpringBoard curriculum with fidelity, using unit assessments as student performance data in comparison to previous years' data to evaluate its curriculum for future use/revision. 	TL 1.2.b TL 1.3.a TL 1.3.b	Baseline writing and reading assessments, lesson plans, posttest writing assessment, unit assessments, performance data	Team instructors (Brown, Gerhard, Kalina, Little, Peacocke)	SpringBoard and District assessments; Common Core materials; COWs, HSPE data	Sept, Jan, second semester
4	Grade 12: <ul style="list-style-type: none"> Implement at least one SpringBoard unit strategy (one daily activity, grade level writing workshop and/or lit circles) appropriate for one ENG 4, AP 4, UW/EvCC Eng course "master" text during the semester. Pretest skills through an appropriate, early unit formative assessment re: analysis of a different text, or first reading of the master text (SpringBoard, AVID or other). Categorize performances as students' baseline levels of reading-specific domains/standards using either the 3 part SpringBoard rubrics, UW/AP scoring guides or turnitin.com's CCSS rubrics. Posttest through summative SpringBoard embedded or unit assessment adapted to ENG 4, AP 4, UW/EvCC Eng specific content/text using the same rubric as baseline pretest. 	TL 1.2.b TL 1.3.a TL 1.3.b	Lesson plans, pretests as baseline, posttests, performance data	Team instructors (Baker, Brown, Bush, Geary, Nicoletta)	SpringBoard, turnitin.com, AVID, UW and EvCC outcomes, AP scoring guides, District curriculum maps for English 4	October-January (varies by specific course)

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Revision Date: 10/24/13

Mathematics

Annual Measureable Objective (AMO): 83.7 percent of students will meet standard in Mathematics as measured by EOC.

AMO Target:	91.5	percent of the Continuously Enrolled	Asian	students will meet standard in	mathematics	as measured by EOC.
AMO Target:	60.3	percent of the Continuously Enrolled	Hispanic	students will meet standard in	mathematics	as measured by EOC.
AMO Target:	83.9	percent of the Continuously Enrolled	White	students will meet standard in	mathematics	as measured by EOC.
AMO Target:	56.2	percent of the Continuously Enrolled	SpEd	students will meet standard in	mathematics	as measured by EOC.
AMO Target:	70.5	percent of the Continuously Enrolled	Low Income	students will meet standard in	mathematics	as measured by EOC.

S.M.A.R.T. GOAL:

Algebra:

The proportion of 9th grade students meeting standard on the spring 2014 Algebra EOC exam will increase from 72.5% to 77.5%. The proportion of 10th grade students meeting standard on the spring 2014 Algebra EOC exam will increase from 16.8% to 40%. The proportion of 10th grade students who have met standard on the Algebra EOC exam (including those who have previously passed) by the spring of their 10th grade year will increase from 82.2% to at least 84%.

Geometry:

The proportion of 10th grade students meeting standard on the spring 2014 Geometry EOC exam will increase from 72.0% to 75.0%.

Meeting Math Requirement:

The proportion of 10th grade students who have met standard on at least one of the mathematics EOC exams by the end of their 10th grade year will increase to 83.7%.

MATHEMATICS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Develop an additional non-traditional summative assessment for students. One alternative assessment per course will be created.	TL 1.3.b	Assessments created by teams for each course	Math Department Shaun	PD – summative assessments	2013-2014
2	Develop a math tutorial system that utilizes high performing students assisting struggling students.	TL 1.3.c	Group discussions of what strategies are being used successfully	Math Department Shaun		2013-2014
3	Create and use effective formative assessments to check for student understanding prior to summative assessments. (examples: technology provided by curriculum, white boards, exit slips, etc.)	TL 1.3.b	Assessments created by teams, use of assessments planned by teams	Math Department Shaun	PD - Effective Formative assessment	2013-2014
4	Extended day tutorial periods for Algebra 1 through Pre-Calculus that splits time between re-teaching concepts provided by team members and assignment completion.	SR 5.1.a	Pyramid of Interventions (POI) monitoring	Math Department Shaun	Funding for EDT teachers with planning time	2013-2014
5	Teachers will either refer students below 70% overall grade to the Pyramid of Intervention or work individually them. If working individually, teachers will track attendance.	SR 5.1.a	POI monitoring and teacher logs	Math Department Shaun		2013-2014

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Revision Date: 10/24/13

Science

Annual Measureable Objective (AMO): 74.4 percent of students will meet standard in Science as measured by Biology EOC. Our students will increase from 85.0% to 88.0% as measured by the Biology EOC.

S.M.A.R.T. GOAL:

100% of students from our target group, students who received a D or F in science or math at the end of last year, will improve in science by one letter grade by the end of first semester.

SCIENCE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	We will get multiple data sources to identify a target group of students who have a history of struggling in science and/or math.	TL 1.3.b	Spreadsheet with student data delivered.	Jackson science administrator	Spreadsheet with data on students who have struggled in the past	October, 2013
2	As a department and individually, we will examine the student data; look for trends, strengths, and weaknesses to help us diagnose specific learning challenges among our struggling students.	TL 1.3.b	Identify patterns of need among our struggling students.	Jackson science teachers	Time to work together as a department and individually.	October – November, 2013
3	Working together as a department and in our LIT teams, we will research, plan, and implement focused interventions for those students who have previously struggled in science and/or math.	TL 1.3.c SR 5.1.a	Strategies planned and implemented.	Jackson science teachers	Time to work together as a department and in our LIT teams. Resources on interventions	November-January

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Revision Date: 10/24/13

Writing

Annual Measureable Objective (AMO): 97.7 percent of students will meet standard in Writing as measured by HSPE.

S.M.A.R.T. GOAL:

- Students will increase their ability to write clearly and effectively as evidenced by increasing the percentage of 10th grade students meeting standard on the Writing HSPE from 88.9% in 2013 to 97.7% in March of 2014.
- In order to better align student writing and reading nonfiction text analysis skills with the expectations of Common Core, our respective team goals are to move students up at least one level/maintain mastery using new SpringBoard instructional materials, learning strategies and/or high level texts. At least 80% of students will meet or exceed the team goal; 10% of the remaining students will demonstrate tangible progress toward the next level, but may not fully address weaknesses/limitations enough to move a full level or maintain mastery; no more than 10% will lack evidence of progress (missing work, no attempt at assessments, etc.) or require additional interventions/remediation to meet the goal.

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Grade 9: <ul style="list-style-type: none"> Use baseline writing assessment to determine student areas of weakness in Sept; incorporate specific grammar elements of Common Core into lessons. Give "growth" writing assessment in Jan; analyze student data for instructional implications. 	TL 1.3.b	Baseline writing assessment, lesson plans, Growth writing assessment, performance data	Team instructors (Andersen, Bowen, Brown, Gerhard, Little, McEntire, Organ, Peacocke)	SpringBoard and District assessments; Common Core materials	Sept, Jan, second semester

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	SIP Actions	Strategic Plan Reference	SIP Actions	Strategic Plan Reference
2	Grade 10: <ul style="list-style-type: none"> Implement at least one SpringBoard unit strategy (one of the book's daily activities or the grade level writing workshop and/or lit circles) appropriate for one course "master" text during the semester. Pretest writing skills through an appropriate baseline writing assessment early in the year. Use the DRA as the baseline for the reading improvement scores. Posttest through the summative SpringBoard embedded or unit assessment adapted to the specific content/text using the same "baseline" rubric for writing. Use the Springboard Online tests to assess reading success throughout the year. 	TL 1.2.b TL 1.3.a TL 1.3.b	Baseline writing and reading assessments, lesson plans, posttest writing assessment, unit assessments, performance data	Team instructors (Andersen, Bowen, Bush, Guffey, Kalina, McEntire)	SpringBoard and District assessments; Common Core materials	Sept, Jan, second semester
3	Grade 11: <ul style="list-style-type: none"> Implement Units 1-3 of SpringBoard curriculum with fidelity, using unit assessments as student performance data in comparison to previous years' data to evaluate its curriculum for future use/revision. 	TL 1.2.b TL 1.3.a TL 1.3.b	Baseline writing and reading assessments, lesson plans, posttest writing assessment, unit assessments, performance data	Team instructors (Brown, Gerhard, Kalina, Little, Peacocke)	SpringBoard and District assessments; Common Core materials; COWs, HSPE data	Sept, Jan, second semester

WRITING ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	SIP Actions	Strategic Plan Reference	SIP Actions	Strategic Plan Reference
4	Grade 12: <ul style="list-style-type: none"> Implement at least one SpringBoard unit strategy (one daily activity, grade level writing workshop and/or lit circles) appropriate for one ENG 4, AP 4, UW/EvCC Eng course "master" text during the semester. Pretest skills through an appropriate, early unit formative assessment re: analysis of a different text, or first reading of the master text (SpringBoard, AVID or other). Categorize performances as students' baseline levels of reading-specific domains/standards using either the 3 part SpringBoard rubrics, UW/AP scoring guides or turnitin.com's CCSS rubrics. Posttest through summative SpringBoard embedded or unit assessment adapted to ENG 4, AP 4, UW/EvCC Eng specific content/text using the same rubric as baseline pretest. 	TL 1.2.b TL 1.3.a TL 1.3.b	Lesson plans, pretests as baseline, posttests, performance data	Team instructors (Baker, Brown, Bush, Geary, Nicoletta)	SpringBoard, turnitin.com, AVID, UW and EvCC outcomes, AP scoring guides, District curriculum maps for English 4	October-January (varies by specific course)

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Revision Date: 10/24/13

Family Partnerships

S.M.A.R.T. GOAL:

Last year's Educational Effectiveness Survey results for Parent & Community Involvement (Almost Always/Often True)
Staff: 59% /Parents: 62%/Students: 62%.

FAMILY PARTNERSHIPS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Include parent/community involvement at campus beautification events Avid Parent Night.	SR 5.2.a	<ul style="list-style-type: none"> 20+ parents/community members participated on 8/20 30 members from New Life church cleaned/weeded/laid bark in back of school on 9/8 Recognized the groups on website and Wolftracks newsletter 	Dave Peters	Approximately \$2000 for bark and food (building budget, donations)	Opening of school
2	<ul style="list-style-type: none"> Active parent participation on the Jackson Leadership Council (JLC) and SIP Team PTSA Feedback Forum. 	SR 5.2.a	<ul style="list-style-type: none"> One parent from each grade level represented on JLC Specific feedback solicited regarding communications (website, Blackboard Connect, newsletters), equity, access, welcoming environment 	Admin team, JLC members		Throughout the school year

FAMILY PARTNERSHIPS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	SIP Actions	Strategic Plan Reference	SIP Actions	Strategic Plan Reference
3	Create a welcoming environment for parents in our large events: Freshman Orientation, Open House, High School & Beyond, Me & Mom Tea.	SR 5.2.a	<ul style="list-style-type: none"> Comprehensive tour of school for freshman parents and new families Spanish speaking tour guide for our Hispanic/Latino parents 	Paul Turner, PTSA, ASB Leadership, Admin Team, Counselors		September, October, May 2013
4	Coffee w/ Principal to allow for organic, informal conversations in smaller groups with parents.	SR 5.2.a	<ul style="list-style-type: none"> 4 times per year 	Dave Peters, PTSA	PTSA funds this event	October, January, March, May
5	"Late Night" Counselor-Parent meetings to accommodate parent work schedules.	SR 5.2.a	<ul style="list-style-type: none"> 3 times per year 	Counselors	Comp time for counselors	October, February, April
6	<ul style="list-style-type: none"> 8th Grade Parent Night. 8th Grade Transition Meetings. 	SR 5.2.a	<ul style="list-style-type: none"> Advertising and communication through PTSA newsletter, website, Blackboard Connect messages Meetings scheduled prior to registration in the spring 	Admin team, counselors, MS admin/counseling teams		March, April

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Revision Date: 10/24/13

Challenging Options

S.M.A.R.T. GOAL:

Reduce by one-half the "equity gap" between JHS' current ethnic and economic demographic distribution and the distribution of ethnic and economic enrollment in available AP and/or dual-credit curriculum offerings.

CHALLENGING OPTIONS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Participate in Equal Opportunity Schools Study and Follow Up.	TL 1.2.b	Survey participation, etc.	JLC, Counseling (for registration)	EOS; College Board data; demo data	Sept-June
2	Educate/advocate to instructional, support, administrative and counseling staff re: JHS-indicated myths/perceptions vs. evidence-based findings about "inputs" for challenging curriculum.	TL 1.2.a	Meeting/book study agenda	JLC, Counseling	EOS, UWHS, EvCC CHS, AP and dual course instructors; JHS data	Dec (after EOS data)

CHALLENGING OPTIONS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	SIP Actions	Strategic Plan Reference	SIP Actions	Strategic Plan Reference
3	Educate/advocate to students, families and community supporters re: myths/ perceptions vs. evidence-based findings about "inputs" for challenging curriculum.	TL 1.2.a	Meeting agenda/ document	JLC, Counseling	EOS, UWHS, EvCC CHS, AP and dual course instructors	Dec (after EOS data)
4	Educate/advocate to instructional, support, administrative and counseling staff re: the "outputs" of AP and dual-credit enrollment.	TL 1.2.a	Meeting/book study agenda	JLC, Counseling	EOS, UWHS, EvCC CHS, AP and dual course instructors; JHS data	Feb (pre-registration)
5	Educate/advocate to students, families and community supporters re: the "outputs" of AP and dual-credit enrollment.	SR 5.1.a SR 5.2.a	Meeting agenda/ document	JLC, Counseling	EOS, UWHS, EvCC CHS, AP and dual course instructors	Feb (pre-registration)
6	Promote financial support mechanisms for AP exam registration and dual-enrollment EvCC tuition for counselor-identified students.	RM 4.2.a	PTSA grants, AP registration forms, audit	PTSA, Counseling	PTSA/ EPSF/ other funding source(s)	Oct (for Nov deadlines); Feb/March (for March/ Apr deadlines)

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

Equity, Access, and Welcoming Environment (EAWE)

Revision Date: 10/24/13

S.M.A.R.T. GOAL:

- Last year's Educational Effectiveness Survey results for Supportive Learning Environment (Almost Always/Often True)
Staff: 81% / Parents: 83%/Students: 58%.
- We will increase the favorable perception of Supportive Learning Environment by students to 70%.

EAWE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	The Compassionate Schools Committee will create professional development opportunities for all staff.	PSS 3.4.c	<ul style="list-style-type: none"> • Development of PD goals and plan for implementation 	Blythe Young, Lyn Lauzon, team members	<ul style="list-style-type: none"> • Funds for training, release time • Designated PD dates 	Ongoing through school year
2	Compassionate Schools Committee will partner with 10-20 students from diverse backgrounds to engage in discourse to identify and implement strategies for a safe school environment for all.	TL 1.3.c	<ul style="list-style-type: none"> • Invite students to the committee • Challenge Day in the Spring • Be The Change Club 	Lyn Lauzon, Jean Sarcletti, Compassionate Schools team members	<ul style="list-style-type: none"> • Funds for release time, Challenge Days program and follow up 	Spring, 2014 and in Sep/Oct 2014
3	Build on our current system of celebrating student success.	TL 1.3.c	<ul style="list-style-type: none"> • Re-implementation of KUDOS • Continue Pathways program 	Blythe Young, Kaye Smith, Be The Change Team	<ul style="list-style-type: none"> • Funding for candy bars and paper 	Ongoing through school year

EAWWE ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
4	Celebrate and address the growing diversity in our school.	TL 1.3.c	<ul style="list-style-type: none"> • International Week • Student Panel 	Foreign language teachers and clubs, Admin	<ul style="list-style-type: none"> • Funding for International Week 	Sept - June
5	Create opportunities for staff collaboration during LIF days, including all staff.	PSS 3.2.a	<ul style="list-style-type: none"> • Posting spreadsheet with schedule • Compassionate Schools LIF time • Book studies 	Admin team, JLC		Sept - June
6	Leadership students serve as student greeters each morning as students arrive at school.	TL 1.3.c	<ul style="list-style-type: none"> • Students selected from leadership classes • Students present daily 	Alan Briggs		Ongoing through school year
7	Link Crew forms mentor/mentee ongoing relationships with freshmen through activities including the freshman dance, celebrating positive behaviors, final exam tutorial sessions, periodic personal "check-ins".	TL 1.3.c	<ul style="list-style-type: none"> • Freshman orientation • Verification through advisor monitoring 	Paul Turner, Jason Gadek, Link Crew members		Sept - June

School Improvement Plan 2013-2014

School: H.M. Jackson HS

Principal: Dave Peters

Date: 9/25/13

On Time Graduation

Revision Date: 10/23/13

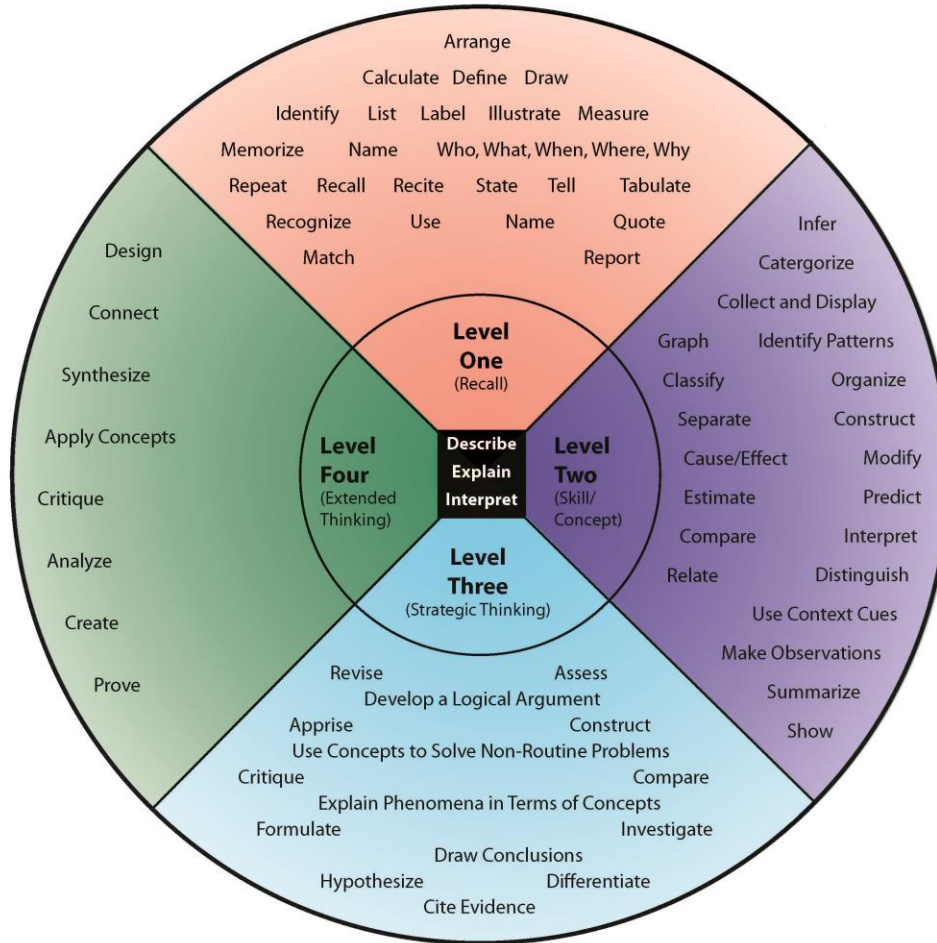
S.M.A.R.T. GOAL:

- Based on the baseline data from Class of 2013: low SES (meal status) seniors had a 4-year graduation rate of 87%
 - 2013-14 Goal: Increase by 3% the 4-year graduation rate for low SES senior students to 90%
- We will meet or exceed the four year adjusted cohort graduation rate AMO goal for FGY 2014 of 92.8%.
- We will increase the percentage of passing grades assigned each semester compared to the same semester in 2012-13 by 1% to 94.99% in the fall and 95.39% in the spring.

ON TIME GRADUATION ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	Evidence of Implementation	Person(s) Responsible	Resources Needed	Timeline
1	Gather data of seniors on F & R lunch.	III 2.3.b	Meal status list generated	Counselors	Cognos Report, LMS insight	End of October
2	Identify from the meal status list students earning one or more "F" grades.	III 2.3.b	"F" grade list from meal status list	Counselors	Cognos Report, LMS Insight	Mid November
3	Refer to specific teachers for referral to POI on all "F" grades--one student could have multiple POI referrals, depending on # of "F" grades.	SR 5.1.a	POI tracking system set up by Jean Sarcletti	Counselors	Report from Jean Sarcletti	Ongoing throughout year 11/3 - 9/14
4	Counselors will monitor and follow up progress of POI results.	SR 5.1.a	Gathering of POI data	Counselors	Data from ASTS/EDT	Ongoing throughout year 11/3 - 9/14

CHALLENGING OPTIONS ACTION PLAN				RESOURCES		
SIP Actions		Strategic Plan Reference	SIP Actions	Strategic Plan Reference	SIP Actions	Strategic Plan Reference
5	The following menu of interventions will be implemented in monitoring student progress: POI, Individual counseling, small group counseling, parent conference, teacher conference/consultation, specialized presentation, community resource connection, and SST.	SR 5.1.a	Documentation of intervention dates and type	Counselors	Data from ASTS/EDT results Online progress reports Semester grades	Ongoing throughout year 11/3 – 9/14

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice that's appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data and reporting results/solutions.</p> <p>Apply a mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>



2013-14 State of the School Mid-Year Review Conversation or Presentation Based Design

1. Targeted Data | 15 minutes

- Using state-level assessment data, briefly summarize the school's performance trends over the past five years
- Summarize each subgroup's performance during the 2012-13 school year
- Summarize the comparison schools' report and changes over the past five years
- Summarize the school's data from September 2013 through date of the school review

2. School Improvement High Leverage Strategies | 25 Minutes

- Describe how the Eight-Step Process is being implemented with fidelity in classrooms and by teacher teams to improve student performance in areas of concern
- Summarize how the volume of reading and writing in each classroom is being elevated and monitored
- Show examples of DOK Levels Three and Four student work tasks
- Share what strategies the school is using to work with families and community partners

3. Developing High Performing Teams | 10 Minutes

- Share how the administrative team is monitoring and supporting growth in teachers' capacity to do the work of high performing teams

4. Support Needed | 10 Minutes

- Communicate district support needed based on current data and challenges

5. Comments and Questions from Audience Members | 15 Minutes

- What did we learn and what are the implications for us as individuals?

Attendance: Principal and Assistant Principal/s, Superintendent, Two Board Members, Associate and Assistant Superintendents, Cabinet Members, Curriculum Specialists, One-Two Teachers (Elementary), and Two-Three Teachers (Middle and High School)

Setting: Conference Room or Library

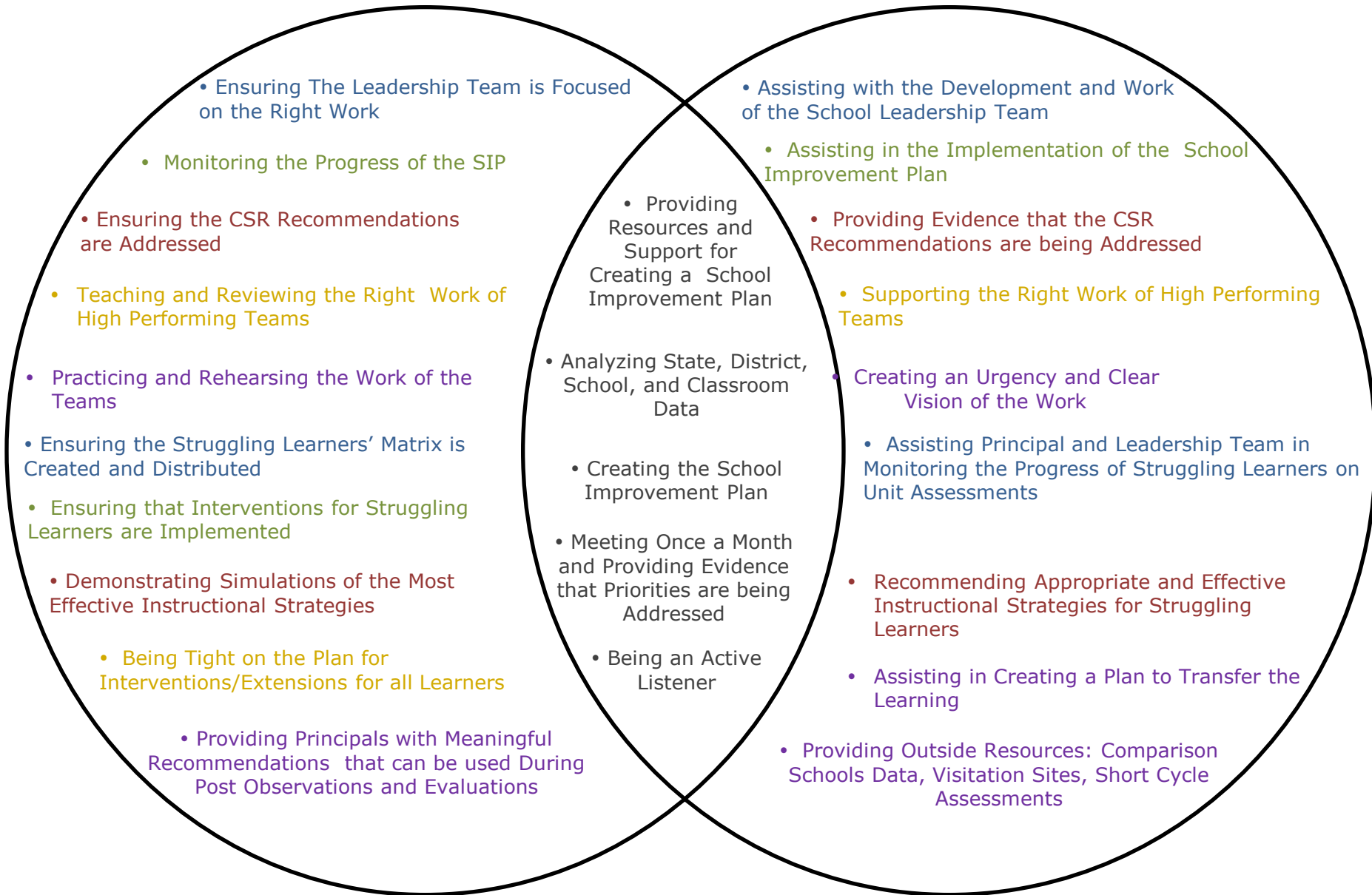
Time: 75 Minutes

Participants will have a copy and be familiar with the school's large scale data, AMO targets, achievement index report and comparison schools' data.

NOTE: Schools may choose a conversation or presentation based design. School leaders may choose to invite colleagues and staff members from other schools to the presentation based design. The State of the School Review presentation **must be completed in 60 minutes**. The last 15 minutes are reserved for audience members' comments and questions.

Enhancing the Principal's Practice by:

Enhancing the Principal's Practice in:



Assistant Superintendents

School Improvement Facilitators

The mission of the Everett Public Schools is to inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.



On-time Graduation Plan

2013-2014



Purpose of the on-time graduation plan

The purpose of the on-time graduation plan is to articulate the theories of action that will drive content, process, resource, and goals alignment in order to improve graduation outcomes for students in the Everett Public Schools and ultimately reach a 100% graduation rate.

Theories of action

1. If the on-time graduation learning community (OTG-LC) continues to use the same strategies and processes we have been using, it will yield an approximate 4 year graduation rate of 82%.
2. If our OTG-LC:
 - a) increases ownership of the students at risk of not graduating (on time or at all), and
 - b) frequently analyzes the data that illustrate students' graduation status,

then 4 year graduation rates will improve by 3% in 2014.

The OTG-LC, in this context, comprises the: principals of the four high schools; associate and assistant superintendents; success coordinators, student services director; special education director, among potential others.

3. If school-based learning communities unpack problems of practice and set benchmarks, *at the local level*, for student progress toward on-time graduation:

then other support members of the leadership team will more effectively:

1. mobilize resources on their students' behalf;
2. offer strategic peer feedback; and
3. support and learn from the work ,

for the ultimate purpose of improving on-time graduation rates.

'School-based learning communities', in this context, comprises the: principal, assistant principals, counselors, success coordinator among potential others.

The 'local level' refers to presenting relevant and timely student progress-toward-graduation data specific to the school at which the information is being presented.

Essential questions

1. How do we effectively mitigate the 'next 20%' graduation gap and reach students who are not on track to graduate?
 - o Who are they?
 - o Why are they not graduating on time?
 - o What interventions will most effectively impact their graduation status?
2. What specific, high leverage strategies will we employ for:
 - o Continuing seniors?

- Grade 12 students off-track?
- Grade 11 students off-track?
- Grade 10 students off-track?
- Grade 9 students off-track?

Structure and schedule of the work in 2013-14

The structure of the on-time graduation meetings this year will primarily include a series of collaborative benchmark setting meetings at each of the four high schools. Additionally, a fifth rotation will be scheduled at the Center (or CRC, when completed).

On-time Graduation Learning Community (OTG-LC) Meeting Schedule

Meeting dates listed below, 7:00 am – 8:15 am

	OTG-LC Rotation 1	OTG-LC Rotation 2	OTG-LC Rotation 3	OTG-LC Rotation 4	OTG-LC Rotation 5
Center/CRC		Nov 5	Jan 7	Mar 4	May 13
Cascade HS	Sep 19*	Nov 19	Jan 21	Mar 25	May 20
Everett HS	Oct 15	Nov 26	Jan 28	Apr 8	May 27
Jackson HS	Oct 22	Dec 3	Feb 4	Apr 22	Jun 3
Sequoia HS	Oct 29	Dec 17	Feb 25	Apr 29	Jun 10

* September 19 OTG Meeting will take the place as part of the High School Principal Meeting
 + The original OTG Meeting invites included March 18. March 18 falls within the HSPE window, so the meeting was removed from the rotation. The last OTG Meeting of the 2013-14 school year is June 10.

Strategic work

The purpose of the centralized meeting will be to engage in strategic-level work and launch the next rotation having monitored our results and making adjustments going forward. Some examples of strategic-level work include:

1. Evaluation of what we observed at the site-based collaborative benchmark meetings.
 - a. Based on the problem of practice protocol, how do we think graduation rates will be affected by what we are doing? What evidence do we have in making these predictions?
2. Monitor goals, progress checks
3. Aggregate results from the collaborative benchmark meetings regarding students' status toward on-time graduation.

Local work

The purpose of the collaborative benchmark meetings at the respective school sites will be to illustrate each high school's real-time progress toward on-time graduation for each student and highlight the high leverage interventions each school believes will mitigate their graduation gap. The results from these problem of practice presentations will yield more effective:

1. mobilization of resources on their students' behalf;
2. offering of tailored feedback; and
3. support and encouragement to continue best intervention practices.

Operational and tactical work

These collaborative benchmark meetings will be more operational and tactical in nature, including:

1. Operational
 - a. Problem(s) of practice identified
 - b. Data points chosen – why these?
 - c. What does the data say?
 - i. Root causes?
 - d. Intervention / local support systems – why these?
 - e. Monitoring results
 - f. Engaging others – reciprocal learning
 - g. Takeaways / application
 - h. Budget utilization
 - i. Goal setting
 - i. Planning
 - ii. Implementation
 - iii. Monitoring
 - iv. Evaluation
 - v. (ongoing cycle)
 - j. Ancillary programs supporting OTG work
2. Tactical
 - a. Data analysis tools
 - i. Which are the most effective?
 1. LMS/Insight
 - a. F rates
 - b. Attendance
 - c. Discipline
 - d. Readiness reports
 - ii. “Master Cohort”
 - b. Data support needs
 - c. Participants – who should be around the table?

Sample OTG agenda for collaborative benchmark meetings (75 minutes)

1. **Problem of Practice**: School-based learning community facilitation in large group roundtable (45 minutes)
 - a. *Describe*: Principal and team present local problem(s) of practice related to on-time graduation
 - i. In the form of a question
 - b. *Analyze* current data: what is the source of the data? What do you think it says?
 - i. Illustrate intervention practices to date
 - c. *Discuss*: Group asks clarifying questions related to presented problem of practice
 - d. *Understand*: Group provides feedback; host school reflects on what they hear
 - i. Host school focuses on next level of work
 1. Systemic interventions implications
 2. Leadership implications
 - e. *Engage* others in the work – smaller groups (discretion of host school; options for facilitated discussion)
 - i. Progress toward goals
 - ii. Budget utilization strategies
 - iii. Ancillary programs (e.g., improving equity & access)
 - iv. Support needed
2. **Student-by-student**: CDU reporting out – host school (15 minutes)
 - a. CDU report analysis: status checks
 - b. “Working the list” strategies
 - c. Support needed
3. **Closing** (15 minutes)
 - a. Reflective learning & application

On-time Graduation Goals 2013-14

Strategic Priority 1.1

Each student graduates from high school ready for college and career with 21st century skills.

- Each high school will increase the percentage of passing grades assigned each semester compared to the same semester in 2012-13 by the following: Cascade High School 1%, Everett High School 2%, H.M. Jackson High School 1%, and Sequoia High School 2%. *Narratives to be included from each high school.*

	2012-13		2013-14			
	Fall Actual	Spring Actual	Fall Goal	Fall Actual	Spring Goal	Spring Actual
CHS	91.08%	92.00%	92.08%		93.00%	
EHS	87.49%	88.91%	89.49%		90.91%	
JHS	93.99%	94.39%	94.99%		95.39%	
SHS	60.25%	64.37%	62.25%		66.37%	

- Each high school will meet or exceed the four year adjusted cohort graduation rate AMO goal and enhanced AMO goal for FGY 2014. School specific targets for FGY 2014 measured by four year adjusted cohort graduation rates will be reported by OSPI. (Enhanced AMO goals are set when actual four year adjusted cohort graduation rates for FGY 2013 exceed FGY 2014 AMO goals. An enhanced AMO goal is equal to the actual four year adjusted cohort graduation rate plus one year AMO increment.) *Final data available from OSPI, expected March 2015.*

FGY 2014 – 4 Year Adjusted Cohort Graduation Rate				
	FGY 2014 OSPI Count Number of Dropouts (UCD)	FGY 2014 AMO Goal 4 year adjusted cohort graduation rate	FGY 2014 <i>Enhanced</i> AMO Goal 4 year adjusted cohort graduation rate	FGY 2014 Actual 4 year adjusted cohort graduation rate
CHS		89.80%		
EHS		85.00%		
JHS		92.80%		
SHS		56.27%		
All HS		86.13%		

3. Each high school will meet or exceed the five year adjusted cohort graduation rate AMO goal and enhanced AMO goal for FGY 2013. School specific targets for FGY 2013 measured by five year adjusted cohort graduation rates will be reported by OSPI. (Enhanced AMO goals are set when actual five year adjusted cohort graduation rates for FGY 2012 exceed FGY 2013 AMO goals. An enhanced AMO goal is equal to the actual five year adjusted cohort graduation rate plus one year AMO increment.) *Final data available from OSPI, expected March 2015*

FGY 2013 – 5 Year Adjusted Cohort Graduation Rate				
	FGY 2013 OSPI Count Number of Dropouts (UCD)	FGY 2013 AMO Goal 5 year adjusted cohort graduation rate	FGY 2013 Enhanced AMO Goal 5 year adjusted cohort graduation rate	FGY 2013 Actual 5 year adjusted cohort graduation rate
CHS		92.13%		
EHS		89.47%		
JHS		95.53%		
SHS		56.40%		
All HS		89.13%		

4. Each high school will develop and share a plan to reengage and graduate continuing seniors, and will graduate at least 50% of students in FGY 2012 and earlier (total number, not individual) enrolled on October 1, 2013. *Narratives to be included from each high school.*

FGY 2012 or earlier – Number of Graduates			
	Number of continuing seniors in FGY 2012 or earlier on October 1, 2013	Goal number of graduates in June 2014 from FGY 2012 or earlier	Actual Number of extended graduates in June 2014 from FGY 2012 or earlier
CHS			
EHS			
JHS			
SHS			
All HS			

5. Each high school will meet or exceed the four year adjusted cohort graduation rate AMO goal and enhanced AMO goal for FGY 2014 and the five year adjusted cohort graduation rate AMO goal and enhanced AMO goal for FGY 2013 for all sub-groups. *Final data available from OSPI, expected March 2015.*

FGY 2014 – 4 Year Adjusted Graduation Rate															
	CHS AMO 89.80% EAMO N/A			EHS AMO 85.00% EAMO N/A			JHS AMO 92.80% EAMO N/A			SHS AMO 56.27% EAMO N/A			All HS AMO 86.13% EAMO N/A		
	# in FGY 2014	# of Grads	%	# in FGY 2014	# of Grads	%	# in FGY 2014	# of Grads	%	# in FGY 2014	# of Grads	%	# in FGY 2014	# of Grads	%
Asian/ Pac Isl															
Amer Indian															
Black															
Hispanic															
White															
Limited Eng															
SpEd															
Low Income															

FGY 2013 – 5 Year Adjusted Graduation Rate															
	CHS AMO 92.13% EAMO 92.78%			EHS AMO 89.47% EAMO N/A			JHS AMO 95.53% EAMO 95.56%			SHS AMO 56.40% EAMO N/A			All HS AMO 89.13% EAMO N/A		
	# in FGY 2013	# of Grads	%	# in FGY 2013	# of Grads	%	# in FGY 2013	# of Grads	%	# in FGY 2013	# of Grads	%	# in FGY 2013	# of Grads	%
Asian/ Pac Isl															
Amer Indian															
Black															
Hispanic															
White															
Limited Eng															
SpEd															
Low Income															

6. The percent of active students in FGY 2014 reaching standard on the state assessment in reading and writing will reach 100% by June 2014. *OSPI release of data expected June 30, 2014.*

FGY 2014 – State Reading Assessment					
	FGY 2014 Students Active on May 1, 2014	Students on Track for Graduation		Students Not on Track for Graduation	
		Met Reading Number	Met Reading Percent	Met Reading Number	Met Reading Percent
CHS					
EHS					
JHS					
SHS					
All HS					

FGY 2014 – State Writing Assessment					
	Students Active through May 1, 2014	Students on Track for Graduation		Students Not on Track for Graduation	
		Met Writing Number	Met Writing Percent	Met Writing Number	Met Writing Percent
CHS					
EHS					
JHS					
SHS					
All HS					

The percent of active students in FGY 2014 on track to graduate by credits reaching standard on the state math assessment will reach 100% by August 2014.

FGY 2014 – State Math Assessment					
	Students Active through May 1, 2014	Students on Track for Graduation		Students Not on Track for Graduation	
		Met Math Number	Met Math Percent	Met Math Number	Met Math Percent
CHS					
EHS					
JHS					
SHS					
All HS					

7. Graduation plans will be developed for all students in the red and yellow. Planning meetings will include one-on-one conferences with the student and, when possible, the parent or guardian. *Narratives to be included from each high school.*

8. The percent of active students in the district meeting the minimum four year college entrance requirements established by Washington Student Achievement Council (WSAC) will meet or exceed the following goals for each class.

FGY 2014 – WSAC College Entrance Requirements															
	CHS			EHS			JHS			SHS			All HS		
	FGY 2013 Actual	FGY 2014 Goal	FGY 2014 Actual	FGY 2013 Actual	FGY 2014 Goal	FGY 2014 Actual	FGY 2013 Actual	FGY 2014 Goal	FGY 2014 Actual	FGY 2013 Actual	FGY 2014 Goal	FGY 2014 Actual	FGY 2013 Actual	FGY 2014 Goal	FGY 2014 Actual
English	65%			66%			76%			17%			68%		
Math	74%			87%			88%			21%			81%		
Senior/Advanced Quantitative	75%			81%			90%			25%			81%		
Science	100%			96%			98%			83%			98%		
World Language	66%			59%			84%			13%			70%		
Social Science	70%			68%			65%			8%			66%		
Fine Arts or Add'l Credits	97%			97%			99%			83%			97%		
Overall	34%			35%			43%			4%			37%		

OTG Budget Proposal for 2013-14

The proposed district On-time Graduation (OTG) budget for the 2013-14 school year is \$993,000. The funds will be allocated to district high schools and programs for the express purpose of enhancing student graduation rates.

In addition to the basic education funds allocated to OTG, district categorical programs will provide resources to help achieve improved graduation rates.

Staff will be assigned to schools for the year. Staffing will not become part of the school basic education allocation and may be reassigned or eliminated in future years. Dollars will be assigned with 50% of the total allocation provided in September, and the remaining 50% will be allocated at the start of second semester. Any unspent funds at the end of the term will be recovered by the district and will not carryover to the school budget.

Summary of OTG Funding Proposal Allocations

	OTG	LAP	Title I	Title II	Title III	
Cascade	\$136,500	\$100,000	N/A	N/A	\$9,000	\$245,500
Everett	\$106,500	\$100,000	N/A	\$60,000	\$9,000	\$275,500
H.M. Jackson	\$146,500	N/A	N/A	N/A	\$2,000	\$148,500
Sequoia	\$162,500	N/A	\$61,000	\$100,000	N/A	\$313,500
Total	\$552,000	\$200,000	\$61,000	\$160,000	\$20,000	\$993,000

Cascade HS

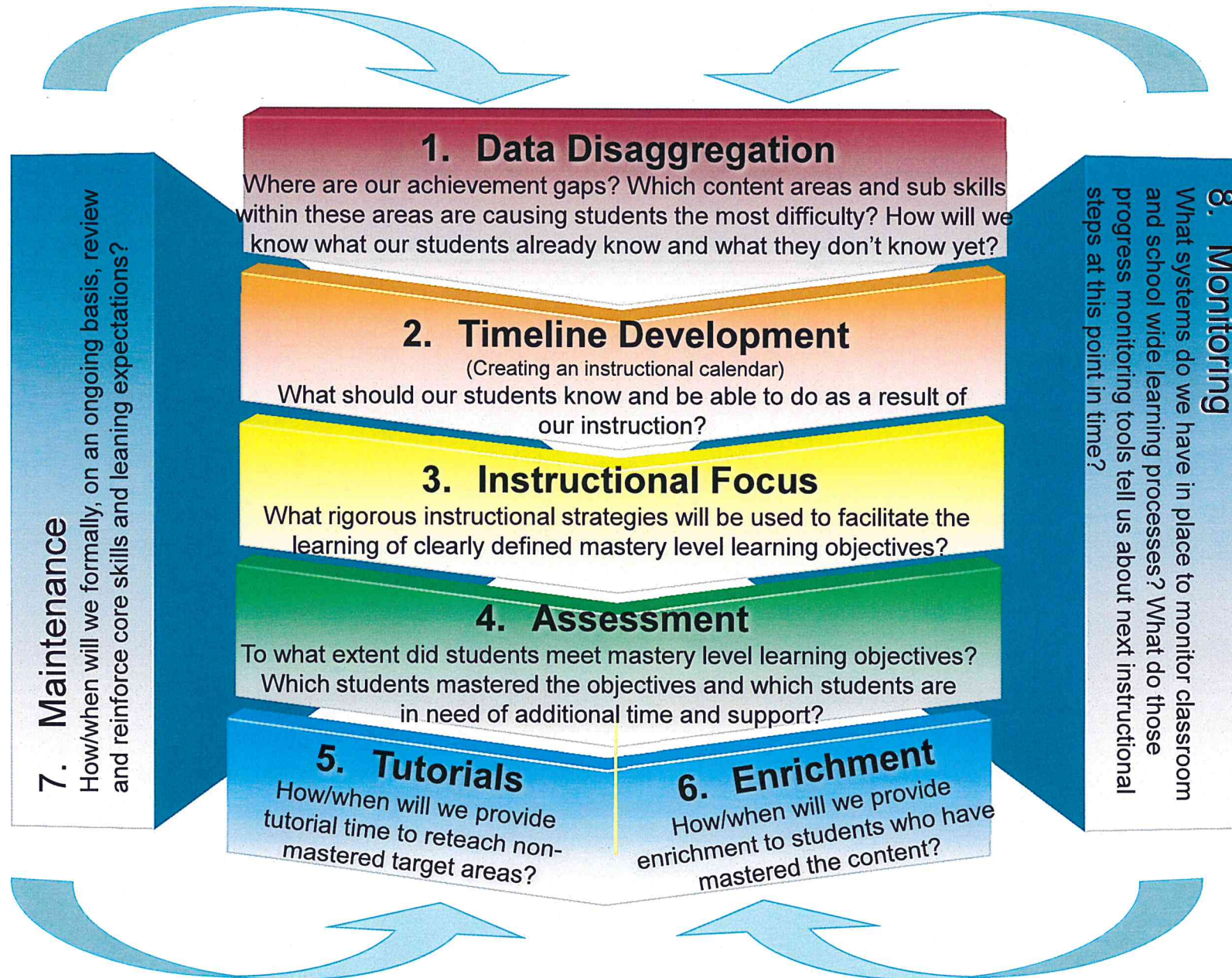
	OTG	LAP	Title I	Title II	Title III	
Extended Day - Certificated	\$30,000	N/A	N/A	N/A	N/A	
Extended Day - Classified	\$4,000	N/A	N/A	N/A	N/A	
After School Transportation	\$10,000	N/A	N/A	N/A	N/A	
Dropout Success Coordinator	\$12,500	N/A	N/A	N/A	N/A	
Math Teacher, 1.0 FTE	N/A	\$100,000	N/A	N/A	N/A	
Additional Cert. Teacher, 0.3 FTE	\$30,000	N/A	N/A	N/A	N/A	
ELL Extended Day	N/A	N/A	N/A	N/A	\$9,000	
High School Readiness	\$40,000	N/A	N/A	N/A	N/A	
Middle School Transitions	\$10,000	N/A	N/A	N/A	N/A	
Total	\$136,500	\$100,000	N/A	N/A	\$9,000	\$245,500

Everett HS						
	OTG	LAP	Title I	Title II	Title III	
Extended Day - Certificated	\$30,000	N/A	N/A	N/A	N/A	
Extended Day - Classified	\$4,000	N/A	N/A	N/A	N/A	
Intervention Support Teacher, 0.6 FTE	N/A	N/A	N/A	\$60,000	N/A	
Math Teacher, 1.0 FTE	N/A	\$100,000	N/A	N/A	N/A	
After School Transportation	\$10,000	N/A	N/A	N/A	N/A	
Dropout Success Coordinator	\$12,500	N/A	N/A	N/A	N/A	
Extended Day ELL Support	N/A	N/A	N/A	N/A	\$9,000	
High School Readiness	\$40,000	N/A	N/A	N/A	N/A	
Middle School Transitions	\$10,000	N/A	N/A	N/A	N/A	
Total	\$106,500	\$100,000	N/A	\$60,000	\$9,000	\$275,500

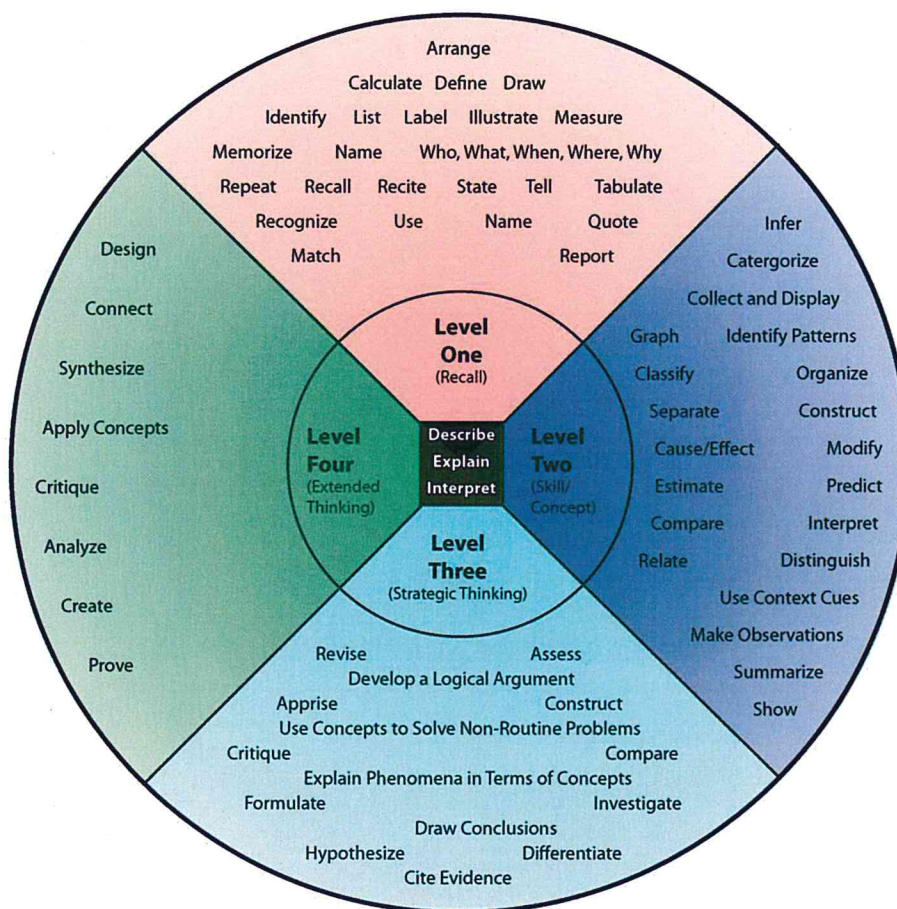
H.M. Jackson HS						
	OTG	LAP	Title I	Title II	Title III	
Extended Day - Certificated	\$30,000	N/A	N/A	N/A	N/A	
Extended Day - Classified	\$4,000	N/A	N/A	N/A	N/A	
Additional Certificated Teacher, 0.2 FTE	\$20,000	N/A	N/A	N/A	N/A	
Additional Certificated Teacher, 0.2 FTE	\$20,000	N/A	N/A	N/A	N/A	
After School Transportation	\$10,000	N/A	N/A	N/A	N/A	
Dropout Success Coordinator	\$12,500	N/A	N/A	N/A	N/A	
Extended Day ELL Support	N/A	N/A	N/A	N/A	\$2,000	
High School Readiness	\$40,000	N/A	N/A	N/A	N/A	
Middle School Transitions	\$15,000	N/A	N/A	N/A	N/A	
Total	\$146,500	N/A	N/A	N/A	\$2,000	\$148,500

Sequoia HS						
	OTG	LAP	Title I	Title II	Title III	
Success Coordinator, 1.0 FTE	N/A	N/A	\$56,000	N/A	N/A	
Math/Science Teacher, 1.0 FTE	N/A	N/A	N/A	\$100,000	N/A	
Additional Certificated Teachers, 0.4 & 0.6 FTE	\$100,000	N/A	N/A	N/A	N/A	
After School Extended Day Support	N/A	N/A	\$5,000	N/A	N/A	
After School Transportation	\$10,000	N/A	N/A	N/A	N/A	
Dropout Success Coordinator	\$12,500	N/A	N/A	N/A	N/A	
High School Readiness	\$40,000	N/A	N/A	N/A	N/A	
Total	\$162,500	N/A	\$61,000	\$100,000	N/A	\$323,500

The Eight-Step Continuous Improvement Model



Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice that's appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data and reporting results/solutions.</p> <p>Apply a mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Will my student be ready for high school? ... And college or a career?

If your student is doing well in eighth-grade, that is the single strongest predictor of college readiness by twelfth-grade.

Two ways to boost success in middle school:

1. Good work and study habits, sometimes called *academic discipline*. It means consistently completing homework, getting to class on time, taking pride and care in school work.
2. Positive behavior and attitude

Studies show that those who fail middle school classes are more likely to drop out of high school.



High School Success Indicators

The following levels and indicators are intended to be a guide for students and their families in preparing for a successful high school experience, which leads to readiness for college or a career.

Well Prepared for High School Readiness

- Earns a “B” level grade or higher in each grade level core subject: math, reading/language arts, science and social studies.
- Earns a “C” level grade or better in a minimum of one high school level course; e.g. Algebra I, Geometry, Algebra 2, Coordinated Science
- Exceeds standard (Level 4) on two or more assessments of the MSP and meets standard (Level 3) on the remaining assessments
- Successfully completes the Washington State History requirement
- Regular, consistent and timely attendance is at least 98%

Meets High School Readiness

- Earns “C” level grade or better in each core subject: math, reading/ language arts, science and social studies
- Meets or exceeds standard (Level 3 or 4) for each subject on the state assessment—Measures of Student Progress (MSP)
- Successfully completes the Washington State History requirement
- Regular, consistent and timely attendance is at least 98%

Approaching High School Readiness

- Has earned one or more “D” level grades in each core subject: math, reading/ language arts, science and social studies
- Approaches standard (Level 2) in one or more subjects on the state assessment—Measures of Student Progress (MSP)
- Has yet to successfully complete the Washington State History requirement
- Consistent and timely attendance is between 94-98%

Significantly At-Risk for High School Readiness

- Has earned one or more “F” level grades in each core subject: math, reading/ language arts, science and social studies
- Does not meet standard (Level 1) in one or more subjects on the state assessment Measures of Student Progress (MSP)
- Has yet to successfully complete the Washington State History requirement
- Consistent and timely attendance is below 94%

Level 4

Level 3

Level 2

Level 1

EQUITY AND ACCESS ADVISORY COUNCIL: ROLE & PURPOSE DESCRIPTION		
Title:	Equity and Access Advisory Council (EAAC)	
Interfaces:	Internal: Superintendent, Cabinet, Board External: community	
Composition:	Ten to eighteen members (representing the diversity of the EPS community) composed of parents, patrons, students, and staff appointed by the superintendent to two-year terms. <i>Facilitated by:</i> Associate Superintendent for Instruction	
Staff Support:	Office of the Assistant Superintendent	
Scope of Work	Description of Tasks	Deliverables
Provide guidance on significant policy matters affecting district success in implementing the strategic plan and closing the achievement and graduation rate gaps	Counsel superintendent and cabinet about efforts to establish an environment and culture of equity and access that supports student success Provide advice and input to superintendent and cabinet on district strategies, goals, objectives, benchmarks and milestones related to closing achievement gaps	Policy recommendations to superintendent and strategic planning efforts
Build links between the district and various communities representing diverse populations within district boundaries.	Gain support for, organize, and implement event connecting families of a diverse range of students to schools	Partnership network(s) District connections to constituencies from diverse populations
Build partnerships that enhance district work with under-represented groups	Work with community partners to support each student learning to high standards.	
----- Support strategic plan	Provide recommendations for the strategic plan	----- Input to strategic plan
----- Develop, communicate and follow annual work plan	Create annual plan for council work	----- Annual work plan with measureable goals and targets Regular reports to superintendent as others as deemed necessary by superintendent
Authority:	Advisory to Superintendent	
Accountability:	Reports to Assistant Superintendent	
Approvals:	Advisory only.	

Everett Public Schools Board Study Session

Equity & Access Advisory Council

May 7, 2013

Purpose

- To illustrate the work of the Equity & Access Advisory Council in 2012-13 in relation to:
 - Strategic Plan
 - District learning priorities
- Stimulate ideas for the EAAC to integrate into next steps for 2013-14 and beyond



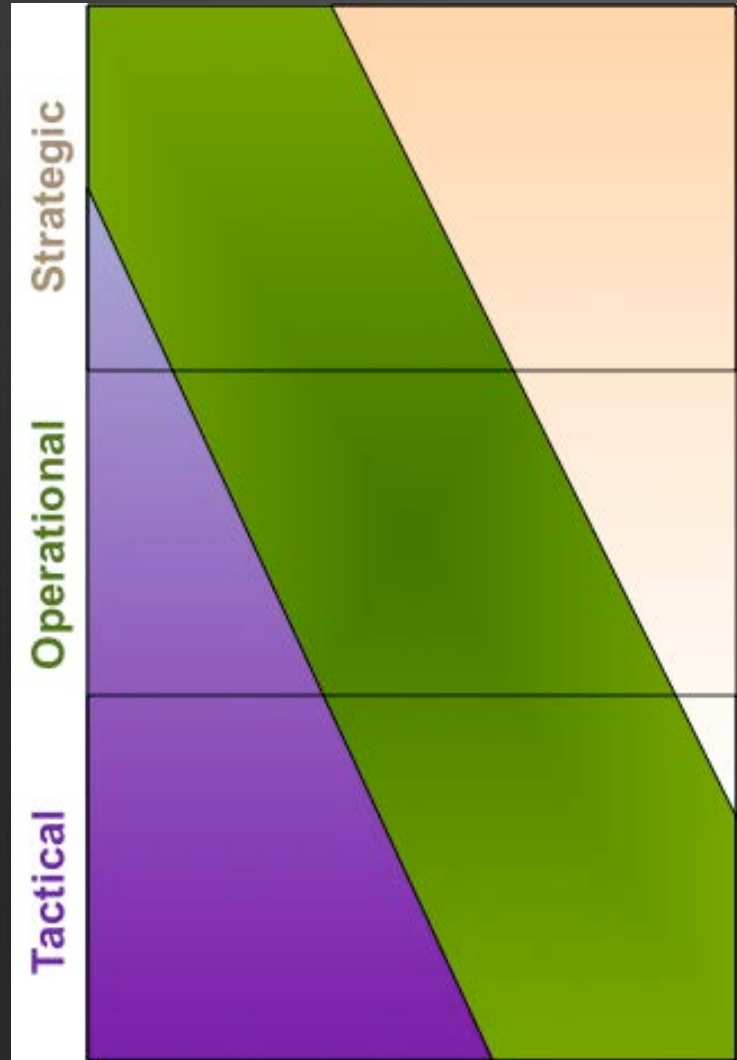
Our work

Agenda

1. Introductions
2. Demographic shifts
3. Strategic Plan intersections & work plan frame
 1. Cultural competency
 2. Parent & community involvement
 3. Communication
 4. Student advocacy
 5. Staffing
 6. Student achievement & perceptions

Through the lens of learning

Locating our conversation



← Future Directions

← EAAC Work Plan

← EAAC Work Plan Illustrations

Council role

- Report to superintendent and cabinet about efforts to establish an environment and culture of equity and access that supports student success.
- Provide advice and input to superintendent and cabinet on district strategies, goals, objectives, benchmarks and milestones related to closing achievement gaps.
- Gain support for, organize, and implement events.
- Connect families of a diverse range of students to schools.
- Work with community partners to support each student learning to high standards.
- Provide recommendations for the strategic plan.
- Create annual plan for council work.

Council membership

- Karena Hooks, community partner
- Laurie Franklin, community partner
- Van Dinh Kuno, community partner
- JJ Frank, community partner
- Tami Farber, community partner
- Tatiana Alexander, parent partner
- Conchita Chinchilla-Weller, parent partner
- Greg Stair, teacher
- Heather Hallman, community organizer, family support

Council membership

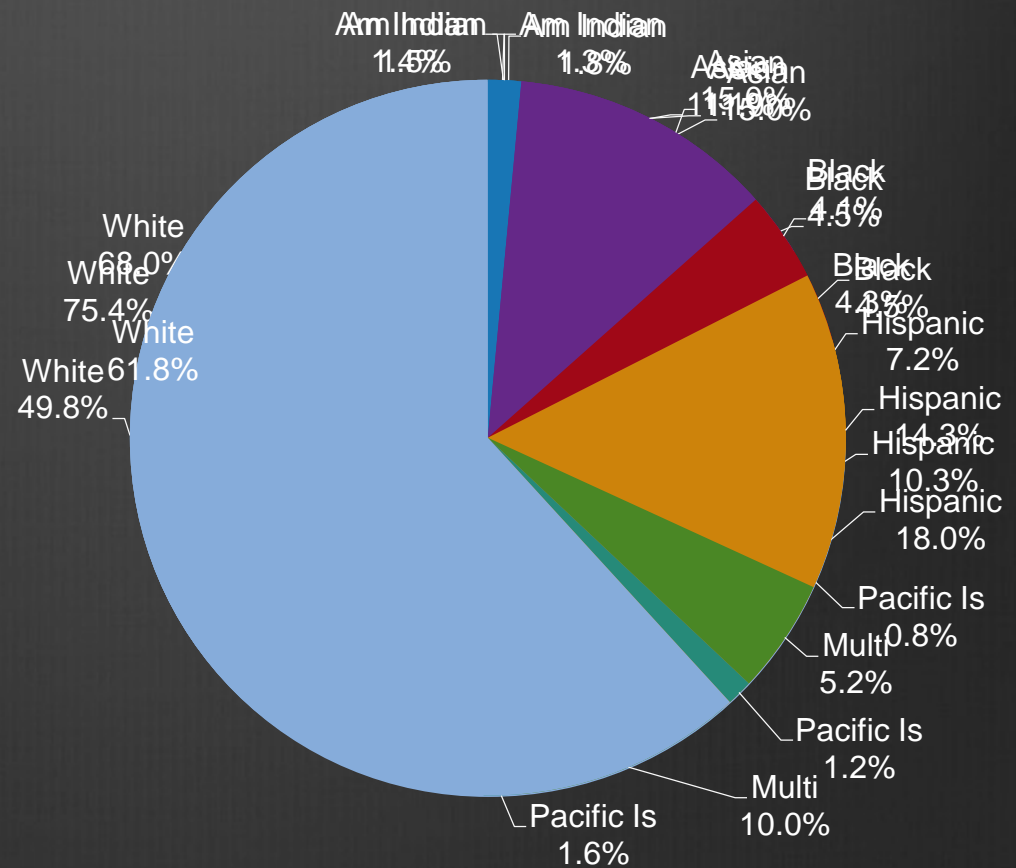
- Arlene Vollema-Rich, classified staff
- Lynn Lahey, curriculum specialist
- Betty Cobbs, principal
- Becky Ballbach, assistant principal, district counselor lead
- Cynthia Jones, director
- Lynn Evans, executive director
- Peter Scott, chairperson
- Patty Pederson, support staff

District demographic shifts

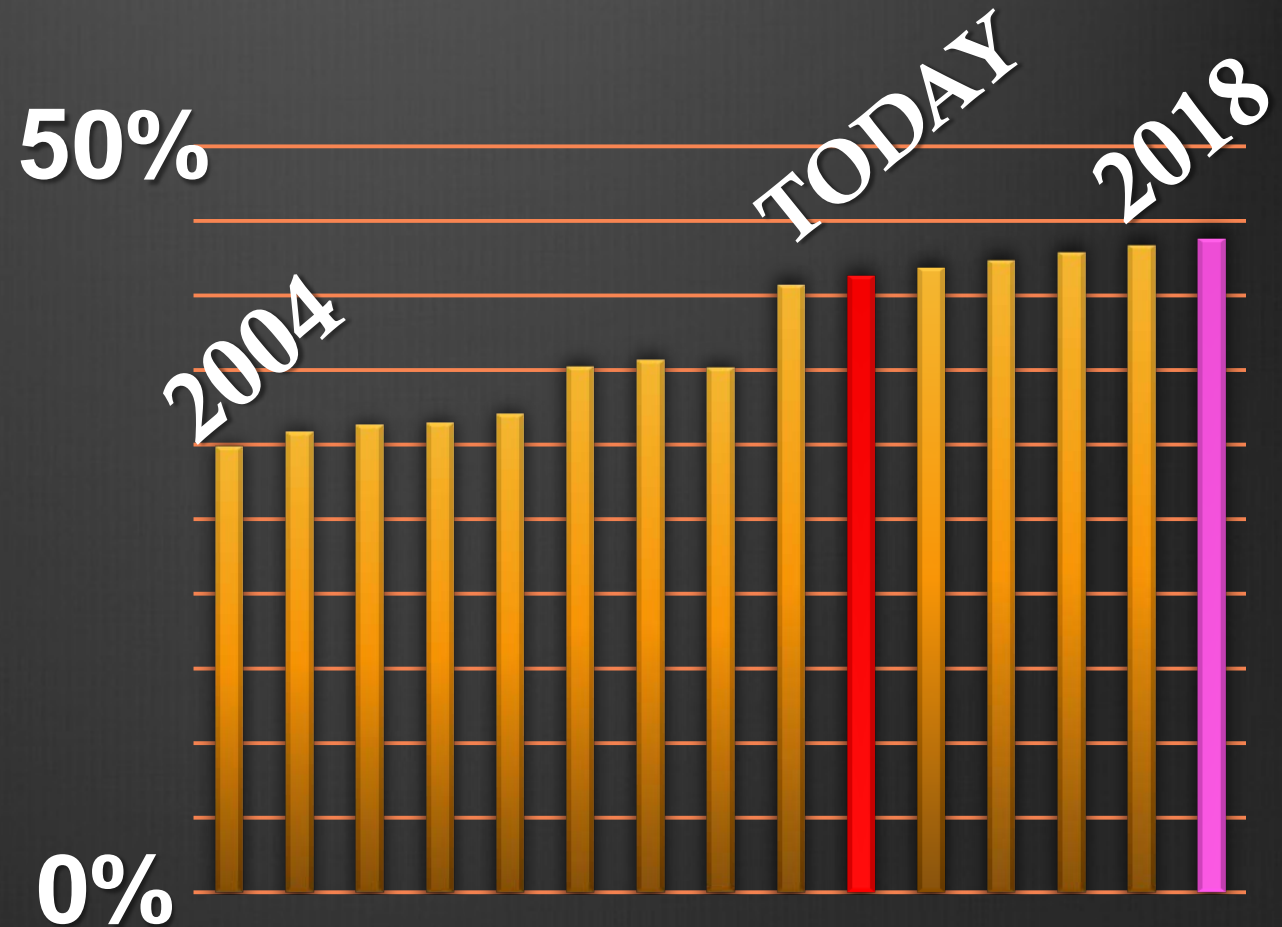
	2001-02	2011-12
Enrollment	18,943	18,773
Ethnicities:		
White:	77.5%	62.1%
Hispanic:	6.1%	14.4%
English Learners	5.0%	9.1%
Free & Reduced Lunch	24.6%	40.9%

The landscape of diversity

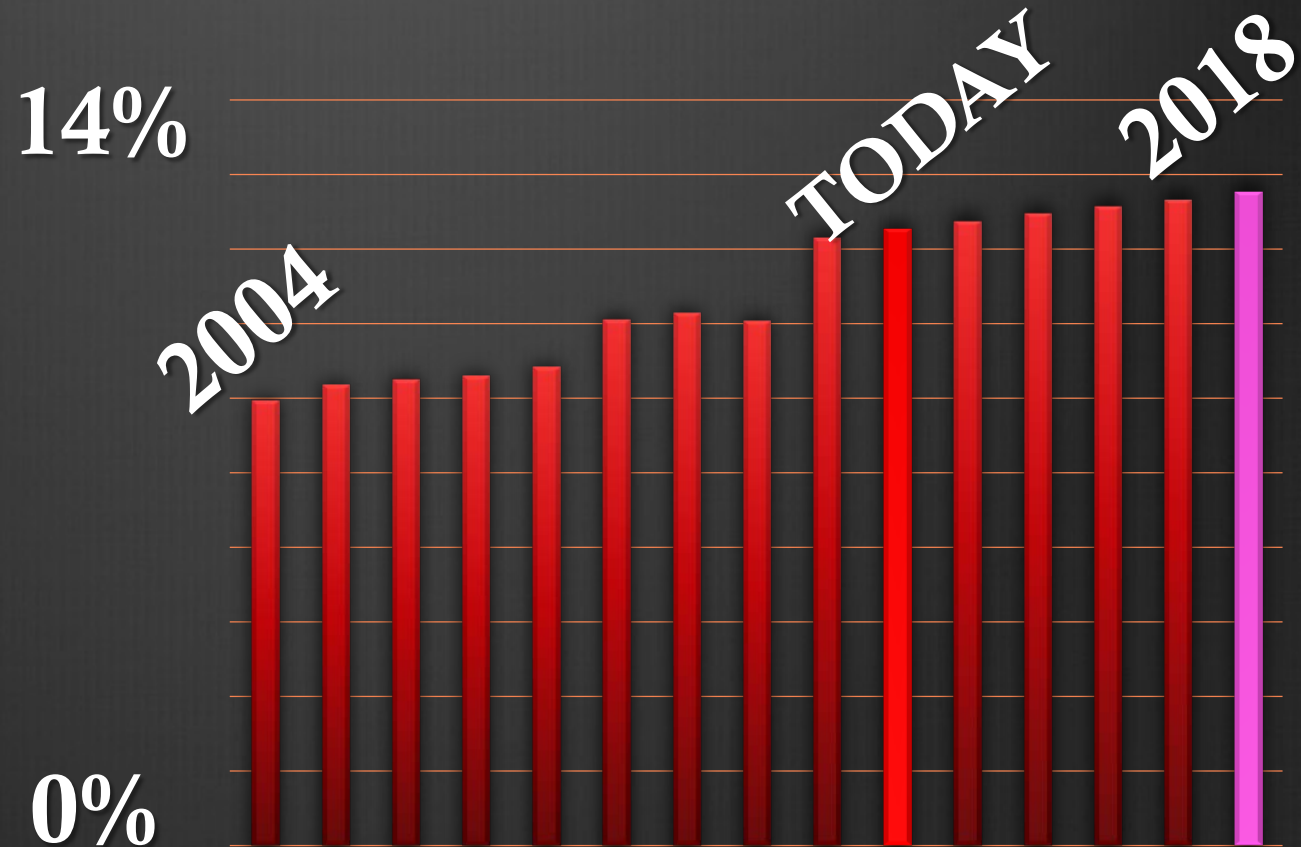
2001
2018
TODAY

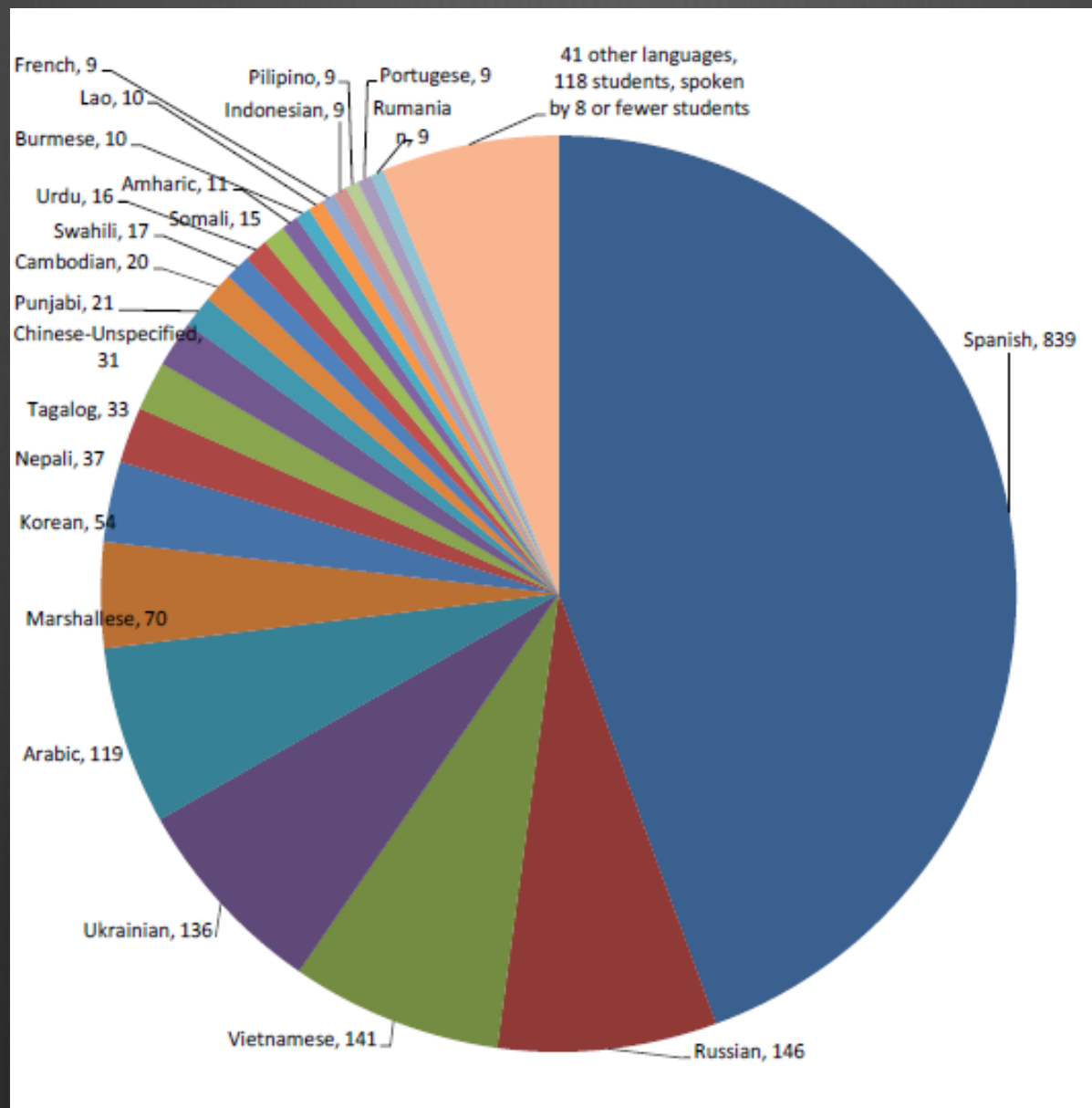


More students living in poverty



More English Language Learners





Languages Spoken by Number of English Language Learner Students in Everett Public Schools, January 2, 2013

Strategic plan intersections

EAAC Work Plan Priorities	Strategic Plan Intersections: Priorities, Goals, Targets
Cultural Competency	<ul style="list-style-type: none">• 1.3.a. Rigorous and engaging instruction is demonstrated in all classrooms.• 1.3.b. Students are engaged and successful learners, and student satisfaction with learning is improved.• 3.3; Our employees are highly proficient and skilled to meet current and anticipated future role needs, and have access to relevant education and cross-training.
Communication	<ul style="list-style-type: none">• 5.2.a. Family partnering strategies are incorporated into district and school improvement plans.
Student Advocacy	<ul style="list-style-type: none">• 3; Develop people, structures, and systems to support student learning in a culture of mutual respect and intellectual engagement.

Strategic plan intersections

EAAC Work Plan Priorities	Strategic Plan Intersections: Priorities, Goals, Targets
Parent & Community Involvement	<ul style="list-style-type: none">• 5.2a Family partnering strategies are incorporated into district and school improvement plans.
Staffing	<ul style="list-style-type: none">• 3.1.a Our long range staffing plan for certificated, classified, and administrative employees supports diversity and future needs.
Student Achievement	<ul style="list-style-type: none">• 1.3.a Rigorous and engaging instruction is demonstrated in all classrooms.• 1.5.a District and school improvement plans include strategies to improve student performance to meet state requirements and federal adequate yearly progress requirements.

Work plan frame

- Targeted approach
- Best practices
- Locating maximum impact
- “Positionality”
- Learning



Cultural competency & learning

- Key learnings
 - Active, developmental, and ongoing
 - Aspirational rather than achieved
- Finding points of intersection between Learning & Equity
 - Rigorous & engaging instruction
 - Leadership
 - Professional development



Cultural competency & learning

- **Frances Contreras**: UCSD professor (former UW professor/ researcher); Author of *The Latino Education Crisis* (2009) & *Achieving Equity for Latino Students: Expanding the Pathway to Higher Education through Public Policy* (2011)
- **Luis Fraga**: UW Associate Vice Provost for Faculty Advancement; Russell F. Stark University Professor; Director, Diversity Research Institute; Professor, Department of Political Science
- **Robyn Jackson**, former teacher & administrator; author & consultant



Cultural competency & learning

Frances Contreras

- October (live) & January (videoconference) EAAC consultation
 - Data analysis
 - 2008 Commission on Hispanic Affairs report;
 - Everett Latino student perceptual data disaggregated used as baseline
- December & February District Counselors' Meeting; video-conference
 - Role models and mentors
 - Parent engagement v. empowerment
 - Navigating systems
 - Immigration status & postsecondary options
- May SLT meeting
 - Leadership Implications of closing opportunity gaps
 - Interacting across cultural and linguistic divides



Cultural competency & learning

Luis Fraga

- August Superintendent's Leadership Team (SLT) retreat
 - Landscape of Latino educational outcomes in light of demographic factors in WA state
- November SLT meeting:
 - Challenge SLT members' assumptions, confront inequitable outcomes, and deepen our understanding of equity.
 - Effective parent empowerment strategies



Cultural competency & learning

Robyn Jackson

- Rigorous, engaging, culturally responsive instruction for all students
- Recognizing Myths
 - Standards Myth
 - Attribution Myth
 - Pygmalion Myth
- Student engagement strategies; building authentic relationships
- Achievement gap-closing strategies to promote student success and on-time graduation.



Parent & community involvement & learning

- Natural Leaders
 - What are Natural Leaders?
 - Background/history
 - Scale up strategy
 - Parent empowerment
 - Student perspective
 - Next steps



What is the Natural Leaders program?

- The need
 - Parental involvement & improved academic achievement
- The approach
 - The “bridge”
 - Grassroots
- The results so far
 - 50+ Natural Leaders in EPS
 - increased participation by non-English speaking families

Natural Leaders model

Schools:
Hawthorne
Silver Lake



Outcomes:

- Increased advocacy & skills
- Increased family engagement
- Cultures celebrated

Activities:

- NL training
- Community organizing
- Recruiting & motivating volunteers
- Multicultural nights



Natural Leaders scale up

Schools:
Hawthorne
Silver Lake
Madison
Emerson
North



- Outcomes:
- Increased advocacy & skills
 - Cultures celebrated
 - **Strengthened parent leadership**

Capacity-building Activities:

- NL training
- Community organizing
- Recruiting & motivating volunteers
 - Multicultural nights
- **Connecting with decision-makers**

Parent empowerment

- Navigation of and influence on system
 - Advocacy for continued funding for Readiness to Learn
- Advocacy for family and self
 - Early release Fridays > Friday Success Time
- Support for transitions from PK to ES to MS
 - ECEAP to Hawthorne to North Middle
- Parental self-concept changes; family trajectory changes



Student perspective

- Rukiya Ismail, North Middle



Next steps



Schools:

- **Expand along feeder patterns**

Capacity-building:

- **Expanded NL/Community partnerships**
- **Family learning centers**
- **NL Advisory Council**

Expected Outcomes:

- **Improved student achievement**
- **Improve adult educational opportunity**

Parent & community involvement & learning

- Students of Color Career Conference
- Minority Achievers Program



Communication & learning : Welcoming environments

- Little things make a big difference
- Being welcomed is not the same as being included or accepted
- Physical artifacts ought to be accompanied by cultural competency
 - Interpersonal, not just the physical
- Attitudes consistent with the messages we see



Student advocacy & learning

- Gay – Straight Alliance
- Latin Image Club
 - Learning Improvement Day Sessions
- Minority Achievers Program
- District Counseling



Student advocacy & learning

Gay – Straight Alliance (GSA)



- What is GSA?
- Functions
- Schools with GSAs
- Student Support
- Social Interaction
- Agent of Change

Student advocacy & learning

- Latin Image Club
 - Professional Development Sessions
- Minority Achievers Program
- District Counseling



Staff feedback

- Teachers have the POWER to change lives
- Would love the opportunity to have Robyn Jackson come to my building for team planning assistance!
- Student panel – awesome! This was by far the most awesome presentation of the day
- A reminder to connect more with students
- Everything from the keynote speaker to the mini-sessions. Very well put together
- Very humbled + inspired by the young people speaking
- Excellent keynote speaker – very relevant!
- Hearing from students Is powerful
- Robyn Jackson was awesome this afternoon!
- I'd love for members of student panel to come talk to ELL kids in elementary
- Excellent student panel – Thank you

Staffing & learning

- Recruitment & retention
 - Affirmative action report highlights
- Recruiting materials updating
- Intentional outreach to candidates of diverse background and languages in all job categories



Staffing & learning

- Recruitment & retention
 - Draft affirmative action report progress 2008-2013
 - Certificated administrators: progress 9.9% to 10.8%
 - K-8 teachers: progress 7.2% to 9.1%
 - 9-12 teachers: attention needed 7.0% to 5.5%
 - Paraeducators: progress 7.8% to 10.1%
 - Clerical : progress 6.6% to 10.9%
 - Total employees: 8.5% to 10.4%

Staffing & learning

- 2012-2013 New hires per volunteer disclosure
 - Certificated hires 13% report diverse background
 - Classified hires 14.3% report diverse background



Staffing & learning

An Invitation to Apply for

**MIDDLE SCHOOL
ASSISTANT PRINCIPAL
Job #13-7204**



EVERETT PUBLIC SCHOOLS • EVERETT, WASHINGTON

- Recruiting materials revised
 - Input from diverse members of community
 - Input from the Equity & Access Advisory Council



...Live Well



Our community offers:

- Diversity
- Friendly, welcoming atmosphere
- Outdoor opportunities
- Beautiful waterfront
- Varied activities
- Easy access to urban opportunities

Join Our Team in Everett



Work Well...
...Live Well

To apply to join our team, you may:

- fill out an application on our website, www.everett.k12.wa.us
- call Human Resources: 425-385-4100
- or visit www.wateach.com

For Washington state certification information, contact:

Northwest Educational Service District 185
1601 R Avenue
Anacortes, WA 98221-2276
360-299-4000 / dmiller@nwesd.org

or

Professional Education and Certification
Superintendent of Public Instruction
P.O. Box 47200
Olympia, WA 98504
360-753-6773 / cert@ospi.wednet.edu

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

Designated to handle inquiries about nondiscrimination policies are: Affirmative Action Officer, Carol Sloiz, 3715 Oakes Ave., Everett, WA 98201, 425-385-4106; Title IX Officer, Randi Seaberg, (at Oakes Ave. address), 425-385-4100; 504 Coordinator, Linda Tyrrell, 4730 Colby Ave., Everett, WA 98203, 425-385-4064; ADA Coordinator, Kristine McDowell, (at Colby Ave. address), 425-385-5250. (Email address for each is FirstInitialLastName@everettsd.org)

Thanks to the Snohomish County Tourism Bureau,
City of Everett and Stevens Pass for photos
provided.

Everett Public Schools

Work Well... ...Live Well



Work Well...



Our public schools offer...

- Culturally competent staff
- Family involvement
- Strong community support
- Long-term funding commitment
- Up-to-date technology
- Employee satisfaction

Staffing & learning

- Jennifer Nonisa
 - First year elementary teacher
 - Story of community outreach & partnership



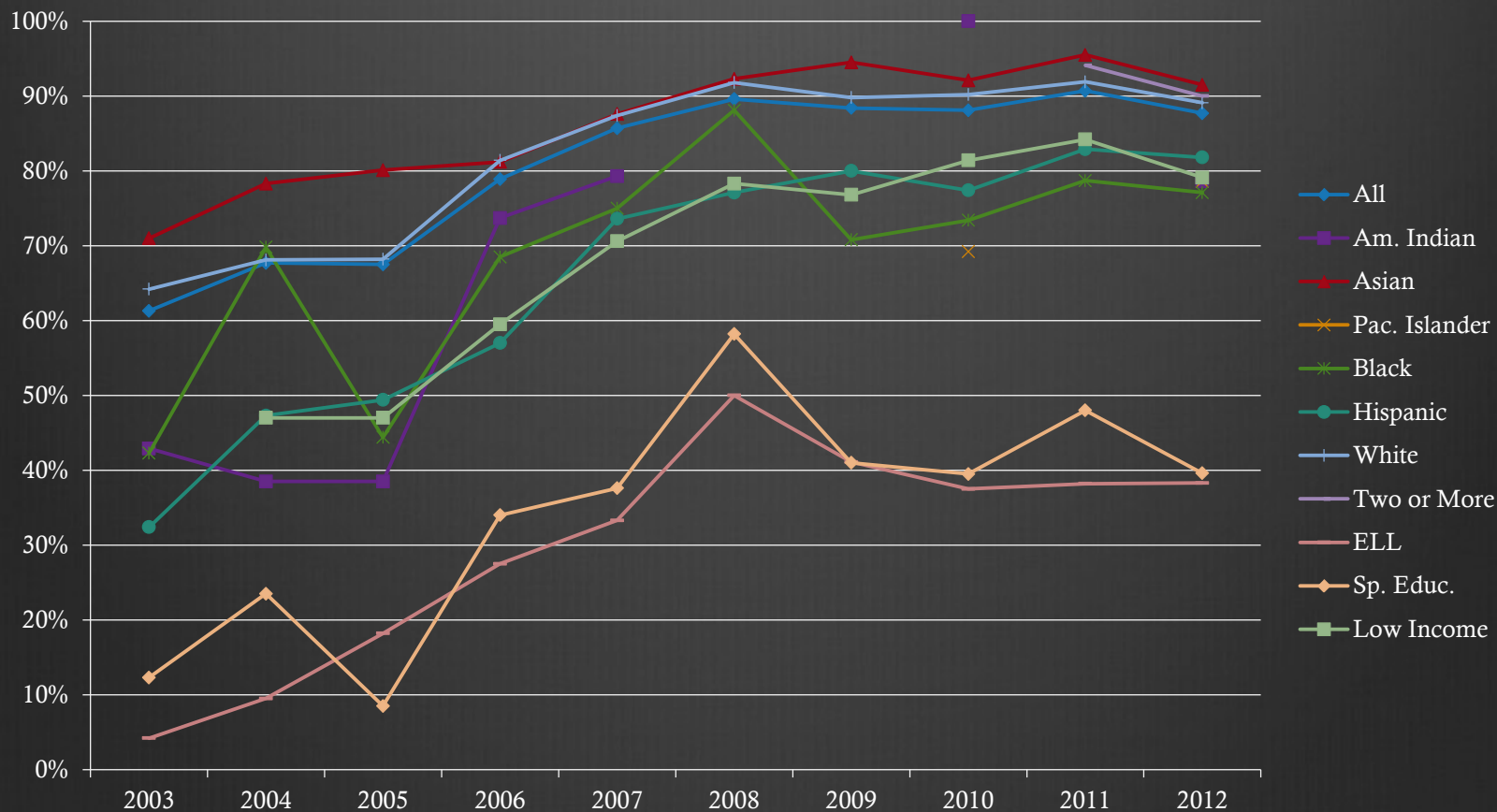
Student achievement & perceptions

- Achievement gaps by ethnicity
- Perceptual gaps by ethnicity (secondary level)
- AP Equal Opportunity
- Opportunity Gap report (Ortiz-Self, Contreras, 2013)



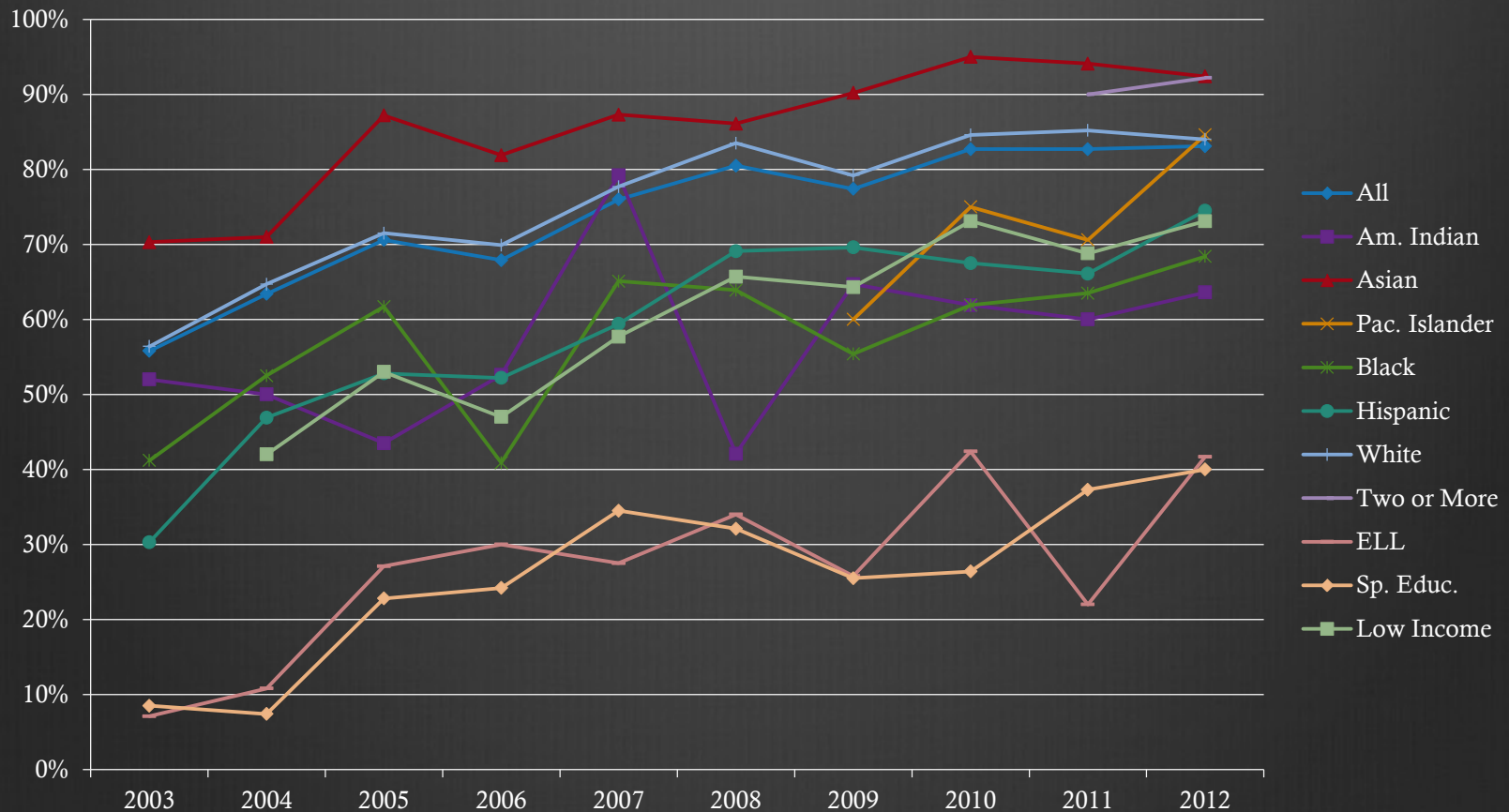
Student achievement

Writing: All EPS High Schools



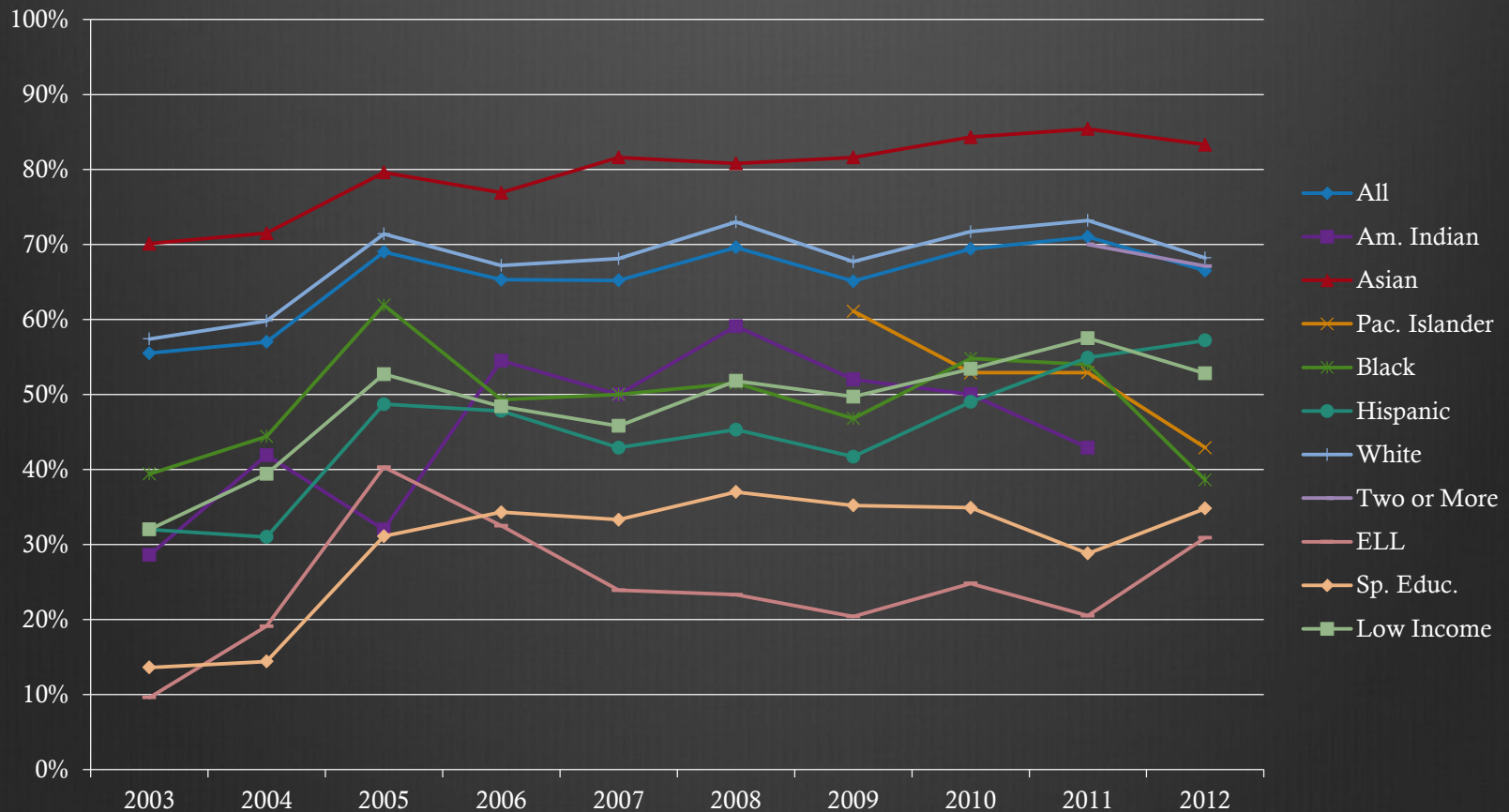
Student achievement

Writing: All EPS Middle Schools



Student achievement

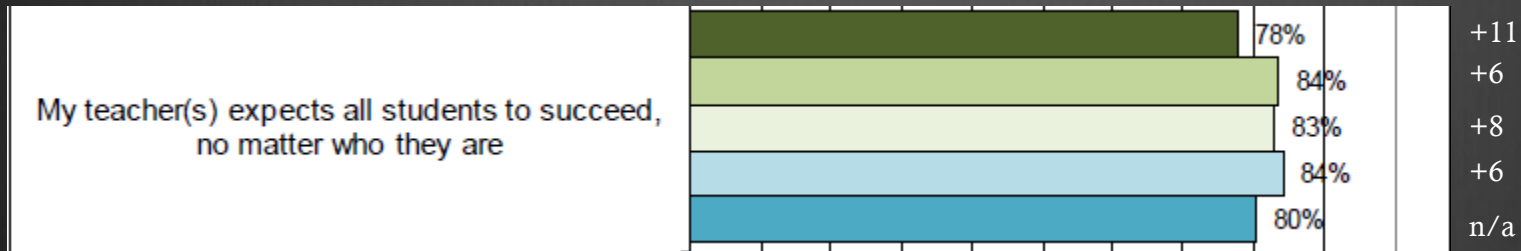
Writing: All EPS Elementary Schools



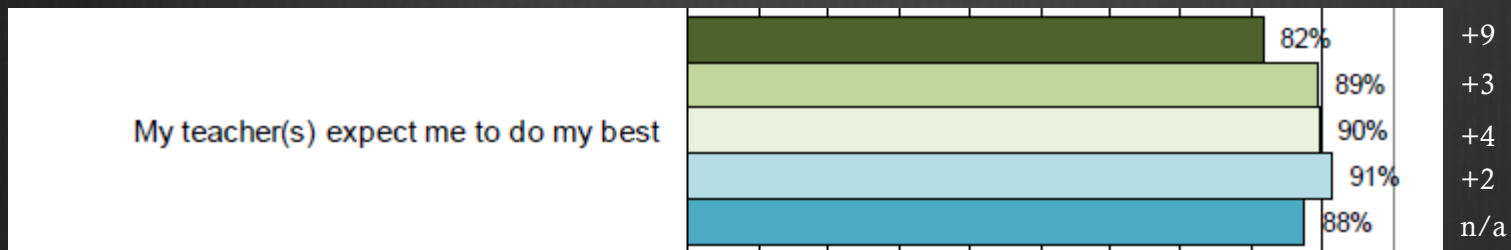
Student perceptions: *Strengths*

2012 EES results; Grades 6-12

% change from 2011



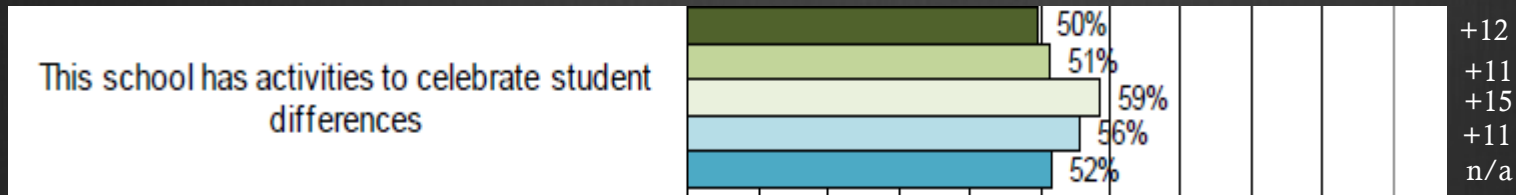
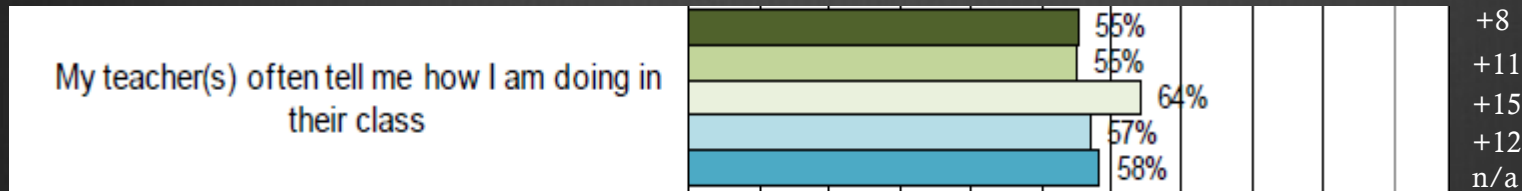
■ African-American / Black
 ■ Asian / Pacific Islander
 ■ Hispanic
 ■ White
 ■ Multi-racial



Student perceptions: *Lands of Opportunity*

2012 EES results; Grades 6-12

% change from 2011

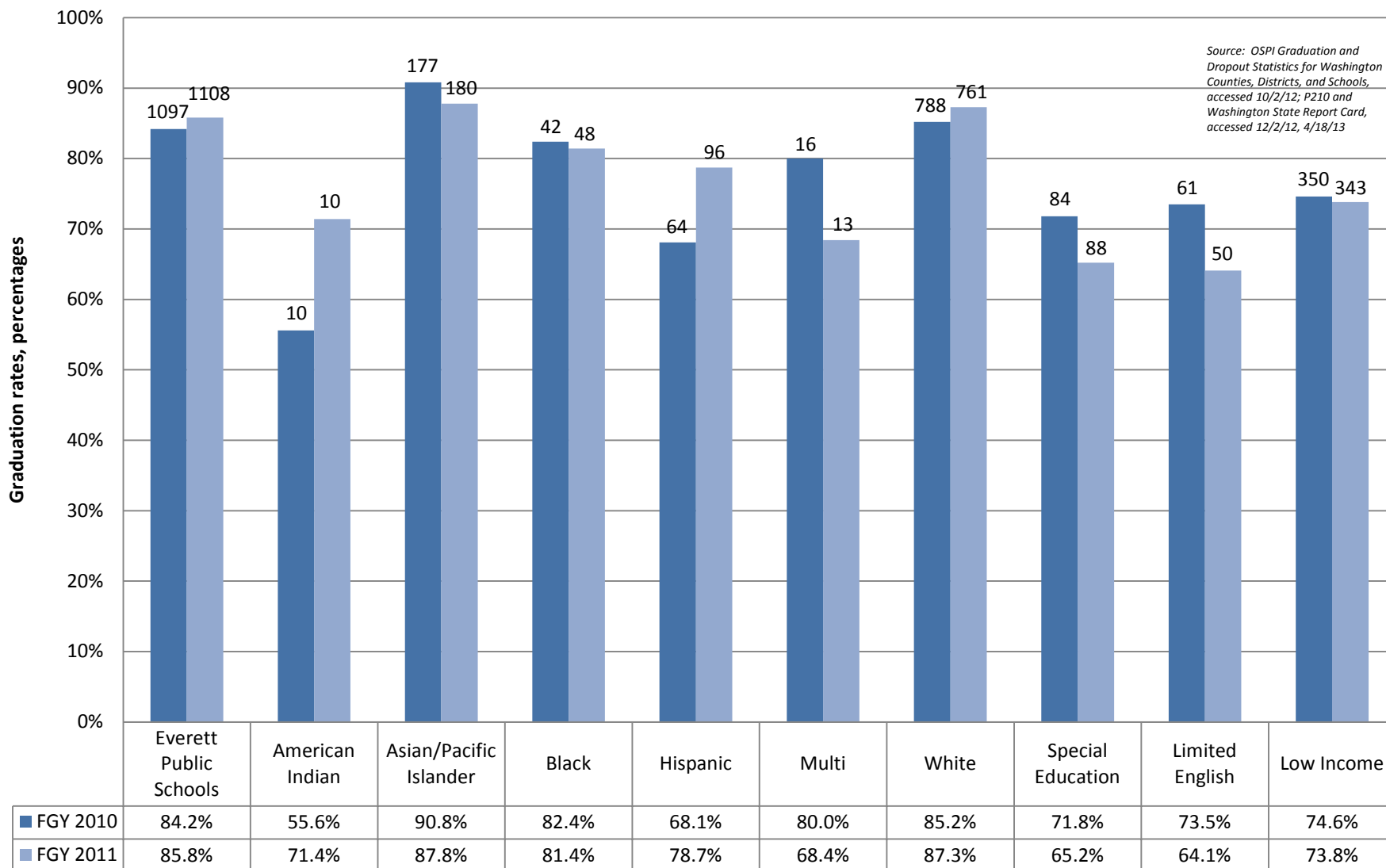


African-American / Black
 Asian / Pacific Islander
 Hispanic
 White
 Multi-racial

Everett Public Schools

5 year adjusted cohort graduation rates, FGY 2010 - 2011

by Ethnicity and Program



AP Equal Opportunity: *EHS*

Prepared for:

Everett Public Schools - Everett High School

2012-2013 Advanced Placement Program Equity Overview

Benchmark percent participation: **29%**

Number of students to upgrade* to AP: **52** 91% of which qualify for free or reduced lunch

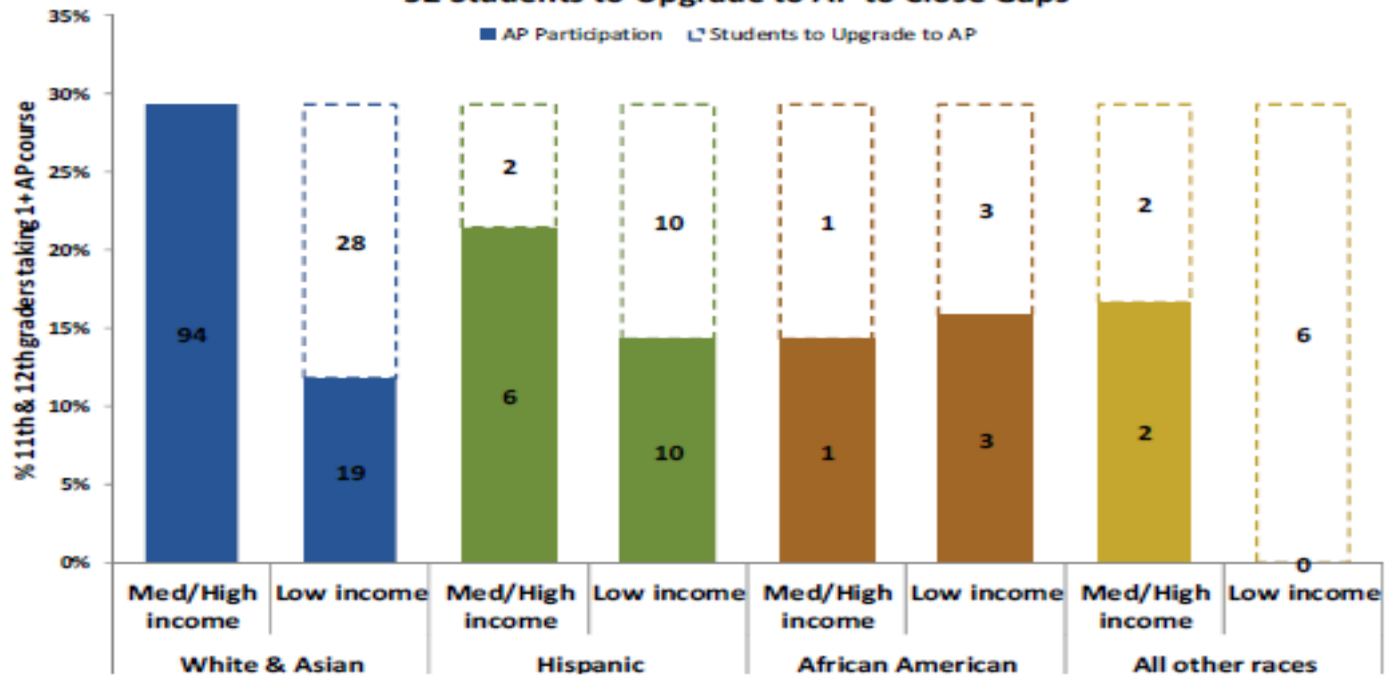
**The number of students that would account for the difference in AP participation and make up the 'participation gap.'*

AP Exams Receiving a Passing Score: **54%**

11th&12th Grade AP Stu Passing an AP Exam: **32%**

11th&12th Graders Passing an AP Exam: **7%**

Everett Public Schools - Everett High School Percent 11th/12th Grade AP Participation by Race and Income 52 Students to Upgrade to AP to Close Gaps



AP Equal Opportunity: CHS

Prepared for:

Everett Public Schools - Cascade High School

2012-2013 Advanced Placement Program Equity Overview

Benchmark percent participation: 34%

Number of students to upgrade* to AP: 85 88% of which qualify for free or reduced lunch

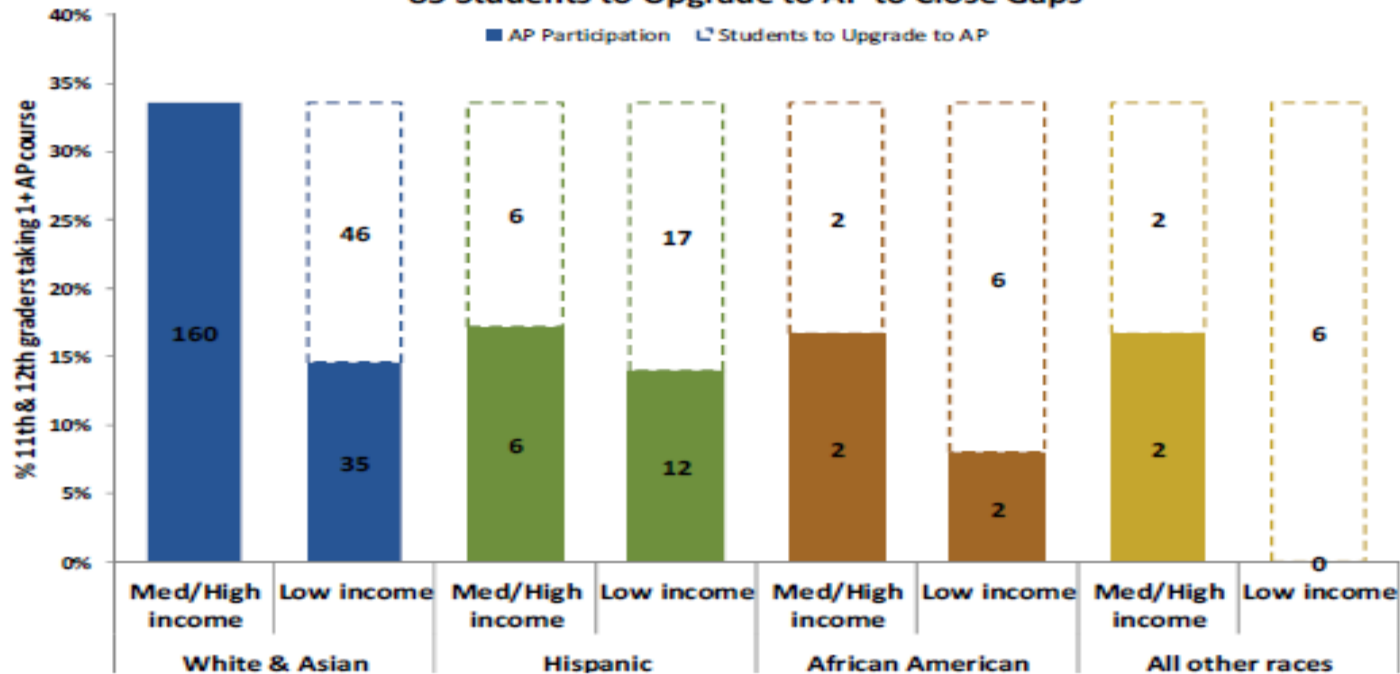
**The number of students that would account for the difference in AP participation and make up the 'participation gap.'*

AP Exams Receiving a Passing Score: 78%

11th&12th Grade AP Stu Passing an AP Exam: 32%

11th&12th Graders Passing an AP Exam: 8%

Everett Public Schools - Cascade High School Percent 11th/12th Grade AP Participation by Race and Income 85 Students to Upgrade to AP to Close Gaps



AP Equal Opportunity: JHS

Prepared for:

Everett Public Schools - H.M. Jackson High School

2012-2013 Advanced Placement Program Equity Overview

Benchmark percent participation: **36%**

Number of students to upgrade* to AP: **31** 100% of which qualify for free or reduced lunch

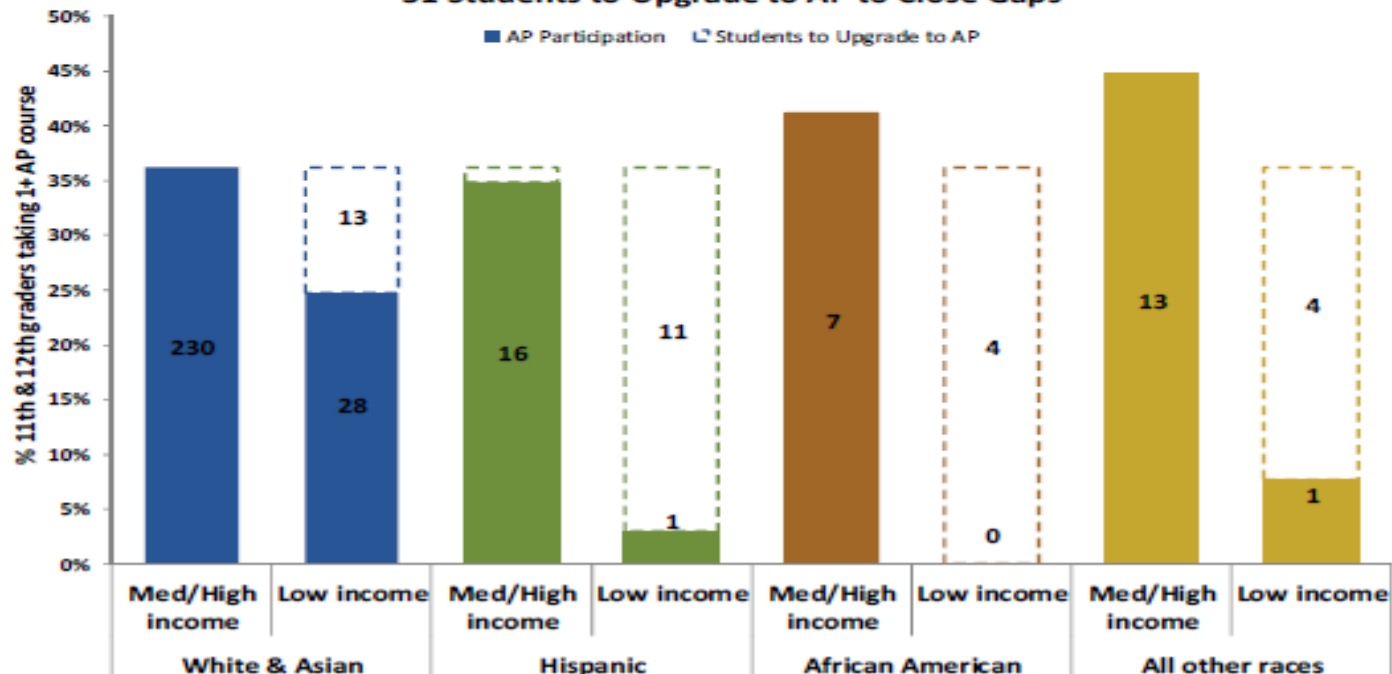
**The number of students that would account for the difference in AP participation and make up the 'participation gap.'*

AP Exams Receiving a Passing Score: **66%**

11th&12th Grade AP Stu Passing an AP Exam: **42%**

11th&12th Graders Passing an AP Exam: **14%**

Everett Public Schools - H.M. Jackson High School
Percent 11th/12th Grade AP Participation by Race and Income
31 Students to Upgrade to AP to Close Gaps



Aligning work to close the opportunity gap

2013 Legislative Recommendations:

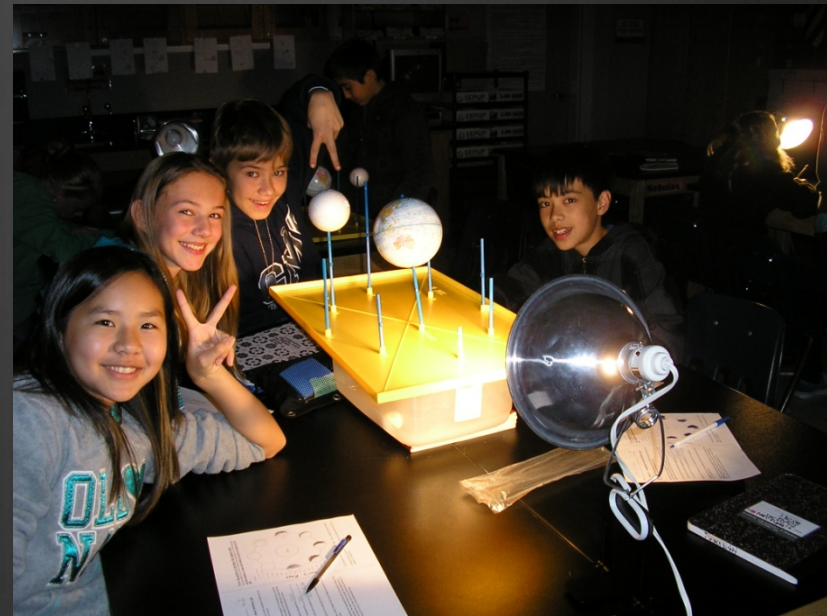
1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.
2. Enhance the cultural competence of current and future educators.
3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.
4. Create new English Language Learner Accountability Benchmarks.
5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.
6. Invest in the recruitment and retention of educators of color.



Source: 2013 EOGOAC report on *Closing Opportunity Gaps in Washington's Public Education System*

Next steps

- Aspirational, not achievement
- Ongoing – continue to work the plan
 - E.g., disaggregated discipline analysis
- Targeted approach
- Best practices
- Locating maximum impact
 - “Positionality”
- Learning



Discussion

- Priorities and suggestions for the EAAC to integrate into next steps for 2013-14 and beyond
- Strategically supporting the reduction of achievement & opportunity gaps for students of color, low income, and English learners

Equity & Access Advisory Council 2013-14 Work Plan

CULTURAL COMPETENCY –

EAAC Work Plan Priorities & Action Items	Timeline	Lead	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> Research and identify individuals and groups to provide professional development related to classroom implementation of cultural competency practice. Continue to provide cultural competency training for staff. 	September, 2013 - August, 2014	Peter Scott	<ul style="list-style-type: none"> Partnering with experts on providing professional learning for staff related to equitable rigorous instruction and cultural competency <ul style="list-style-type: none"> Dr. Joyce Brown, U.S. Department of Education, worked with district leadership, counselors, and success coordinators in October on building college & career readiness. Erin Jones, former OSPI assistant superintendent of student achievement, current Director of Equity & Achievement, Federal Way School District. She has served on numerous boards and committees, including the state's 2008 Education Opportunity Gap Oversight and Accountability Committee. <i>Teaching with Poverty in Mind</i> (Jensen, 2009) professional learning threads in the Superintendent's Leadership Team meetings Working with our principal groups on raising awareness and growing cultural competency around the GLBTQ community Diversity / inclusion professional learning sessions, including students, at Learning Improvement Day in March, 2014 and periodically at school sites 	<p>5.1 Our district-wide strategic relationships contribute directly to district goals and student learning; we support community partners whose work is aligned with our student learning mission.</p> <p>1.3.a Rigorous and engaging instruction is demonstrated in all classrooms.</p> <p>3.3 Our employees are highly proficient and skilled to meet current and anticipated future role needs, and have access to relevant education and cross-training.</p>

**Equity & Access Advisory Council
2013-14 Work Plan**

COMMUNICATION –

EAAC Work Plan Priorities & Action Items	Timeline	Lead	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> Determine and apply multiple, effective means of communicating with parents and community members, particularly those of diverse, second language backgrounds. 	September, 2013 – June, 2014	Conchita Chinchilla-Weller Yesenia Huesca Wilson Arnold	<ul style="list-style-type: none"> Analysis of EPS systemic communications to parents is compared to other districts' methods to inform next steps 	2.2.a Annual assessment of district systems and processes for innovation, communication and technology is developed and implemented. 5.2.a Family partnering strategies are incorporated into district and school improvement plans.

Equity & Access Advisory Council 2013-14 Work Plan

PARENT & COMMUNITY INVOLVEMENT –

EAAC Work Plan Priorities & Action Items	Timeline	Lead	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> Create and begin implementation of a structure to support development of Natural Leaders teams. Support and hear from Natural Leaders trainers and local teams to identify areas of need and barriers to effective navigation of school systems, and to identify opportunities to increase parent partnership with schools. Host delegation from Natural Leaders trainers to present at April EAAC meeting. 	September, 2013 - August, 2014	Heather Hallman Yesenia Huesca Cynthia Jones Lynn Lahey	<ul style="list-style-type: none"> Natural Leaders expands to Madison, Emerson, Silver Lake, Woodside, Penny Creek, North, Cascade, and Everett High Schools Eight parents have completed 100 hours of training to become Natural Leaders trainers Natural Leaders trainers are assigned in pairs to support participating schools to develop their Natural Leaders teams Staff coordinators and parent coordinators (points of contact) are identified in each participating school Participating schools' Natural Leaders teams include proposals for seed funding; with funding proposals, creation of goals and a work plan 	5.2.a Family partnering strategies are incorporated into district and school improvement plans.
<ul style="list-style-type: none"> Collaborate with community organizations/agencies to assist in providing celebrations and workshops that celebrate diverse cultures. 	September, 2013 – June, 2014	Wilson Arnold Tami Farber	<ul style="list-style-type: none"> District representation at partnership events (e.g., Minority Achievers Program; Students of Color Career Conference) Communications for community engagement events promoting equity and diversity are widely distributed 	1.4.a Our curriculum incorporates arts, language, culture, and history at all levels. 1.4.b At graduation, students have skills and knowledge in world languages, comparative history or culture, global economics, the arts, and social justice.

**Equity & Access Advisory Council
2013-14 Work Plan**

STUDENT ADVOCACY –

EAAC Work Plan Priorities & Action Items	Timeline	Lead	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> ▪ Ensure support groups exist for all groups such as LGBTQI. 	September, 2013 - August, 2014	Greg Stair	<ul style="list-style-type: none"> ▪ Analyze secondary schools' perceptual data for trends & patterns indicating inclusivity ▪ Inventory existing groups fostering inclusion in order to better support and grow efforts; e.g., <ul style="list-style-type: none"> ○ Fusion ○ GSA ○ Multicultural Clubs ▪ Trainings that include LGBTQI issues for district leadership ▪ Explore lessons that acknowledge LGBTQI achievements ▪ Crossover collaboration between various multicultural groups 	<p>1.3.b Students are engaged and successful learners, and student satisfaction with learning is improved.</p> <p>3 Develop people, structures, and systems to support student learning in a culture of mutual respect and intellectual engagement.</p>
<ul style="list-style-type: none"> ▪ Identify and link mentors, peer tutors and/or one-to-one tutors for diverse students in need; e.g., <ul style="list-style-type: none"> ▪ WatchDOGS ▪ Minority Achievers ▪ AVID ▪ NAACP youth development ▪ Beyond School Walls 	September, 2013 - August, 2014	Becky Ballbach Betty Cobbs Tami Farber	<ul style="list-style-type: none"> ▪ Invite local community organizations to assist in this effort ▪ Latin Image Club support and mobilization ▪ Support NAACP Youth Development Program at its inception ▪ Foster increased opportunities for historically underrepresented students in leadership (ASB) and rigorous courses 	

**Equity & Access Advisory Council
2013-14 Work Plan**

STAFFING –

EAAC Work Plan Priorities & Action Items	Timeline	Lead	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> Review and provide input to Human Resources regarding extended recruitment efforts to diverse communities. 	September, 2013 - August, 2014	Lynn Evans Laurie Franklin	<ul style="list-style-type: none"> Revised recruitment materials. Partnership with WWU Pipeline initiative Specific connections with EvCC for mutual support programs for students Increased sources/outreach for recruitment Solicit feedback to inform HR hiring processes, recruitment materials, and website development 	3.1.a Our long range staffing plan for certificated, classified, and administrative employees supports diversity and future needs.
<ul style="list-style-type: none"> Partner with Everett Community College and other community partners to share effective recruitment and retention strategies. 	September, 2013 - August, 2014	Laurie Franklin Lynn Evans	<ul style="list-style-type: none"> EAAC and HR engage in feedback loop closing on recruitment & retention strategies involving educators of color <ul style="list-style-type: none"> Stage out accomplishments with achievable goals each year EPS links to EvCC job center Begin early planning on building a suite of professional learning courses on strengthening cultural competencies as part of employees' professional growth plans. Explore internships Clear bridges/scaffolding among EPS, EvCC and WWU to support students moving from one institution to another Continual progress on affirmative action and diversity goals 	

**Equity & Access Advisory Council
2013-14 Work Plan**

STUDENT ACHIEVEMENT –

EAAC Work Plan Priorities & Action Items	Timeline	Lead	Indicators of Accomplishment	Strategic Plan Cross-Reference(s)
<ul style="list-style-type: none"> ▪ Collect and review disaggregated data related to bullying, attendance and graduation rates. ▪ Identify student perceptions on barriers to student achievement and on-time graduation. <ul style="list-style-type: none"> ▪ Surveys ▪ Focus groups ▪ Questionnaires 	September, 2013 - August, 2014	<p>Jeanne Willard</p> <p>Betty Cobbs</p> <p>Becky Ballbach</p>	<ul style="list-style-type: none"> ▪ Data review informs action/modification of 2013-14 and 2014-15 work plans. ▪ Support AP Equal Opportunity Schools survey and next steps. ▪ Analyze implications of recommendations from the state's Opportunity Gap Oversight and Accountability Committee. 	<p>1.3.a Rigorous and engaging instruction is demonstrated in all classrooms.</p> <p>1.5.a District and school improvement plans include strategies to improve student performance to meet state requirements and federal adequate yearly progress requirements.</p>

PRINT STUDENT NAME
STUDENT ID#: _____
GRADE: _____



PLEASE SIGN AND RETURN THIS PAGE TO YOUR CHILD'S SCHOOL

I have received and reviewed the Everett Public Schools Student Responsibilities and Rights handbook for the 2013-14 school year, including the Family Educational Rights and Privacy Act (FERPA) form, which I must return by October 1 if I wish to restrict release of information about my child. The FERPA form can be found on the following page.

I also acknowledge that I have received and agree to the conditions for student use of technology as specified in the Student Responsibilities and Rights handbook.

Parent Signature

Date

Student Signature

Date

Print Student Name



If you **do not** want information about, or photos of, your student used in publications or on district or school websites or in nondistrict news media reports, and/or if you **do not** want your student to use the Internet at school, please return this form **by October 1** to your child's school.

If you do not return this form, or if you leave a box in the chart below blank, Everett Public Schools will assume to have your permission to release the information described below about your child.

For the definition of directory information and each of the sections below, see back of this page.

1.	DIRECTORY INFORMATION, SCHOOL-RELATED PUBLICATIONS/NEWS MEDIA COVERAGE (Everett Public Schools does not release address and phone number information except as noted in #2 below)		
<i>If you leave an item blank, we will assume we have your permission to release the designated information. If you check "no" to an item, the designated information about your child will not be shared.</i>			NO
My child's photo and name may be used in a school or district yearbook, newspaper and/or in PRINTED recognition programs, presentations, or district publications. (The most frequent use of photos and names in print is in connection with school activities, graduation, recognitions, awards and/or honors.)			
My student's photo and name may be used by the district or school ONLINE . (The most frequent use of photos and names online is in connection with school activities, graduation, recognitions, awards and/or honors.)			
My child's photo and name may be released to nondistrict news media. NONDISTRICT NEWS MEDIA , including parent teacher student associations (PTSA's), frequently produce stories about students, student accomplishments, schools, or school programs and events. PTSA's may directly request information from you about your student, but schools cannot release it without your consent.			
Directory information (as defined on the back of this form) about my child for any use . Marking "no" will make your child's photo and name unavailable for any of the above uses.			
2.	DIRECTORY INFORMATION FOR MILITARY AND COLLEGES -- for high school students only		
<i>If you leave an item blank, we will assume we have your permission to release the information.</i>			NO
My child's directory information <u>and</u> address and telephone number may be released to:		Military recruiters	
		Institutions of higher learning	
3.	INTERNET ACCESS FOR LEARNING AT SCHOOL		
<i>If you check "no" your student will be denied access to the Internet. This may affect participation in classroom lessons.</i>			NO
Child's use of the Internet at school for learning			
<input type="checkbox"/> I am turning in this form because I said "NO" on a previous form and now want to release information indicated with YES above.			
_____ Student Name (please print)		_____ Parent/Guardian Name (please print)	
_____ Student ID Number (if currently enrolled student)		_____ Parent/Guardian Signature	
		_____ Date	
If you have any questions regarding this form, please call the Everett Public Schools communications office at 425-385-4040. If you wish to keep a copy of this form for your records, please feel free to make a copy.			

Explanation

The federal Family Educational Rights and Privacy Act (FERPA) allow school districts to define “directory information,” and then release only that information unless you request that information not be released.

If you check NO for an item on the other side of this page, we cannot and will not release the information you specified. When we are asked for “directory information” about a student, we release only the information needed for the particular story or purpose. Unless the student is on a sports team, we usually only release the student’s name, age or grade and school.

1. DIRECTORY INFORMATION, SCHOOL DISTRICT PUBLICATIONS/NEWS MEDIA USE

Directory Information:

Directory information is defined as the student’s name, grade level, dates of enrollment, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, schools attended in the district; work created by the student for school-related publication and purposes; and photographs of students for school-related publications and purposes. (Board Policy 3250)

When your child wins an honor or is working on an exciting project, we may want to write about it and use your child’s photo or show your child’s work in some of our district publications, websites, on display at an administration building and/or tell the news media about your child’s achievements. We *never* knowingly release information about a student to anyone who wants to use it for commercial purposes, and we do not give out students’ addresses or phone numbers unless the request comes from the military or an institution of higher learning (as explained below).

2. DIRECTORY INFORMATION FOR MILITARY AND COLLEGES (applies to high school students only)

Military and Institutions of Higher Learning:

The military and institutions of higher learning request high school students’ directory information, and by federal law we must also provide the student’s address and phone number. We provide that information on or about October 15 each year to these groups. If you check “NO” in section 2 on the other side of this page, and if we receive your form by October 1, we will not release your student’s directory information. If your student’s form is returned **after** October 1, be aware that we may have already released your student’s information. (Board Policy 3250)

3. INTERNET ACCESS FOR LEARNING AT SCHOOL

Internet Access:

Because of voter approval of school levies and bonds, classrooms are equipped with educational technology. Students use technology for such activities as going to an Internet site for academic materials or information needed for classroom research. If you check “NO” in section 3, your child will not be able to use the Internet for learning activities.

All district “Policies and Procedures” are available online at www.everett.k12.wa.us under “About Our District.”

- Policy and Procedure 3245 – “Technology.” Internet Access information is under section *Student Access and Use of District Technology*.
- Policy 3250 – “Release of Student Directory Information” includes more details about student directory information.
- For more information about directory information, call the communications department at 425-385-4040.

Revised 7/22/13



2013-14

Student Responsibilities & Rights Policies

and

Parental Notifications

“Our Students will Lead and Shape the Future”

Everett Public Schools
*4730 Colby Avenue
Everett, Washington 98203

*Various administrative offices will be moving to a new address this fall. Please check the district's website for current address information.

2013-14 SCHOOL YEAR PREAMBLE

The Board of Directors and Administration are deeply grateful to the original members of the committee who developed the Student Responsibilities and Rights policies for the Everett School District. The committee of parents, teachers, administrators, students, and interested citizens has made an outstanding contribution to the program of education in this school district. The recommended policies and rules have been adopted by the Board of Directors on the recommendation of the administration and will certainly foster a learning environment that promotes respect for the rights of all.

This edition is current and supersedes the previous handbook. The “earlier” versions are now out of date due to revision and new state law. These policies are subject to change during the year based on legislative and Board policy changes.

Jeff Russell, President
Board of Directors

Dr. Gary Cohn
Superintendent

NOTICE

Pursuant to state law, students who possess or carry onto school premises, school-provided transportation, or areas of facilities being used exclusively by public or private schools any firearms, other dangerous weapons, nun-chu-ka sticks, throwing stars, air guns, or other projectiles **shall be subject to expulsion**. Students who with malice display what appears to be a firearm **shall be subject to suspension or expulsion** of up to one (1) year. Students carrying or possessing a firearm **shall be subject to a one-year mandatory expulsion**. The parent/guardian and appropriate law enforcement agencies will be contacted when there are firearms/dangerous weapons involved. The chief school officer may modify the expulsion of a student on a case-by-case basis. The parent/guardian has the right to appeal a suspension or expulsion.

Pursuant to state law, the district has adopted policy and procedures prohibiting harassment, intimidation and bullying. Students committing acts of bullying will be subject to discipline up to and including expulsion. The policy and procedures are contained within this handbook.

Student use of tobacco products is prohibited in district facilities or vehicles or on district property. Students will be subject to progressive discipline for violations of this policy.

The *Student Responsibilities and Rights Policies* handbook can be found on the district’s website at www.everett.k12.wa.us.

The *Student Responsibilities and Rights Policies* handbook is published annually in accordance with State law by the office of Molly Ringo, Assistant Superintendent, Teaching and Learning. For information regarding this handbook, please contact Kellee Newcomb at 425-385-4023.

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

Affirmative Action Officer: [Carol Stolz](#)
Phone: 425-385-4106
*Mailing Address: 3715 Oakes Ave., Everett, WA 98201

Title IX Officer: [Randi Seaberg](#)
Phone: 425-385-4104
*Mailing Address: 3715 Oakes Ave., Everett, WA 98201

ADA District Coordinator: [Kristine McDowell](#)
Phone: 425-385-5250
*Mailing Address: 4730 Colby Ave., Everett, WA 98203

504 Coordinator: [Becky Ballbach](#)
Phone: 425-385-4063
*Mailing Address: 4730 Colby Ave., Everett, WA 98203

*Various administrative offices will be moving to a new address this fall. Please check the district’s website for current address information.

*****NEW THIS YEAR*****

PLEASE PAY PARTICULAR ATTENTION TO THE FOLLOWING CHANGES TO THE 2013-14 STUDENT RESPONSIBILITIES & RIGHTS HANDBOOK:

Policy and Procedure Revisions/Additions:

- **Attendance:** Due to amendments made by the Washington legislature to truancy laws, mandatory truancy petition filing provisions will now apply only to students under seventeen years of age.
- **Interscholastic Athletics/Activities:** Revisions provide clarification that even with the passing of Initiative 502, “controlled substances” still includes marijuana (cannabis).
- **Prohibition of Harassment, Intimidation and Bullying:** To aid in the investigation in a case of alleged cyberbullying, a request may be made to the reporter to allow access to the social media or internet site(s) on which the cyberbullying is occurring.
- **Searches of Students and Their Property:** A student or his/her parents/guardians on the student’s behalf may consent to a search at school.
- **Use of Personal Electronic Devices:** This new policy and procedure is in response to students and the use of their personal electronic devices (PED’s). An outcome of the annual review by administrators of the Student Responsibilities and Rights Handbook and student discipline data prompted a review of current school and classroom practices regarding electronic devices (cell phones, iPads, tablets, mobile devices, etc.) and reflects the changing nature and role of PED’s and 1:1 devices in our schools.
- **Video Security on School District Grounds or Property:** This new policy and procedure is in response to the 2010 Capital Levy funding for installation of video security cameras in the new Community Resource Center and throughout schools and worksites in the district.

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Part I

Policies and Rules Affecting the Status And Conduct of Students

Attendance

3122

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

Students are expected to attend all assigned classes each day on time. It is recognized that there are rare occasions that necessitate a late arrival, early departure or legitimate excused student absence. Teachers will keep a record of student absences and tardiness. Determination as to whether an absence is a tardy, excused or unexcused absence is made by the school in accordance with law and policy. The role of the parent or guardian is to ensure that his/her children attend school and to verify that the student's absence was for an excusable reason.

It shall be the responsibility of principals and certificated staff to enforce the district's attendance policies and procedures. The attendance policy and procedure will annually be distributed and made available to parents/guardians.

Procedure

3122P

Absence Definitions

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

Excused and Unexcused Absences

Excused Absences

The following are valid excuses for absences and tardiness and describe the process to have an absence or tardy excused.

- A. Participation in a district or school-approved activity or instructional program: To be excused this absence must be authorized by a staff member and the affected teacher(s) must be notified prior to the absence unless it is clearly impossible to do so.
- B. Illness, health condition or medical appointment including but not limited to medical, counseling, dental or optometry: When possible, the parent/guardian is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his/her return to school. If the student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.
- C. Family emergency including but not limited to a death or illness in the family.
- D. Religious purposes including observance of a religious holiday or participation in religious instruction.
- E. Judicial proceeding or serving on a jury.
- F. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.
- G. State-recognized search and rescue activities consistent with [RCW 28A.225.055](#).
- H. Absence directly related to the student's homeless status.

For items C-H, when possible the parent/guardian is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his/her return to school.

- I. Absence resulting from a disciplinary/corrective action (e.g., short-term suspension, or long-term suspension, emergency expulsion): As required by law, students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term suspension, will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
- J. Principal (or designee) and parent/guardian mutually agreed upon approved activity: This category of absence will be counted as excused for purposes agreed to by the principal (or designee) and the parent/guardian or emancipated youth.

The principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

Unexcused Absences

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria for an excused absence. Unexcused absences fall into two categories:

1. Submitting a signed excuse which does not constitute an excused absence as defined above; or
2. Failing to submit any type of excuse statement signed by the parent/guardian.

Length of Absence

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

Tardy/ Part Day Absence

Students are tardy if they arrive after the published start time or leave before the published end time for school or class. At the elementary level a student's attendance will be recorded as a part day absence from school if the student is more than 30 minutes late or if the student leaves 30 minutes or more early. At the secondary level, a student's attendance will be recorded as a period absence if the student arrives 5 minutes or more late to class or leaves 5 minutes or more early.

Full Day Absence

A full day absence is defined as a student failing to attend the majority of hours or periods in that student's average school day of seat-time classes (50% or greater of the day unattended).

Response to Student's Failure to Attend School

If the student fails to attend school, the student's custodial parent/guardian will be informed by a notice in writing or by telephone whenever the child has failed to attend school after one unexcused absence within any month during the current school year. The school shall inform the parent/guardian of the potential consequences of additional unexcused absences. If the custodial parent/guardian is not fluent in English, the preferred practice is to provide this information in a language in which the custodial parent/guardian is fluent.

After two unexcused absences within any month a conference will be held between the parent/guardian, student and school official. At such a conference the principal, student and parent/guardian will consider:

- A. Adjusting the student's program;
- B. Providing more individualized or remedial instruction and/or preparing the student for employment with specific vocational experience;
- C. Transferring the student to another school including alternative schools or programs;
- D. Assisting the student to obtain supplementary services that might eliminate or ameliorate the causes of absence; or
- E. Imposing other corrective actions that are deemed to be appropriate.

If the parent/guardian does not attend the conference the school official and student will meet. The parent/guardian will be notified of the steps the school has decided to take to reduce the student's absences, which may include items A-E above.

Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#).

For students under the age of seventeen, no later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year, the district will file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#) by the parent, student or parent and student. While petitions must be filed if the student has seven or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year, a petition may be filed earlier. In addition, unexcused absences accumulated in another school or district will be counted when preparing the petition. The petition consists of written notification to the court alleging that:

1. The student has unexcused absences in the current school year.

2. Actions taken by the district have not been successful in substantially reducing the student's absences from school.
3. Court intervention and supervision are necessary to assist the district to reduce the student's absences from school.
4. Additionally, the petition will include the student's name, date of birth, school, address, gender, race and ethnicity, and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP), and the student's current academic status in school. The petition must include facts that support the allegations made, must generally request relief available under the statute, and must describe what the court might order.

Petitions may be served by certified mail return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court grants the petition and enters an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district shall periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

A student who has been expelled for attendance violations may petition the superintendent for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

Any student who presents false evidence, with or without the consent of his/her parent/guardian, in order to wrongfully qualify for an excused absence will be subject to the same corrective action that would have occurred had the false excuse not been used.

Students Six or Seven Years Old

Students six or seven years of age, who have been enrolled in the district, are required to attend school and their parents are responsible for ensuring that they attend. Parents who wish to withdraw their children before the age of eight, and against whom no truancy petition has been filed, may withdraw the students from school. When a six or seven year old student has unexcused absences, the district will follow the steps described above under Response to Student's Failure to Attend School.

Child Custody

3610P

1. Non-custodial parents have the right to access their child's classroom or school-sponsored activities for the purpose of observing the class procedure, teaching materials, and class conduct, provided this does not disrupt the classroom procedure or learning activity. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
2. If restrictions are made relative to the rights of the non-custodial parent to be kept informed of his/her student's school progress and activities, the custodial parent will submit a certified copy of the court order, which curtails this right(s). If the other parent questions these rights, the parent(s) must return to the courts for resolution.
3. Unless there are court-imposed restrictions, the non-custodial parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries and will be allowed access to other educational records of the student as requested under Everett Public Schools' Records [Policy 3600](#).
4. Unless the custodial parent provides the school with a certified copy of a court order restricting or prohibiting the student's contact with the non-custodial parent, a student shall be released to the custodial parent(s) or the non-custodial parent(s) or the "contacts/release" person(s) as authorized on enrollment or update forms.

Visits

Absent court-ordered restrictions, the non-custodial parent may interact with his/her child during a visit to the school provided there is no disruption to the educational process or school procedures. The principal is responsible for verifying the parent's identity. Preferred identification is an entry in the student records system and picture identification. As a courtesy, the principal should notify the custodial parent as soon as practical if such a visit occurred.

Child Custody (cont.)**3610P****Releases**

Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of his/her child, to visit with his/her child, or to remove his/her child from the school premises. ([RCW 28A.605.010](#)—Removing child from school grounds during school hours)

Compulsory Attendance**3120**

Parents/guardians of any child eight years of age and under eighteen years of age shall cause such child to attend school and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless the child is attending an approved private school or education center or is receiving home-based instruction.

Exceptions may be granted by the Superintendent for a child who is sixteen years of age or older if the child:

- A. Is regularly and lawfully employed and the parent agrees the child should not be required to attend school,
- B. Has met graduation requirements, or
- C. Has received a certificate of educational competence.

As required by law, the district shall notify a child's parent/guardian and petition the court when a child required to attend school fails to attend school without valid justification. The district shall inform students and parents annually about these compulsory attendance requirements.

Distribution of Materials**3222**

Publications or other material written and/or produced by students may be distributed on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution.

Students responsible for the distribution of material which leads to a substantial disruption of school activities or otherwise materially interferes with school operations shall be subject to corrective action or punishment, including suspension or expulsion, consistent with student discipline policies.

Materials shall not be distributed on school grounds by non-students, non-employees of the district, or non-school-related groups.

Freedom of Assembly**3223**

Individual students and student organizations may meet in school rooms or auditoriums, or at outdoor locations on school grounds, to discuss, pass resolutions and take other lawful action respecting any matter which directly or indirectly concerns or affects them, whether or not it relates to school. Such activities shall not be permitted to interfere with the normal operation of the school.

Peaceful demonstrations are permissible, though they are to be held in designated places where they shall present no hazards to persons or property and at designated times that shall not disrupt classes or other school activities.

Freedom of Expression**3220**

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

The superintendent shall develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.

Harassment**3205****I. Statement of Policy**

It is the policy of Everett School District to maintain a learning environment for students that is free from all forms of discrimination, including harassment based on any legally protected status or characteristic, including race, color, religion, creed, sex, national origin, sexual orientation, or disability. The district prohibits harassment of, and by, students. A fundamental premise of this policy and expectation regarding conduct is that the dignity of individuals and groups must be respected.

The district will not tolerate any form of harassment as defined by this policy. It shall be a violation of this policy and the District's student discipline policy for any student of the District to harass another student, staff member, volunteer, vendor,

visitor, parent, or guardian. This policy also prohibits harassment of students by staff members, volunteers, vendors, visitors, parents, or guardians. Violations of the policy should be immediately reported by the student or anyone with knowledge of the harassing conduct to the building Title IX Officer, a building administrator, the District Title IX Officer, or the Executive Director of Human Resources.

All complaints of harassment, whether formal or informal, will be addressed and appropriate corrective, disciplinary, and remedial actions will be taken, up to and including suspension and/or expulsion, against any student found to have violated this policy.

This policy is intended to prevent harassment of, and by, students and is not intended to confer any rights upon or otherwise protect a person who engages in harassment.

II. Harassment Defined

Generally, prohibited harassment is conduct or communication that is directed against an individual based on the individual's protected status or characteristic if the conduct (1) is unwelcome; (2) has the purpose or effect of creating an intimidating, hostile or offensive educational environment; and (3) is sufficiently severe or pervasive to substantially interfere with a student's education.

III. Complaints

A. Receipt of Complaints

The District will take complaints of harassment seriously and will act to address all complaints. Any student who believes that he or she has been subjected to harassment in the educational environment is encouraged to bring his or her complaint to the immediate attention of a member of the teaching, counseling, or administrative staff for assistance in resolving the matter. Other students and staff members with knowledge that a student is being harassed are expected to immediately report such behavior to the building Title IX Officer in accordance with Procedure 3205P. Complaints shall be handled in the manner specified in Procedure 3205P.

B. False Reports

It is a violation of this policy to knowingly report or corroborate false allegations of harassment. Persons found to knowingly report or corroborate false allegations will be subject to disciplinary action.

C. Non-retaliation

Students shall not be retaliated against by other students or staff for making a complaint of harassment or for providing testimony and/or assisting in the investigation of such a complaint. Any student who believes that he or she has been retaliated against for bringing forward a complaint or participating in an investigation, should promptly notify one of the persons designated in Procedure 3205P for the receipt of complaints.

D. Confidentiality

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action when harassment has occurred.

IV. Harassment as Sexual Abuse

Under certain circumstances, sexual harassment may constitute child abuse under Washington State's criminal statutes.

Nothing in this policy will prohibit the District from taking appropriate action to protect victims of alleged child abuse. (Refer to Child Abuse Reporting Policy/Procedure 3421.)

V. Harassment by a District Staff Member, Volunteer, Vendor, Visitor, Parent or Guardian

Harassment of a student by a District staff member, volunteer, vendor, visitor, parent or guardian is prohibited. Such behavior should be immediately reported by the student or anyone with knowledge of such behavior to the building principal and/or building Title IX Officer and the Executive Director of Human Resources for investigation and, where appropriate, disciplinary action up to and including discharge of a staff member.

VI. Corrective Actions

The District will take such disciplinary or other corrective action it deems necessary and appropriate to end harassment and to prevent its recurrence. Documentation and record of complaints and action taken shall be maintained.

Harassment**I. Dissemination of the Policy**

Reasonable efforts shall be made to inform all students and their parents of the District's harassment policy and procedures. These efforts shall include publication of the policy and procedures in the *Student Responsibilities and Rights Policies Handbook*, posting the policy and procedures in each school building, and discussion of the policy and procedures at each school.

The name and telephone numbers of the building Title IX Officer, as well as the District Title IX Officer, and Executive Director of Human Resources, shall be posted in such locations in buildings as to be commonly and easily viewed by students and staff.

II. Types of Harassment

Sexual harassment is one form of prohibited harassment. Conduct that may constitute sexual harassment includes repeated, unsolicited verbal comments, gestures, or physical conduct of a sexual nature which is unwelcome, personally offensive and interferes with a student's education.

Examples of such conduct include:

- a. unwelcome sexual advances; or
- b. requests for sexual favors; or
- c. sexually motivated physical conduct; and
- d. other verbal or physical conduct or communication of a sexual nature, when that conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or creating an intimidating, hostile or offensive educational environment.

Examples of behavior which may be considered sexual harassment include without limitation:

- staring or leering that has sexual overtones;
- unwanted sexual comments;
- suggestive gestures;
- sexually demeaning jokes, statements or comments;
- spreading sexual gossip;
- unwanted physical contact of a sexual nature, including feigned "accidental" contact as well as pinches, embraces, slaps or pats;
- pressure for sexual activity;
- displaying pornographic or sexually explicit materials;
- offering benefits, favors or rewards in exchange for sexual contact.

These same principles apply to prohibited conduct based on an individual's legally protected status or characteristic other than sex. Examples of other types of prohibited harassment include the following:

- Verbal abuse, slurs and jokes. This includes oral or written ethnic and racial jokes and slurs and comments that stereotype individuals based on their race, color, religion, national origin, sexual orientation, disability or other legally protected status or characteristic.
- Graffiti, cartoons or other graphic materials. This includes written materials, pictures and other depictions that are demeaning or hostile and that are based on the race, color, religion, national origin, sexual orientation, disability or other legally protected status or characteristic of an individual or group.
- Threats, pranks or vandalism. This includes intimidating comments and/or conduct directed at individuals based on their race, color, religion, national origin, sexual orientation, disability or other legally protected status or characteristic.

III. The Complaint Process

To ensure fairness and consistency, the following procedure is to be used with regard to problems covered by state and federal equal educational opportunity laws.

A. Informal Complaints

1. As a first step, if not unduly intimidated, the complainant is encouraged to directly inform any alleged harasser that the behavior is offensive, unwanted and must stop. Informal complaints may also be initiated by other students or staff members on behalf of a student.
2. Complaints of harassment should be directed to a certificated staff member or the building Title IX Officer. Informal complaints should be addressed and resolved at the staff member level and reported to the building Title IX Officer. If the complaint is not resolved at the staff member level within five (5) school days, or if the behavior persists, then it should be reported to and addressed by the building Title IX Officer. If the complaint concerns a special education student, the building Title IX Officer should notify the Executive Director of Special Services or her designee.

If the complaint concerns the conduct of a building administrator, the complainant and/or the person with information about the alleged harassment should immediately report such complaint to the District Executive Director of Human Resources.
3. The District Title IX Officer, or designee, will be available upon request of either the complainant or the building Title IX Officer as a resource in determining the appropriate resolution to an informal complaint.
4. Informal complaints shall be documented within five (5) school days by the certificated staff member receiving the complaint and forwarded to the building Title IX Officer.
5. Any student or his/her parent or guardian who is aggrieved by discipline imposed for harassment may seek redress through the Everett School District's Student Responsibilities and Rights Policies.

B. Formal Complaints

If the complaint is not resolved at the building level to the complainant's satisfaction, the complainant may file a formal complaint with the District's Title IX Officer or the Executive Director of Human Resources.

The Title IX Officer or the Executive Director of Human Resources may receive reports of complaints of harassment from any student, a student's parents, or from the building Title IX Officer on behalf of a student.

The Title IX Officer or Executive Director of Human Resources or designee shall investigate all formal complaints of discrimination.

The Title IX Officer will receive and investigate formal complaints that involve only students. (Student to Student Harassment.)

The Executive Director of Human Resources or designee will receive and investigate formal complaints when allegations of discrimination or harassment are brought against employees or other adults.

The allegations of discrimination shall:

1. Be in writing.
2. Be signed by the complaining party.
3. Set forth specific acts, conditions or circumstances alleged to be in violation of the District's policies or obligations with regard to discrimination.
4. Be filed with the Title IX Officer or Executive Director of Human Resources as soon as possible, but no later than thirty (30) calendar days following the alleged discrimination or harassment.

- C. Upon completion of the investigation, the Title IX Officer or Executive Director of Human Resources shall provide the Superintendent with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complaining party prior to the submission of a full written report.
- D. The Superintendent shall respond in writing to the complaining party within thirty (30) calendar days following receipt of the written complaint stating the results of the investigation.
- E. The response by the Superintendent shall state either:
 1. That the District denies the allegations contained in the complaint received, or
 2. The nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition or circumstance within the District.
- F. Any corrective measures deemed necessary shall be instituted as expeditiously as possible but in no event later than thirty (30) calendar days following the Superintendent's mailing of a written response to the complaining party.

- G. In the event a complainant remains aggrieved as a result of the action or inaction of the Superintendent, said complainant may appeal to the School District Board of Directors by filing a written notice of appeal with the Secretary of the Board of Directors on or before the tenth (10th) day following:
 - 1. The date upon which the complainant received the Superintendent's response, or
 - 2. The expiration of the thirty (30) day response period in Section D above, whichever occurs first.
- H. Upon receipt of an appeal, the Board shall schedule a hearing to commence on or before the twentieth (20th) day following the filing of the written notice of appeal.
 - 1. Both parties shall be allowed to present such witnesses and testimony as the Board deems relevant and material.
 - 2. The Board shall render a written decision on or before the tenth (10th) day following the termination of the hearing and shall provide a copy to all parties involved.
- I. In the event a complainant charging sex discrimination in violation of RCW 28A.640 or WAC 392-190 remains aggrieved with the decision of the Board, said complainant may appeal the Board's decision to the Superintendent of Public Instruction under WAC 392-190-075 on or before the tenth (10th) day following the date upon which the complainant received written notice of the School Board's decision.

IV. Discipline and Corrective 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.

V. 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 Officer will review the use and efficacy of the harassment policy and procedures.

Interscholastic Athletics/Activities

2151

The board recognizes the value of a program of interscholastic activities as an integral part of the total school experience for all students of the district and the community. A program of interscholastic activities shall be established which includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students. Eligible students and teams may compete with others from this or other districts. Participation in interscholastic activities is a privilege and not a right. Students may be excluded from participation for violations of program rules or requirements.

All interscholastic activities and events shall be in compliance with the rules and regulations of the Washington Interscholastic Activities Association. The eligibility requirements for student participation shall meet or exceed WIAA standards. The schools of the district shall not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district shall not be responsible or liable for non-school-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district shall not be responsible for or incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district.

The Superintendent or designee shall develop procedures for the conduct of the interscholastic activities program including, but not limited to, academics; use, possession, or distribution of alcoholic beverages; use, possession, or distribution of tobacco; use, possession, or distribution of illegal chemical substances (including marijuana/cannabis) or drugs not prescribed by a physician for the user; curfew; unsportsmanlike conduct; absence from practice; gambling; or any infraction of civil or criminal law. Rules and disciplinary actions related to rule violations shall be distributed to each participant and his/her parents prior to the beginning of an interscholastic activity season. Rules and consequences for drug, alcohol and tobacco use, possession, or distribution shall be in effect year round.

Procedure

2151P

The interscholastic athletic program, including cheerleading and dance (collectively referred to in this procedure as "athletes"), of the Everett School District is designed to help our students become better school, community, state and national citizens and leaders. While the academic programs of our schools are of paramount importance, we believe participation in an athletic program affords opportunities, training and experience not ordinarily obtainable in the regular curriculum.

All students are invited and encouraged to take part in this voluntary program. Because it is a privilege to represent a school in interscholastic activities, the school shall have the authority to revoke the privilege when students do not meet the standards set forth.

Because the program is voluntary, all students desiring the advantages of participation in the interscholastic athletic program, including cheerleaders and dancers, should be prepared to follow all rules and regulations as determined by the coaching staff, school administration and School Board. Those who fail to comply with rules and regulations will not be permitted to participate in the program.

Medical Insurance

Each student participating in the interscholastic athletic program or cheerleading or dance is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the program. Students shall provide evidence of coverage with a minimum coverage of \$25,000 in medical expenses or shall obtain such coverage through the insurance plan offered to all students participating in the district's athletic program. No student will be denied the opportunity to participate solely because the student's family, by reason of low income, is unable to pay the premium for such insurance. The Superintendent or his or her designee may approve partial or full waiver of the premiums to permit all students to obtain the required medical insurance.

Physical Examination

Due to the physical and mental rigors associated with participation in athletic programs, all athletes must show evidence of having a current physical examination before participating.

Risks of Participation

Certain risks are associated with participation in interscholastic athletics, cheerleading and dance. While the district will strive to prevent injuries and accidents to students, each athlete and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent(s) or guardian(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.

Equipment and Facilities

Coaches shall issue properly maintained and fitted equipment to interscholastic athletics participants. All district facilities and equipment utilized in the interscholastic athletic program shall be inspected on a regular basis by the building athletic coordinator and coaches. Students will return all school issued equipment in good condition. Fines shall be assessed to students for failure to return equipment or for returning equipment damaged in excess of normal use.

Athletic User Fees

Prior to the first contest of the season, athletes must pay an athletic user fee to subsidize program costs. Students on free or reduced lunch will have this fee waived. Families may request that the building athletic coordinator partially waive the fee or be placed on a payment plan if the fee poses a financial hardship. The hardship may include the fact that the family has multiple students participating in the same season.

Refunds will be determined on a case-by-case basis. Refunds will **not** be given if a student quits the team after the first contest or if the student is dismissed for disciplinary reasons.

Payment of this fee does not guarantee playing time or a letter award at the end of the season.

Eligibility Exceptions

Athletes and/or their parent (s) or guardian(s) may request exceptions to the WIAA eligibility regulations through their building athletic coordinator or designated assistant principal in cases involving hardship or extenuating circumstances. Students and/or their parent(s) or guardian(s) may request a hearing before the Northwest District 1 Eligibility Committee in order to contest the reason(s) for any alleged ineligibility under the standards established by the WIAA. Any student aggrieved by a decision of the Eligibility Committee may appeal to the Executive Board of WIAA.

Ejection from Contest

First ejection of the season from a contest by a game official shall result in the ejected person (athlete, coach, other school representative) being ineligible until after the next two (2) contests of the school at the same level of competition from which the person was ejected. Ineligibility from the second contest may be appealed to the building athletic coordinator.

Second ejection in the same sport and season shall result in ineligibility of the athlete, coach, or school representative for the remainder of the season of that sport. The severity of the penalty may be appealed to the WIAA Executive Director within two (2) school days from the second ejection upon presentation of rationale and written documentation signed by the WIAA member school principal or Superintendent desiring and supporting penalty modification.

Team Selection

When selecting members of a team, coaches consider the following criteria:

1. Physical strength, coordination and/or size, which, in the opinion of the coach, would endanger the safety and health of the athlete or other participants.
2. Athletic skill.
3. Available facilities, coaches, and the nature of the competition which may require a limited number of positions on a team or squad.
4. Attitude, conduct or citizenship.

Supervision of Athletes While Away from Campus

It is the responsibility of coaches and staff members to supervise athletes at all times during a trip off campus.

1. All athletes participating in off campus trips shall be under the supervision of a staff member or athletic coach employed by the district during the entire trip. On overnight trips, responsibility for the athletes shall be 24 hours per day throughout the duration of the trip.
2. The staff member in charge shall be available to students at all times while away from school.
3. The staff member in charge shall be responsible for training and assigning specific duties and responsibilities to adult volunteers on the trip, per district policy.
4. Adult volunteers shall complete the district's volunteer information packet and be cleared to supervise students prior to departure to the event.
5. Adult volunteers will only supervise students in groups of two or more.

A written report from the staff member in charge will be submitted to the principal as requested or whenever any unique situation occurs such as an accident, injury, major incident, etc.

Travel Regulations

1. Students will use district transportation to events when provided. Students transported to events on district transportation will return on district transportation. When parents or guardians wish to transport their own child from the event, they must provide, to an adult supervisor, a signed and dated document to that effect.
2. A parent or guardian who wishes to have their student transported by another adult must make such request, in writing, and be granted approval from building administration in advance.
3. All events taking place prior to 4:15 PM on school days will require district transportation for all students.
4. If an away contest takes place in the Everett School District after 4:15 PM, students may be asked by their coach to meet at the event site. Event sites include Mariner, Kamiak, Lynnwood and Glacier Peak High Schools. Students must go directly from their homes to the event site.
5. Students may transport themselves to off-site practice facilities with written permission of the parent or guardian (per Policy 3241).
6. All private vehicle travel authorization forms will be submitted to the building athletic coordinator or activities coordinator and kept on file in the respective office for six (6) years.
7. Staff will not direct or allow students to transport other students.

Athletic Code

The following student rules (the "Athletic Code") shall apply to all students who participate in the district's athletic, cheer or dance programs (collectively referred to in this procedure as "athletes"). Athletes are subject to the provisions of the Athletic Code for a one-year period commencing with their participation in an athletic season. For purposes of the Athletic Code, the seasons will be determined as follows: Each season begins with the first day of scheduled participation as determined by the Washington Interscholastic Activities Association (WIAA) calendar or school program calendar and continues until the beginning of the next sport or activity season as determined by the same WIAA or school program calendar.

I. BASIC CONDUCT EXPECTATIONS FOR ATHLETES

Because athletes perform and represent their schools in public, they are expected to conduct themselves at all times in a manner that will reflect the high standards and ideals of their activity, team, school and community and to demonstrate their non-use and non-tolerance of harmful substances. The district is committed to promoting the well being, personal development and successful performance of all of their students.

Any athlete who willfully performs any act which materially interferes with or is detrimental to the orderly operation of a school's athletic program (including, but not limited to, all misconduct specifically prohibited by these rules, as well as other illegal or serious misconduct) shall be subject to Athletic Code discipline. Such acts may include school or non-school activity performed either on or off campus and the discipline may include permanent removal of a participant from the athletic program.

II. BASIC RULES

- A. For an athlete's violation of district and school rules, the athlete will be treated as any other student. **In addition**, the athlete will be penalized in accordance with the Athletic Code. Students suspended or expelled from school may not participate in athletics during the period of school exclusion.
- B. The following rules apply to athletes. Rules 6 and 7 concerning drugs, alcohol, and tobacco apply throughout the year and are in effect even when athletes have completed their season and are not currently participating in a particular sport. Rules 6 and 7 also extend to an athlete's conduct at all times, both on and off campus.

1. WIAA Compliance

Athletes shall comply with official WIAA rules.

2. Team Rule Compliance

Athletes shall abide by the team/squad rules and shall obey the reasonable and lawful directives of coaches. Team/squad rules will be approved by each school's principal or designated assistant principal and distributed by coaches at the start of each season.

3. Pre-participation Requirements

To be eligible to try out for a team/squad, students must have been in regular school attendance as a full-time student during the semester/trimester immediately preceding the season of competition. A full-time student is a student enrolled in a minimum of five (5) of six (6) classes (high school) or six (6) of seven (7) classes (middle school). Running Start and home instruction students shall meet the eligibility requirements outlined in the WIAA handbook. All other requirements, e.g., current physical exam, medical insurance, ASB membership, completion of forms and Athletic Code contract, and compliance with residence and other WIAA and school rules, must also be met.

4. Academic Requirements

To be eligible to compete/perform, students must:

- For purposes of determining initial academic eligibility, the most recent semester or trimester shall be the determining grade used. The athlete must have passed five (5) of six (6) classes in the previous semester or six (6) of seven (7) classes in the previous trimester.
- Be registered for, attending, and passing all classes.
- A non-passing grade is any grade where credit is not granted.
- During the season, frequent grade checks will be conducted. Athletes must be passing all classes or face academic probation or suspension. Athletes on academic probation will be permitted to practice and compete. Athletes on academic suspension will be permitted to practice, but will not be permitted to compete until they have met academic requirements.

5. Illegal Substances

Athletes shall not be under the influence, possess, sell, deliver and/or use alcohol, any form of tobacco or illegal substances (including marijuana/cannabis). Athletes also shall not be in the presence of, or remain in the vicinity of, others illegally using alcohol or using illegal drugs or controlled substances. Athletes arriving at a party, function or other location where illegal drugs or controlled substances (including marijuana/cannabis) are being used, sold or delivered or substances (such as alcohol) are being illegally used, sold or delivered shall immediately leave the premises. Failure to immediately leave the premises will result in the same discipline as actual use.

6. Illegal Activity and Other Serious Misconduct

Athletes may not engage in other misconduct that violates the law or brings dishonor to their team/squad, e.g., criminal violations, harassment, bullying, hazing, fighting and cheating.

III. PENALTIES FOR VIOLATION OF THE CODE

A. Imposition of Discipline

Penalties for violation of Rule II.B.3, team rules, may be imposed by head coaches in consultation with the principal or designated assistant principal. All other discipline must be imposed by the principal or designated assistant principal. Exclusion from a team/squad for the remainder of a season shall be approved by the principal or designated assistant principal.

B. Pre-participation Requirements

Penalties for violations of Rule II.B.4 shall be as follows:

- The student is not eligible to try out, practice, compete, perform, or otherwise take part in the athletic program.

C. Academic Requirements

Penalties for violations of Rule II.B.5 requirements shall be as follows:

- An athlete not satisfying Rule II.B.5 at the end of each semester/trimester shall be on **academic suspension** for the succeeding semester/trimester and shall, during this time, be ineligible from competitions/performance through the last Saturday in September in the fall, or for five (5) academic weeks in the spring, (high school) or three (3) academic weeks (middle school). If, at the end of the suspension period, the athlete shall be passing in the required number of classes, he or she may then be reinstated for practices and competition. Athletes returning from academic suspension must maintain compliance with Rule II.B.5 to maintain eligibility.

An athlete not satisfying Rule II.B.5 as a result of school-administered grade checks during a season shall be placed on **academic probation** on the Monday following the date grades are checked. The athlete will remain eligible for practices and competitions/performance during the probationary period provided the athlete participates in daily study sessions before attending practices. After one week, the probationary athlete's grades will be checked again. If the athlete is passing all classes, the athlete will be removed from probation. If the athlete is still not passing all classes, the athlete shall be placed on **academic suspension**. The athlete will remain eligible for practices, provided the athlete participates in daily study sessions before attending practice, but not eligible for competitions or performances. **The athlete shall remain on suspension until a minimum of one game suspension is served AND the athlete is passing all classes.**

At the conclusion of a trimester/semester, the student will maintain full academic eligibility if the student passed six (6) classes (middle school) or five (5) classes (high school).

D. Drug and Controlled Substance Violations (WIAA Rule 18.26.2)

First Violation

An athlete shall be immediately ineligible for interscholastic competition in the current sports program for the remainder of the season. Ineligibility shall continue until the next sports season in which the participant wishes to participate unless the student accesses an assistance program. All athletes violating this rule shall have two options:

1. The athlete will be ineligible for participation in contests for the remainder of that sports season and must meet with the school eligibility committee to be eligible for the next sports season. The school eligibility committee will make a recommendation to the principal or designated assistant principal. The principal or designated assistant principal will have the final authority regarding the student's participation in further sports programs.
2. The athlete may choose to seek and receive help for a problem with use of drugs. Successful utilization of school and/or community assistance programs may allow him/her to have eligibility reinstated in that athletic season, pending recommendation by the school eligibility committee and principal or designated assistant principal. Minimum suspension periods are outlined in the Alcohol Violations section of this code.

Second Violation

The penalty shall be ineligibility from all interscholastic athletic participation for a period of one (1) calendar year from the date of the second violation.

Third Violation

The penalty shall be permanent ineligibility from all interscholastic athletic participation for the remainder of the athlete's high school career (WIAA Rule 18.22.0).

E. Alcohol Violations

First Violation

A first violation of Rule II.B.6 discovered through an investigation shall result in immediate suspension for forty-two (42) calendar days or the remainder of the season, whichever is longer. This ineligibility also carries into the next season (as previously defined) in which the student participates. A student who admits wrong doing and cooperates honestly in the investigation may have their suspension reduced to twenty-eight (28) calendar days. A student who self-reports a violation prior to any investigation or inquiry may have his/her suspension reduced to fourteen (14) calendar days. All violations carry a minimum one game suspension. The building principal may reinstate the athlete if the athlete follows the process in III.F.

Second Violation

The penalty for a second violation of Rule II.B.6 shall be removal from all athletic participation for a period of one calendar year. The building principal may reinstate the athlete if the athlete follows the process in III.F.

Third Violation

The penalty for a third violation of Rule II.B.6 shall be permanent removal from all athletic participation for the remainder of the athlete's high school career and in the case of drugs, permanent ineligibility at all WIAA institutions for the remainder of the athlete's high school career (WIAA Rule 18.22.0).

F. Tobacco Violations

First Violation

The penalty for a first violation of Rule II.B.6 shall be immediate suspension for fourteen (14) calendar days. This may be reduced to seven (7) days if the student self-reports prior to an investigation. The building principal may reinstate the athlete if the athlete follows the process in III.F.

Second Violation

The penalty for a second violation of Rule II.B.6 shall be immediate suspension for twenty-eight (28) calendar days. The building principal may reinstate the athlete if the athlete follows the process in III.F.

Third and Subsequent Violations

The penalty for a third and subsequent violations of Rule II.B.6 shall be immediate suspension for forty-two (42) calendar days. The building principal may reinstate the athlete if the athlete follows the process in III.F.

G. Reinstatement Process:

An athlete may apply for reinstatement following any form of athletic discipline by submitting to the following to the principal:

1. Letter of intent and purpose of reinstatement.
2. Drug, alcohol and/or tobacco assessment by an individual agency that is acceptable to the school district. (Recommendations of approved agencies will be provided to the parent.) Results will be shared with family and school administration.
3. Proof that a drug, alcohol and/or tobacco counseling or preventative education program has been completed.
4. Treatment recommendations must be followed as a condition for reinstatement.
5. The principal may waive any or all of the requirements above if deemed appropriate. The school principal has sole discretion regarding the reinstatement of a student.

H. Out of Season Violations

If an athlete violates the athletic code out of season, the suspension will be served in the next season in which they participate on an athletic team provided that the athlete participated on that sports team the prior year. In order for a suspension for a partial season to be deemed validly served, the athlete must complete the season, in which the suspension is served, in good standing.

I. Accumulation of Violations

Any penalty assigned a participant in middle school for violation of Rule II.B.6. shall not be carried over to high school. Violations of Rule II.B.6 shall accumulate in grades 7-8 and then again in grades 9-12.

J. Illegal Activity and Other Serious Misconduct Violations

Athletes who violate Rule II.B.7 by committing criminal violations (other than drugs, alcohol, and tobacco violations) or engaging in other serious misconduct (e.g., harassment, bullying, hazing, fighting, cheating) may be excluded from participation in the athletic program for a period consistent with the seriousness of the offense. Any serious criminal behavior may be the basis for final exclusion from the athletic program for the remainder of a student's career.

IV. ATHLETIC DISCIPLINE APPEALS

Any athlete, parent, or guardian who is aggrieved by the imposition of discipline, including exclusion from participation in athletics, shall have the right to an informal conference with the building principal or his/her designee for the purpose of resolving the grievance. The conference must be requested within three (3) school days of the time the parent receives oral or written notice of the discipline. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. During the informal conference the student, parent, or guardian shall be subject to questioning by the building principal or his/her designee and shall be entitled to question school personnel involved in the matter being grieved. Subsequent to the building level grievance meeting, the student, parent, or guardian, upon two (2) school business days prior notice, shall have the right to present a written or oral grievance to the District Athletic Director. If the grievance is not resolved, the student, parent, or guardian, upon two (2) school business days prior notice, shall have the right to present a written or oral grievance to the Disciplinary Appeals Council. The Council shall notify the student, parent, or guardian of its response to the grievance within ten (10) school business days after the date of the meeting. The decision of the Council is final.

The discipline action shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless the principal or his/her designee elects to postpone such action.

V. STUDENT ATHLETIC PROGRAM CONTRACT

At least once a year, each athlete shall, as a precondition to participation, sign a contract covering all athletic programs. This contract applies to all athletic programs (including cheer and dance) and is in effect for a period of one calendar year from the date of signature.

Nondiscrimination**3210**

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation including gender expression or identity, economic status, marital status, pregnancy, previous arrest (unless a clear and present danger exists), previous incarceration, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

District students shall be free from harassment based on legally protected attributes or characteristics.

The superintendent, or designee, shall provide for the annual evaluation, periodic surveys, annual notice and complaint procedures as required by law to ensure that there is in fact equal opportunity and treatment for all students in the district.

The board shall designate a staff member to serve as affirmative action/ Title IX compliance officer.

Nondiscrimination/Title IX**2152****Nondiscrimination on the Basis of Gender in Education Programs and Activities and Title IX**

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation including gender expression or identity, economic status, marital status, pregnancy, previous arrest (unless a clear and present danger exists), previous incarceration, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

District students shall be free from harassment based on legally protected attributes or characteristics.

The superintendent, or designee, shall provide for the annual evaluation, periodic surveys, annual notice and complaint procedures as required by law to ensure that there is in fact equal opportunity and treatment for all students in the district.

The board shall designate a staff member to serve as affirmative action/ Title IX compliance officer.

Pregnant Students**3211**

The Everett School District shall not exclude any student therein from attendance in the regular school program solely on the grounds of pregnancy. The School District shall develop and make available, at the student's option, alternative educational programs designed to benefit a pregnant student's scholastic needs. A high school student who is about to become or is a teen parent may choose to attend any high school in the state without a tuition charge provided that he/she is accepted by the non-resident high school. A pregnant student may be required to produce a physician's statement as to the condition of her health relative to her continued presence in the regular school program. If the statement indicates that the pregnant student's health and physical well-being mandates her withdrawal from regular school attendance, the District shall require a suitable alternative educational program.

Prohibition of Harassment, Intimidation and Bullying**3204**

Everett Public Schools maintains a safe, respectful and secure learning environment for all students that is free from harassment, intimidation and bullying. Our district's core values include our commitment to value differences among people and treat one another respectfully. Harassment, intimidation and bullying of students by other students, by staff members, by volunteers, by parents or by guardians is prohibited.

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

Prevention

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

Interventions

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

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

Retaliation

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

False Allegations

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

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all harassment, intimidation and bullying Incident Report Forms and to ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the development and implementation of procedures to carry out this policy.

Procedure**3204P**

Harassment, intimidation and bullying (HIB) means any intentional electronic, written, verbal or physical act including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written, verbal or physical act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent, or pervasive that it creates an intimidating, embarrassing or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation and bullying.

“Other distinguishing characteristics” may include, but are not limited to: physical appearance, clothing or other apparel, socio-economic status and weight.

“Intentional” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

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

A. Definitions

Perpetrator is a student, staff member, or other member of the school community who engages in the harassment, intimidation and bullying of a student.

Conduct that is “**substantially interfering with a student’s education**” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Retaliation is when a student, staff member, or other member of the school community takes adverse action or reprisal against a student because the student has reported incidents of harassment, intimidation and bullying, or because the student has participated in an investigation of harassment, intimidation and bullying.

School community includes students, staff members, school board members, contractors, volunteers, parents and guardians, patrons, and other visitors.

Staff member includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted student is a student against whom harassment, intimidation, and bullying has allegedly been perpetrated.

B. Prevention

1. Dissemination

In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district’s website.

2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation and bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Report Form or a link to a web-based form.

3. Training

Staff will receive annual training on the school district’s policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district’s Incident Report Form.

4. Prevention Strategies

The district will implement a range of strategies including individual, classroom, school, and district-level approaches to prevent harassment, intimidation and bullying.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

C. Staff Intervention

Any school staff member who observes, overhears, or otherwise witnesses harassment, intimidation and bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation and bullying, may require no further action under this procedure.

D. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all HIB Incident Report Forms, discipline referral forms relating to HIB, and letters to parents providing the outcomes of investigations.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation and bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student.

E. Incident Reporting**Step 1: Filing an Incident Report Form**

An individual need not reveal his or her identity on an Incident Report Form. The form may be filed anonymously, confidentially, or the individual may choose to disclose his or her identity (non-confidential). Staff members should report incidents of HIB on an Incident Report Form.

Status of Reporter**a. Non-Confidential**

Individuals may file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

b. Confidential

Individuals may file a report asking that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged perpetrator based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

c. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged perpetrator based solely on an anonymous report. Schools may use complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Report Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

Step 2: Receiving an Incident Report Form

All staff members are responsible for receiving oral and written reports. Whenever possible, staff members who initially receive an oral or written report of harassment, intimidation and bullying shall attempt to resolve the incident immediately. If the incident

is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation and bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be recorded on a district Incident Report Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be investigated with reasonable promptness. To aid in the investigation in the case of alleged cyberbullying, a request may be made to the reporter to allow access to the social media or internet site(s) on which the cyberbullying is occurring. Any student may have a trusted adult with them throughout the reporting and investigative process.

- a. Upon receipt of the Incident Report Form that alleges unresolved, severe, or persistent harassment, intimidation and bullying, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the targeted student, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation and bullying occur between the targeted student and the alleged perpetrator. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the targeted student and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the targeted student; altering the alleged perpetrator's schedule and access to the targeted student, and other measures.
- c. Within two (2) school days after receiving the Incident Report Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the targeted student or the alleged perpetrator to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district policy for reporting such cases to Child Protective Services or the police.
- e. The investigation shall include, at a minimum:
 - An interview with the targeted student;
 - An interview with the alleged perpetrator;
 - A review of any previous complaints involving either the targeted student or the alleged perpetrator; and
 - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.
- g. The investigation will be completed as soon as practical but generally no later than five (5) school days from the initial report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or verbally to the parent/guardian of the targeted student and the alleged perpetrator stating:
 - The results of the investigation;
 - Whether the allegations were found to be factual;
 - Whether there was a violation of policy; and
 - The process for the targeted student to file an appeal if the targeted student disagrees with results.

Because of the laws regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the targeted student and alleged perpetrator by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the targeted student or the alleged perpetrator to involve his or her family.

If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy for reporting such cases to Child Protective Services or the police.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district compliance officer.

Step 4: Corrective Measures for the Perpetrator

- a. After completion of the investigation, the school or district designee will institute appropriate corrective measures.
- b. Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.
- c. Corrective measures that involve student discipline will be implemented according to district Policy 3300 – Corrective Actions or Punishment. If the accused perpetrator is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.
- d. If a principal or principal's designee finds that a student, staff member, or other member of the school community knowingly made a false allegation of harassment, intimidation and bullying, that individual may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

- a. If the targeted student or his or her parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal with the superintendent within five (5) school days of receiving the decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
- b. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student or his or her parent/guardian may appeal to the school board by filing a written notice of appeal with the superintendent within five (5) school days of receiving the superintendent's written decision.
- c. An appeal to the school board must be heard within ten (10) school days of receipt of the written notice of appeal to the school board. The school board will review the record and render a written decision on the merits of the appeal within five (5) school days following the termination of the hearing, and shall provide a copy of the decision to all parties involved. The board's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation and bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for the student who commits an act of harassment, intimidation and bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district Policy 3300 – Corrective Actions or Punishment.

If the harassment, intimidation and bullying was of a public nature or involved groups of students or bystanders, the school may consider school wide training or other activities to address the incident.

If a staff member has been found to be in violation of this policy and procedure, the district may impose disciplinary action, up to and including termination of employment. If a certificated employee is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may impose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may result in the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation and bullying will be provided information regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

F. Immunity/Retaliation

A staff member, student, or other member of the school community who promptly reports an incident of harassment, intimidation and bullying to an appropriate school official, and who makes this report in compliance with the district's policy and procedure relating to harassment, intimidation and bullying is immune from a cause of action for damages from arising from any failure to remedy the reported incident.

No staff member, student, or other member of the school community may engage in reprisal or retaliation against a student, witness, or other person who brings forward information about an alleged act of harassment, intimidation and bullying. Retaliation is prohibited and will result in appropriate discipline.

G. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying.

Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A harassment, intimidation and bullying complaint based on a student's legally protected status may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297-2597
Email: OEInfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center
360.725.6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

H. Other District Policies and Procedures

Nothing in this procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation and bullying as defined herein, but which are prohibited by other district or school rules.

Release of Student Directory Information

The following directory information may be released by the District for school-related purposes, including media coverage, unless a student's parents (or guardians) request in writing that such information not be released:

- The student's name;
- grade level;
- dates of enrollment;
- degrees and awards received;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- schools attended in the District;

Release of Student Directory Information (cont.)**3250**

- work created by the student for school-related publications and purposes; and/or
- photographs of students for school-related publications and purposes.

At least once a year, parents/guardians shall be notified of their right to request that any or all of these categories of information, including personally identifiable photographs, not be released without their prior consent.

In addition, secondary students' addresses and telephone numbers are released, as required by federal law, to military recruiters and institutions of higher learning on or about October 15 each year. Parents or guardians may indicate on the annual notification form or request in writing that such information not be released.

All requests remain in effect for the duration of each student's District enrollment unless changed by parent/guardian.

Release of Student during the School Day**3441P**

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

- A. Law enforcement officers, upon proper identification, may remove a student from school without a warrant provided that the law enforcement officer signs a statement that he/she is removing the student from the school. Such authority to take a student into custody is based on the existence of probable cause. Custodial parents should be contacted as soon as possible when a student is taken into custody.
- B. Any other agencies must have a written administrative or court order directing the School District to give custody to them. Proper identification is required before the student shall be released.
- C. Unless the custodial parent provides the school with a certified copy of a court order restricting or prohibiting the student's contact with the non-custodial parent, a student shall be released to the custodial parent(s) or the non-custodial parent(s) or the "contacts/release" person(s) as authorized on enrollment or update forms. School enrollment records will be relied upon because the parents or guardians have the burden of furnishing schools with accurate, up-to-date information.
- D. The school should always make a reasonable effort to notify the residential parent before releasing the student to the non-residential parent.
- E. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else's custody unless an emergency situation justifies a waiver.
- F. Police should be called if a visitor becomes disruptive or abusive.

Riding School Buses**3244P**

While riding buses to or from school, students shall observe all school rules, in addition to the following specific rules affecting conduct and safety on buses. Denial of the privilege of riding the bus may result from violation of any of these rules.

1. Students must obey the driver promptly and willingly.
2. Students must obey the School Safety Patrol.
3. Outside of ordinary conversation, classroom conduct must be observed.
4. Students are to assist in keeping the bus clean by keeping their waste paper off the floor. Students must also refrain from throwing refuse out of windows.
5. No student shall open a bus window on the school bus without first getting permission from the driver.
6. No student shall at any time extend his or her head, hands, or arms out of the windows whether the school bus is in motion or standing still.
7. Students must see that they have nothing in their possession that may cause injury to another, such as sticks, any type of firearms, straps or pins extending from their clothing.
8. Students must see that their books and personal belongings are kept out of the aisles.
9. No student will be allowed to talk to the driver more than is necessary.
10. Students are to remain seated while the bus is in motion and are not to get on or off the bus until it has come to a full stop.
11. Students must leave the bus in an orderly manner and must obey the orders of the School Safety Patrol on bus duty. They must not cross the highway until given consent by the school bus driver or the School Safety Patrol. When boarding or leaving the bus, students should be in view of the driver at all times.
12. Students must cross the highway only in front of the school bus.

13. Students must not stand or play in the roadway while waiting for the bus.
14. Students who have to walk some distance along the highway to the bus loading zone must walk on the left side facing the oncoming traffic. This will also apply to students leaving the bus loading zone in the evening.
15. The driver should report all cases of disobedience to the proper school authorities.
16. Students removed from a bus for disciplinary reasons cannot ride any bus until given permission by school authorities.
17. Drivers must see that students do not change seats while enroute to and from school without his/her permission. Each student may be assigned to a seat by the driver or school authorities.
18. No student may sit in the driver's seat, nor may any student sit to the left nor to the right of the driver interfering with him or her in any manner.
19. In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.
20. Students are not to run errands between the bus stop and their home.
21. Students are to refrain from eating on the school bus.

Searches of Lockers, Desks, and Storage Areas**3232**

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the district. Neither right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. A search is mandatory if there are reasonable grounds to suspect there is a firearm in the locker, desk, or storage area. Any search of an individual student's locker shall be conducted according to Board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the principal, assistant principal, or principal's designee conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to Board policy governing personal searches.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

The Superintendent shall establish procedures for conducting searches of lockers, desks, or storage areas.

Searches of Students and Their Property**3231**

All students shall be free from unreasonable searches of their persons, clothing, and other personal property. However, a student and a student's possessions are subject to search by the principal, assistant principal, or principal's designee if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules governing student conduct. A search is mandatory if there are reasonable grounds to suspect a student possesses a firearm.

The principal, assistant principal, or principal's designee shall begin by asking that the student consent to the search. A student or his/her parents/guardians on the student's behalf may consent to a search at school. If the student refuses to consent to the search, school officials may proceed to search the student and the student's personal belongings as follows:

- A. Any search of a student and the student's possessions conducted by the principal, assistant principal, or principal's designee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules. For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.

Searches of Students and Their Property (cont.)**3231**

- B. The principal, assistant principal, or principal's designee shall conduct searches in a manner which is not excessively intrusive in light of age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school officials.
- C. The principal, assistant principal, or principal's designee shall determine in his/her discretion if a student's parent/guardian should be contacted prior to conducting a search. If not previously notified, a student's parent/guardian shall be contacted following a search. Advance notification of the student's parent/guardian is not required, however, and is at the discretion of the principal, assistant principal, or principal's designee.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

The superintendent shall develop procedures regulating searches of students and their personal property.

Student Dress**3224**

Preserving a beneficial learning environment and assuring the safety and well being of all students are primary concerns of the Board.

Students' choices in matters of dress should be made in consultation with their parents/guardians.

Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A. a health or safety hazard shall be presented by the student's dress or appearance;
- B. damage to school property shall result from the student's dress; or
- C. a material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the School District. Prohibited conduct includes the use of obscene, sexual, drug, alcohol or tobacco-related messages, or gang-related apparel. The Superintendent shall establish procedures providing guidance to students, parents and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents, to make appropriate corrections and subject to discipline if the corrections are not undertaken.

The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion are not subject to this policy.

Student Driving/Bicycles/Wheeled Recreational Devices**3241**

The Board regards the use of motor vehicles, bicycles and wheeled recreational devices for travel to and from school as an assumption of responsibility by parents/guardians and students. The Superintendent shall develop procedures governing the use of these vehicles on school property or while engaged in non-athletic, school activities and shall disseminate those procedures to all students so affected.

High school students may drive motor vehicles to and from school. Vehicles may not be driven during the school day for school related activities without the consent of the parent and principal. Students may not transport another student during the school day unless consent has been granted by both driver and passenger's parents.

A student may use the school parking lot subject to the following conditions:

- A. The student must possess a valid Washington driver's license or intermediate license and must register the car in the school office.
- B. Students may not occupy a vehicle (without school permission) during the school day.
- C. In terms of student conduct rules, "possession" of alcoholic beverages, illegal chemical substances or opiates, firearms or a dangerous weapon shall also extend to a student's vehicle.

When transportation is provided by the district during the school day for non-athletic, school-related activities, the student is required to use it. When transportation is not provided and the student chooses to transport himself/herself, a Private Vehicle to and from District Activities form (3241P, Page 2 of 2) must be completed and submitted to the school office, e.g., job shadows, internships, and Running Start students who leave campus and return during the student day.

If the driver of the private vehicle possesses an intermediate license, he/she must have been licensed for at least six months and may transport no more than three passengers who are under the age of twenty.

Bicycles, Scooters, Skateboards and other Wheeled Recreational Devices

Students in grades three and above are allowed to ride bicycles to and from school. Skateboards, scooters, roller blades and similar devices may not be ridden on district property and the district cannot be responsible for the loss or theft of these devices or any other student property. Each building will develop its own rules and procedures for disposition of wheeled recreational devices, including wheeled shoes that are brought onto the campus during school hours.

Conformance with Rules

A student who does not conform to the above rules shall be subject to corrective action.

Communication

These procedures will be communicated to students and parents annually.

Student Privacy**3230**

At certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed.

Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year-old students. Students over fourteen years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy. However, no right nor expectation of privacy exists for any student as to the use of any locker or space issued or assigned to a student by the School District and the locker or space shall be subject to search in accordance with Board policy.

The Board is committed to protecting the health and welfare of all students, maintaining the security of the schools, and promoting the effective operation of the schools.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband.

The Superintendent, the principal, and other staff designated by the Superintendent shall have the authority to conduct reasonable searches on school property as provided by Board policy.

Student Publications**3221**

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. They are operated and substantively financed by the district.

Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints. Such materials may not: be libelous, obscene or profane; cause a substantial disruption of the school, invade the privacy of others; demean any race, religion, sex, or ethnic group; or, advocate the violation of the law or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards.

Student Records**3600**

The District shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner. Student records are the property of the District but shall be available in an orderly and timely manner to students and parents/guardians. A parent/guardian or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records shall be forwarded to other school agencies upon written request from the school agency. A high school student may grant authority to the District which permits prospective employers to review the student's transcript. Parental or adult student consent shall be required before the District may release student records other than to a school agency or organization, except as otherwise provided by law.

A grades report, transcript, or diploma shall not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.

The Superintendent shall establish procedures governing the content, management and control of student records.

Procedure**3600P**

Student records shall be managed by the district records custodian in the following manner:

Type of Records

Student records shall be divided into two categories: the cumulative folder and supplementary records.

The cumulative folder may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent's name, ethnic classification, emergency information [parent's place of employment, family doctor, baby-sitter, siblings]), identifying information may be limited if the student is a participant in the state Address Confidentiality Program; attendance records; grades and other student progress reports; results of tests of school achievement, aptitude, interests, hearing and vision; health and immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; and such other information as shall enable staff to counsel with students and plan appropriate activities.

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as reports connected with assessment and placement of a student who is formally identified as a "focus of concern;" reports from non-school persons and organizations such as physicians, psychologists and clinics, except for general screening purposes; reports pertaining to specific problems associated with the student; and current reports of psychological tests and progress reports related to a student's disabling condition. All such reports included in records shall be dated and signed.

For the purpose of these regulations, working notes of staff are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of these regulations and procedures.

Accessibility of Student Records

Information contained in the cumulative folder and/or supplementary records shall be provided to persons and agencies as follows:

Parents: Parents of dependent children have the right to inspect the cumulative folder and/or supplementary records of their children.

- A. The parent shall be provided analysis and interpretation by qualified staff of all information in the cumulative folder and supplementary records. This action may be initiated by the parent or a staff member. The review shall occur within 5 school business days after a request is received unless a written explanation for the failure to do so is supplied by the custodian of records. In no case shall the review occur later than 45 days after the request is made.
- B. Inspection and review shall be conducted during normal working hours, unless the custodian (teacher, counselor, nurse, psychologist, principal) consents to other arrangements. Custodians shall provide assistance in the interpretation and analysis of student records as needed. Although records must remain within district control, they may be copied or reproduced by or for the parent or eligible student at their own expense.

The Student: Information from the cumulative folder shall be interpreted to the student upon his/her request. Information contained in supplementary records shall be interpreted to the student upon his/her request and with the consent of the parent. Upon graduation from high school, a student may request to receive a final transcript in addition to the diploma. A student who is age eighteen (18) or older

("adult student") may inspect his/her cumulative folder and supplementary records. The right of access granted the parent or adult student includes the right to be provided a list of the types of student-related education records maintained by the school and the district. The parent and adult student shall have the right to inspect or to be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access shall apply only to that portion of the record or document which relates to the student.

Schools will continue to communicate with parents of adult students absent a court order of emancipation or proof that the student is no longer listed as a dependent on his/her parents' income tax returns. In cases of emancipation, the district will communicate with the emancipated student only. In cases where an adult student remains dependent on his/her parents, the parents shall have access to the student's records and the student's consent is not needed.

Staff: Staff who have a legitimate, educational interest in a student shall have access to the cumulative folder and any supplementary records.

Districts: Other districts shall be provided with records upon official request from the district. At the time of transfer of the records, the parent or adult student may receive a copy of the records at his/her expense if requested and shall have an opportunity to challenge the contents of the records. Parents shall be advised through the annual Student Rights and Responsibilities Handbook that student records shall be released to another school where the student has enrolled or intends to enroll.

Other Persons and Organizations: Prospective employers may request to review the transcript of a student. Each student shall be advised at least annually that such requests shall be honored only upon a signed release of the student. Information contained in the cumulative folder and supplementary records of a student shall be released to persons and organizations other than the student, parent, staff and other districts only with the written consent of the parent or adult student with the following exceptions:

- A. Directory information may be released publicly without consent upon the condition that the parent or, adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information shall not be released for commercial reasons.

Directory information is defined as the student's name, grade level, dates of enrollment, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, schools attended in the district, work created by the student for school-related publications and purposes; and/or photographs of students for school-related publications or purposes. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information.

- B. Information may be released to authorized representatives of the comptroller general of the United States, the commissioner of education, and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.
- C. Information may be released to state and local officials to whom such information is specifically required to be reported or disclosed pursuant to Washington state statute adopted prior to November 19, 1974 (examples: reporting child abuse or referrals to juvenile court for truancy).
- D. Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than the representatives of such organizations and if such information shall be destroyed when no longer needed for the purpose for which it has been gathered.
- E. Information may be released in compliance with a judicial order or lawfully issued subpoena, upon condition that the parent or adult student be notified in advance of such compliance. If appropriate, the parent/guardian and student will be notified.
- F. Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons.

When information from a student's record, other than directory information, is released to any person or organization other than staff, a record of such release shall be maintained as part of the specific record involved.

Telephone requests for information about students shall not be honored unless the identity of the caller is known and the caller is authorized to receive the information under provisions of this rule. A record shall be made of any such release of information and placed in the student's cumulative folder. This record of access shall include date of access, name of the party granted access and the legitimate educational interest of the party granted access (Form: Record of Access to Student Records).

- G. A high school student may grant authority to the District permitting prospective employers to review the student's transcript.

Challenges and Hearings

Schools and departments shall inform the parent or adult student of his/her rights regarding student records by providing notice of the following items:

- A. Types of records maintained;
- B. Name of custodian;
- C. Person other than parent or adult student having access to records and the purposes for such access;
- D. Inspection, review, challenge and hearing rights;
- E. Concurrent rights of minor students;
- F. Costs for copying records; and
- G. Directory information categories.

Forms used in connection with these procedures shall contain information required by law to notify parents, adult students and others of their respective rights and duties.

At the time of inspection and review the parent or adult student granted access to records may challenge the appropriateness and accuracy of any record directly related to the student and may demand correction or deletion. Custodians (teacher, counselor, nurse, psychologist) may honor such demands by correcting or deleting records which are misleading, violative of privacy or inaccurate, provided that the senior custodian (principal or department head) concurs.

If the demanded correction or deletion is denied by the senior custodian, the parent or adult student may request an informal hearing before the superintendent or designee which hearing shall be held within 10 school days of the receipt of such request.

During the hearing the superintendent or designee shall review the facts as presented by the parent or adult student and the custodian and decide whether or not to order the demanded correction or deletion. The superintendent or designee shall send his/her written decision to the parent or adult student within 10 school days of the hearing.

Upon denial of correction or deletion by the superintendent or designee the parent or adult student may request in writing a hearing before the board, which hearing shall be conducted at its next regular meeting. During such hearing, which shall be closed to the public, the board shall review the facts as presented by the parent or adult student and senior custodian and decide whether or not to order the demanded correction or deletion. The board shall send its written decision to the parent or adult student within 10 school days of the hearing.

Parents or adult student challenging the appropriateness and accuracy of student records may insert a written explanation of their objections in such records.

Maintenance of Student Records

The student's principal, counselor or teacher shall be the custodian of the cumulative folder. The coordinator of special services shall be the custodian of the supplementary records. Duplicate copies of all guidance case study reports and reports from non-school agencies contained in a student's supplementary record may be maintained in the District office under the supervision of the Superintendent or designee.

Custodians shall:

- A. Maintain only those records authorized by these procedures;
- B. Safeguard student records from unauthorized use and disposition;
- C. Maintain access records;
- D. Honor access requests for parent or adult student;
- E. Delete or correct records upon approval of the senior custodian or upon order of the superintendent or designee or the board; and
- F. Follow the records review schedule and procedures established by the senior custodian.

Senior custodians may assume the duties of custodians and shall:

- A. Request student records from other schools;
- B. Maintain security of student records;

- C. Transfer, destroy and expunge records as permitted;
- D. Supervise activities of their custodians;
- E. Conduct informal hearings and grant or deny approval of corrections or deletions requested by parents or adult student;
- F. Establish records review schedules and procedures for their respective schools or departments in accordance with procedures for governing records disposition (Psychological test scores shall be reviewed annually to determine their relevance to the continuing educational needs of the student.);
- G. Upon transfer of the student to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the district, remove for retention, preservation or destruction in accordance with applicable disposition procedures any records no longer pertinent to educational program placement; and
- H. Certify to the district records custodian by June 30 of each year the following:
 - 1. Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law, and
 - 2. Required reviews have been accomplished.

The district records custodian shall provide overall supervision of student records management and control and shall enforce the student records policy and the administrative procedures.

Disposition of Student Records

The permanent student record shall serve as the record of the student's school history and academic achievement. Permanent records filed in the student's cumulative folder are to be extracted and retained before disposition of the folder.

When a student transfers to another school in the district, all records including the permanent student record shall be transmitted to the other school. When a student transfers to a school outside of the district, the senior custodian shall purge the cumulative folder of all non-official, extraneous information. A copy of all records will be sent to the requesting school. The student's cumulative folder shall be maintained for 3 years after the student graduates or withdraws from the district. In all cases, the student's permanent record shall be retained by the district for 100 years.

Contents of a student's supplementary records shall be maintained for 3 years. Special education student records shall be maintained for 6 years after the student graduates or separates from the program. At the time a student graduates from school or ceases to need special educational services, the parent or adult student shall be informed that record information regarding the disabling condition is no longer needed.

In informing the parent or adult student about his/her rights regarding such records, the district shall advise the parent or adult student that the information may be needed by the student or the parent to establish eligibility for certain adult benefits, e.g., social security. At the parent's or adult student's request, the record information relating to the disabling condition shall be destroyed.

A parent or adult student, at his/her expense, may receive a copy of all records to be transmitted to another district.

Large Scale Destruction of Student Records

After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the senior custodian shall bundle all records and send them to the district office. Each bundle shall be plainly marked: "Student Records—for Destruction," dated and signed by the senior custodian. A summary sheet shall be completed and retained in the office. The sheet shall indicate: "As of this date, I have determined that the following records may be destroyed in accordance with district and state requirements and have submitted them for destruction." The summary sheet shall be dated and signed by the senior custodian.

Technology

The Board of Directors recognizes the importance of technology in providing quality education and opportunities for students. The Board believes that access to technology resources and the skills students develop play an important part in the learning process and the success of students in the future.

The Superintendent shall develop procedures that encourage student use of technology and the school district's computer networks, while establishing reasonable controls for its lawful, efficient and appropriate use.

To help ensure student safety and citizenship in appropriate, ethical online activities, students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Students using technology in the educational process is an everyday occurrence. It is a goal of Everett Public Schools to provide students access to information, technology, and to develop technological skills. Technology is an integral part of the curriculum, physical environment and delivery of instruction. For purposes of this policy, "technology" includes but is not limited to computers, hardware, software, the network, internet access, scanners, copiers, facsimile machines, cameras, and personal electronic communication devices (ECDs)

Additionally, Everett Public Schools has a vested interest in and encourages the use of ECDs (i.e., smartphones, tablets, slates, notebooks, laptops, personal computers, cellular phones, and other similar electronic devices.) An ECD can play a positive role in furthering our students' learning. The Everett Public Schools wireless network permits students with a district network account and an ECD to access the Internet.

Equitable Access

1. Schools throughout the district will have equitable access to technologies and provide educational opportunities to use those technologies.
2. Students with special needs, including those with identified disabilities, benefit greatly from the use of technology. In many cases, technology can remove barriers to learning.

Appropriate Use

1. It is the expectation of the school district that students effectively and appropriately use available technology.
2. Appropriate safeguards are established to ensure the security of school district and student data.
3. All users of technology shall comply with current copyright laws.
4. Filtering services are in use on all computers with access to the Internet. The system is designed to block or filter access to Internet content the District deems inappropriate, including pornography and any depictions that are inappropriate, obscene, or are harmful to minors.

General Use of Everett Public Schools Technology

1. Users must make diligent efforts to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.
2. Before users are given access to the system, the District shall endeavor to provide appropriate training.

Personal Security

1. Users of technology shall maintain the confidentiality of personal information such as complete names, addresses, telephone numbers and identifiable photos should remain confidential. Students should never reveal confidential information without permission from their teacher and parent(s)/guardian(s). No user may disclose, use or disseminate any personally identifiable information about others without authorization.
2. Students should never make appointments without parent/guardian permission to meet in person people whom students have contacted using technology.
3. Students should report to a school administrator, teacher, or security staff any dangerous or inappropriate information or messages on the Internet, in e-mail, instant messages, blogs, chat rooms, social networking sites, or other electronic media.

Student Access to and Use of Technology

1. Schools shall collect an acknowledgment signed by parent(s)/guardian(s) indicating that those parent(s)/guardian(s) have received and agreed to the conditions for student use of technology as specified in the Student Responsibilities and Rights Policies handbook.
2. Student access to and use of technology, including Internet access, is granted on a continuing basis unless a parent/guardian chooses to withhold permission or such access is revoked by the district. Parent(s)/guardian(s) may notify the school of their intent to withdraw permission for use of technology by notifying the school in writing or completing the appropriate form provided by the school.

Internet Safety Instruction

Students will be educated about appropriate online behavior, including interacting with individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

1. The Everett Public Schools' wireless network will provide filtered Internet access. Everett Public Schools is not responsible for or liable for student access to any other network accessed while the device is operated on district property or at any school-sponsored activity or event off school property (including Internet service provided by any commercial service provider.)
2. An ECD shall not be used in a manner that disrupts the educational process, including but not limited to, posing a threat to academic integrity.
3. Devices shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.

Acceptable Use Guidelines

When a student is using district technology or when a student is using a personal ECD while on district property or at a school-sponsored activity or event off school property, access to and use of technology is authorized, provided the student follows the following "Acceptable Use Guidelines" at all times.

Technology Use

1. All use of technology must be in support of education, classroom learning and Everett Public Schools' operations and must be consistent with the mission of Everett Public Schools. The District reserves the right to prioritize use and access to the system.
2. Any use of technology must conform to state and federal law, technology use policies, and Everett Public Schools' policies, procedures and directives. It should be recognized and understood that a personal ECD may not be compatible with district systems. District support staff will provide technical support on a best effort basis. Access to Everett Public Schools' systems with a personal ECD is not guaranteed.
3. Use of technology for commercial solicitation is prohibited.
4. Technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
5. There is no expectation of privacy for any user of the District's technology, including but not limited to internet use and e-mail. Materials created, stored, sent, or received on District technology are subject to review by the District and may also be subject to a public records request under the state Public Records Act.
6. Subscriptions to mailing lists, bulletin boards, chat groups, commercial online services and other information services must be directly related to classroom curriculum.
7. Diligent effort must be made to conserve technology resources.
8. Technology shall not be used to disrupt the operation and use of technology by others; technology system components, including hardware or software, shall not be destroyed, modified, removed or abused in any way.
9. Use of technology to harass others or gain unauthorized access to any service or information and/or damage the components of a service or information is prohibited.
10. Users are responsible for the appropriateness of the material they transmit or publish using technology. Hate mail, harassment, intimidation, bullying, discriminatory remarks or other antisocial behaviors are prohibited.
11. Use of any technology on district property or at any school-sponsored activity or event off school property, including personal ECDs, to access, store or distribute inappropriate, obscene or pornographic material is prohibited.
12. Use of cameras, including those in cell phones or other ECDs, is prohibited in restrooms, locker rooms, or any other location where there is a reasonable expectation of personal privacy.
13. Connecting or attaching any computer or networking equipment or components to the Everett Public Schools' network via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the director of the Information Systems and Technology Department is prohibited. Unauthorized computer or networking equipment or components will be removed without notice.

Security

1. System log-ins or accounts are to be used only by the authorized owner of the account for authorized purposes.
2. Users may not share their system, computer or software passwords with others or leave an open file or session unattended or unsupervised. Account owners are responsible for all activity under their account.
3. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users or attempt to gain unauthorized access to any data or entity on specific computers or the network.
4. Communications may not be encrypted so as to avoid District security review.

5. Users will maintain security practices as determined by the District or as necessary to maintain security.

Discipline and Consequences for Unauthorized Use of Technology

Violation of Everett Public Schools' expectations for use of technology may be cause for disciplinary action up to, and including suspension or expulsion from school.

District Responsibilities

Everett Public Schools shall:

1. Review, monitor, and log, as appropriate, all technology activity for responsible and acceptable use consistent with the terms of the policies and procedures.
2. Make determinations on whether specific uses of technology are consistent with its Acceptable Use Guidelines.
3. Remove a user's access to technology, with or without notice, at any time the District suspects that the user is engaged in unauthorized activity or violating this procedure. In addition, further disciplinary or corrective action(s) may be imposed for violations of the procedure up to, and including, suspension or expulsion from school.
4. Cooperate fully with law enforcement investigations concerning, or relating to, any suspected or alleged inappropriate technology activities.
5. From time to time make a determination as to whether specific uses of technology are consistent with this procedure and the Acceptable Use Guidelines stated above. Under prescribed circumstances, non-student or non-staff use of technology may be permitted provided such individuals demonstrate that their use furthers the purpose and goals of the District and authorized by a district administrator.

Use of Personal Electronic Devices

3246

Personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices are integral tools in our society. They serve as a means of communication (telephone, email, text, etc.), a calendar, camera, organizational tool, a clock, information gathering/research tool, electronic book, note taker, dictation device, music provider, a student engagement tool and many other purposes. It is recognized that many of these purposes are useful in an educational setting. The use of PEDs to benefit student learning is authorized and encouraged.

The superintendent shall develop procedures for the appropriate use of PEDs by students in the classroom.

Procedure**3246P**

Students will be advised at the beginning of the school year as to proper cell phone and other Personal Electronic Devices (PED) etiquette at school. Students are responsible for the PEDs they bring to school. Everett Public Schools shall not be responsible for loss, theft, damage or destruction of devices brought onto school property or to school-sponsored activities or events off school property.

Elementary and Middle School Students

Elementary and middle school students will follow the guidelines published in their school handbooks.

High School Students

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

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

The following steps will generally be taken if the student violates district policy or school rules regarding PEDs.

- Step 1 Warning from classroom teacher to the student.
- Step 2 Warning and teacher calls home or emails the parent/guardian of the student informing them that the next step will be a referral to the office.
- Step 3 Teacher informs student he/she is writing a referral to the office. Teacher calls home or emails parent/guardian of the student to inform them a referral to the office has been made. The student will be given an after school detention or other appropriate consequence.

Step 4 If violation of school rules regarding PEDs persists, school discipline policies will be followed.

Acceptable Use Guidelines for Electronic Devices

1. A principal, assistant principal, or principal's designee may search a student's PED if the principal, assistant principal, or designee has reasonable grounds to suspect that the search will yield evidence of the student's violation of the law or school rules. Search of a student's PED may reasonably include social media or cloud-based applications being used on that device at or around the time of the search. The search must be reasonably related to the objectives of the search and the nature of the suspected infraction.
2. Everett Public Schools will not be held liable for commercial service charges that occur from the use of a student's PED. It is the parent's responsibility to make sure their student understands the usage options that are available to them and whether a student's service plan includes Internet access and all related costs.
3. A PED shall not be used in a manner that disrupts the educational process, including but not limited to, device tethering or posing a threat to academic integrity.
4. Devices shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.
5. Students shall comply with any additional school and/or district rules developed concerning the appropriate use and storage of PEDs.
6. Students who violate these conditions of use will be subject to disciplinary action, including losing the privilege of bringing PEDs onto school property, suspension, or expulsion. In addition, a principal, assistant principal, or principal's designee may confiscate the student's PED where appropriate, such as when it poses a threat or danger, is used to cheat on assessments and exams, or contains evidence of violation of district policies or school rules. In this instance, the PED shall be returned only to the student's parent/guardian.

Video Security on School District Grounds or Property

6505

The Everett School District is committed to maintaining a safe and positive environment for students, staff and visitors. The board recognizes that it is necessary to use video security on its property to ensure the safety of school staff, students and visitors; to protect district property; and to aid in the enforcement of district policies, procedures and rules. Toward that end, monitoring activity on district property, including by video security, is authorized.

The superintendent shall develop procedures regarding the use of video security.

Procedure

6505P

Camera Location, Operation and Control

- A. School district grounds, buildings and property including buses used for district purposes may be equipped with video security cameras. Equipment may be placed in areas where there is not a reasonable expectation of privacy, such as parking lots, entrances, exits, hallways, front offices, gymnasiums, cafeterias, libraries, and other public shared, or common spaces.
- B. Video security cameras shall not be placed to monitor areas where there is a reasonable expectation of privacy, including locker rooms and restrooms.
- C. Only personnel authorized by the superintendent shall install or adjust video security cameras or related equipment.
- D. Only individuals authorized by the superintendent or designee shall have access to video security cameras, monitors, or monitoring tools and be permitted to operate the controls.
- E. Video security cameras shall monitor and/or record only video images. In accordance with federal and/or state laws, audio shall not be monitored or recorded by video security cameras except on school buses.

Requests to use video security shall be submitted to the superintendent for review and approval. The request to use such equipment should be set forth in writing and explain:

- Why the equipment is needed, including supporting data;
- The time period the equipment would be used;
- The date of the request; and
- The name, title, and signature of the requester.

The superintendent shall consult with the regional supervisor in matters involving students and with the executive director of human resources in matters involving employees. Collective bargaining agreements should be reviewed and any use of video security cameras shall follow such agreements.

Use of Video Recordings

The district may use video security cameras and the resulting recordings for:

1. The promotion of a safe school environment;
2. Student and employee discipline proceedings;
3. The protection of district property;
4. Adherence to all district legal and administrative directives; and
5. Inquiries and proceedings relating to law enforcement.

The district shall not use video security cameras for other purposes unless expressly authorized by the superintendent.

Protection of Information and Disclosure

A. Video Monitoring and Viewing:

1. Only the district or school administration and members of law enforcement shall have access to video monitoring devices while they are in operation.
2. Video monitoring should be in controlled access areas wherever possible.
3. Recordings shall be viewed on a need-to-know basis only, and in such a manner as to avoid public viewing.

B. Release of Security Video to Individual or Entity Outside of the School District

A person requesting release of a video recording shall submit to the district's public records officer a request consistent with the provisions of the public records act. Such requests will be considered on a case-by-case basis.

Notice of Use of Video Systems

- A. Signs advising users of the presence of video security equipment will be posted.
- B. Students and their parents shall be informed in writing by the district each year that the district may monitor activity at designated monitoring points.
- C. All staff shall be informed of the district's video security policy and procedures by district or school administration.

Custody, Control, Retention and Disposal of Video Records/Recordings

The district will retain custody and control of all original video recordings not provided to law enforcement. With the exception of records retained for criminal, safety, or security investigations or evidentiary purposes, the district will not maintain recordings for more than thirty (30) days. The district will make reasonable efforts to ensure the security of recordings in its custody and ensure their safe and secure disposal.

Applicability

This procedure does not apply where a law enforcement agency presents a search warrant authorizing the agency's installation of video or audio security on district property.

This procedure does not apply to the monitoring of use of the district's technology system, which is governed by Board Policies and Procedures [3245](#), [3245P](#), [5225](#) and [5225P](#).

Review

The effectiveness of the video security operations shall be reviewed on a regular basis by the superintendent or designee. This procedure replaces all prior procedures or protocols.

Part II

Student Conduct

Student Conduct

3240

The Board acknowledges that conduct and behavior is closely associated to learning. An effective instructional program requires a wholesome and orderly school environment. The Board requires that each student adhere to District and school rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. In addition, special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Conform to reasonable standards of socially acceptable behavior;
- B. Respect the rights, person and property of others;
- C. Preserve the degree of order necessary for a positive climate for learning; and
- D. Submit to the authority of staff and respond accordingly.

The following acts or commissions by a student while on school property (or in reasonable proximity thereto) or at any school-sponsored activity or event off school property, including school provided transportation, field trips, and out of town athletic events, are prohibited and shall constitute cause for discipline, suspension or expulsion by authorized District authorities. Parents/guardians will be notified in all circumstances.

- A. The commission of any criminal act under the laws of the state of Washington including, but not limited to, the following:
 - 1. ARSON: The intentional setting of a fire or explosion.
 - 2. ASSAULT/BATTERY: Physical threats or violence to persons. (A physical attack upon the body of another person may be made with any instrument including, but not limited to, weapons, body parts, food products, or bodily secretions.)
 - 3. BURGLARY: The act of entering or remaining unlawfully in a building with the intent to commit a crime.
 - 4. EXPLOSIVES, PYROTECHNICS, and FIREWORKS: Manufacture, purchase, sale, transfer, offer for sale, use, discharge, possession, transport or storage of any pyrotechnics, fireworks, explosives, improvised devices, or components that are intended to be assembled into an explosive.
 - 5. EXTORTION OR COERCION: Obtaining or attempting to obtain money, property or services by threats or forcing someone to do something against his/her will by force or threat of force.
 - 6. FIREARMS/AMMUNITION/DANGEROUS WEAPONS: Firearms, ammunition and dangerous weapons are not permitted. Students carrying or possessing a firearm or dangerous weapon shall be expelled for a period of not less than one (1) year. Appropriate law enforcement agencies will be contacted if there are violations of the firearms/dangerous weapons statute.
 - 7. GAMBLING: Risking something of monetary value for the chance to win a prize.
 - 8. THEFT: Stealing from a person or institution.
 - 9. MALICIOUS MISCHIEF: Property damage.
 - 10. ROBBERY: Stealing by force or threat of force.
 - 11. SALE, DELIVERY, USE, OR POSSESSION OF ALCOHOLIC BEVERAGES or ILLEGAL DRUGS.
 - 12. TRESPASS: Being present in an unauthorized place or refusing to leave when ordered to do so.
 - 13. THREATS TO BOMB or INJURE PROPERTY: Falsely reporting a fire or bombing.
 - 14. GANG INTIMIDATION: Threatening of another person with bodily injury because the person refuses to join or has attempted to withdraw from a gang.
- B. Being under the influence of alcohol or a controlled substance not prescribed by a physician for the student.
- C. Use or possession of alcohol, a controlled substance not prescribed by a physician for such student, a purported controlled substance, drug paraphernalia, and tobacco products including matches/lighters.
- D. The sale or delivery of alcohol, tobacco, a controlled substance or purported controlled substance, or over-the-counter medications to another person.
- E. Refusal to identify self. All students must, upon request, identify themselves to proper school authorities.

- F. Any act or conduct directly or indirectly causing substantial or material disruption or obstruction of any school function or operation. Continuously and intentionally acting in any manner so as to interfere seriously with the teacher's ability to conduct his/her class.
- G. Failure to comply with District policies or school rules or with the directions of teachers, substitute teachers, school patrolmen, custodians, nurses, counselors, attendants, teacher aides, bus drivers, cooks, secretaries, librarians, lunchroom supervisors, principals, or other authorized personnel during any period of time the student is properly under the authority of school personnel.
- H. H. The known possession, display, handling or transmission of any object which can reasonably be considered a weapon. Use of a light or laser pen in a manner that could harm another person is also prohibited.
- I. Any lewd, indecent, or obscene conduct or expression.
- J. Belonging to a gang and/or identifiable hate group and/or engaging in gang-related or hate group-related activities.
- K. Fighting or encouraging or supporting fighting behavior.
- L. Alteration of Records and Cheating. Falsifying, altering, and/or destroying a school record or any communication between home and school. Knowingly submitting the work of others represented as his or her own. Aiding and abetting the cheating of others.
- M. Inappropriate use of technology.
- N. Harassment, Intimidation and Bullying. Any intentional electronic, written, verbal or physical threat to cause bodily injury, physical damage, or physical restraint of another, or maliciously threatening to do any other act intended to substantially harm the physical or mental health of another in any manner, interfere with a student's education, or substantially disrupt the orderly operation of school.
- O. Sale, delivery, use or possession of non-authorized over-the-counter medications is prohibited in accordance with district procedure.

Procedure**3240P****Respect for the Law and the Rights of Others**

The student is responsible as a citizen to observe the laws of the United States, the State of Washington, and/or its subdivisions. While in the school, the student shall respect the rights of others. Students who involve themselves in criminal acts on school property, off school property at school-supervised events, or off school property--and which acts have a detrimental effect upon the maintenance and operation of the schools or the District—are subject to disciplinary action by the school and prosecution under the law. Students with disabilities have certain disciplinary protections. See Policy 3318 for special education students and Procedure 2211P for Section 504 students.

Compliance with Rules

Students shall comply with all rules adopted by the District. Failure to do so shall be cause for corrective action.

Attendance

Regular attendance at school and in classes is essential for student learning success.

A student shall not be absent or tardy from classes without an approved excuse. A student absent or tardy without excuse shall be subject to corrective action or punishment. It is expected that all students will be consistently in class and arrive on time. Students who do not consistently attend will be subject to progressive discipline, up to and including suspension or expulsion for non-attendance. Furthermore, enrolled students from the age of six (6) to eighteen (18) are subject to compulsory attendance requirements.

Alcohol and Chemical Substances

The district recognizes the dual responsibility to establish disciplinary procedures in relation to student alcohol and drug use and to support other alternatives for helping students and their families, such as staff training, and community education/awareness activities related to alcohol and drug education. The district provides Drug and Alcohol Interventionists and school counseling services and referrals to community agencies providing substance abuse testing, monitoring and treatment.

These guidelines are intended to provide a measure of consistency among all schools, while permitting flexibility to impose alternatives as circumstances warrant.

I. First Offense:

Being under the influence of alcohol or a controlled substance, possession of drug paraphernalia, possession and/or use of alcohol, controlled substances not prescribed for the student, purported controlled substances, marijuana or other substances intended to

alter mood **will be** grounds for a long-term suspension. At the high school level, long-term suspension will be for the remainder of the semester or not to exceed 90 days, whichever is greater, subject to the limitations of [WAC 392-400-260](#) (5). At the middle school level, long-term suspension will be for 90 days, subject to the limitations of WAC 392-400-260 (5). At both the high school and middle school levels, the long-term suspension may be reduced to a short-term suspension of no fewer than five days if the student provides evidence of having scheduled and undergone, at the earliest possible date, a drug assessment and having complied with all health care recommendations. The long-term suspension may be accompanied by one or more of the following:

- A. Referral to law enforcement agency.
- B. Referral to in-building care team.
- C. Assignment to community service or alternative learning experience.
- D. Behavioral contracting.
- E. Other appropriate alternatives.

Failure to complete alternatives to suspension and to comply with all health care recommendations shall be grounds for reinstating the long-term suspension.

At the elementary school level, for a first offense, students will receive a short-term suspension or alternative corrective action plan.

II. Second Offense:

A second possession or use offense may result in:

- A. Expulsion.
- B. Short- or long-term suspension.
- C. Referral to law enforcement agency.
- D. Implementation of additional alternatives.
- E. Extension of alternatives for first offense.

III. Sale or delivery of all drugs, alcohol, controlled substances or purported controlled substances shall be cause for referral to a law enforcement agency, emergency expulsion, and recommendation for discipline, up to and including expulsion.

Alteration of Records and Cheating

Alteration of records—Any student who falsifies, alters, or destroys a school record or any communication between home and school shall be subject to corrective action.

Cheating—Any student who knowingly submits work of others represented as his/her own shall be considered to have cheated. Cheating also includes the aiding and abetting of cheating by others.

Damage or Theft of Property

A student shall not steal or intentionally, with gross carelessness, damage school or private property.

Disruptive Conduct

A student shall not intentionally cause a substantial or material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:

- A. occupying a school building or school grounds in order to deprive others of its use;
- B. blocking the entrance or exit of any school building or room in order to deprive others of passing through;
- C. preventing students from attending a class or school activity;
- D. blocking normal pedestrian or vehicular traffic on a school campus;
- E. interfering seriously with the conduct of any class or activity;
- F. gambling or encouraging other students to gamble;
- G. setting fire to or substantially damaging school property;

- H. using or threatening to use, firearms, explosives or other weapons, including light or laser pens, on the school premises;
- I. fighting or encouraging or supporting fighting; and
- J. inappropriate use of technology.

Extortion, Assault or Causing Physical Injury

A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.

Fragrances

While many students choose to wear fragrances to school, fragrances should be worn in moderation so as not to distract, disrupt, or offend others. In addition, some members of the school community have health conditions that are negatively affected by fragrances worn by others. In those circumstances, students will be asked to refrain from wearing fragrances to school.

Gang Activity

A student shall not engage in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership which on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.

A student shall not claim membership in, association with, affiliation with, or participation in a gang or in gang-related activities at school or during school-related functions. A gang is a self-formed association of peers with one or more of the following characteristics:

- a gang name and recognizable symbols
- identifiable leadership
- a geographic territory
- a regular or recurrent meeting pattern
- identification by law enforcement as a gang
- collective actions to engage in criminal or violent behavior

The type of dress, apparel, activities, acts, behavior, or manner of grooming displayed, reflected, or participated in by a student shall not:

- lead school officials to reasonably believe that such dress, apparel, activities, acts, behavior, grooming or other attributes are gang-related, and would disrupt or interfere with the school environment or activity, and/or educational objectives
- present a safety hazard to self, students, or staff
- create an atmosphere in which a student, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence
- imply gang membership or affiliation by written communication, marks, drawings, tattoos, painting, design, and/or emblem upon any school or personal property, or one's person

Harassment, Intimidation and Bullying

A student shall not harass, intimidate or bully another student through verbal, nonverbal, or physical conduct on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

A student shall not harass a staff member, volunteer, parent or guardian through verbal or physical conduct.

Leaving Campus During School Hours

A student shall not leave the school campus during the school day unless excused by the school office or in accordance with school procedures regarding lunch time authorizations.

Loitering

A student shall be expected to leave school property and grounds in reasonable proximity thereto, at the official close of the school day unless permission to do otherwise has been granted.

Medications

Students in grades K-5 must submit all prescribed and over the counter medications to the school Health Room with the required parent permission and documentation. Students in grades 6-12 are allowed to bring to school and carry on their person over the counter medications such as Tylenol, Advil, Motrin, Pamprin, cough drops, etc. for their personal use only. Students who bring such medications to school at the same time bring a note from the parent indicating the student has permission to bring the medication to school. The student must provide the parent permission note to the school health room staff.

Students are prohibited from selling, delivering, or sharing over-the-counter medications with other students. **Violations of this rule will result in progressive discipline.**

Tobacco Products

Student use of tobacco products is prohibited in District facilities or vehicles and on District property at all times. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco innovation. Violations of this rule will result in progressive discipline.

Vulgar or Lewd Conduct

Any lewd, indecent or obscene conduct or expression is prohibited.

Weapons, Ammunition and Dangerous Instruments

A student shall not possess, display, handle, or transmit any object that can reasonably be considered a firearm, air gun, ammunition or weapon. The appropriate law enforcement agency will be contacted if there are violations of the firearms/dangerous weapons statute.

Part III

Policies for Handling Violations of School Rules

Appeal Process for Expulsion

3325

If an expulsion is imposed, the parent/guardian and student shall have the right to appeal the hearing officer's decision by filing a written notice of appeal at either the office of the school district superintendent or at the office of the hearing officer within three (3) school business days after the date of receipt of the decision.

The Board or district disciplinary appeal council shall schedule and hold an informal conference to review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the Board or council deems reasonable. Prior to adjournment, the Board or council shall agree to one of the following procedures:

- A. Study the hearing record or other materials submitted and render its decision within ten (10) school business days;
- B. Schedule and hold a special meeting to hear further arguments based on the record before the board or council and render its decision within fifteen (15) school business days; or
- C. Hear and try the case anew before the Board within ten (10) school business days.

Any decision by the Board or district disciplinary appeal council to impose or to affirm, reverse or modify the imposition of the expulsion upon a student shall be made only by:

- A. Those Board or council members who have heard or read the evidence,
- B. Those Board or council members who have not acted as a witness in the matter, and
- C. A majority vote at a meeting at which a quorum of the Board or council is present.

An appeal from any decision of a school board or disciplinary appeal council to impose or to affirm the imposition of a long-term suspension or an expulsion shall be to the courts. Whether or not the decision of a school board or disciplinary appeal council shall be postponed pending an appeal to superior court shall be discretionary with the school board or disciplinary appeal council except as ordered otherwise by a court.

Appeal Process for Long-Term Suspension

3324

If a long-term suspension is imposed, the parent/guardian and student shall have the right to appeal the hearing officer's decision by filing a written notice of appeal at either the office of the school district superintendent or at the office of the hearing officer within three (3) school business days after the date of receipt of the decision.

The Board or district disciplinary appeal council shall schedule and hold an informal conference to review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the Board or council deems reasonable. Prior to adjournment, the Board or council shall agree to one of the following procedures:

- A. Study the hearing record or other materials submitted and render its decision within ten (10) school business days;
- B. Schedule and hold a special meeting to hear further arguments based on the record before the board or council and render its decision within fifteen (15) school business days; or
- C. Hear and try the case anew before the Board or council within ten (10) school business days.

Any decision by the Board or district disciplinary appeal council to impose or to affirm, reverse or modify the imposition of the suspension upon a student shall be made only by:

- A. Those Board or council members who have heard or read the evidence,
- B. Those Board or council members who have not acted as a witness in the matter, and
- C. A majority vote at a meeting at which a quorum of the Board or council is present.

Appeal Process for Long-Term Suspension (cont.)**3324**

An appeal from any decision of a school board or disciplinary appeal council to impose or to affirm the imposition of a long-term suspension or an expulsion shall be to the courts. Whether or not the decision of a school board or disciplinary appeal council shall be postponed pending an appeal to superior court shall be discretionary with the school board or disciplinary appeal council except as ordered otherwise by a court.

Appeal Process for Short-Term Suspension**3322**

Any student, parent or guardian who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the building principal or designee for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. At such conference the student and parent or guardian shall be subject to questioning by the building principal or designee and shall be entitled to question school personnel involved in the matter being grieved.

Any student, parent, or guardian, after exhausting this remedy, shall have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee.

If the grievance is not resolved, the student, parent or guardian, upon two (2) school business days' prior notice, shall have the right to present a written and/or oral grievance to the Disciplinary Appeal Council. Said grievance shall be heard in a closed session. The Council shall notify the student, parent or guardian of its response to the grievance within ten (10) school business days after the date of the meeting in which the grievance was presented.

The short-term suspension shall continue notwithstanding implementation of the grievance procedure unless the principal or designee elects to postpone such action.

Corrective Actions or Punishment**3300**

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff. The methods employed in enforcing the rules of the school involve professional judgment. Such judgment should be:

- A. consistent from day to day and student to student;
- B. balanced against the severity of the misconduct;
- C. appropriate to the student and the student's prior behavior;
- D. fair; and
- E. effective

As a general rule no student shall be suspended for a short or long term unless other forms of corrective action or punishment reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature. However, a student may be suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or so serious in terms of the disruptive effect upon the operations of the school as to warrant immediate resort to suspension. The District shall not use corporal punishment as a means of discipline.

Prior to the imposition of a corrective action or punishment upon a special education student, the school principal and special education staff who have knowledge of the student's disability will determine if there is a causal relationship between the disability and the misconduct giving rise to the corrective action or punishment. When a relationship is found to exist, special education programming procedures shall be employed.

Once a student is expelled in compliance with District policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student's educational needs.

No student shall be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

The Superintendent shall have the authority to discipline, suspend or expel students. The Superintendent shall identify the conditions under which a teacher may exclude a student for all or any portion of a school day and shall also designate which staff have the authority to initiate or to impose discipline, suspensions or expulsions. The principal shall confer with certificated staff at least once per year to develop and/or review building disciplinary standards and uniform enforcement of those standards, and to establish criteria for determining when certificated staff must complete classes to improve classroom management skills.

Corrective Actions or Punishment (cont.)**3300**

A teacher shall have the authority to exclude a student from his/her classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the teacher has conferred with the principal or designee, whichever occurs first. Prior to excluding a student, except in emergency circumstances, the teacher shall have attempted one or more corrective actions. In no case without the consent of the teacher may an excluded student be returned for the balance of that class or activity period or up to the following two days, or until the principal or designee and the teacher have conferred.

Parents and students shall be given notice of the standard of conduct the district requires regarding drug and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

Definitions**3309**

As used in Policies 3240, 3300 through 3331, the term:

1. "Discipline" shall mean all forms of corrective action or punishment other than expulsion and suspension and shall include the exclusion of a student from a class by a teacher or administrator for a period of time not exceeding the balance of the immediate class period, provided that the student is in the custody of a District employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or in behalf of the District.
2. "Suspension" shall mean denial of the right of attendance (other than for the balance of the immediate class period for "discipline" purposes) at any single subject or class, or any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to entry upon real and personal property that is owned, leased, rented or controlled by the District.
3. "Short-term suspension" shall mean a suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.
4. "Long-term suspension" shall mean a suspension which exceeds ten (10) consecutive school days.
5. "Temporary suspension" shall mean a long-term suspension or non-emergency expulsion that is temporarily imposed by the District after an initial hearing before a hearing officer for no more than ten (10) consecutive school days or until the appeal is decided, whichever is the shortest period.
6. "Expulsion" shall mean the denial of the right of attendance at any single subject or class or any full schedule of subjects or classes for an indefinite time period. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the School District.
7. "School business day" shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays, upon which the office of the Superintendent is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.
8. An ad hoc committee composed of parents and community members has determined that "exceptional misconduct" shall mean student misconduct which is so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to suspension. "Exceptional misconduct" includes the following:
 - a. Possession or use of alcohol or any controlled substance not prescribed by a physician for such possessor or user, or purported controlled substance;
 - b. Sale or delivery of alcohol or any controlled substance or purported controlled substance to another person;
 - c. Possession of drug paraphernalia;
 - d. Being under the influence of alcoholic beverages or illegal drugs;
 - e. Use of tobacco products including lighters and matches. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco innovation;
 - f. Falsely reporting a fire or bomb on school property;
 - g. Belonging to a gang and knowingly engaging in gang activity;
 - h. Possessing or displaying an instrument that is or appears to be a firearm;
 - i. Possession, use of, displaying or transmission of a weapon or an object that can be reasonably considered a weapon and/or ammunition;
 - j. Commission of any criminal act classified as a felony or misdemeanor under the laws of the State of Washington;
 - k. Assault/battery
 - l. Fighting;

Definitions (cont.)**3309**

- m. Harassment, intimidation, bullying;
 - n. Other acts including:
 - i. arson;
 - ii. manufacture, purchase, sale, transfer, offer for sale, use, discharge, possession, transport or storage of any pyrotechnics, fireworks, explosives, improvised, devices, or components that are intended to be assembled into an explosive;
 - iii. theft/burglary/robbery; and
 - iv. gang intimidation.
 - o. Cheating, alteration of records; or
 - p. Inappropriate use of technology.
9. Dangerous weapons include nun-chu-ka sticks, throwing stars, any air gun (BB, pellet or other projectile), metal knuckles, spring blade knife, dagger, dirk or other instruments covered by RCW 9.41.250 or 9.41.280.

Detention**3312**

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students.

Preceding the assignment of such corrective action, the staff member shall inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student shall be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention shall not begin until the parent/guardian has been notified (except in the case of the adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.

Students detained for corrective action shall be under the direct supervision of the staff member or another member of the professional staff.

The principal or assistant principal shall be responsible for seeing that the time which the student spends for corrective action shall be used constructively.

Discipline Grievance Procedure-Informal Conference**3313**

Any student, parent or guardian who is aggrieved by the imposition of discipline shall have the right to an informal conference with the building principal or designee for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. At such conference the student and parent or guardian shall be subject to questioning by the building principal or designee and shall be entitled to question school personnel involved in the matter being grieved.

Any student, parent, or guardian, after exhausting this remedy, shall have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee.

If the grievance is not resolved, the student, parent or guardian, upon two (2) school business days' prior notice, shall have the right to present a written and/or oral grievance to the Disciplinary Appeal Council at a meeting held within 30 days. Said grievance shall be heard in a closed session. The Council shall notify the student, parent or guardian of its response to the grievance within ten (10) school business days after the date of the meeting in which the grievance was presented. The discipline shall continue notwithstanding implementation of the grievance procedure unless a principal or designee elects to postpone such action.

Discipline of Special Education Students**3318**

Notwithstanding any other provision of Policies 3300-3331, no discipline, suspension, or expulsion shall be imposed upon any special education student for any behavior related to the student's disability unless provision for such discipline has been included in the individualized education program (IEP), except when the student's conduct falls within Policies 3311 or 3331.

If the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion or is of a recurring nature leading to the imposition of repeated discipline, a meeting is to be held within three (3) school days in the manner provided for in the fourth paragraph of Policy 3318. The purpose of such meeting is to determine if the student's recurring behavior warrants disciplinary action or indicates a need for a change of placement or a reassessment.

If a special education student is suspended or expelled, the principal imposing the suspension or expulsion shall promptly notify the Coordinator of Special Services in writing.

No special education student shall be subject to a long-term suspension or non-emergency expulsion from school until a meeting has been held with the principal, the student's primary teacher, and district special educational personnel knowledgeable about placement options and about the particular student who is the subject of the contemplated action. The meeting shall take place within three (3) school days after the parents receive notice of the infraction believed to have been committed by the student.

The purpose of the meeting shall be to determine whether the student's behavior for which long-term suspension or expulsion is being considered is related to the student's disability, or whether the student's behavior for which the long-term suspension or expulsion is being considered indicates a need for a change of placement or a reassessment. If the staffing process leads to the conclusion that the behavior which the student is alleged to have engaged in is not related to the student's disability and that the student is not in need of a change of placement or reassessment, Policies 3300-3331 shall apply. The meeting shall be fully documented, and a written report of the results of the meeting shall be submitted promptly to the Coordinator of Special Services, the student's primary building administrator, and the student's parent or guardian. The report of the meeting shall include the date, time, and place of the meeting; the participants in the meeting; the sources of information used in reaching the decision(s); and the decisions regarding the relationship of the alleged behavior to the student's disability and whether a reassessment or change of placement is recommended.

If, following all of the procedures set forth in the preceding paragraph, the District determines that a long-term suspension or non-emergency expulsion should be imposed upon a special education student, the student and parent or guardian shall be notified of such long-term suspension or expulsion by a written statement which indicates that such long-term suspension or expulsion is a change of placement and which conforms to the requirements of WAC 392-172-306. The notice shall also advise of hearing rights available under Policy 3323, paragraph C and any hearing rights available under WAC 392-172-350 through -364.

Disciplinary Appeal Council**3320**

The Board of Directors delegates its authority to hear and decide discipline and short-term suspension grievance appeals to a disciplinary Appeal Council. The Council shall include a board member at large; other members of the Council shall be recommended by the Superintendent for consideration and appointed by the Board of Directors on a yearly basis.

Any decision by the Disciplinary Appeal Council to impose or to affirm, reverse, or modify the imposition of discipline or a short-term suspension shall be made:

1. only by those Council members who have heard or read the evidence;
2. only by those Council members who have not acted as a witness in the matter; and
3. only at a meeting at which a quorum of the Council is present and by majority vote.

The Council shall notify the student and parent or guardian of its response to the grievance within ten (10) school business days after the date of the meeting.

The Superintendent will provide a report to the board on an annual basis on the number and types of appeals heard by the Disciplinary Appeal Council.

Emergency Actions**3311****Emergency Removal from a Class**

A student may be removed immediately from a class, subject or activity by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school authority, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school.

The removal shall continue only until:

1. The danger or threat ceases, or
2. Principal or designated school authority acts to impose discipline, impose a short-term suspension, initiate a long-term suspension or an expulsion, or impose an emergency expulsion.

The principal or designated school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond commencement of the next school day. The teacher or administrator who removed the student shall be notified of the action which has been taken or initiated.

A student may be excluded from school prior to a hearing if a principal or assistant principal has good and sufficient reason to believe:

1. The student's presence poses an immediate and continuing danger to himself/herself, other students, or school personnel, or
2. The student's presence poses an immediate and continuing threat of substantial disruption to the educational process.

Such emergency expulsion shall continue until rescinded by a principal or assistant principal, converted to another form of corrective action by the principal or assistant principal, or modified or reversed by the appeal process. An emergency expulsion shall end or be converted to another form of corrective action within ten (10) school business days from the date of the student's emergency removal from school. The hearing officer may continue the emergency expulsion if he/she finds that the emergency situation continues and/or as corrective action or punishment for the action giving rise to the emergency expulsion in the first instance.

The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

- A. Written notice of the emergency expulsion shall be sent by certified letter deposited in the U. S. mail within twenty-four (24) hours of the expulsion or by hand delivery to the student's parent(s) or guardian(s) within twenty-four hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery;
- B. The parent/guardian and student shall have ten (10) school business days after receipt of the notice during which to request a hearing. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice;
- C. The hearing officer shall render the decision within one (1) school business day after the conclusion of the hearing.
- D. In the event the principal or assistant principal converts a student's emergency expulsion to a short-term suspension or lesser form of discipline prior to hearing, the grievance procedures governing short-term suspensions, Policy 3322, or review of discipline, Policy 3313, shall apply.

Long-Term Suspension and Expulsion**3323****A. Basis for Long-Term Suspension**

A principal or assistant principal may impose a long-term suspension in cases of exceptional misconduct as defined in Policy 3309, where allowed by law, or where:

1. The nature and circumstances of the student's violation have been considered and reasonably warrant a long-term suspension; and
2. Another form of corrective action or punishment reasonably calculated to modify the student's conduct has been imposed upon the student as a consequence of misconduct of the same nature.

B. Basis for Expulsion

A principal or assistant principal may expel a student in cases where allowed by law or:

1. The nature and circumstances of the violation reasonably warrant the harshness of expulsion; and
2. Other forms of corrective action or punishment reasonably calculated to modify the student's conduct have failed, or there is good reason to believe that other forms of corrective action would fail if employed.

A long term suspension or expulsion of a student may not be for an indefinite period of time and may not exceed one calendar year. Where warranted based on public health or safety, a school may petition the district's superintendent, pursuant to policies and procedures adopted by the office of the superintendent of public instruction, for authorization to exceed the one calendar year limitation.

Students who carry onto or who possess on school premises, school-provided transportation, or areas of facilities while being used exclusively by public or private schools any firearms, other dangerous weapons, nun-chu-ka sticks, throwing stars, air guns, or other projectiles shall be subject to expulsion. Students who with malice display what appears to be a firearm shall be subject to suspension or expulsion of up to one (1) year. Students carrying or possessing a firearm shall be expelled for a period of not less than one (1) year.

Appropriate law enforcement agencies will be contacted when there are firearms/dangerous weapons involved.

C. Notice

1. Prior to the long-term suspension or expulsion of a student, written notice to the student and to his or her parent or guardian shall be delivered by certified mail or in person. The notice shall:
 - a. Be provided in the predominant language of the student and/or parent or guardian who predominantly speak a language other than English, to the extent feasible;

- b. Specify the misconduct and the District rule(s) alleged to have been violated;
 - c. Set forth the corrective action or punishment proposed;
 - d. Set forth the right of a student and/or parent or guardian to a hearing to contest the allegations, including a statement that a written request for a hearing must be received by the designated school authority on or before the expiration of the third school business day after the receipt of the notice of opportunity for a hearing and, further, that the right to a hearing shall be deemed waived and the proposed long-term suspension or expulsion imposed without further opportunity to contest the matter, if the request is not received within the prescribed period of time; and
 - e. Include a schedule of school business days applicable to the exercise of the right to request a hearing.
2. The student and/or parent or guardian shall reply in writing to the notice within three (3) school business days of receipt, indicating whether a hearing is requested. If such request is not received within three (3) school business days, the student and the parent or guardian shall be deemed to have waived the right to a hearing and the proposed long-term suspension or expulsion shall take effect.
 3. Once a student is expelled in compliance with District policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student's educational needs.

D. Pre-Hearing and Hearing Process

1. Scheduling the Hearing

If a hearing is timely requested, it shall be scheduled to commence within three (3) school business days after the request for hearing was received.

2. Conduct of the Hearing

- a. The student and parent or guardian shall have the right to:
 - i. Inspect in advance of the hearing any documentary and other physical evidence which the District intends to introduce at the hearing;
 - ii. Be represented by legal counsel;
 - iii. Question and confront witnesses;
 - iv. Present his or her explanation of the alleged misconduct; and
 - v. Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he or she desires.
- b. The designee(s) of the District assigned to present the District's case shall have the right to inspect in advance of the hearing any documentary and other physical evidence which the student and parent or guardian intend to introduce at the hearing.
- c. A tape-recording of the hearing shall be made.
- d. The hearing officer shall not be a witness.
- e. The guilt or innocence of the student shall be determined solely on the basis of the evidence presented at the hearing.
- f. A written decision setting forth the findings of fact, conclusions, and the nature and duration of the corrective action or punishment to be imposed, if any, shall be provided to the student's legal counsel or, if none, to the student and parent or guardian.
- g. If the hearing officer imposes a long-term suspension or expulsion, the student and parent or guardian shall have the right to appeal such decision to the Board or the district disciplinary appeal council by filing a written notice of appeal at either the office of the Superintendent or the office of the hearing officer within three (3) school business days after the date of receipt of the decision.
- h. If a timely appeal is not taken, the long-term suspension or expulsion shall take effect on the calendar day following the expiration of the three (3) school business day period.
- i. If timely appeal is taken to the Board or district disciplinary appeal council pursuant to Policy 3324 or Policy 3325, the long-term suspension or non-emergency expulsion may be imposed during the appeal period subject to the following conditions and limitations:

1. A long-term suspension or non-emergency expulsion may be temporarily imposed by the District during the appeal period for no more than ten (10) consecutive school days or until the appeal is decided, whichever is the shortest period;
2. If, at the time of the hearing before a hearing officer, the student is in an emergency expulsion status, the emergency expulsion may be continued by the hearing officer if the student continues to pose an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the educational process of the student's school; and
3. Any days that a student is temporarily suspended or expelled before the appeal is decided shall be applied to the term of the student's suspension or expulsion and shall not limit or extend the term of the student's suspension or expulsion.

E. Multiple Suspensions

1. No student in grades kindergarten through four shall be subjected to long-term suspensions.
2. No student in grades five and above shall be subjected to a single long-term suspension in a manner which causes the student to lose academic grades or credit in excess of one semester during the same school year.

F. Report to Superintendent

All long-term suspensions and the reasons therefor shall be reported in writing to the Superintendent of the District or designee within twenty-four (24) hours after the imposition of the suspension.

G. Readmission

Any student who has been suspended or expelled shall be allowed to make application for readmission at any time. If a student desires to be readmitted to the school district, the student shall submit a written application to the Superintendent's designee, who shall recommend admission or non-admission to the Superintendent. The application shall include:

1. Reasons the student wants to return and why the request should be considered;
2. Evidence which supports the request;
3. Actions taken to address the issue and to ensure the student's academic and behavioral success; and
4. A supporting statement from the parent/guardian or others who may have assisted the student.

The Superintendent shall, in writing, advise the parent/guardian and student of the decision within seven (7) school business days of the receipt of such application.

In-School Suspension

The Board supports efforts to bring about a positive learning climate in the school. The District strives to employ staff who are skilled in the most effective instructional techniques and who are sensitive to the unique needs of each individual student.

The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. Students who are in violation of school rules not only deprive themselves of the opportunity to learn but they interfere with the progress of others.

The District strives to maintain high standards of attendance. Students who are not in school are denied the opportunity to learn. Corrective actions including suspension and expulsion are reserved to those students who actively threaten other students, staff or the overall school environment.

The school, therefore, may create an in-school suspension program which temporarily removes the student from the regular environment but permits the student to maintain his/her educational progress. Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent shall establish guidelines for the operation of the in-school suspension program.

Short-Term Suspension

A principal or an assistant principal may impose a short-term suspension. In the event the proposed corrective action of a student is to include the denial of the right of school attendance from any single class or full schedule of classes for more than one (1) and up to ten (10) consecutive school days, a conference shall first be conducted with the student as follows:

- A. An oral or written notice of the charges shall be provided to the student.
- B. An oral or written explanation of the evidence in support of the charges shall be provided to the student.
- C. An oral or written explanation of the suspension which may be imposed shall be provided to the student.

Short-Term Suspension (cont.)**3321**

- D. The student shall be provided the opportunity to present his/her explanation.
- E. No student in grades kindergarten through four shall be subjected to short-term suspensions for more than ten (10) school days during any single semester, and no loss of academic grades or credit shall be imposed by reason of the suspension of such student.
- F. No student in grades five and above shall be subjected to short-term suspensions for more than a total of fifteen (15) school days during any single semester.
- G. All short-term suspensions and the reasons therefor shall be reported in writing to the Superintendent of the District or designee within twenty-four (24) hours after the imposition of the suspension.

The parent/guardian of the student shall be notified of the reason for the suspension and the duration of the suspension orally or by U.S. mail as soon as reasonably possible. Any student subject to a short-term suspension shall be provided the opportunity upon return to make up assignments and tests if:

- A. Such assignments or tests have a substantial effect upon the student's semester grade or grades; or
- B. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

Special Education Timeout: Safe Room**3319**

The special education classroom for the most severely behaviorally disabled students is designed for students unable to function satisfactorily in a less restrictive setting. Students in this classroom frequently exhibit behaviors that are aggressive, potentially dangerous to themselves or others, physically destructive, or significantly disruptive of educational programming. Specialized interventions are necessary to reduce the frequency with which these behaviors occur, and to preserve the safety and educational integrity of the classroom for both students and staff while students learn more constructive and socially appropriate behaviors. Among these interventions is a set of procedures known collectively as timeout, which share the following features:

- 1. The timeout is made contingent on the occurrence of a specific problematic behavior.
- 2. The timeout setting is less rewarding or desirable to the student than the time-in environment.
- 3. The timeout is ended either when the student ceases the problematic behavior or after a fixed length of time.

The most restrictive timeout, use of the specifically designated Safe Room is limited by procedure and site to the most severely behaviorally disabled students.

Suspensions for Unexcused Absences**3315**

The nature and circumstances of the student conduct violation must reasonably warrant a suspension or expulsion. As a general rule no student shall be suspended for a short or long term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature. However, a student may be suspended for exceptional misconduct, other than absenteeism, when such misconduct is of frequent occurrence or is serious in nature and/or is disruptive to the operation of the school. An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances. No student shall be suspended or expelled because of one or more unexcused absence(s) unless the District has first:

- A. Provided written notice to the parent/guardian that the student failed to attend without valid justification;
- B. Scheduled a conference with the parent/guardian and the student at a convenient time to analyze the cause for the student's absence to determine by appropriate means whether the student should be made a "focus of concern" for placement in special education or another special program; and
- C. Taken steps to reduce the student's absence which include, when appropriate to all parties, adjusting the student's school program, providing more individualized instruction, preparing the student for employment with specific vocational courses or work experience, or both, changing schools, and assisting the student to obtain supplementary services that might eliminate or ameliorate the causes of absence.

If such action is not successful, upon the seventh unexcused absence by a student within a month during the current school year or upon the tenth unexcused absence during the current school year, the district shall petition the juvenile court to assume jurisdiction of the alleged violation by the student and/or parent/guardian, unless the student is at least 16, employed, and the parent agrees the student should not be required to attend school.

The attendance officer shall report to the ESD twice yearly: (1) the number of petitions filed by the District or by a parent/guardian, (2) the frequency of each intervention attempted prior to filing of a petition, (3) the frequency of supplemental services, and (4) the disposition of cases filed with the juvenile court, including the number of contempt orders issued.

Pursuant to federal law, a student who is a victim of a violent criminal offense while in or on the grounds of the District school that the student attends will be offered the opportunity to attend another District school. The Superintendent is directed to develop procedures to implement this policy.

Part IV

Teacher Responsibilities and Rights

Teacher Responsibilities and Rights

3332

General Provisions

- A. It is recognized that every teacher has the right and responsibility to expect acceptable behavior in the maintenance of a sound learning environment on the part of all students.
- B. Discipline shall be enforced fairly and consistently regardless of race, creed, sex or status.
- C. A teacher may use such appropriate action as is necessary to protect a student, himself/herself, or others from physical abuse or injury.
- D. The administration, Board, and teachers shall be mutually cooperative in their use of prudent disciplinary measures to maintain discipline and protect the safety and well-being of students, employees and others.
- E. Each teacher shall maintain good order and discipline in the classroom, in the hallways, and on the playgrounds or other common areas of the school.
- F. Each teacher assigned to classroom duties shall keep and maintain accurate attendance records of students.
- G. Each teacher shall set an appropriate example of personal conduct and shall avoid making any statements to any student which may be demeaning or personally offensive to any student or group of students.

Procedures

- A. The teacher shall have the right and it shall be his/her responsibility to maintain good order and discipline in the classrooms at all times. It is recognized that under most circumstances, methods to maintain good order and discipline should be utilized within the classroom setting which cause the least disruption of the educational process for the student and others.
- B. Emergency Removal of Student: The teacher has the right to temporarily remove a student from a classroom in accordance with Policy 3300.
- C. When a teacher deems it necessary, he/she may recommend to the principal a pupil's suspension or expulsion from school and/or removal from that teacher's class on either a temporary or a permanent basis.

Part V

Principal Responsibilities and Rights

Principal Responsibilities and Principal and Assistant Principal Authority and Rights

3333

Principal Responsibilities

- A. Each principal shall be responsible for the enforcement of the prescribed School District rules for student conduct and for the compliance with School District and building guidelines relating to the discipline of students.
- B. Each principal may develop such building guidelines relating to student discipline as may be appropriate. Such building guidelines shall be consistent with School District policies and procedures relating to student discipline.
- C. At the beginning of each school year, principals shall make available to each certificated staff member, student, and parent or guardians of students a copy of this policy (or summary thereof) together with any building guidelines.
- D. Each principal shall set an appropriate example of personal conduct and shall avoid making any statement to any student which may be demeaning or personally offensive to any student or group of students.
- E. The administration, Board, and teachers shall be mutually cooperative in their use of prudent disciplinary measures to maintain discipline and protect the safety and well-being of students and employees.

Principal and Assistant Principal Authority

Subject to the limitations set forth in these policies, all principals and assistant principals shall have the authority to discipline, suspend or expel any student for any violation of rules for student conduct. In the absence of the principal and assistant principal, the authority to suspend or expel a student may be delegated to another certificated administrator in the district by the superintendent or superintendent's designee.

Principal and Assistant Principal Rights

Each principal and assistant principal shall be promptly advised of any complaint made to any other school District administrator regarding the principal's or assistant principal's discipline of students. The principal or assistant principal shall be given the opportunity to present his/her version of the incident and to meet with the complaining party in the event that a conference with the complaining party is arranged.

SPECIALIZED PROGRAMS AND SERVICES

All-day kindergarten

We offer all-day or extended-day kindergarten programs at some schools. The 2013-14 school-year cost for tuition-based, all-day kindergarten is \$3,186.

High school extended-learning options

District high schools offer students a variety of options including Honors, advanced classes (math and science), Advanced Placement, College in the High School, Tech Prep, Industry Certification, and Running Start. For more information, refer to the high school course catalog or talk with a school counselor.

Highly Capable Program

Self-contained classes for highly capable students are offered for second- through fifth-grade students who meet the state's criteria. Middle school students may qualify for challenging courses including reading, language arts, social studies and mathematics. Honors, Advanced Placement and other challenging course options are offered at high school. Contact your child's school for more information.

Kids in Transition (KIT) and homeless students

Students without a permanent residence can immediately enroll in school without proof of residency, previous immunization or school records. KIT and homeless students qualify for free breakfast and lunch, school supplies and transportation, as appropriate. Qualified students include those who are living on the street; in a shelter; with friends or relatives due to lack of affordable housing; in temporary foster care; motels; vehicles or campgrounds. Contact the KIT program facilitator, 425-385-4032 or your neighborhood school.

Kindergarten – early entrance application

If your child turns five (5) after August 31 and before October 31, you may have him/her tested for early entrance to kindergarten. Contact the categorical programs department, 425-385-4032.

Lighthouse Cooperative

Parents, whose children attend Lighthouse Cooperative at Jefferson Elementary School, must commit to being active participants in educational and classroom/school activities. Contact number: 425-385-7428, e-mail lighthousecooperative@yahoo.com, or visit: www.lighthouseelementarycooperative.org

Online High School

Distance learning is provided for high school students to take credit courses online. Students may take online classes through their high school or enroll full time through Sequoia High School. Call 425-385-5100 or visit: www.onlinehs.net

Port Gardner

The Homeschool Alternative Center offers courses and support to students and families who wish to participate in homeschooling. Students in this program are public school students enrolled in Everett Public Schools as alternative learning homeschool students. Independent homeschool students may enroll part time without losing their homeschool status. Call 425-385-5150 or visit: www.everett.k12.wa.us/homeschool

Sequoia High School

Sequoia High School is an alternative learning program. The goal of Sequoia is to provide students a positive educational environment that recognizes individual differences and has high expectations for achievement and behavior. Sequoia works to meet the needs of its community through a program that emphasizes goal setting, individual responsibility and choice. For more information, please contact Sequoia High School at 425-385-5100 or visit www.everett.k12.wa.us/sequoia

Sno-Isle Tech Skills Center

This Career and Technical Education program offers courses to prepare high school students for post-high school education, training or employment. Contact number: 425-348-2220, Sno-Isle Tech Skills Center or www.snoisletech.com

Summer school programs

Summer programs for students entering high school include opportunities to strengthen skills and knowledge, repeat courses, and take new courses. Tuition-based summer programs are offered at Sequoia High School and through Online High School for students in all four district high schools. Tuition assistance is available through the Everett Public Schools Foundation for in-district public school students demonstrating financial need. Preference is given to students who are behind in credits. Middle schools determine each spring if summer classes will be available. School counselors have more information.

MEDICAL INFORMATION

Health screening

Each year, hearing screenings are provided for students in grades one, two, three, five and seven. Vision screenings are also provided for students in kindergarten, grades one, two, three, four, five and seven. If a concern is found during screening, parents will be notified of the screening results so that they can follow up with their health care providers.

Human Papillomavirus

The following information is being provided to you at the direction of the Washington State Legislature to help reduce cervical cancer rates in Washington by protecting girls from Human Papillomavirus.

What is Human Papillomavirus (HPV)? HPV is a common virus spread through genital contact. At least 50% of sexually active people will get HPV at some time in their lives. There are many types of HPV. Some types can cause cervical cancer or genital warts. Both women and men can get HPV and easily spread it to others without knowing they have it.

What are the symptoms of HPV? Most people with HPV have no signs or symptoms. Some people know they have HPV because they have a symptom like genital warts. Women may find out they have HPV through cervical cancer screening (Pap tests) and HPV testing. Health care providers do not usually test for HPV unless abnormal cervical cell changes are detected by a Pap test.

How can HPV infection be prevented? The best way to prevent HPV infection is to abstain from all sexual activity. People with only one lifetime partner can get HPV if their partner had previous sexual partners. It is uncertain how well condoms protect against HPV infection. However, condom users do have lower cervical cancer rates. The HPV vaccine is a very effective way to prevent four types of HPV that can cause cervical cancer and genital warts.

What is the HPV vaccine? The HPV vaccine, Gardasil, protects against four types of HPV, which cause 70% of cervical cancers and 90% of genital warts. The vaccine does not protect against all types of HPV or other sexually transmitted infections. The vaccine also does not protect against any type of HPV that the person already has. Current studies show that HPV vaccine protection lasts up to five years. Research will continue to determine the length of the HPV vaccine's protection.

Who should get the vaccine and when should they get it? The federal Advisory Committee on Immunization Practices recommends the HPV vaccine for all 11 to 12 year old girls. The vaccine can also be given to females as young as 9 years old and up to 26 years old, if their doctor recommends it. HPV vaccine is given as a series of three shots over a six-month period. The vaccine is not currently recommended for boys or men. The HPV vaccine is a preventative vaccine and will offer the best protection if given before sexual activity starts. HPV vaccine is not required for school entry in Washington.

Are Pap tests still recommended for females that get the HPV vaccine? Yes. The HPV vaccine does not protect against all types of HPV that can cause cervical cancer, so females will still need Pap tests.

Where can I find the HPV vaccine? Ask your doctor, nurse or local health care clinic to find out whether your daughter needs the HPV vaccine and where you can get it. Most providers in Washington will have state-supplied HPV vaccine and there will be no cost to parents (of girls under 19 years old) for the vaccine. Providers may charge an office visit and/or administration fee. The HPV vaccine is available to providers at no cost through Washington State's Universal Childhood Vaccine Program.

Visit the following Web sites for more information on HPV, the vaccine and cervical cancer: Centers for Disease Control and Prevention, Washington State Department of Health, American Social Health Association, or the American Cancer Society.

Immunizations

Under Washington state law, all students must present, or have on file, documentation of their immunization status on or before the first day of attendance. Immunization forms are available at all schools or from the Snohomish Health District, 425-339-5220. The certificate of immunization status must show the month, day, and year the student received all vaccines required. Students may be exempted for medical, religious, philosophical or personal reasons. A licensed health care provider's signature must accompany an exemption for medical purposes. A parent's or guardian's signature is necessary to exempt a student for religious, philosophical or personal reasons.

Prior to kindergarten, please check the Washington State Department of Health website at www.doh.wa.gov/cfh/Immunize/ for required vaccines.

Immunizations for preschool entry

Requirements are determined by age when the student enters school. Please check with your school for the number of needed doses of Hepatitis B/DPT/Polio/Measles/Rubella/Mumps/HIB.

Life-threatening conditions

Washington state law defines how children with life-threatening conditions will be served. A life-threatening condition is defined as one “that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place.” Such conditions could include reactions to severe bee stings, food allergies, severe asthma, diabetes and severe seizures. An individual health care plan prepared by a district registered nurse and a medication or treatment order from the child’s licensed health care provider are required before the child starts school. Without these, the child will not be allowed in school. Contact your child’s school for more information.

Medication at school

If a student requires emergency medications or treatment for a life-threatening condition, such as a severe allergy, asthma or diabetes, the physician’s health care orders are needed before the first day of school. If a student requires medication during school hours, please contact the school for a medication authorization form to be completed by the child’s health care provider and the parent or guardian. Students in grades K-5 must submit all prescribed and over the counter medications to the school Health Room with the required parent permission and documentation. Students in grades 6-12 are allowed to bring to school over the counter medications such as Tylenol, Advil, Motrin, Pamprin, cough drops, etc. for their personal use only. Students who bring such medications to school must have it accompanied by a note from the parent indicating the student has permission to bring the medication to school. The student must provide the parent permission to the school health room staff.

Meningococcal disease

Schools in Washington are required to provide the parents or guardians of students entering grades 6-12 with information on meningococcal disease, a serious infection of the brain (meningitis) and blood caused by bacteria. Fortunately, this life-threatening infection is rare; only about 75 people are infected each year in Washington. Adolescents and young adults are most likely to get meningococcal disease, especially those living in group settings, such as college dorms.

The Department of Health wants you to be aware of meningococcal disease and how you can protect your child against it. A vaccine is available that can prevent up to 65% of meningococcal disease among adolescents and young adults. The vaccine is recommended for unvaccinated teens age 15 years and college freshmen who will be living in a dorm. The meningococcal vaccine is not required for school or college attendance.

Here are some other ways to prevent the spread of meningococcal disease:

- Practice good hygiene (regular hand washing, covering coughs and sneezes)
- Do not share items that may spread meningococcal disease and other bacteria and viruses, such as eating utensils, glasses, cups, water bottles, drinks, lip gloss, or toothbrushes.

We encourage you to learn more about meningococcal disease and how to prevent it. More information on meningococcal disease is available on the following websites: Washington State Department of Health, Centers for Disease Control and Prevention, Children’s Hospital of Philadelphia Vaccine Education Center and the National Meningitis Association.

LEGAL NOTIFICATIONS AND STUDENT AND PARENT RIGHTS

In addition to the state and federally required legal and informational notices that appear below, Everett Public Schools maintains an online collection of its Policies and Procedures at www.everett.k12.wa.us. From the left-hand “About our district” link, click on “Policies and Procedures.”

Academic accountability information

The federal “No Child Left Behind” (NCLB) act defines information school districts must provide parents about school and student academic performance, including school improvement status of your child’s school, your child’s achievement level on state tests and district documents that are considered public documents.

Other information available to parents includes: the professional qualifications of your child’s teacher and those of a paraprofessional if your child is receiving instruction from that individual; whether your child has been taught for four consecutive weeks by a teacher who does not meet the “highly qualified” definition; and your rights to be involved in the planning and implementation of programs at the school. Annual school and district progress reports, as well as school improvement plans, are available for review. Contact the communications office at 425-385-4040.

Asbestos notification

The Environmental Protection Agency (EPA) requires Everett Public Schools to notify the school community that asbestos building materials are present in some buildings. The district has taken steps to provide for safety of students, staff and parents related to such materials. Asbestos building materials are safe when they are maintained in a stable condition. The district’s asbestos management program has been in place since 1988 and includes surveillance, inspections, response actions, records, and training for maintenance and custodial staff. For a copy of the plan or for more information, please call MaryHelen Pierce at 425-385-5200 or e-mail mpierce@everettsd.org

No Child Left Behind (NCLB)

The NCLB act, in part, requires districts to inform families each year of their rights to review, amend and consent to records according to Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).

PPRA gives parents rights about the district's surveys, collection and use of information for marketing purposes, and certain physical exams.

FERPA gives parents and students over 18 years old, certain rights about the student's education records.

These rights are:

1. The right to inspect and review student's education records.
2. The right to request an amendment of the student's education records.
3. The right to opt-out of release of "directory information" as defined in FERPA law and Board Policy 3250.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with FERPA requirements.

Complete details and information are available in Policy 3250, Policy 3600, and Procedure 3600P.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202-5920

Everett Public Schools does not release student "directory information" for commercial purposes. A release form may be used to deny publication of the student's name or photo in district publications or by the news media; prevent releasing information to military recruiters or colleges; or to withhold permission of Internet access to the student for learning at school. The form is attached to the front of this Handbook and is available year-round at all school offices if parents want to make a change.

On-bus cameras

For the safety of our employees and students, Durham School Services reserves the right to monitor and document student behavior on buses utilizing recording devices. There is no reasonable expectation of privacy on board Durham buses, and students' actions and words may be monitored with video and/or audio as permitted by federal, state, and local regulations. Student conduct that is recorded and prohibited by regulations or school district policy will result in disciplinary action. This policy will apply to all transportation services provided by Durham School Services.

Pest management pre-notification

Everett Public Schools is committed to providing safe and healthy work and learning places for students, staff, and visitors. The district's integrated pest management program reflects this commitment.

As necessary, and in compliance with all state and local regulations, the district uses pesticides/herbicides to control pest vegetation, rodents, or insects. On those occasions, products are applied by state-licensed staff. At least 48 hours before any necessary pesticide/herbicide application inside or outside of facilities, school offices prominently display a "Pesticide Application" notice. The notice will list what chemical is to be used, when and where it will be applied, why it is being used, and whom to call at the school for more information. Typical pesticides used include a form of Roundup, wasp/hornet spray, vector control bait, ant bait and selective weed spray. Any areas so treated are clearly marked with signs that include a phone number to call for more information. These signs remain in place for at least 24 hours after application.

The district maintains records of all such applications, and this annual summary is available by contacting the maintenance department at 425-385-5200. They can also provide information about how to receive notification before pest control substances are used.

Public records requests

Many records and documents in the school district are available to the public. Parents and other citizens may ask the school district to view or have copies made of records defined as "public" under state and federal laws including records about discipline of school employees.

Everett Public Schools public records requests are handled by the district's business services office. Records can be requested by writing that office at *3715 Oakes Ave., Everett WA 98201 or sending an e-mail to jfarmer@everettsd.org.

*Various administrative offices will be moving to a new address this fall. Please check the district's website for current address information.

Special education public information

The public may request district policies, procedures and any required evaluations, plans and reports relating to Part B Special Education Program. Contact the special services office at 425-385-5250.

Special needs/Child Find

Child Find locates and identifies children ages 3-21 who may need individual assessment and special education programs. Contact your neighborhood school or call special services, 425-385-5250.

Title I/LAP

Students receive assistance in reading and mathematics in the Title I intervention program and the state-funded Learning Assistance Program (LAP). Contact number: 425-385-4030 or www.k12.wa.us/TitleI/default.aspx

Under the No Child Left Behind Act, parents of children in schools that receive Title I dollars have the right to request information regarding the professional qualifications of students' classroom teachers. Contact number: 425-385-4030.

****ATTENTION****

**TURN OVER FOR SCHOOL DELAY AND
CLOSURE INFORMATION**

**KEEP IN A LOCATION FOR QUICK
REFERENCE**



SCHOOL DELAY AND CLOSURE INFORMATION

When school is cancelled or starts late, what are the impacts on school programs?

A decision to close or delay school is usually made in the morning by 5:30. In the interest of student and community safety, schools are either closed for an entire day, or start 2 hours later than normal. Those schedule changes can have unique impacts on some school programs or school activities. The chart below helps explain what will happen to those programs or how parents can get more information about programs on days when school is cancelled or delayed. During inclement weather, parents and staff should check the district Web site, TV, or radio broadcasts. **If there is no announcement about school schedules, schools will be in session and starting on time.**

Programs impacted by schedule changes	When school is cancelled for a day	When school starts 2 hours late	More information available:
School bus schedules	School buses do not pick up students	School buses pick up students 2 hours later than usual time in AM. No out-of-district transportation provided.	On district website, TV and radio broadcasts
School ending time	No school all day	Students are dismissed at the regular time	On district website, TV and radio broadcasts
Breakfast program	No breakfast served	Breakfast served on basis of individual need	
Lunch program	No lunch served	Lunch served at the regular time	
AM kindergarten AM Preschool AM ECEAP	No school for any students	These AM programs are cancelled	
PM kindergarten	No school for any students	PM kindergarten starts at the regular time	
All day kindergarten	No school for any students	All day kindergarten starts 2 hours later than the usual time	
Headstart	No program	No program	
School-related after school events and athletics (in-district and out-of-district)	Events and activities cancelled unless participants notified otherwise. High School varsity practices may be held but attendance is optional.	Events and activities continue as usual unless participants notified otherwise.	Schools will attempt to notify participants of any changes by 1 p.m.
YMCA child care	May be offered at Penny Creek ES if administered by YMCA. Not available at any other schools. No school bus transportation.	May be offered at normal locations if administered by YMCA. School bus transportation in AM will be 2 hours later than the usual time.	All child care programs are operated through arrangements with YMCA. Contact YMCA for program information during school cancellation or late start days.
Community (non-school related) activities held in schools	Cancelled	These activities will be held as scheduled unless cancelled later in the day.	Contact community group organizer for information on community activities during school cancellation or late start days.

STUDENTS

Disciplinary Appeal Council

The board of directors delegates its authority to hear and decide discipline and short-term suspension grievance appeals to a Disciplinary Appeal Council. The council shall include a board member at large; other members of the council shall be recommended by the superintendent for consideration and appointed by the board of directors on a yearly basis.

Any decision by the Disciplinary Appeal Council to impose or to affirm, reverse, or modify the imposition of discipline or a short-term suspension shall be made:

1. only by those council members who have heard or read the evidence;
2. only by those council members who have not acted as a witness in the matter; and
3. only at a meeting at which a quorum of the council is present and by majority vote.

The council shall notify the student and parent or guardian of its response to the grievance within ten (10) school business days after the date of the meeting.

The superintendent will provide a report to the board on an annual basis on the number and types of appeals heard by the Disciplinary Appeal Council.

Legal References:	WAC 392-400-310 (1)	Appeals—Long-term suspension and expulsion
	WAC 392-400-315	Appeals—Hearing before school board or disciplinary appeal council—Procedures
	WAC 392-400-317	Appeals—Discipline and short-term suspension grievances

Adopted: March 11, 2003
Updated: September 2006
Updated: January 2012

STUDENTS

Appeal Process for Long-Term Suspension

If a long-term suspension is imposed, the parent/guardian and student shall have the right to appeal the hearing officer's decision by filing a written notice of appeal at either the office of the school district superintendent or at the office of the hearing officer within three (3) school business days after the date of receipt of the decision.

The board or district disciplinary appeal council shall schedule and hold an informal conference to review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the Board or council deems reasonable. Prior to adjournment, the Board or council shall agree to one of the following procedures:

- A. Study the hearing record or other materials submitted and render its decision within ten (10) school business days;
- B. Schedule and hold a special meeting to hear further arguments based on the record before the board or council and render its decision within fifteen (15) school business days; or
- C. Hear and try the case anew before the board or council within ten (10) school business days.

Any decision by the board or district disciplinary appeal council to impose or to affirm, reverse or modify the imposition of the suspension upon a student shall be made only by:

- A. Those board or council members who have heard or read the evidence,
- B. Those board or council members who have not acted as a witness in the matter, and
- C. A majority vote at a meeting at which a quorum of the board or council is present.

An appeal from any decision of a school board or disciplinary appeal council to impose or to affirm the imposition of a long-term suspension or an expulsion shall be to the courts. Whether or not the decision of a school board or disciplinary appeal council shall be postponed pending an appeal to superior court shall be discretionary with the school board or disciplinary appeal council except as ordered otherwise by a court.

Adopted:	<u>March 20, 1995</u>
Revised:	<u>November 18, 1996</u>
Revised:	<u>September 8, 1997</u>
Updated:	<u>March 2001</u>
Updated:	<u>September 2006</u>
Updated:	<u>January 2012</u>

STUDENTS

Appeal Process for Expulsion

If an expulsion is imposed, the parent/guardian and student shall have the right to appeal the hearing officer's decision by filing a written notice of appeal at either the office of the school district superintendent or at the office of the hearing officer within three (3) school business days after the date of receipt of the decision.

The board or disciplinary appeal council shall schedule and hold an informal conference to review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board or council deems reasonable. Prior to adjournment, the board or council shall agree to one of the following procedures:

- A. Study the hearing record or other materials submitted and render its decision within ten (10) school business days;
- B. Schedule and hold a special meeting to hear further arguments based on the record before the board or council and render its decision within fifteen (15) school business days; or
- C. Hear and try the case anew before the board within ten (10) school business days.

Any decision by the board or district disciplinary appeal council to impose or to affirm, reverse or modify the imposition of the expulsion upon a student shall be made only by:

- A. Those board or council members who have heard or read the evidence,
- B. Those board or council members who have not acted as a witness in the matter, and
- C. A majority vote at a meeting at which a quorum of the board or council is present.

An appeal from any decision of a school board or disciplinary appeal council to impose or to affirm the imposition of a long-term suspension or an expulsion shall be to the courts. Whether or not the decision of a school board or disciplinary appeal council shall be postponed pending an appeal to superior court shall be discretionary with the school board or disciplinary appeal council except as ordered otherwise by a court.

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Communications to Principals

Volume 12, Number 20
For the Week Ending January 17, 2014

<p><u>Response/Action Required</u> <u>Page</u></p> <p>January 23, 2014, Instructional Leadership Team Meeting 1</p> <p><u>Response/Action Optional</u></p> <p>School Improvement Funding Proposal Process Closure 3</p> <p><u>Information Only</u></p> <p>Updated SOSR Attendee List 4</p> <p>Professional Development for Office Managers And Paraeducators 10</p> <p>Release of Achievement Index Results 13</p> <p>Youth Development Program..... 14</p> <p>2014 OSPI Drawing, Photography, and Writing Contests for Students of Spanish 16</p> <p>2014 Art Contest 19</p> <p>2014 High School Photography Contest 23</p> <p><u>Looking Ahead – Save the Date!</u></p> <p>January 21, 2014: Sequoia HS/North MS/Hawthorne ES TPEP Professional Learning Team, 12:45-2:45 p.m. or 3:30-5:30 p.m., North MS</p> <p>January 22, 2014: Gateway/Heatherwood MS TPEP Professional Learning Team, 12:30-2:30 p.m. or 3:15-5:15 p.m., Gateway MS</p> <p>January 29, 2014: Lowell/Madison/Whittier TPEP Professional Learning Team, 12:45-2:45 p.m. or 3:30-5:30 p.m., Madison ES (note location change)</p> <p>January 30, 2014: Celebration of Innovation, 6:00-8:00 p.m., Cascade High School</p> <p>February 5: Emerson/Garfield/Jackson ES TPEP Professional Learning Team, 1:10-3:10 p.m. or 4:00-6:00 p.m., Garfield ES</p> <p>February 12: Jefferson/View Ridge ES TPEP Professional Learning Team, 1:10-3:10 p.m. or 4:00-6:00 p.m., View Ridge ES</p> <p>March 21: District-directed Learning Improvement Day</p> <p>HS teachers: 7:30-11:50 a.m., Cascade HS</p> <p>ES teachers: 11:30 a.m.-3:45 p.m., Cascade HS</p> <p>MS teachers: 8:45 a.m.-1:00 p.m., Evergreen MS</p>	<p><u>Important Resources</u></p> <p>Principals’ Packet</p> <p>http://docushare/docushare/dsweb/View/Collection-5589</p> <p>ILT Folder</p> <p>http://docushare/docushare/dsweb/View/Collection-3915</p> <p>Teaching & Learning Folder</p> <p>http://docushare/docushare/dsweb/View/Collection-5639</p> <p><u>Administrative Calendar Instructions</u></p> <p>With Outlook open:</p> <ol style="list-style-type: none"> 1. Click on the “Folder List” icon, in the lower left corner of the screen 2. Click on the “white arrow” by Public Folders (the white arrow will turn black) 3. Click on the “white arrow” by All Public Folders 4. Click on the “Administrative Team” folder 5. Click on the “Administrative Calendar” to open <p><u>Sub Calendar Instructions</u></p> <ol style="list-style-type: none"> 1. Open Outlook in the Calendar view 2. Select Open Calendar on the “Manage Calendars” tab (on the top) 3. A text box will open – enter the name of the calendar you are looking for (ESCSubs) 4. Click OK <p>If you are looking for a day to schedule a building workshop requiring substitutes, please be aware that we have a substitute shortage. Please choose a day with few subs already scheduled.</p>
<p>January 21: School Board Meeting, 4:30 p.m., CRC Board Room</p> <p>January 22: Emerson ES SOSR, 7:30 a.m., Emerson ES</p> <p>January 23: Instructional Leadership Team, 4:00 p.m., Evergreen MS CRC Port Gardner Room A (note location change)</p> <p>January 24: Penny Creek ES SOSR, 7:30 a.m., Penny Creek ES</p> <p>January 27: Teacher Work Day, NO SCHOOL</p> <p>January 28: Jackson HS SOSR, 2:15 p.m., Jackson HS</p>	<p>January 29: Jackson ES SOSR, 7:30 a.m., Jackson ES</p> <p>January 30: Forest View ES SOSR, 7:30 a.m., Forest View ES</p> <p>January 31: Lowell ES SOSR, 7:15 a.m., Lowell ES</p> <p>February 5: Gateway MS SOSR, 7:00 a.m., Gateway MS</p> <p>February 6: Cascade HS SOSR, 7:00 a.m., Cascade HS</p> <p>February 6: Superintendent’s Leadership Team Meeting, 4:00 p.m., CRC Port Gardner Rooms A&B</p> <p>February 11: School Board Meeting, 4:30 p.m., CRC Board Room</p>
<p>Observances:</p> <p>January 20 – Martin Luther King Day—No School</p>	

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

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Office – Carol Stolz, cstolz@everettsd.org, 425-

385-4106 **Title IX Officer** – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104

504 Coordinator – Becky Ballbach, rballbach@everettsd.org, 425-385-4063

ADA Coordinator – Kristine McDowell, kmcdowell@everettsd.org, 425-385-5250 Address: 3900 Broadway, Everett, WA 98201

Communications to Principals Guidelines

Communications to Principals is a weekly publication designed to consolidate and transmit information from central administration personnel to building principals and classified administrators that would be addressed to “All Administrators”, “All Principals”, “Region Principals”, or “Level Principals”.

1. All items submitted for inclusion in Communications to Principals must have the approval of the originator's division/department head who is a member of the Superintendent's Cabinet; e.g., Lynn Evans would approve all items from the Human Resource Department. Approval will be in the form of an approval line and should be located in the bottom right portion of the first page of the document in Bold Georgia Font.

Example: **Approved for Distribution:** _____
10/10/13 **Lynn Evans**

2. There will be three (3) categories of materials: **Response/Action Required**, **Response/Action Optional**, and **Information Only**. The requested category should be indicated in the upper right portion of the first page in an italic number 16 Bold Georgia Font.

Example: ***Response/Action Required***

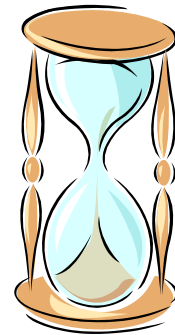
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should be single spaced with one line between paragraphs.

3. Materials to be included in Communications to Principals must be submitted to Joyce Stewart, Associate Superintendent of Teaching and Learning, by noon on Wednesday for inclusion in that week's publication. Materials **must have the electronic signature** of the appropriate division/department head at that time. Please submit materials electronically to Emily Wade at ewade@everettsd.org. **Please do NOT send scanned items as we are producing a document that is "live" and in color on DocuShare.**
4. Materials included in Communications to Principals should be free of technical errors (punctuation, grammar, etc.). Submittals should be proofread. Materials which have been returned to the sender for corrections and which are not returned in time to meet the deadlines will be held for the next publication. All revisions should be dated.
5. One master copy of Communications to Principals will be assembled and will be duplicated. An electronic copy will be uploaded to DocuShare.
6. The district courier will pick up Communications to Principals packets at the Center on Thursdays for delivery to schools on Fridays.
7. Cabinet members, school and classified administrators will receive a copy. **To request an electronic copy, contact Emily Wade at 425-385-4020.**
8. If you have any questions regarding the Communications to Principals packets, changes in distribution, or signature templates for the three categories, please call Emily Wade at 425-385-4020.



RESPONSE/ACTION REQUIRED

Items in this section require immediate attention by the building administrator and an appropriate response or action by the date and time indicated.





Response/Action Required

January 16, 2014

To: Instructional Leadership Team
From: Joyce Stewart
Regarding: January 23, 2014, Instructional Leadership Team Meeting

Attached is the agenda for the Instructional Leadership Team meeting on Thursday, January 23, 2014, at the Community Resource Center. The meeting will begin at 4:00 p.m. in Port Gardner Room A. Following the welcome and introduction, the group will meet by level as outlined in the agenda.

Required Action:

Please let Joyce Stewart or Emily Wade know if you are unable to attend the meeting.

Approved for Distribution:



Joyce Stewart



Instructional Leadership Team Meeting January 23, 2014 Community Resource Center

Background Information

Each year, schools present a State of the School Review (SOSR). The State of the School Review is a formative presentation designed to provide information about current improvement efforts and their efficacy to high performing teams. The presentation, conducted by school administrators and teacher leaders, aligns with the monitoring component of the school improvement model, which includes planning, implementation, monitoring, and evaluation.

Purpose

On January 23, curriculum specialists and facilitators will present a State of the Curriculum Department Review. The formative presentation is designed to provide information about how the department's work will move beyond a focus on basic competency in core subjects to promoting deeper understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects.

Agenda

- 4:00-4:05 Welcome
- 4:05-4:45 The current reality in core subject areas
- 4:45-5:30 The shift to the future: moving from proficient to distinguished
- 5:30-5:45 Needs from schools
- 5:45-6:00 Questions

Elementary Team Presenters Port Gardner Room A Christy Clausen Jana Sanchez Allison Greenberg Paul Edwards LaRae Marks	Middle School Team Presenters Monte Cristo Room Brian Day Sonja Delafosse Tavis Miller Katie Shook Kathy Stilwell
High School Team Presenters Lunch Room Jo Anne Buiteweg Carl Fender Georgia Lindquist Deb Ritchhart Dick Sander Justin Tonnes-Priddy	



RESPONSE/ACTION OPTIONAL

Items in this section are requested but not required.

Participation is usually valuable, and building administrators are strongly encouraged to consider each item individually.





Response/Action Optional

January 15, 2014

To: All Principals
From: Joyce Stewart, Molly Ringo, Peter Scott
Re: School improvement funding proposal process closure

The school improvement funding proposal process is now closed. This budget was the aggregate of funds excised from the previous year's MSOC allocations from each school that exceeded the 10% fund balance goal. All funds in this budget have been committed to various projects.

If you have a specific need for which you would have submitted a funding proposal, please provide this information to your supervisor and it will be considered through other budget channels.

Thank you.

Approved for Distribution:
1/15/14 1:25 PM


Joyce Stewart Molly Ringo Peter Scott



INFORMATION ONLY

Materials in this section, while they do not require building response, contain valuable information for district programs, projects, and building operations.





Information Only

January 16, 2014

To: All Principals and Assistant Principals
From: Joyce Stewart
Re: Current SOSR Attendee List

Attached is the most current SOSR attendee list. Principals and assistant principals are invited to attend another school's SOSR. Just take a moment and let the principal know you will be attending. The reviews offer principals and assistant principals the opportunity to participate in a rich learning experience that highlights the district's teaching and learning priorities.

The list will continue to be updated as changes are made.

Approved for Distribution:



Joyce Stewart



Everett Public Schools
State of the School Mid-Year Review
2013-14 Evidence Based Design

January 15, 2014 7:30 – 8:45 a.m. Garfield ES	January 16, 2014 7:00 – 8:15 a.m. North MS	January 22, 2014 7:30 – 8:45 a.m. Emerson ES	January 24, 2014 7:30 – 8:45 a.m. Penny Creek ES	January 28, 2014 2:15 – 3:30 p.m. Jackson HS	January 29, 2014 7:30 – 8:45 a.m. Jackson ES
Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn
Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart
Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott
Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo
David Paratore	Lynn Evans	Lynn Evans	David Paratore	Lynn Evans	David Paratore
Kris McDowell	Jan Bakken	Karen DeJong	Kris McDowell	Jan Bakken	Kris McDowell
Jeff Moore	Kris McDowell	Craig Shurick	Mike Gunn	Kris McDowell	Victoria Romero
Catherine Matthews	Catherine Matthews	Catherine Matthews	Carol Andrews	Mike Gunn	Catherine Matthews
Christy Clausen	Terry Campbell	Christy Clausen	Catherine Matthews	Carol Andrews	Christy Clausen
Jana Sanchez	Jana Sanchez	Jana Sanchez	Christy Clausen	Catherine Matthews	Jana Sanchez
Allison Greenberg	Carl Fender	Georgia Lindquist	Jana Sanchez	Carl Fender	Justin Tonnes-Priddy
Cynthia Jones	Dick Sander	Justin Tonnes-Priddy	Brian Day	Dick Sander	Tony Byrd
Tony Byrd	Kathleen Stilwell	Cynthia Jones	Tony Byrd	Kathleen Stilwell	Paul Edwards
	Georgia Lindquist	Tony Byrd		Georgia Lindquist	
	Katie Shook			Katie Shook	
	Allison Greenberg			Justin Tonnes-Priddy	
	Tony Byrd			Tony Byrd	



Everett Public Schools
State of the School Mid-Year Review
2013-14 Evidence Based Design

January 30, 2013 7:30 – 8:45 a.m. Forest View ES	January 31, 2014 7:15 – 8:30 a.m. Lowell ES	February 5, 2014 7:00 – 8:15 a.m. Gateway MS	February 6, 2014 7:00 – 8:15 a.m. Cascade HS	February 20, 2014 7:00 – 8:15 a.m. Whittier ES	February 21, 2014 7:30 – 8:45 a.m. View Ridge ES
Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn
Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart
Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott
Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo
Karen DeJong	Karen DeJong	Jan Bakken	Lynn Evans	David Paratore	Lynn Evans
Kris McDowell	Kris McDowell	Jeff Moore	Jan Bakken	Kris McDowell	David Paratore
Carol Andrews	Pam LeSesne	Carol Andrews	Pam LeSesne	Jeff Moore	Mike Gunn
Catherine Matthews	Catherine Matthews	Catherine Matthews	Catherine Matthews	Catherine Matthews	Catherine Matthews
Christy Clausen	Christy Clausen	Jana Sanchez	Carl Fender	Christy Clausen	Christy Clausen
Jana Sanchez	Jana Sanchez	Carl Fender	Dick Sander	Jana Sanchez	Jana Sanchez
Kathleen Stilwell	Brian Day	Dick Sander	Kathleen Stilwell	Kathleen Stilwell	Justin Tonnes-Priddy
Justin Tonnes-Priddy	Cynthia Jones	Kathleen Stilwell	Georgia Lindquist	Brian Day	Tony Byrd
Tony Byrd	Tony Byrd	Georgia Lindquist	Katie Shook	Tony Byrd	
		Katie Shook	Brian Day		
		Justin Tonnes-Priddy	Tony Byrd		
		Tony Byrd			



Everett Public Schools
State of the School Mid-Year Review
2013-14 Evidence Based Design

February 26, 2014 7:30 – 8:45 a.m. Mill Creek ES	March 3, 2014 7:30 – 8:45 a.m. Cedar Wood ES	March 3, 2014 3:00 – 4:15 p.m. Madison ES	March 5, 2014 7:00 – 8:15 a.m. Evergreen MS	March 10, 2014 7:30 – 8:45 a.m. Silver Lake ES	March 10, 2014 3:00 – 4:15 p.m. Silver Firs ES
Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn
Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart
Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott
Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo
Karen DeJong	Karen DeJong	Lynn Evans	Jan Bakken	Lynn Evans	Karen DeJong
Catherine Matthews	Kris McDowell	David Paratore	Kris McDowell	David Paratore	Carol Andrews
Christy Clausen	Carol Andrews	Mike Gunn	Jeff Moore	Pam LeSesne	Catherine Matthews
Jana Sanchez	Catherine Matthews	Victoria Romero	Catherine Matthews	Catherine Matthews	Christy Clausen
Brian Day	Christy Clausen	Catherine Matthews	Jana Sanchez	Christy Clausen	Jana Sanchez
Tony Byrd	Jana Sanchez	Christy Clausen	Carl Fender	Jana Sanchez	Kathleen Stilwell
	Kathleen Stilwell	Jana Sanchez	Dick Sander	Kathleen Stilwell	Brian Day
	Brian Day	Allison Greenberg	Kathleen Stilwell	Allison Greenberg	Tony Byrd
	Tony Byrd	Cynthia Jones	Georgia Lindquist	Tony Byrd	
			Katie Shook		
			Justin Tonnes-Priddy		
			Cynthia Jones		
			Tony Byrd		
			Paul Edwards		



Everett Public Schools
State of the School Mid-Year Review
2013-14 Evidence Based Design

March 11, 2014 7:30 – 8:45 a.m. Monroe ES	March 17, 2014 7:00 – 8:15 a.m. Heatherwood MS	March 17, 2014 3:00 – 4:15 p.m. Woodside ES	March 18, 2014 7:00 – 8:15 a.m. Eisenhower MS	March 20, 2014 7:00 – 8:15 a.m. Hawthorne ES	March 26, 2014 7:30 – 8:45 a.m. Jefferson ES
Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn	Gary Cohn
Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart	Joyce Stewart
Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott	Peter Scott
Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo	Molly Ringo
Karen DeJong	Jan Bakken	Lynn Evans	Lynn Evans	Karen DeJong	Lynn Evans
Kris McDowell	Catherine Matthews	David Paratore	Jan Bakken	Victoria Romero	Karen DeJong
Catherine Matthews	Jana Sanchez	Kris McDowell	Kris McDowell	Catherine Matthews	Kris McDowell
Christy Clausen	Carl Fender	Pam LeSesne	Pam LeSesne	Christy Clausen	Mike Gunn
Jana Sanchez	Kathleen Stilwell	Catherine Matthews	Catherine Matthews	Jana Sanchez	Pam LeSesne
Allison Greenberg	Georgia Lindquist	Christy Clausen	Jana Sanchez	Dick Sander	Catherine Matthews
Tony Byrd	Justin Tonnes-Priddy	Jana Sanchez	Carl Fender	Georgia Lindquist	Christy Clausen
	Tony Byrd	Allison Greenberg	Dick Sander	Brian Day	Jana Sanchez
		Tony Byrd	Kathleen Stilwell	Cynthia Jones	Dick Sander
			Georgia Lindquist	Tony Byrd	Kathleen Stilwell
			Brian Day		Allison Greenberg
			Tony Byrd		Tony Byrd
			Grant Hosford		



Everett Public Schools
State of the School Mid-Year Review
2013-14 Evidence Based Design

March 26, 2014 2:15 – 3:30 p.m. Everett HS	March 28, 2014 7:00 – 8:15 a.m. Sequoia HS			
Gary Cohn	Gary Cohn			
Joyce Stewart	Joyce Stewart			
Peter Scott	Peter Scott			
Molly Ringo	Molly Ringo			
Jan Bakken	Jan Bakken			
Kris McDowell	Mike Gunn			
Mike Gunn	Pam LeSesne			
Catherine Matthews	Catherine Matthews			
Carl Fender	Carl Fender			
Dick Sander	Kathleen Stilwell			
Kathleen Stilwell	Georgia Lindquist			
Georgia Lindquist	Brian Day			
Brian Day	Tony Byrd			
Cynthia Jones				
Tony Byrd				
Paul Edwards				Revised 1/16/14



Information Only

January 9, 2014

To: All Principals
From: Joyce Stewart
Regarding: Professional Development for Office Managers and Paraeducators

Reminder

All school office managers and paraeducators are invited to the 8-Step Instructional Process workshop with Pat Davenport on January 27, 2014, 8:00 a.m. – 2:00 p.m.

Professional development training hours will be available.

Registration is through the Course Registration System.

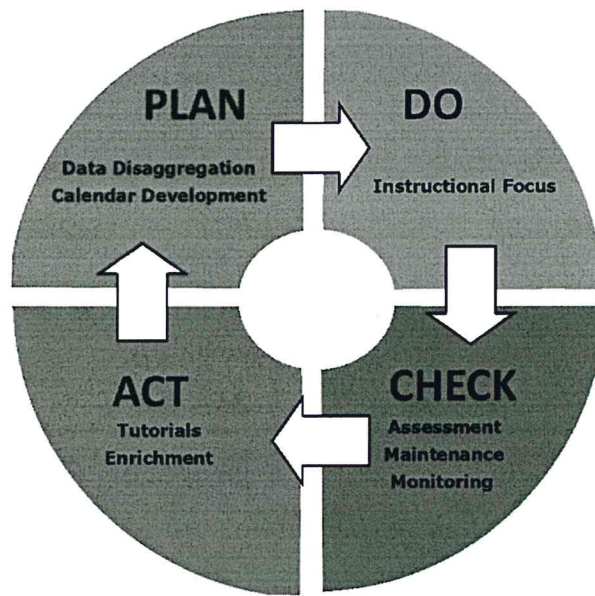
PLEASE PASS THIS INFORMATION ON TO YOUR OFFICE MANAGER

AND THE PARAEDUCATORS IN YOUR BUILDING.

Thank you!

Approved for Distribution:


Joyce Stewart



For all Office Managers and Paraeducators

YOU ARE INVITED.....

To a Professional Development Opportunity

The 8-Step Instructional Process
With Pat Davenport

January 27, 2014

8:00 a.m. – 2:00 p.m.

Community Resource Center, Port Gardner Rooms

Professional Development Training Hours Will Be Available

A 45-minute lunch will be on your own

Please register through the Course Registration System

The 8-Step Process & Integrated Systems Model A System-wide Approach for School Improvement

Training facilitated
by
Patricia Davenport
School Improvement Consultant

Overview

The Integrated System is made up of Effective Schools Research, total quality management principles and an eight-step continuous improvement model that employs data driven decision-making and collaboration between teachers to improve academic achievement in their schools.

The eight-step process was developed by teachers who were having success with all of their students as evidenced by the state achievement scores but most importantly with at-risk students; those that were labeled special education students, English language learners and students that were economically disadvantaged. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement.

It works because it is a PROCESS not a PROGRAM and teachers manage it.

Goals

- To increase student achievement as reflected by the Indiana state assessment instrument.
- To close the gap in student achievement scores between student groups.
- To provide both excellence and equity in the cohort schools through system change.

The Eight Steps

STEP 1 – Data Disaggregation

Using the most recent state data, teachers analyze and disaggregate the data, looking for strengths and weaknesses of the entire grade level and then of individual students. The data is then used to create an instructional calendar.

STEP 2 – Instructional Calendar

Teachers develop the calendar as a graphic organizer to ensure that they cover all of the standards before the state test is administered. Standards that have heavier weight on the test have more time, in addition to the standards on which students performed poorly.

STEP 3 – Instructional Focus

Using the calendar, teachers teach a direct instructional focus to the class at grade level for all students. The focus is supported through all subject areas.

STEP 4 – Assessment

After the instructional focus is taught, a 4-8 question assessment is administered to determine which students have mastered and which have not. The questions are written in the format and at the difficulty level of the state test.

STEP 5 – Tutorials

Students who have not mastered the assessment are placed in small groups (5-7) for tutoring and re-teaching of the standard.

STEP 6 – Enrichment

Students who did master the assessment are grouped for enrichment/extension activities related to the standard with emphasis on problem solving and higher order thinking skills.

STEP 7 – Maintenance

Maintenance activities are calendared for review of standards previously taught.

STEP 8 – Monitoring

The process is constantly monitored for quality; the principal plays a key role in this step. The principal monitors practice and process, not the classroom teachers; if things are not going well, they work together to determine what to do. This requires regular classroom walk-throughs by the principal and administrative team. The process, when implemented properly and monitored by the building principal, is extremely effective and can result in monumental gains in student achievement.



Information Only

January 17, 2014

To: All Principals
From: Catherine Matthews, Director of Curriculum & Assessment
Terry Campbell, Student Assessment Coordinator
Regarding: Release of Achievement Index results

The Washington State Achievement Index, which was expected to be released this month, will be released in mid to late February pending approval by the U.S. Department of Education.

The Achievement Index is designed as a unified state and federal system intended to meaningfully differentiate among schools. It is a snapshot of a school's performance based on statewide assessments. We can compare how a school performs in reading, writing, math, science, and graduation rates. The achievement index is a joint project between the [State Board of Education](#) (SBE) and the [Office of Superintendent of Public Instruction](#) (OSPI).

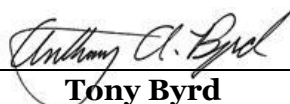
The goals are to:

- Provide a fair and consistent measurement of Washington's public schools.
- Present a clear picture of how schools and districts are performing.
- Demonstrate improvement over time and highlight closing achievement gaps.
- Tell us more, in an easier-to-understand way, than the federal "No Child Left Behind" Act's requirements for Adequate Yearly Progress.
- Show how well low income and non-low income students perform.

In July 2012, SBE and OSPI began to revise the Achievement Index to include student growth data and college and career readiness indicators. This data will provide a better way to view school performance, measuring not only how many students meet state proficiency standards, but also how much and how quickly students are learning.

The first runs of the 3-Year Composite Index have just been completed and the SBE and OSPI are reviewing and validating data prior to public release.

Approved for Distribution _____


Tony Byrd



Information Only

January 16, 2014

To: High School Principals and Counselors
From: Joyce Stewart
Regarding: Youth Development Program

Attached is a flier announcing the Youth Development Program, an 8-week institute at Everett Community College designed to support students of African descent, ages 15-22, in the transition from the classroom to the workplace.

The institute begins on Saturday, January 25, 2014, from 10:00 a.m. to 3:00 p.m. in Gray Wolf Hall 386 on the Everett Community College campus.

Please distribute this information to interested students.

Approved for Distribution:


Joyce Stewart

Youth Development Program



This 8 week Institute supports students of African descent, ages 15 to 22 years old in the transition from the classroom to the workplace. Ensuring equitable access to the work force and preparing the next generation.

THE YDP will focus on topics including:

- ❖ Career and Job Readiness
- ❖ Personal Finance
- ❖ Identity Development
- ❖ Dress for Success
- ❖ Community Building
- ❖ Use of Social Media

Begins

January 25th, 2014

10:00AM-3:00PM

**Everett Community College
Gray Wolf Hall 386**

Please Contact for More Information

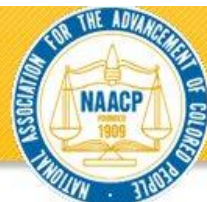
Bill Reed breed@everettcc.edu

and/or

Jerod Grant jgrant@everettcc.edu

**Accepting Students for the
Winter Cohort!
*Space is Limited***

NAACP Snohomish County Branch
National Association for the Advancement of Colored People | Washington





Information Only

January 16, 2014

To: All Principals
From: Joyce Stewart
Re: 2014 OSPI Drawing, Photography, and Writing Contests for Students of Spanish

Attached is a memorandum from OSPI describing the 2014 Drawing, Photography, and Writing Contests for students of Spanish.

All submissions are due on or before February 28, 2014.

Please distribute to interested students.

Approved for Distribution:



Joyce Stewart



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 20, 2013

() Action Required
(X) Informational

MEMORANDUM NO. 068-13M TEACHING AND LEARNING

TO: Educational Service District Superintendents
School District Superintendents
School District Assistant Superintendents
Elementary, Middle, and High School Building Principals

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Drawing, photography, and writing contests for students of Spanish

CONTACT: Eva González-Abad, Spanish Language Consultant
Phone: (206) 307-4466 Email: eva.gonzalez@k12.wa.us

Please share this memorandum with district personnel associated with Bilingual, English Language Learner, and World Languages programs, elementary, middle, and high school counselors, and with community partners that offer Spanish language programs.

The Office of Superintendent of Public Instruction (OSPI) is proud to partner with the Center for Spanish Studies to host an annual opportunity for Washington State students in Grades K–12 to participate in three artistic contests. The theme for the 2014 competition is "*Esta es mi familia*" / "*This is my family*". All student artwork and writing for each contest should address this theme.

All submissions are due via U.S. mail or email on or before February 28, 2014, and must be accompanied by the appropriate cover sheet. See below for submission requirements and links to the cover sheets for each contest.

- 1. Drawing contest for elementary and middle school students:**
There will be three prizes for each level, elementary and middle. The drawings should be no larger than 8"x10" and not be framed. All student entries should be submitted by U.S. mail to the address on the cover sheet and postmarked on or before **February 28, 2014**.
- 2. Photography contest for high school students:**
There will be three prizes awarded. The photographs should be no larger than 8"x10" and should not be framed. All student entries should be

December 20, 2013

submitted by mail (or email in the case of .jpg entries) to the address on the cover sheet and postmarked on or before **February 28, 2014**. If you are interested in this category, contact Eva González-Abad for technical details.

3. 16th Annual Literary Contest, “Escribo en español,” for high school students.

There are four categories in the area of prose and poetry, for native Spanish speakers and native speakers of other languages, with three prizes in each. Prose submissions should not exceed 800 words. Poetry submissions should not exceed 60 verses. All submissions of prose and poetry should be written in Spanish and submitted in a Word document using 1.5 line spacing with Times New Roman, 12 point font. All student entries should be submitted via email to the address on the cover sheet on or before **February 28, 2014**. Entries submitted after February 28th will not be accepted.

Further information in Spanish and English and the cover sheet forms can be found on <http://www.educacion.gob.es/exterior/centros/seattle/es/home/index.shtml>, <http://www.k12.wa.us/Spanish/default.aspx> or by contacting eva.gonzalez@k12.wa.us.

If you have any questions, please contact Eva González-Abad, OSPI Spanish Language Consultant, at (206) 307-4466 or email eva.gonzalez@k12.wa.us.

The agency TTY number is (360) 664-3631.

K–12 EDUCATION

Alan Burke, Ed.D.
Deputy Superintendent

TEACHING AND LEARNING

Jessica Vavrus
Assistant Superintendent

RD:ma

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.



Information Only

January 16, 2014

To: All Principals
From: Joyce Stewart
Re: 2014 Art Contest

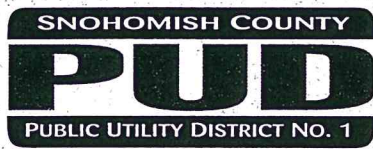
Attached is information regarding the 2014 Art Contest for all students in grades K-12 sponsored by Snohomish County PUD.

Please distribute to interested students.

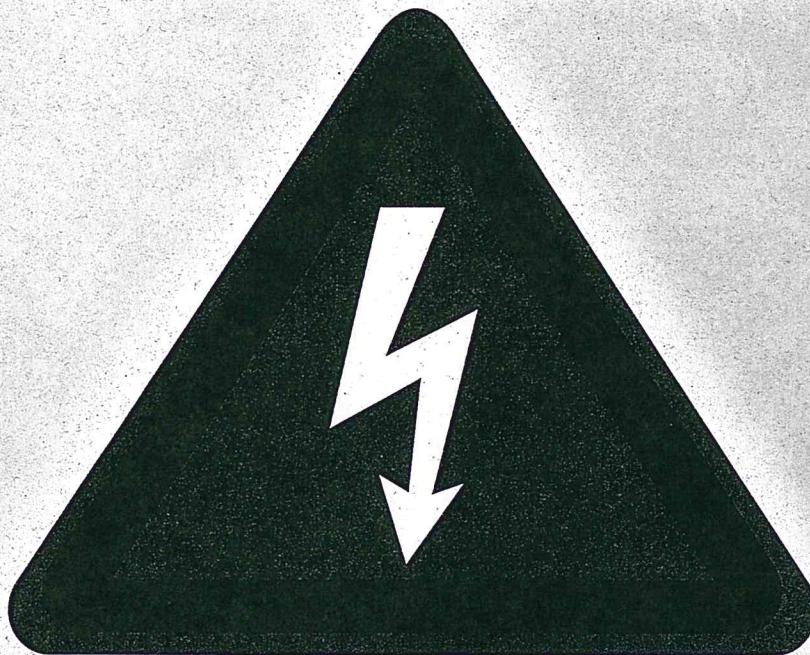
Approved for Distribution:



Joyce Stewart



2014 Art Contest



**Deadline for Entries:
March 7, 2014**



2014 Art Contest Teach Electrical Safety!

THEME

We use electricity all day, every day, so it's very important to use it safely because it can be very dangerous. We invite you to use your artistic talents and creativity to design a poster that helps the PUD teach others how to be safe around electricity. Listed below are some tips to get you started. Feel free to use one of these tips or come up with one on your own.

- Never climb trees near power lines
- Stay away from power lines on the ground
- Fly your kite AWAY from power lines
- Don't overload outlets with too many plugs
- Keep radios and dryers away from baths or showers
- Never insert a metal object into an appliance
- Don't touch anything electrical when you are wet
- Never pull a plug out of an electrical outlet by the cord

For more ideas, you can also watch the Electrical Safety World videos on our website. Go to www.snopud.com and click on *Education* and then on *Electrical Safety*.

ELIGIBILITY

All students in grades K-12 who live in Snohomish County or on Camano Island are eligible to enter.

CONTEST RULES

- ▢ Your artwork must be an original design and be created by you (no outside help, please!). Your artwork may be hand-drawn, computer-generated, and/or created with photograph(s) (or a combination). Any medium (crayons, colored pencils, markers, paints/water colors, ink, computer graphics, photography, etc.) is acceptable. Stick-on letters, glitter, and stickers are not permitted, nor may your artwork contain copyrighted images, photographs, and/or slogans.
- ▢ Your artwork must be created on a 8.5" x 11" sheet of white paper.
- ▢ Only one artwork submission per student.
- ▢ A completed registration form must be attached to the back of your artwork (see form below).
- ▢ Entries will not be returned and will become the property of Snohomish County PUD.
- ▢ We reserve the right to reproduce artwork in whole or part and use the names of the winners.
- ▢ Artwork may appear at PUD facilities, in PUD publications and/or on the PUD website throughout the year. Press releases

may also be sent to local newspapers.

Any submission that does not meet the above criteria will not be considered.

TIMELINE & SUBMISSION INFORMATION

Entries must be received by 5:00 PM, Friday, March 7, 2014. All artwork should be mailed to Jenni Lamarca at Snohomish County PUD, PO Box 1107, Everett, WA 98206-1107 or hand-delivered to the PUD at 2320 California Street in Everett.

JUDGING

Entries will be judged on creativity, content, clarity and originality related to the theme. All decisions made by the judges will be final. Winners will be notified by April 4, 2014.

AWARDS

Up to 12 entries will be selected, with each winning artist receiving \$50. Winners will also be recognized at an April 2014 PUD Board of Commissioners meeting.

ADDITIONAL INFORMATION

If you have questions about the contest, contact Jenni Lamarca at 425-783-8292 or education@snopud.com.

2014 PUD ART CONTEST REGISTRATION FORM

(Please print neatly and tape this form to the back of your artwork – no staples please. This form may be photocopied.)

Name: _____

Home Address: _____

City: _____

Zip Code: _____

Phone: () _____

School: _____

Grade Level: _____

Teacher's Name: _____

Gender (M/F): _____ Age: _____

I understand that the artwork will not be returned and will become the property of Snohomish County PUD. The artwork may be used for PUD publications (including the PUD website), future promotions or educational uses.

Signature of Parent, Legal Guardian or Student if at least 18 years old: _____



Information Only

January 16, 2014

To: High School Principals
From: Joyce Stewart
Re: 2014 High School Photography Contest

Attached is information regarding the 2014 High School Photography Contest sponsored by Snohomish County PUD.

Please distribute to interested students.

Approved for Distribution:


Joyce Stewart





2014 High School Photography Contest

Theme: Energy in Action

ELIGIBILITY

All high school students in grades 9-12 who live in Snohomish County or on Camano Island are eligible to enter.

CONTEST RULES

- ✎ Photos must be unmounted, 8" x 10" or 8.5" x 11", and may be either black-and-white or color.
- ✎ Traditional photos must be submitted on photographic stock. Photos taken with a digital camera must be submitted as a high-quality print on photo stock and be trimmed to 8" x 10" or 8.5" x 11".
- ✎ Only one photo per student (multiple small photos on one 8.5" x 11" sheet are not allowed).
- ✎ A completed registration form must be attached to the back your photo (see form below).
- ✎ Entries will not be returned and will become the property of Snohomish County PUD.

42 We reserve the right to post photos in whole or part and use the names of the winners.

42 Photographs may appear at PUD facilities, in PUD publications and/or on the PUD website throughout the year. Press releases may also be sent to local newspapers.

Any submission that does not meet the above criteria will not be considered.

TIMELINE & SUBMISSION INFORMATION

Entries must be received by 5:00 PM, Friday, March 7, 2014. All photos should be mailed to Jenni Lamarca at Snohomish County PUD, PO Box 1107, Everett, WA 98206-1107 or hand-delivered to the PUD at 2320 California Street in Everett.

JUDGING

Entries will be judged on: how well the photograph illustrates the theme "Energy in Action," artistic merit and technical quality. All decisions made by the judges will be final. Winners will be notified by April 4, 2014.

AWARDS

Up to five photographs will be selected, with each winning photographer receiving \$50. Winners will also be recognized at an April 2014 PUD Board of Commissioners meeting.

ADDITIONAL INFORMATION

If you have questions about the contest, contact Jenni Lamarca at 425-783-8292 or education@snopud.com.

2014 PUD High School Photography Contest Registration Form

(Please print neatly and tape this form to the back of your photograph – no staples please. This form may be photocopied.)

Name: _____

Home Address: _____

City: _____

Zip Code: _____

Email: _____

Phone: () _____

School: _____

Grade Level: _____

Photography Teacher (if applicable) _____

Gender (M/F): _____

Age: _____

I understand that the photo will not be returned and will become the property of Snohomish County PUD. The photo may be used for PUD publications (including the PUD website), future promotions or educational uses.

Signature of Parent, Legal Guardian or Student if at least 18 years old: _____



VARIANCE DEPARTMENT
3900 BROADWAY, EVERETT, WA 98201
Phone: 425-385-4070
Fax: 425-385-4012
Email: variances@everettsd.org
Website: www.everettsd.org/variance

STUDENT VARIANCES

GENERAL INFORMATION ★ PROCESS & TIMELINE



The school a student attends is determined by each student's residential address. If a student wishes to attend a school that does not serve the area of his/her residence, parents must request a variance.

Variances are approved or denied based on:

- ★ Space availability, class size and school growth patterns.
- ★ Attendance patterns at the current or last school.
- ★ A student's disciplinary history.

★ VARIANCE REQUESTS ★

Variance requests may be submitted January 1 through June 1 of each year. Variance requests are divided into two categories:

Category 1: High School

- ★ Families submitting a variance request for a high school student by February 15 will be notified of approval/denial on or around March 15. Applications received after February 15 will receive notification on or around June 30.

Category 2: Elementary and Middle School

- ★ Families submitting a variance request for a middle or elementary school student by June 1 will be notified of approval/denial on or around June 30.

Applications received after June 1 will be placed on a wait list, in the order received, and will be reviewed by the end of the first week of the new school year. Wait lists will be maintained until September 30 each school year.

Once the school year has started, any applications received will be reviewed at the end of each month.

★ RENEWING VARIANCES ★

Families must apply for a variance **EVERY** year that they want their student to attend a school that is not their neighborhood school. If a variance renewal is not received by June 1, the availability in the school the student is attending could be filled by another student. Students would then be expected to enroll in their neighborhood school.

★DECISION MAKING★

Approval:

If the variance application is approved, the parent/guardian will be mailed a copy of the approval letter. Students on a variance are expected to:

- ★ Attend the school they have requested for the entire school year.
- ★ Provide their own punctual transportation to and from school.
- ★ Comply with all district policies and school rules related to attendance, academics and behavior.

Denial:

If the variance application is denied, the parent/guardian will be mailed a denial letter stating the reason for the denial. Reasons for the denial may include:

- ★ Space availability in the school or program requested.
- ★ Problems with attendance or behavior.

★VARIANCE APPEALS★

Appealing a Variance Denial:

If a variance is denied, parents/guardians have the option of appealing the denial decision.

The parent/guardian may submit a letter of appeal to the designated associate/assistant superintendent. Such appeals must be submitted in writing within five business days of the receipt of the denial letter. Students currently attending school on a variance will be allowed to remain at school until the appeal process is finalized.

Revoking a Variance:

An approved variance may be revoked during the school year if the student has problems with attendance or behavior at the school for which the variance was approved.

If a variance is revoked, the parent/guardian may submit a letter of appeal to the designated associate/assistant superintendent. Such appeals must be submitted in writing within five business days of the receipt of the revocation. Students will be allowed to remain at school until the appeal process is finalized.



★VARIANCE FORMS★

In-District Area Variance (Everett School to Everett School):

If you live within the boundaries of one Everett school, but want your student to attend a different Everett school, please complete an In-District Area Variance form. Area variance forms are available at any Everett Public School or the Community Resource Center. You may also download the form from the district's website [variance/school transfers](#) page.

Non-Resident Variance (other school district to Everett district):

If you live **outside** Everett Public Schools and want to attend an Everett school you must go to your home district's administrative office and fill out their Non-Resident Release form (out-of-district variance/transfer). Your home district must sign this form before it is returned to the school you wish to attend. Please note all district Non-Resident Variance Forms MUST be accompanied by a signed Non-Resident Variance Agreement. Please attach your agreement to the form you receive from your resident district and submit both forms together to the school you are requesting to attend.

Student Background Form (REQUIRED for NEW high school /middle school students):

If you are NEW to Everett Public Schools you will need to have a student background form completed by your current/past school and submit it along with your variance application to the school you wish to attend.

Non-Resident Variance Release (Everett School District to another school district):

If you live in the Everett Public Schools boundaries and want your student to attend a school in another district, you must fill out the Everett Public Schools' Non-Resident Variance Release form. These forms are available to download at the district's website [variance/school transfers](#) page and can be submitted by email or fax to the variance department. You may also obtain the form from the Community Resource Center. Please note the form must be processed by the variance department before submitting to the district where you are requesting attendance.

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



INSTRUCTION

Field Trips

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

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

The superintendent shall develop procedures for the operation of field trips which will provide for the safety of the student and meet the requirements of state law or regulation. Parent/guardian permission will be obtained before the student leaves the school.

Cross Reference: [Procedure 2320P](#) Field Trips

Adopted: November 21, 1980
Revised: January 27, 1992
Revised: June 5, 1995
Updated: March 2001
Updated: November 2011

INSTRUCTION

Field Trips

Field trips, when used as a teaching strategy integral to the curriculum or to extra-curricular programs, are educationally sound components in the instructional/extra-curricular programs of the schools. Such trips must supplement and enrich classroom/extra-curricular programs by providing learning experiences in an environment beyond the school.

Field trips are defined as any travel (including walking) away from school premises, under the supervision of coordinating staff members, for the purpose of affording students direct learning experiences, not available on the school site, that align with grade and curricular standards or provide valuable extensions to the school program.

Types of Field Trips

Curricular	A classroom-oriented learning experience not otherwise available on the school site.
Co-curricular	School sponsored non-classroom-oriented experiences of a nature that normally have little or no school time involved.
Outdoor Education	School sponsored outdoor education experience.
Celebration	Reward/celebration field trips, such as end-of-the-year celebrations of transition from one level of school to another.
Athletic Events	Interscholastic, out-of-district events under the direction of the WIAA in which students participate as representatives of Everett Public Schools. Refer to procedures in Everett Public Schools Policy 2151, <i>Interscholastic Athletics/Activities</i> .

Categories of Field Trips

Category 1:	Single-Day, Extended Day, In-State Field Trips
Category 2:	Overnight or Out-of-State Trips (including Victoria and Vancouver, BC area), and Outdoor Education Programs
Category 3:	International Travel

Procedures

The following regulations are specified according to the three categories of field trip activities recognized by the district. Refer to the section relative to the type of proposed field trip for the appropriate procedures to be followed.

General Provisions

Adult Supervisors

The coordinating staff member shall be responsible for securing necessary adult (21 years or older) supervision for the trip and for providing appropriate orientation for adult supervisors. The number of adult supervisors shall be determined by the coordinating staff member in consultation with the building administrator/designee, while considering the age of the students and the nature of the activity.

All adult supervisors must be approved through a Volunteer Disclosure Statement form and submit an Adult Supervisor Informed Consent Notice. Adult supervisors participating in overnight field trips will receive appropriate training in their responsibilities at least one time per year.

The primary responsibility for an adult supervisor is supervision of the students on a field trip. Therefore, family members, including younger children and friends of coordinating staff members or adult supervisors, shall not participate in a field trip or event without prior approval of the building administrator/designee.

Adult Supervisor Training

Adult supervisors will be advised of their responsibilities, which must include:

- Students must be supervised at all times while at school-sponsored events. Coordinating staff members and adult supervisors must be readily available to respond to student requests and to provide balanced supervision.
- Adult supervisors will enforce all school rules. Consequences, as necessary, shall be determined and enforced by the building administrator/designee and/or coordinating staff member.
- No tobacco, drug, or alcohol use by coordinating staff members or adult supervisors is permitted during the trip.
- Confidentiality of student information.

Annual Review

Field trip procedures will be reviewed annually at the school with staff members who coordinate such trips.

Disabled Students, Inclusion of

Disabled students will be afforded the opportunity to participate in field trips. A decision to limit or exclude a disabled student from participation in field trips must be made by the student's Section 504 team or IEP team. The decision must be documented and the student's parent/guardian must be given notice of the decision a reasonable period of time in advance of the trip. A disabled student's participation in a field trip may not be conditioned upon the student's parent/guardian attending unless the participation of non-disabled students is subject to the same condition.

Reasons to limit or exclude a disabled student's participation in a field trip include:

- It is not medically safe for the student to attend (e.g., the student's medical condition is too unstable or fragile and/or the required distance from necessary emergency care is too great).
- It is behaviorally not safe for the student to attend (e.g., the student's behavior is unpredictable or dangerous and cannot be accommodated).
- The trip is physically inaccessible and no accessible alternative is educationally comparable (e.g., the trip is essential to the curriculum, it is impossible to make the trip accessible, and no accessible alternative is educationally comparable).

Drivers

In rare instances for small groups and with full knowledge and prior approval of the building administrator and consultation with the central office supervisor, employee and non-employee drivers may be utilized. This is a very sensitive area, especially in relation to transportation provided by nonemployees, and certain safeguards must be established with strict adherence to these safeguards.

Employee drivers: Staff members may be granted permission to drive on official school field trips or activity trips. Employees must have completed the district's Type II drivers' authorization defensive driving training program and must have a current Type II driver's certification to drive any vehicle with students. An Approval for Use of Private Vehicle form must be submitted when any non-district vehicles are used.

Non-employee drivers: In order to be an approved driver, non-staff members (21 years or older) shall submit to the building administrator/designee an Approval for the Use of Private Vehicle and Volunteer Disclosure Statement forms. In addition, they will submit a current Department of Licensing driving abstract and a valid Washington State driver's license. (Note: Personal Vehicle Use on page 7.) The building administrator/designee must review any plan to use a non-employee driver with the regional assistant superintendent.

Whether non-staff members are permitted to drive must be determined on a trip by trip basis (or at a minimum for specific limited purposes over a set time period).

Emergency Preparation

At least one first aid kit available from the health center and an emergency phone shall be taken on the trip. Safety information, including potential hazards or special requirements of the trip site and emergency procedures, must be communicated with students and adult supervisors before the trip begins. Attendance shall be taken prior to leaving campus for the trip, prior to leaving the trip site, and again at the conclusion of the trip.

In the event of an emergency, the coordinating staff member will first notify proper authorities by calling 911 or the local emergency number. The coordinating staff member should contact the building administrator/designee, who will make arrangements for notifying parents/guardians as appropriate of students involved in the field trip activity. In case of illness or accident, one adult must remain with the student at all times. The coordinating staff member will complete an accident report upon conclusion of the trip.

Fiscal Arrangements

Field trips must be at no expense to students if the trip is required, is connected to the core curriculum, and/or a grade or credit is attached. Optional field trips must accommodate low-income students and give assurance that the cost will not cause undue pressure or hardship on the individual student, parents/guardians, or on other school activities.

Organizers must plan for any necessary financial arrangements. Fund-raising activities must be conducted in accordance with Procedure 3530P, Student Fund-Raising Activities. Field trips in categories 2 and 3, overnight and international, require a financial plan.

High Risk Activities

Although outdoor activities can have valuable educational benefits, off-site situations mean that students are exposed to hazards not present in their usual school environment. Activities which have been excluded by the district's insurance carrier include:

- Air flight activities (excluding Commercial Airlines), motorized racing, watercraft, white water rafting and jet skis
- District owned vertical climbing walls or portable vertical climbing walls by PTA at schools.
- District rented inflatable Moon Walks/Slides and Dunk Tanks
- Other rides/attractions where equipment is brought in for the event (Example: Evergreen State Fair, Puyallup Fair, etc.)
- Major water park and other water parks (Example: Disney World Water Parks, Wild Waves, Blaine, etc.)
- Field trips to state, county or private beaches and lakes where supervised students swim.
- Field trips near white water or rapid rivers where students enter moving water (students must stay a safe distance from water.)
- Swimming in a private pool.
- Renting kayaks or canoes from a commercial enterprise, cruise ship or local port/dock for unsupervised use.
- Archery, paintball, and/or bungee jumping at district or at camp/commercial facility.
- District sponsored snow skiing/boarding and water skiing/wake boarding.
- Ice/roller skating in a location other than an insured commercial facility (Example: Green Lake, Rockefeller Center, etc.)
- Mountain climbing, rock climbing, cave exploring, rappelling, wilderness survival.
- Mountain biking on trails, dodge ball as a PE activity and horseback riding.

Questions relating to any high-risk activities shall be referred to the district Risk Manager to determine insurance coverage or special requirements.

Informed Consent

It is the responsibility of the coordinating staff member to assure parents/guardians receive full knowledge of all aspects of a field trip before signing the Informed Consent Notice permitting their student to attend. Arrangements must be made for non-English speaking parents/guardians to receive information.

After a field trip has been approved by the building administrator/designee, an Informed Consent Notice signed by the building administrator/designee and coordinating staff member, and field trip itinerary will be sent to the parents or guardians of each student who will participate.

Only signed Informed Consent Notices will be accepted as parent/guardian permission; no student will be permitted to leave school on a field trip without submitting an Informed Consent Notice signed by his/her parent/guardian. It is the responsibility of the coordinating staff member to ensure that all Informed Consent Notices have been completed and returned for each student prior to departure. All adult supervisors are to complete an Adult Informed Consent Notice as well for emergency purposes.

Parents/guardians must be provided with a written itinerary of the planned trip, including: type of transportation, time of departure and return, a brief agenda of planned activities, emergency procedures and response times, meal plans, special equipment or clothing requirements, and notification that all school rules and consequences apply during the field trip.

One Informed Consent Notice may be used for a series of related single day field trips within a school year, such as trips to the city library, choir/band trips to local schools, transition activities or walking trips. The coordinating staff member is responsible for sending a reminder letter to the parent/guardian (copied to the health room staff) prior to each excursion of this type. The letter should include a request for changes to current medication orders.

The coordinating staff member must carry the original Informed Consent Notices on the trip with copies for staff adult supervisors when appropriate. A duplicate copy must be on file in the school office prior to departure. Original Informed Consent Notices must be kept on file at the school for six full years from the date of the field trip.

An approved Informed Consent Notice must be provided to parents/guardians for students going off campus any time during the school day for an activity, such as trips to the city library, choir/band trips to local schools, transition activities or walking trips.

Insurance

It is advisable for students to have medical insurance. Students who do not have insurance can purchase coverage through a student insurance plan. Application forms are available at the schools or through the Athletics Office. Supervisors for international travel must contact the district Risk Manager to determine whether foreign general liability insurance must be obtained.

Medications and Personal Health Care Needs

The coordinating staff member shall contact the district registered nurse/health room assistant prior to the scheduled trip to review any special medication or other personal health care needs including food allergies and diabetes plans. If one or more students taking part in the trip require the administration of medication, one accompanying staff member must be trained in the proper administration of medications. All students who will be taking medication during a field trip must have properly completed district medication forms on file. All medications, unless health care provider orders indicate they will be independently carried by the student, will be held by the adult staff member trained to administer medications and must be in the original container, labeled with the student's name, dosage, and time medication is to be given as per [RCW 28A.210.260](#).

Outdoor Education

The district may make available to every 5th grade elementary student an overnight outdoor education experience. School staff should be scheduling and planning annual outdoor education experiences well in advance of departure. A procedure packet is provided annually as an aid in planning by the Science Program Office. Specific school arrangements and pre-planning shall be the responsibility of the building administrator/designee and coordinating staff member and should follow procedures for Category 2: Overnight or Out-of-State trips. Professional development on the recommended curriculum activities for the outdoor education experience will be provided for all participating staff.

Privately Sponsored National and International Travel

Field trips and international travel not conforming to the eligibility criteria for district sponsorship shall indicate that the activity is a privately sponsored excursion and therefore may not be district sponsored. If a staff member organizes a trip that does not conform to these criteria, the Everett Public Schools will neither approve nor disapprove the trip. Responsibility rests with the coordinating staff member and the travel agency involved in the planning of the trip. To safeguard the district from liability, the following procedures shall be followed:

- Classroom time shall not be used to organize or participate in privately sponsored trips;
- The use of school facilities and the promotion and advertisement of the trip shall conform to the district regulations for community use of school facilities ([Board Policy 4333](#));
- Staff members shall not use district equipment or materials in planning or promoting a privately sponsored trip;
- All materials developed to advertise the trip shall clearly inform parents/guardians that the trip is not sponsored by Everett Public Schools;
- There shall be no relationship between involvement in the trip and course grades or credit; and students from other schools or school districts may be included in the trip.

Student Conduct

In advance of a field trip, coordinating staff members shall review with students and adult supervisors potential hazards or special requirements of the trip site and the standards of conduct on the trip. This should include use of the buddy system.

The Everett Public Schools Students Responsibilities and Rights Policies and school rules of conduct apply during a field trip. Adults shall strictly enforce the rules of student conduct as stated in Everett Public Schools [Policy 3240](#). In any case of student exceptional misconduct, the coordinating staff member must consult with school administration as soon as possible and maintain close supervision of the alleged offender(s). In some instances, after consultation with the building administrator/designee, a student's parent/guardian may be asked to transport their student home as soon as possible.

Timelines

Timelines are established to provide ample opportunity for pre-planning and preparation. In the event of unforeseen circumstances such as last minute qualifications for competitions, timelines may be superseded with the permission of the supervisor as long as all other constraints can be met.

Transportation

In most circumstances, field trips should be made by a district school bus; by licensed, insured commercial carriers (Charter) approved by the director of transportation; by district-owned vehicles meeting Washington State Patrol maintenance standards driven by staff; or by vehicles rented through the district's procurement process. The rental or use of vans rated to carry more than ten (10) people, including the driver, is strictly prohibited in transporting students. Field trips requiring air transportation shall conform to travel procedures established by the business office.

Field trip transportation for students in preschool through second grade and for students who weigh less than eighty pounds shall always occur by school bus.

Walking field trips may occur at all grade levels with supervision appropriate to the age and location.

Personal Vehicle Use

In rare circumstances, and with the full knowledge and prior approval of the building administrator/designee, personal vehicles may be used for small groups of students. The district's third party liability insurance covers school staff members generally; however, it covers non-employees as volunteers and only to the extent they are acting at the request of, and on behalf of, the district on an official school activity. The regional assistant superintendent must be consulted.

Because the district's vehicle insurance is not primary, and because it does not cover damage to a privately owned vehicle, staff and persons furnishing transportation to official school activities on behalf of the district should carry adequate insurance, including at least \$100,000/\$300,000 bodily injury liability and \$100,000 property damage, or a combined \$300,000 single limit bodily injury/property coverage. In addition, if a vehicle is rented under an individual's name the driver's policy is primary carrier.

Staff and non-staff members providing transportation on school sponsored events must give written assurance that they hold adequate primary insurance and that they understand the district carries no comprehensive or collision insurance on their vehicle. Neither is the district in any way obligated to pursue action against another party who may through negligence do damage to either persons or vehicles en route to school events.

All occupants in a vehicle other than school busses must use seat belts.

No Transportation Provided

At times, schools may provide opportunities for activities where transportation is not provided by the school. It is the schools' responsibility to see that parents/guardians are informed. An Informed Consent Notice must be provided to parents/guardians for students going off campus any time during the school day for an activity. It will be the parents/guardians responsibility to arrange for transportation. When the activity is a part of a core or required class, students must not be penalized in any way for not participating in an activity where school transportation is not provided. There shall be no requirement that the student participate in order to receive the same grade/credit and there is to be no pressure or coercion implied or otherwise applied to the student or to the parent/guardian to force participation.

Water-Related Activities

Events that occur in, on, over, or near water, or involve swimming or other water-related activities must have water safety considered including but not limited to:

- presence of lifesaving equipment;
- presence of certificated lifeguard, and
- adequate liability insurance for the venue.

Category 1: Single Day, Extended Day, In-State Field Trips

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

Timelines

- | | |
|------------------------|---|
| 30 school days prior-- | <ul style="list-style-type: none">▪ Meet with building administrator/designee to request preliminary approval to proceed with planning. The Field Trip Request form establishes preliminary approval.▪ Alert the district registered nurse/health room assistant to review special medication or health care needs.▪ Notify Transportation Department if buses are to be used. |
| 15 school days prior-- | <ul style="list-style-type: none">▪ Meet with building administrator/designee to determine if all requirements have been met and obtain approval signature on Informed Consent Notice. |
| 10 school days prior-- | <ul style="list-style-type: none">▪ Provide Informed Consent Notice signed by building administrator/designee to parent/guardian and Adult Supervisor Informed Consent Notice to volunteers with trip information.▪ Submit Volunteer Disclosure Statement forms for adult supervisor(s) for approval. |
| 5 school days prior-- | <ul style="list-style-type: none">▪ Require return of the Informed Consent Notice signed by parent/guardian and Adult Supervisor Informed Consent Notice signed by the volunteer.▪ <input type="checkbox"/> Provide district registered nurse/health room assistant with all participant medical information obtained from the Informed Consent Notice. |
| 3 school days prior-- | <ul style="list-style-type: none">▪ The staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant.▪ All medications, prescription and non-prescription, as well as licensed health care professional orders and signed parent/guardian permission for medications must be in the Health Room.▪ Adult supervisors will receive written instructions and be trained in their responsibilities. |
| Day of trip/return-- | <ul style="list-style-type: none">▪ The staff member designated to administer medications shall pick up and count medications in the office before departure. Upon return, all medications will be counted and returned to the Health Room along with the paperwork. |

1. Preliminary Approval

At least 30 school days prior, the coordinating staff member(s) proposing a single day field trip or travel plan shall meet with the building administrator/designee to request preliminary approval to proceed with planning. The building administrator's/designee's tentative agreement must be obtained before any promotion of the trip or engagement in detailed planning occurs. The Field Trip Request form establishes preliminary approval.

The district registered nurse/health room assistant must be alerted to prepare for any special medication or other personal health care needs. The transportation department must be notified if buses are to be used.

The building administrator/designee shall be presented with sufficient information to determine if the proposal meets the criteria for a district-sponsored activity. This information shall include, but is not limited to, the following:

- proposed educational benefit of the proposed travel plan;
- departure and return time;
- transportation plan;
- estimated costs, proposed funding and fund-raising plans;
- estimated number of students participating;
- potential hazards or special requirements of the trip site;
- number of proposed adult supervisors;
- length of emergency response time;
- proposed medication plan; and
- planned activities for students unable to participate.

Whenever possible, trips should not require students to miss any school time. Students participating in trips will be allowed to make up work missed in other classrooms.

2. Field Trip Planning

When reviewing the field trip proposal with the building administrator/designee prior to gaining final approval, the coordinating staff member must provide documentation of the following:

- A. Written learning objectives to be accomplished by the field trip.
- B. Indications of how students will be prepared to receive educational value from the trip.
- C. The coordinating staff member shall contact the site to be visited to establish the date, time, and cost of the field trip, including transportation or any admission fees.
- D. Completion of general provisions and arrangements listed on pages 1- 7.
- E. Plans for any necessary financial arrangements. No fund-raising for a specific trip will commence prior to approval by the building administrator/designee. All fund-raising activities must be aligned with [Procedure 3530P](#), Student Fund-Raising Activities. ASB funds shall only fund ASB approved activities.

3. Final Approval

At least 15 school days prior, the coordinating staff member shall meet with the building administrator/designee, who shall determine if all requirements have been met. Approval is obtained with a signature on the Informed Consent Notice. At least 10 school days prior, provide Informed Consent Notice to parent/guardian and Adult Supervisor Informed Consent notice to volunteers with trip information.

4. Field Trip Plan Implementation

Upon approval by the appropriate building administrator/designee, the coordinating staff member shall do the following:

- A. Carry out the plans as described above.
- B. Issue an Informed Consent Notice that is specific to the planned activity and contains health and emergency information.
- C. Inform parents/guardians in writing of the planned trip itinerary, including:
 - transportation,
 - time of departure and return,
 - brief agenda of planned activities,
 - costs of the proposed field trip,
 - potential hazards or special requirements of the trip site,
 - emergency procedures and emergency response times,
 - meal plans,
 - special equipment or clothing requirement,
 - budget and fund-raising plans,
 - arrangements for adult supervisors, and
 - notification that all school and district rules and consequences apply during the field trip.
- D. At least 5 school days prior, require students to return the signed Informed Consent Notices. Only students with completed, signed Informed Consent Notices may participate on field trips. Faxed, signed Informed Consent Notices will be accepted. Provide all participant medical information as indicated on the Informed Consent Notice to the district registered nurse/health room assistant.
- E. At least 3 school days prior, the staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant. All medications and licensed health care professional orders and parent/guardian signed permission forms for medications must be in the Health Room.
- F. Duplicate all Informed Consent Notices, one copy to remain at the school, one copy for staff supervisors for the students under their direct supervision, and the original carried by the coordinating staff member.
- G. On the day of the trip the staff member designated to administer medications will pick up and count medications in the Health Room before departure. Upon return to the school, all medications will be counted and returned to the Health Room along with the paperwork.

Students who do not attend the field trip will be appropriately supervised and will engage in meaningful learning experiences planned by the coordinating staff member at school where appropriate.

The board of directors, superintendent, school district administration, building administrator/designee, or coordinating staff member in consultation with an administrator, may cancel a field trip at any time.

Category 2: Overnight and/or Out-of-State Field Trips, including Victoria and Vancouver, BC area, and Outdoor Education Programs

These administrative procedures apply to overnight or out-of-state field trips and outdoor education programs when such travel is under the supervision of a district employee acting within the scope of their employment, the trip is determined to be integral to the curriculum, or the activity is a state organization sanctioned event.

Timelines

- | | |
|------------------------|---|
| 45 school days prior-- | <ul style="list-style-type: none">▪ Meet with building administrator/designee to request preliminary approval to proceed with planning. The Field Trip Request form establishes preliminary approval. Out-of-state travel (including Victoria and Vancouver, BC area) requires prior approval of the superintendent.▪ Begin fund-raising only after notification of board of directors and approval of building administrator/designee. No communication, publicizing or fund-raising regarding the trip should occur prior to initial approval.▪ Alert district registered nurse/health room assistant of planned trip and need to review special medication or health care needs.▪ Notify Transportation Department if buses are to be used. |
| 40 school days prior-- | <ul style="list-style-type: none">▪ Meet with building administrator/designee to determine if all requirements have been met and obtain approval signature on Informed Consent Notice. |
| 35 school days prior-- | <ul style="list-style-type: none">▪ Approved field trip plans will be forwarded, by the building administrator/designee, to the office of the regional assistant superintendent for review and notification to the superintendent and board of directors.▪ Provide Informed Consent Notice signed by building administrator/designee to parent/guardian and Adult Supervisor Informed Consent Notice to volunteers with trip information.▪ Submit Volunteer Disclosure Statement forms for adult supervisor(s) for approval. |
| 30 school days prior-- | <ul style="list-style-type: none">▪ Participating staff members should be involved in planning for the annual outdoor education trip.▪ Recommended curriculum activities for the outdoor education experience shall be made available to teachers. |
| 14 school days prior-- | <ul style="list-style-type: none">▪ Require return of Informed Consent Notices signed by parent/guardian and Adult Supervisor Informed Consent Notice signed by volunteer.▪ Provide district registered nurse/health room assistant with all participant medical information obtained from the Informed Consent Notice. |

7 school days prior--	▪ Adult supervisors will receive written instructions and be trained in their responsibilities.
3 school days prior--	▪ The staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant.
Day of trip/return--	▪ The staff member designated to administer medications shall pick up and count medications in the office before departure. Upon return, all medications will be counted and returned to the Health Room along with the paperwork.

1. Preliminary Approval

At least 45 school days prior, the coordinating staff member proposing an extended field trip or travel plan shall meet with the building administrator/designee to request preliminary approval to proceed with planning. The building administrator's/designee's tentative agreement must be obtained before any promotion of the trip or engagement in detailed planning occurs. The Field Trip Request form establishes preliminary approval.

An exception to the 45 school days prior notice requirement would be for athletic/activity teams or other programs where students qualify for state and/or national tournaments. In these instances, the coordinating staff member may not know the status of students qualifying until the week prior to the tournament. Therefore, it is recognized that the 45 day notification requirement is waived under these circumstances. However, coaches/advisors/adult supervisors will follow all other requirements for overnight field trips including submitting a completed Field Trip Request form, Informed Consent Notice for students and adult supervisors, an Overnight Travel Report and Required Supplementary Information and a detailed itinerary. In addition, a roster of the students traveling overnight will be provided to the appropriate building administrator and the regional assistant superintendent at least 48 hours prior to departure.

The district registered nurse/health room assistant must be alerted to prepare for any special medication or other personal health care needs. The transportation department must be notified if buses are to be used.

The building administrator/designee shall be presented with sufficient information to determine if the proposal meets the criteria for a district-sponsored activity. This information shall include, but is not limited to, the following:

- proposed educational benefit of the proposed travel plan,
- departure and return dates,
- transportation plan,
- estimated costs, proposed funding and fund-raising plans,
- estimated number of students participating,
- potential hazards or special requirements of the trip site,
- number of proposed adult supervisors,
- proposed housing plans,
- length of emergency response time
- proposed medication plan, and
- planned activities for students unable to participate.

Whenever possible, trips should not require students to miss any school time. Students participating in trips will be allowed to make up work missed in other classrooms.

For field trips to Vancouver and the Victoria, BC area, the coordinating staff member shall contact customs for current requirements regarding travel into a foreign country, and develop a plan for informing parents/guardians of these requirements in sufficient time to prepare the appropriate documentation.

The building administrator/designee and coordinating staff member must develop a process for determining the level of support for the trip by parents/guardians of students in the group. A high percentage of parent/guardian support shall be required in order to proceed with planning the activity. Records shall be kept of the dates of meetings, number in attendance, and handouts and information given.

For outdoor education experiences, the coordinating staff member shall make arrangements for the camp reservation, transportation, food service, health service, student supervision, curriculum planning, and training for adult supervisors and student counselors.

2. Field Trip Planning

When reviewing the field trip proposal with the building administrator/designee prior to gaining final approval, the coordinating staff member must provide documentation of the following:

- A. Written learning objectives to be accomplished by the field trip.
- B. Indications of how students will be prepared to receive educational value from the trip.
- C. Efforts to accommodate low-income students so that the cost will not cause undue pressure or hardship on the individual student, parents/guardians, or on other school activities. A plan shall be developed to make every effort to ensure that no student is excluded from participation solely on the basis of family socio-economic status.
- D. Plans for any necessary financial arrangements. No fund-raising for a specific trip will commence prior to official approval by the building administrator/designee and notification of the board of directors. All fund-raising activities must be aligned with Procedure 3530P, Student Fund-Raising Activities. ASB funds shall only fund ASB approved activities.
- E. The coordinating staff member shall contact the site to be visited to establish the date, time, and cost of the field trip, including transportation or any admission fees and emergency response times and potential hazards or special requirements of the trip site. Questions relating to high-risk activities shall be referred to the district Risk Manager to determine insurance coverage or special requirements.
- F. Housing information, including cost, address, and contact telephone number(s).
- G. Certain group situations may require adult supervisors to share accommodations with students (e.g., camp bunkhouses). These situations shall be reviewed with the building administrator/designee and parents/guardians to ensure security, privacy, and informed consent for all participants and parents/guardians. Parents/guardians must be informed of the housing of students in private homes. The district can give no assurances regarding such housing arrangements.
- H. Coordinating staff members and adult supervisors must have rooms that are separate but adjacent to the rooms of students under their supervision. Student sleeping accommodations shall be separated by gender. Coordinating staff members shall set and enforce a reasonable curfew and arrange for bed checks.

- I. Room assignments will be made with consideration given to ease of supervision and reasonable separation of students appropriate to gender and age difference. It is advised that each student have at least one roommate if possible. Adult supervisors should do visual student room checks each evening and be aware of student locations at all times. On trips with large student numbers, an adult supervisor should be available in the evening at all times and monitor hallways if needed.
- J. Adult supervisors will be trained in their responsibilities and receive written instructions. Records of attendance must be kept. It is recommended that the school or district's Title IX officer assist with the training.
- K. For travel to Victoria or Vancouver, BC area, all participants must follow current customs requirements for traveling into Canada and for the return to the U.S. All participants on the trip, including adult supervisors, must determine their immigration status before entering a foreign country, and shall take appropriate credentials with them.
- L. Outdoor education experience planning should include the following: emergency procedures, common sense camp practices, camp instructional schedule, supply and equipment inventories, student luggage procedures, lodging assessments, assignment of supervisory duties, and adult emergency information. For further assistance refer to the outdoor education procedure packet. Whenever possible teachers will be encouraged to participate in scheduled in-service programs.
- M. Completion of general provisions and arrangements listed on pages 1-7.

3. Final Approval

At least 40 school days prior, the coordinating staff member shall meet with the building administrator/designee, who shall determine if all requirements have been met. Approval is obtained with a signature on the Informed Consent Notice.

At least 35 school days prior, field trip plans approved by the building administrator/designee shall be forwarded to the office of the regional assistant superintendent for review and for notification to the superintendent and board of directors.

4. Field Trip Plan Implementation

Upon approval by the appropriate building administrator/designee, the coordinating staff member shall do the following:

- A. Carry out the plans as described above.
- B. Issue an Informed Consent Notice that is specific to the planned activity and contains health and emergency information.
- C. Inform parents/guardians in writing of:
 - the purpose of the trip and its relationship to the curriculum or activity program,
 - the goals, and objectives of the trip,
 - costs of the proposed field trip,
 - transportation plan,
 - a detailed daily student itinerary, including departure time and place, and major events,
 - emergency procedures and emergency response times,
 - potential hazards or special requirements of the trip site,
 - travel, housing, and meal arrangements,
 - planned stops,
 - special equipment or clothing requirements,
 - time and place for return.

Written information will also include plans for non-attendees, budget and fund-raising, arrangements for adult supervisors and notification that all school rules and consequences apply during the trip.

- D. At least 14 school days prior, require students to return the signed Informed Consent Notices. Only students with completed, signed Informed Consent Notices may participate on field trips. Faxed, signed Informed Consent Notices will be accepted.
- E. Provide all participant medical information as indicated on the Informed Consent Notice to the district registered nurse/health room assistant. The staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant.
- F. Duplicate all Informed Consent Notices, one copy to remain at the school submitted prior to departure, one copy for adult supervisors for the students under their direct supervision, and the original carried by the coordinating staff member.

Students who do not attend the field trip will be appropriately supervised and will engage in meaningful learning experiences planned by the coordinating staff member at school where appropriate.

The board of directors, superintendent, school district administration, building administrator/designee, or coordinating staff member in consultation with an administrator, may cancel a field trip at any time.

Category 3: International Travel

International travel is defined as travel to a foreign country, including Canada but excluding Victoria and Vancouver, BC area. International travel that conforms to the following criteria are eligible for district sponsorship and shall comply with the guidelines appropriate to the planned activity: The activity is scheduled as a district function, such travel is under the supervision of a district employee acting within the scope of his/her employment, and the trip is directly related to the adopted curriculum of a particular course of study or extra curricular programs of the school and is available only to students currently enrolled in the course.

Timelines

One (1) year prior,
at minimum--

- Meet with building administrator/designee to request preliminary approval to proceed with planning. The Field Trip Request form establishes preliminary approval.
- The building administrator/designee will forward the field trip plans to the office of the regional assistant superintendent. After review, the regional assistant superintendent will forward the plans to the superintendent and board of directors for approval.
- Alert district registered nurse/health room assistant of planned trip and need to review special medication or health care needs.
- Contact district risk manager regarding foreign general liability insurance.
- Begin fund-raising only after approval of the board of directors. No communication, publicizing or fund-raising regarding the trip should occur prior to approval.

- | | |
|------------------------|--|
| Six (6) months prior-- | <ul style="list-style-type: none"> ▪ Meet with building administrator/designee to determine if all requirements have been met and obtain approval signature on Informed Consent Notice. ▪ Provide signed Informed Consent Notice to parents/guardians and Adult Supervisor Informed Consent Notice to volunteers with trip information. ▪ Submit Volunteer Disclosure Statement forms for adult supervisor(s) for approval. ▪ Parent/guardian information meetings should be held. ▪ Obtain foreign liability insurance. |
| 90 school days prior-- | <ul style="list-style-type: none"> ▪ Submit to the regional assistant superintendent a copy of the trip information including: Field Trip Request form, Informed Consent Notice, Adult Supervisor Informed Consent Notice, destination, itinerary, contact person, accommodations information, number of students and adult supervisors, mode of transportation for all and emergency phone numbers. |
| 60 school days prior-- | <ul style="list-style-type: none"> ▪ Require return of signed Informed Consent Notice from parent/guardian and Adult Supervisor Informed Consent Notice signed by volunteer. ▪ Provide district registered nurse/health room assistant with all participant medical information obtained from the Informed Consent Notice. ▪ Adult supervisors will be trained in their responsibilities and receive written instructions. Records of attendance must be kept. It is recommended that the district's Title IX officer assist with the training. |
| 30 school days prior-- | <ul style="list-style-type: none"> ▪ The staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant. ▪ Notify transportation department if buses are to be used. |
| 14 school days prior-- | <ul style="list-style-type: none"> ▪ All medications, prescription and non-prescription, as well as licensed health care professional orders and signed parent/guardian permission for medications must be in the health room. |
| Day of trip/return-- | <ul style="list-style-type: none"> ▪ The staff member designated to administer medications shall pick up and count medications in the office before departure. Upon return, all medications will be counted and returned to the health room along with the paperwork. |

1. Preliminary Approval

A minimum of one-year prior, the coordinating staff member proposing an international field trip shall meet with the building administrator/designee to request preliminary approval to proceed with planning the international field trip. The building administrator's/designee's tentative agreement must be obtained before any promotion of the trip or engagement in detailed planning occurs. Preliminary approval is established by the Field Trip Request form.

The building administrator/designee will forward the field trip plans to the regional assistant superintendent. After review, the regional assistant superintendent will forward the plans to the superintendent and board of directors for approval.

The building administrator/designee shall be presented with sufficient information to determine if the proposal meets the criteria for a district-sponsored activity. This information shall include, but is not limited to, the following:

- proposed educational benefit of the proposed travel plan,
- departure and return dates,
- transportation plan,
- financial plan: estimated costs and proposed funding,
- estimated number of students participating,
- potential hazards or special requirements of the trip site,
- number of proposed adult supervisors,
- proposed housing plan,
- access to emergency services and length of response time, and
- planned activities for students unable to participate.

Whenever possible, trips should not require students to miss any school time. Students participating in trips will be allowed to make up work missed in other classrooms.

The coordinating staff member must contact customs for current requirements regarding travel into a foreign country, and develop a plan for informing parents/guardians of these requirements in sufficient time to prepare the appropriate documentation. Contact the district risk manager regarding foreign general liability insurance.

Approval of international travel shall be subject to the United States Department of State travel warnings. Travel warnings are issued when the state department decides based on all relevant information, to recommend that Americans avoid travel to a certain country. District travel to Canada and Mexico will be approved unless either country is identified through a travel warning. No district sponsored international travel will be approved to any other country as long as the worldwide caution is in effect.

Competitive pricing shall be obtained to assure maximum student participation at the lowest possible cost.

The building administrator/designee and coordinating staff member must develop a process for determining the level of support by parents/guardians of students in the group. A high percentage of parent/guardian support shall be required in order to proceed with planning the activity. Records shall be kept of the dates of meetings, number in attendance, and handouts and information given.

2. Field Trip Planning

When reviewing the field trip proposal with the building administrator/designee prior to gaining approval, the coordinating staff member must provide documentation of the following:

- A. Written learning objectives to be accomplished by the field trip.
- B. Indications of how students will be prepared to receive educational value from the trip.
- C. Efforts to accommodate low-income students so that the cost will not cause undue pressure or hardship on the individual student, parents/guardians, or on other school activities. A plan shall be developed to make every effort to ensure that no student is excluded from participation solely on the basis of family socio-economic status.
- D. Plans for any necessary financial arrangements. No fund-raising for a specific trip will commence prior to approval by the building administrator/designee and notification of the board of directors. All fund-raising activities must be aligned with Procedure 3530P, Student Fund-Raising Activities. ASB funds shall only fund ASB approved activities.
- E. The coordinating staff member shall contact the site to be visited to establish the date, time, and cost of the field trip, including transportation or any admission fees, emergency response times and hazards or special requirements of the trip site. Questions relating to high-risk activities shall be referred to the district Risk Manager to determine insurance coverage or special requirements.
- F. Housing information, including cost, address, and contact telephone number(s).
- H. Certain group situations may require adult supervisors to share accommodations with students (e.g., camp bunkhouses). These situations shall be reviewed with the building administrator/designee and parents/guardians to ensure security, privacy, and informed consent for all participants and parents/guardians. Parents/guardians must be informed of the housing of students in private homes. The district can give no assurances regarding such housing arrangements.
- I. Staff members and adult supervisors must have rooms that are separate but adjacent to the rooms of students under their supervision. Student sleeping accommodations shall be separated by gender. The coordinating staff member shall set and enforce a reasonable curfew and arrange for bed checks.
- J. Room assignments will be made with consideration given to ease of supervision and reasonable separation of students appropriate to gender and age difference. It is advised that each student have at least one roommate if possible. Adult supervisors should do visual student room checks each evening and be aware of student locations at all times. On trips with large student numbers, an adult supervisor should be available in the evening at all times and monitor hallways if needed.
- K. The coordinating staff member shall be responsible for securing necessary adult supervision for the trip and for providing appropriate orientation and training for adult supervisors. The number of adult supervisors shall be determined by the coordinating staff member in consultation with the building administrator/designee, while considering the age of the students and the nature of the activity.
- L. Adult supervisors will be trained in their responsibilities and receive written instructions. Records of attendance must be kept. It is recommended that the district's Title IX officer assist with the training.

- M. Safety concerns, including potential hazards or special requirements of the trip site and emergency procedures and response times, must be communicated with students, parents/guardians, and adult supervisors before the trip begins. At least one first aid kit checked out from the district registered nurse/health room assistant and an emergency phone shall be taken. Safety, including potential hazards or special requirements of the trip site and emergency procedures, must be communicated with students and adult supervisors before the trip begins. Attendance shall be taken several times a day.
- N. The coordinating staff member is responsible for providing a written itinerary of the planned trip, including time of departure, time of return, agenda of planned activities, emergency procedures, meal plans, housing, special equipment or clothing requirements, and notification that all school rules and consequences apply during the field trip.

3. Final Approval

At least six (6) months prior, provide Informed Consent Notice signed by building administrator/designee to parents/guardians and Adult Supervisor Informed Consent Notice to volunteers with trip information. Forward copies of trip information to the office of the regional assistant superintendent.

Parent/guardian meetings should be held. Records shall be kept of the dates of meetings, number in attendance, and handouts and information given.

Decisions regarding insurance should be made in conjunction with the district's Risk Manager.

4. Field Trip Plan Implementation

Upon approval by the appropriate building administrator/designee, the coordinating staff member shall do the following:

- A. Carry out the plans as described above.
- B. Issue an Informed Consent Notice signed by building administrator/designee that is specific to the planned activity and contains health and emergency information.
- C. Inform parents/guardians in writing of:
 - the purpose of the trip and its relationship to the curriculum or activity program,
 - the goals, and objectives of the trip,
 - financial plans and costs of the proposed field trip,
 - transportation plan,
 - a detailed daily student itinerary, including departure time and place,
 - listing of major events,
 - emergency procedures,
 - potential hazards or special requirements of the trip site,
 - travel, housing, and meal arrangements,
 - planned stops,
 - special equipment or clothing requirements, and
 - time and place for return.

Written information will also include budget and fund-raising plans, arrangements for adult supervisors, and notification that all school rules and consequences apply during the trip.

- D. At least 60 school days prior to the trip require students to return the signed Informed Consent Notices. Only students with completed, signed Informed Consent Notices may participate on field trips.
- E. Provide all participant medical information as indicated on Informed Consent Notice to district registered nurse/health room assistant. At least 30 school days prior, the staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant. All students who will be taking medication during a field trip need properly completed district medication forms on file. A copy of this form must be given to the coordinating staff member designated to administer medications. All medications will be held by the adult trained to administer medications and must be in the original container, labeled with the student's name, dosage, and time medication is to be given as per [RCW 28A.210.260](#). Notify transportation if buses are to be used.
- F. Duplicate all Informed Consent Notices, one copy to remain at the school, one copy for adult supervisors for the students under their direct supervision, and the original carried by the coordinating staff member. At least 14 school days prior, all medications, prescription and non-prescription, as well as licensed health care professional orders and signed parent/guardian permission for medications must be in the Health Room.

Students who do not attend the field trip will be appropriately supervised and will engage in meaningful learning experiences planned by the coordinating staff member at school where appropriate.

The board of directors, superintendent, school district administration, building administrator/designee, or coordinating staff member in consultation with an administrator, may cancel a field trip at any time.

Cross Reference: [Board Policy 2320](#) Field Trips

Adopted:	<u>August 23, 1993</u>
Updated:	<u>May 1999</u>
Revised:	<u>August 1999</u>
Revised:	<u>September 1999</u>
Revised:	<u>November 1999</u>
Revised:	<u>May 2001</u>
Revised:	<u>August 2003</u>
Revised:	<u>November 2003</u>
Revised:	<u>June 2004</u>
Revised:	<u>September 2004</u>
Revised:	<u>February 2007</u>
Revised:	<u>August 2008</u>
Revised:	<u>September 2010</u>
Updated:	<u>November 2011</u>
Updated:	<u>September 2012</u>
Revised:	<u>August 2013</u>

EVERETT PUBLIC SCHOOLS
FIELD TRIP REQUEST

Distribution:

- ☐ Principal
☐ Health Room
☐ School Kitchen Manager
☐ Transportation Department

**FOR TRANSPORTATION
USE ONLY**

Transportation Code:

Trip Date(s): _____

Trip Category: (circle)

1

2*

3

(*Out-of-state travel requires prior approval of the superintendent)

School: _____

Adults

Classes or groups: _____

Students

Coordinating Staff Member(s): _____

Total

Destination: _____

Address: _____

Educational Objectives of Trip: _____

Special Transportation Instructions: _____

Budget Code to Charge: _____

☐ District Bus ☐ Commercial Transportation ☐ District Vehicle ☐ Other: _____

☐ No District Transportation Provided (parent/guardian arranged transportation)

Departure Times

Return Times

Date Requested: _____

Date Requested: _____

Arrive at School: _____ [] AM [] PM

Leave Destination: _____ [] AM [] PM

Leave School: _____ [] AM [] PM

Return to School: _____ [] AM [] PM

Name of Staff for whom Substitute is Needed:	Name of Substitute Requested:	Date Needed:	Grade/Subject
			[] Full [] AM [] PM
			[] Full [] AM [] PM
			[] Full [] AM [] PM

Submitted by _____ Date _____

Superintendent (For out-of-state travel) _____ Date _____

Supv/Coord/Principal _____ Date _____

Transportation Supervisor _____ Date _____

**Everett Public Schools Field Trip
Informed Consent Notice**

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<u>Field Trip Title</u>		<u>Student Name</u>	
<u>Coordinating Staff Member Signature</u>		<u>Date</u>	<u>Building Administrator/Designee Signature</u>
<u>Date</u>		<u>Date</u>	
Destination: _____		Place of Lodging: _____	
Address: _____		Phone #: _____	
Trip Purpose/Objectives: _____			
Class/Staff Member: _____			
<u>Departure</u>		<u>Return</u>	<u>Number Attending</u>
Date: _____	Date: _____	Students _____	Adults _____
Time: _____ <u>AM/PM</u>	Time: _____ <u>AM/PM</u>	Itinerary attached: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Location: _____	Location: _____	Item list attached: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<u>Type of Transportation</u>			
<input type="checkbox"/> District Bus <input type="checkbox"/> District Vehicle <input type="checkbox"/> Commercial Transportation <input type="checkbox"/> Other: _____			
<input type="checkbox"/> No District Transportation Provided (parent/guardian arranged transportation)			

SECTION TO BE COMPLETED BY PARENT/GUARDIAN

<u>Student ID Number</u>	<u>Student Name</u>
<u>Medical Information</u>	
<input type="checkbox"/> My student does not have any special health problems. List any special health problems. The following special health problems should be noted and adequate precautions taken (list such items as unusually severe reaction to bee stings, other severe allergies, hemophilia, diabetes, heart disease, etc.) _____	
Any medication, prescription or non-prescription, must have signed orders from a licensed health care professional and parent/guardian.	
My student <input type="checkbox"/> is not taking any medications or topical(s) on this field trip.	
My student <input type="checkbox"/> is taking the following medication(s) or topical(s) on this field trip.	
Name of medication _____	Name of medication: _____
Name of Prescribing Health Care Provider: _____	Phone number: _____
<u>Medical Release</u>	
In the event of an accident or illness, I understand that reasonable effort will be made to contact the student's parent/guardian immediately. However, if they are not available, I authorize the school district to secure emergency medical care as needed.	
Name of Primary Care Doctor _____	Phone No. _____
Primary Care Doctors Clinic _____	Clinic Phone No. _____
Name of Insurance Carrier _____	Policy No. _____
This activity provides a learning experience for the students and allows them an opportunity to apply their classroom learning. Although I understand that the school district will make reasonable effort to provide a safe environment, I am fully aware of the special dangers and risks inherent in participating in the activity. Being fully aware of the risks, I hereby give consent for my student to participate in the activity. My signature reflects my knowledge of the details of the trip and the itinerary.	
<u>Signature of Parent/Guardian</u>	<u>Date</u> <u>Emergency No:</u> _____
Parent/Guardian Name _____	Home Phone No. _____
Home Address _____	Work Phone No. _____
	Cell Phone No. _____
Please return this form to _____ before (date) _____ and keep any attachment for your information.	

**Everett Public Schools Field Trip
Informed Consent Notice Adult Supervisor**

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<hr/> Field Trip Title	<hr/> Adult Supervisor Name		
<hr/> Coordinating Staff Member Signature	<hr/> Date	<hr/> Building Administrator/Designee Signature	<hr/> Date
Destination: _____		Place of Lodging: _____	
Address: _____		Phone #: _____	
Trip Purpose/Objectives: _____			
Class/Staff Member: _____			

<u>Departure</u>	<u>Return</u>	<u>Number Attending</u>
Date: _____	Date: _____	Students _____ Adults _____
Time: _____ AM/PM	Time: _____ AM/PM	Itinerary attached: <input type="checkbox"/> Yes <input type="checkbox"/> No
Location: _____	Location: _____	Item list attached: <input type="checkbox"/> Yes <input type="checkbox"/> No

Type of Transportation

- ☐ District Bus ☐ District Vehicle ☐ Commercial Transportation ☐ Other: _____
- ☐ No District Transportation Provided (parent/guardian arranged transportation)

SECTION TO BE COMPLETED BY ADULT SUPERVISOR

Adult Supervisor Name

- ☐ District Staff Member
☐ District Approved Volunteer

Medical Information

☐ I do not have any special health problems.

List any special health problems. The following special health problems should be noted and adequate precautions taken (list such items as unusually severe reaction to bee stings, other severe allergies, hemophilia, diabetes, heart disease, etc.)

I ☐ am not taking any medications or topical(s) on this field trip.

I ☐ am taking the following medication(s) or topical(s) on this field trip.

Name of medication _____ Name of medication: _____

Name of Prescribing Health Care Provider: _____ Phone number: _____

Medical Release

In the event of an accident or illness, that is life threatening, I authorize the school district to secure emergency medical care as needed.

Name of Primary Care Doctor _____ Phone No. _____

Primary Care Doctors Clinic _____ Clinic Phone No. _____

Name of Insurance Carrier _____ Policy No. _____

This activity provides a learning experience for the students and allows them an opportunity to apply their classroom learning. Although I understand that the school district will make reasonable effort to provide a safe environment, I am fully aware of the special dangers and risks inherent in participating in this activity. Being fully aware of the risks, I hereby give my consent as an adult supervisor to participate in the activity. My signature reflects my knowledge of the details of the trip and the itinerary.

Adult Supervisor Name _____ Home Phone No. _____

Home Address _____ Work Phone No. _____

Signature of Adult Supervisor _____ Cell Phone No. _____

Date _____ Emergency Contact _____ Emergency No. _____

Please return this form to _____ before (date) _____ and keep any attachment for your information.

EVERETT PUBLIC SCHOOLS
APPROVAL FOR THE USE OF PRIVATE VEHICLE: EMPLOYEE

This authorizes _____ to voluntarily use his/her automobile
for the transportation of pupils of this school for the purpose of

on _____
Date of Activity Authorized Official

Notice: By signing below I certify that:

I have completed the district's Type II defensive driver's program.

I certify that I have incurred no more than two speeding tickets in excess of ten miles per hour over the speed limit, within the last three years. Also, I certify that I have not been convicted of: (a) driving with a suspended license; (b) hit and run driving; (c) driving while intoxicated; (d) reckless driving; or (e) negligent driving of a serious nature, within the last three years.

Further I certify that I currently hold a valid Washington State Driver's License and have a minimum of \$100,000/\$300,000 bodily injury liability and \$100,000 property damage or \$300,000 combined single limit insurance for my personal vehicle when it will be used on the above –described field trip. I understand that any insurance carried by the Everett Public Schools is for their protection only and does not apply to my personal vehicle, and that Everett Public Schools carries no comprehensive or collision coverage on my vehicle and is not responsible for repair of any damages done to my vehicle. The foregoing statements are made under penalty of employee discipline and/or perjury.

My vehicle is in safe operating condition and is equipped with seat belts that will be used by each passenger. I drive in a safe manner and in accordance with State laws, including [RCW 46.61.687](#) regarding child passenger restraints.

Registered Owner: _____

Address: _____

City: _____ State: _____ Zip: _____

Vehicle License No.: _____ State: _____

Driver License No.: _____ Expires: _____

Insurance Company: _____ Agent: _____

Signature Date

EVERETT PUBLIC SCHOOLS
APPROVAL FOR THE USE OF PRIVATE VEHICLE: NON-EMPLOYEE ADULTS

This authorizes _____ to voluntarily use his/her automobile
for the transportation of pupils of this school for the purpose of

on _____
Date of Activity Authorized Official

Notice: By signing below I certify that:

I have not been convicted of any crimes against children, within the last ten years. In addition, I certify that I have incurred no more than two speeding tickets in excess of ten miles per hour over the speed limit, within the last three years. Also, I certify that I have not been convicted of: (a) driving with a suspended license; (b) hit and run driving; (c) driving while intoxicated; (d) reckless driving; or (e) negligent driving of a serious nature, within the last three years.

Further, I currently hold a valid Washington State Driver's License and have a minimum of \$100,000/\$300,000 bodily injury liability and \$100,000 property damage or \$300,000 combined single limit insurance for my personal vehicle which will be used on this field trip. I understand that any insurance carried by Everett Public Schools is for their protection only and does not apply to my personal vehicle, and that Everett Public Schools carries no comprehensive or collision coverage on my vehicle and is not responsible for repair of any damages done to my vehicle. The foregoing statements are made under penalty of perjury.

My vehicle is in safe operating condition and is equipped with seat belts that will be used by each passenger. I drive in a safe manner and in accordance with State laws, including RCW [46.61.687](#) regarding child passenger restraints.

Registered Owner: _____

Address: _____

City: _____ State: _____ Zip: _____

Vehicle License No.: _____ State: _____

Driver License No.: _____ Expires: _____

Insurance Company: _____ Agent: _____

Signature Date

Attach: Copy of current license and drivers abstract from Department of Motor Vehicles

**Everett Public Schools
Field Trip Categories 2 & 3
Overnight, Out-of-State and International Travel Report**

This form should be submitted for all overnight, out-of-state and international field trips. Efforts should be made to submit this form to the regional assistant superintendent **at least one-year prior** for an international trip. For overnight trips, efforts should be made to submit this form at least 35 school days prior to the trip. Out-of-state travel (including Victoria and Vancouver B.C. area) requires prior approval of the superintendent. In all cases, use the supplemental form on the reverse side to explain itinerary; special events; fund-raising activities; meal and housing provision; any benefits to adult supervisors beyond transportation, lodging, and food; and other pertinent information.

School(s) _____ Date of Trip _____ Staff member submitting application (PLEASE PRINT) _____

Classes or groups _____ No. of students _____ Destination _____

Educational objectives of the trip: _____

Departure: Date _____ Time _____ Return: Date _____ Time _____

Number of Adult Supervisors _____ Teachers _____ Staff Member in Charge _____

_____ Parents/guardians _____

Transportation by: _____ WIAA/NASSP/DECA Approval? Yes _____ No _____

FINANCIAL PLAN

No funds that have been or are to be deposited with the district can be committed until all needed approval has been obtained.

EXPENSES	TOTAL COST # of participants x \$ per participant = Total Cost (e.g. 13 x \$5 = \$65)	TOTAL COST TO BE PAID FROM:				TOTAL	COMMENTS
		ASB Fund	General Fund	Other Fund	Individual Students		
Student Transportation	_____ x \$ _ = _____						
Student Housing	_____ x \$ _ = _____						
Student Meals	_____ x \$ _ = _____						
Student Other (Registration, etc.)	_____ x \$ _ = _____						
Staff Transportation	_____ x \$ _ = _____						
Staff per diem (Food & Lodging)	_____ x \$ _ = _____						
Staff Other (Registration, etc.)	_____ x \$ _ = _____						
Release Time Substitutes	_____ x \$ _ = _____						
TOTAL							

APPROVAL(S): (Principal of each participating school must sign.)

Reviewed by:

_____	_____	_____	_____
Principal	Date	ASB Student Representative	Date
		_____	_____
		ASB Advisor	Date
		_____	_____
		ASB Treasurer	Date

**Field Trip Classification 2 & 3
Overnight, Out-of-State and International Travel Report
Required Supplementary Information**

Use this area to explain the itinerary; special events; fund-raising activities; meal and housing provisions; any benefits to adult supervisors beyond transportation lodging and food; and other pertinent information.

School(s)	Date of Trip	Destination
<u>Itinerary</u> Provide a written itinerary (Provide a written itinerary as per the instructions on page 4.)		
<u>Special Events</u> (parades, concerts, etc.)		
<u>Fund-Raising Activities</u> (If none, please indicate that no student will be denied participation due to lack of funds.)		
<u>Meal and Housing Provisions</u>		
<u>Benefits to Adult Supervisors beyond Transportation, Lodging and Food</u>		
<u>Other Pertinent Information</u> (Include any telephone numbers at which you can be reached during the trip. This is especially important for overnight trips.)		
NAME AND PHONE NUMBER OF ACCOMMODATIONS:		
EMERGENCY PHONE NUMBER OF ADULT SUPERVISOR(S):		
Name: _____	(____) _____	
Name: _____	(____) _____	

2013-14
Everett Public Schools
Campus Security Officers/School Resource Officers

Cascade High School

Chris Crockett, Campus Security Officer
Jason Obregon, Campus Security Officer
Kevin Davis, School Resource Officer

Jackson High School

Kirk Nicholson, Campus Security Officer
Norris Robinson, Campus Security Officer
Rory Mundwiler, School Resource Officer

Eisenhower Middle School

Shea Alexander, School Resource Officer

Gateway Middle School

Tom Vilorio, Campus Security Officer

North Middle School

Dave Osman, School Resource Officer

Everett High School

Frank Bower, Campus Security Officer
Brandon Moore, Campus Security Officer
Brett Stewart, School Resource Officer

Sequoia High School

Dave Benham, Campus Security Officer

Evergreen Middle School

Butch Rockwell, School Resource Officer

Heatherwood Middle School

Ken Collins, Campus Security Officer

Campus Security Officers (CSOs) are employed by Everett Public Schools. Their responsibility is to assist schools in maintaining safe and orderly campuses that protect staff, students, and property, while promoting an educational environment conducive to learning.

School Resource Officers (SROs) are police officers employed by the Everett Police Department and the Mill Creek Police Department. Their goals at schools are:

- To patrol assigned schools and school district sponsored events or activities in order to identify, investigate, and prevent incidents involving weapons, violence, harassment, intimidation, youth gang involvement or similar activities.
- To promote and enhance the image of law enforcement personnel as positive role models.
- To develop and maintain an open and cooperative working relationship with the educational community.
- Provide the school community with accurate information with reference to substance abuse.
- To provide information on public safety and concerns to staff and students, i.e. domestic violence, traffic enforcement, etc.



Response/Action Required

August 16, 2013

To: Principals & Assistant Principals
From: Molly Ringo, Peter Scott & Joyce Stewart
Re: Required Yearly Drills Expectations

As you know, each year schools are required by the state to conduct emergency drills. This year the legislature made changes to RCW 28A.320.125, Safe school plans—Requirements—Duties of school districts, schools, and educational service districts—Reports—Drills—Rules. Below are the required drills schools will complete:

- Three (3) drills for lockdowns (at least one modified lockdown & one full lockdown);
- Three (3) drills for fire evacuation (NOTE: the first evacuation drill must be completed within the first 10 days of the start of school, which would need to be **on or before September 18, 2013**);
- One (1) shelter-in-place drill (link to shelter-in-place video on demand);
- One (1) drill using the school mapping information system (Rapid Responder); and
- One (1) earthquake drill.

Schools will conduct no less than one safety-related drill each month that school is in session. All required drills must be **completed no later than Friday, June 6, 2014**. All drills will be documented using the school mapping information system (Rapid Responder). Please contact Kellee Newcomb at extension 4023 if you need assistance with Rapid Responder.

Please contact your assistant superintendent's office with any questions regarding conducting required drills. Resources are also available at OSPI's School Safety Center.

Thank you for all you do to support the safety of staff and students in Everett Public Schools!

Joyce, Molly & Peter

Approved for Distribution:
8/15/2013 8:59 AM


Joyce Stewart Molly Ringo Peter Scott

Incident Command Training

How does a building principal become certified in the Incident Command System?

RCW 28A.320.125 (SSB 5097) requires school principals to be certified on the Incident Command System (ICS). OSPI has determined that this requirement is met by passing an introductory FEMA course on ICS. Either ICS 100 or ICS 100-SC satisfy this requirement. The principal should have documentation, such as a certificate from FEMA, of passing one of these courses. The online courses and accompanying tests can be found on FEMA.gov, or training is sometimes offered by OSPI, the Association of Washington School Principals, local fire departments, or emergency management departments.

How often does a principal need to be re-certified in ICS?

There is no requirement for re-certification or updating of a principal's training on the Incident Command System, however principals should consider a refresher course periodically to maintain their knowledge of ICS.

Do assistant principals or district-level administrators have to be certified in ICS?

No. The requirements of RCW 28A.320.125 only specify that the building principal be certified in the incident command system. While training in ICS is recommended for all administrators, there is no legal requirement to do so.

Emergency Management Institute



FEMA

This Certificate of Achievement is to acknowledge that


ROBIN IMAI

has reaffirmed a dedication to serve in times of crisis through continued professional development and completion of this course:

IS-00100

**Introduction to the Incident Command System,
(ICS 100)**

Issued this 15th Day of August, 2007


Cortez Lawrence, PhD
Superintendent

Emergency Management Institute

0.3 CEU

FEMA Form 16-31, October 05

SECTION 7.04 – SITE SAFETY COMMITTEES

Contact: Business Services @ Extension 4153

A. Overview

The purpose of the site safety committees is to assist in the detection and elimination of unsafe conditions and work procedures.

B. Reference

Accident Prevention Program – Employee Handbook

C. Guidelines

- Employees shall elect representatives from each work group at their site.
- The terms of employee elected members shall be one year. Vacancies will be filled by electing a new representative.
- The chairperson shall be elected by the committee.
- The committee will meet a minimum of three (3) times annually.
- The committee shall determine date, time and location of the meetings.
- The original minutes will be filed and maintained for one year, per the Record Retention Manual (see form at end of section). Copies will be provided to the Director of Business Services/District Safety Officer, the appropriate Assistant Superintendent and posted on all Site Safety Bulletin Boards (see Section 7.05).

D. Scope of Activities

- Conduct in-house safety inspections.
- Assist in accident investigation to identify trends.
- Review accident reports.
- Accept and evaluate employee suggestions.
- Review job procedures and recommend improvements.
- Monitor safety program effectiveness.
- Promote and publicize safety.



SAFETY COMMITTEE REPORT

Meeting Date:

School/Site:

Committee Members Present:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Issues Discussed:

Pending Needs:

Principal/Administrator Signature:

Additional information may be attached.

EVERETT PUBLIC SCHOOLS

2013-14 SCORECARD



Student learning measures

	Teaching and Learning Indicators	2009-10	2010-11	2011-12	2012-13	Sparkline	2013-14 Target
Elementary School							
1.	Grade 3 MSP reading at standard (1.5.a)	75.6%	75.4%	71.2%	78.3%		81.6%
2.	Grades 3-5 reading composite at standard (1.5.a)	74.8%	76.2%	75.2%	78.7%		82.2%
3.	Grades 3-5 math composite at standard (1.5.a)	63.1%	70.3%	71.8%	74.5%		77.7%
4.	Grade 4 writing at standard (1.5.a)	69.4%	71.0%	66.5%	68.3%		78.3%
5.	Grade 5 science at standard (1.5.a)	47.8%	69.7%	74.6%	75.7%		77.3%
Middle School							
6.	Grades 6-8 reading composite at standard (1.5.a)	75.4%	74.6%	78.9%	79.5%		81.0%
7.	Grades 6-8 math composite at standard (1.5.a)	61.8%	64.4%	65.9%	65.7%		73.3%
8.	Grade 7 writing at standard (1.5.a)	82.7%	82.8%	83.1%	83.8%		87.1%
9.	Grade 8 science at standard (1.5.a)	66.0%	71.8%	78.6%	75.0%		78.9%
10.	Grade 8 in algebra or higher (1.2.b)	48.0%	48.0%	49.5%	34.3%		39.0%
11.	Grade 8 in high school science (1.2.b)	5.8%	15.1%	13.0%	17.0%		15.2%
High School							
12.	Grade 10 HSPE reading at standard (1.5.a)	81.6%	87.6%	83.5%	86.3%		90.7%
13.	Grade 10 HSPE writing at standard (1.5.a)	88.1%	90.7%	87.7%	85.0%		93.0%
14.	Four year graduation rate (1.1.a) <i>method revised 2010-11 *</i>	79.2%	82.4%	81.8%	TBA		86.1%
15.	Five year graduation rate (1.1.a) <i>method revised 2010-11 *</i>	84.2%	85.8%	TBA	TBA		89.3%
16.	Four year dropout rate (1.1.a) <i>method revised 2010-11 *</i>	1.5%	7.30%	7.20%	TBA		7.0%
17.	Five year dropout rate (1.1a)		11.7%	11.5%	TBA		11.3%
College and Career Readiness							
18.	Total courses in challenging options (1.2.b)	22.0%	23.0%	31.0%	31.0%		31.0%
19.	Grades 10-12 in advanced placement (AP) classes (1.2.b)	20.0%	25.0%	24.0%	24.0%		30.0%
20.	Advanced placement students scoring 3 or higher (1.2.b)	61.0%	65.0%	64.0%	70.0%		75.0%
21.	Washington Student Achievement Council standards for entrance to a four year university (5.4.b) <i>method revised 2011-12 *</i>	56.0%	42.0%	38.0%	37.0%		40.0%

State Assessment Data Source: OSPI Report Card (All students, weighted average)

*Revised definition & calculation methodology

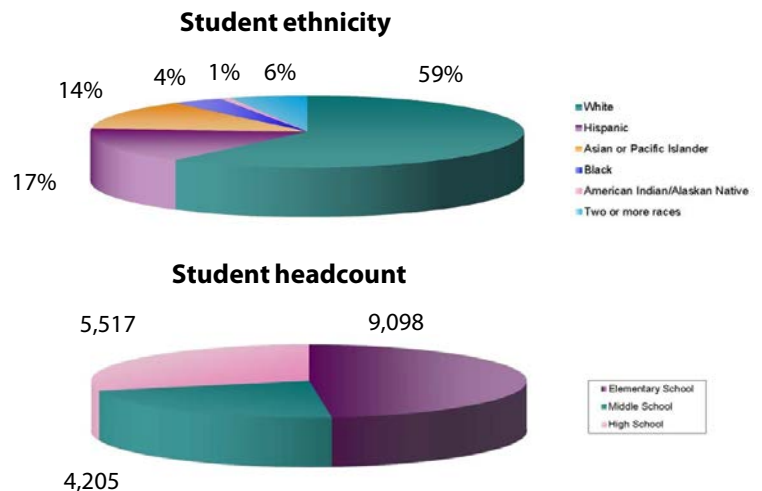


2013-14 SCORECARD

Organizational measures

	Indicators	2010-11	2011-12	2012-13	2013-14	Sparkline	2014-15 Target
Staff							
22.	NCLB highly qualified non-supervisory certificated staff (3.4.a)	98.4%	97.2%	96.7%	96.8%		100%
23.	Teachers teaching in their endorsed areas (3.4.a)	98.6%	98.5%	98.1%	98.7%		100%
24.	Certificated staff reporting diverse background (3.1.a)	7.9%	8.1%	8.9%	9.1%		12%
25.	Classified staff reporting diverse background (3.1.a)	11.6%	12.5%	12.2%	12.5%		15%
Post High School							
26.	12th-grade students enrolling in post-secondary courses the following fall (5.4.b) <i>*This will be revised as data is updated.</i>	56.0%	54.0%	TBA	TBA		
27.	12th-grade students enrolling in post-secondary courses within 2 years of graduation (5.4.b)	TBA – December 2013	TBA – December 2014	TBA – December 2015	TBA – December 2016		

2012-13 MSP/HSPE Results District Compared to State			
	Reading	Writing	Science
Grade 3	+5.3%		
Grade 4	+9.2%	+6.2%	
Grade 5	+3.5%		+9.2%
Grade 6	+10.5%		
Grade 7	+10.9%	+12.8%	
Grade 8	+10.9%		+8.6%
Grade 10	+2.8%	+0.0%	+4.0%



About our district

26 schools
39 square miles
18,820 students
10.6% transitional-bilingual (ELL)

11% special education
42.7% free or reduced lunch
2,019 total staff

1,116 certificated staff
64% teachers with a master's degree or above

As of Oct. 1, 2013

For more information, see the OSPI website or call the communications department at 425-385-4040.



2013-14 SCORECARD

Glossary

Annual Measurable Objectives (AMO)	As a result of the one-year ESEA Flexibility Waiver, AMO replaces the reporting of Adequate Yearly Progress (AYP) this year.
AP (Advanced Placement)	Passage of advanced placement exams indicates that a student has learned and can demonstrate proficiency with college level material. Successful completion of challenging high school curriculum is a strong predictor of completion of a bachelor's degree.
Challenging Options	High School Honors, Advanced Placement and College in the High School courses are among the challenging options available. High school students self-select these classes based upon their interests, skills, and abilities and with the guidance of parents and school counselors.
CIHS (College in the High School)	College in the High School (CIHS) courses allow students to earn college credit from local colleges while taking courses at their own high school. Students pay a reduced tuition rate to the college for credit.
EOC (End of Course Exams)	State level exams are given to students upon completion of algebra, geometry and biology. Passage of these exams or an equivalent is required for high school graduation.
Four year dropout rate	The four year dropout rate represents the percentage of students in a graduation cohort who dropout within four years of entry into high school.
Five year dropout rate	The five year dropout rate represents the percentage of students in a graduation cohort who dropout within five years of entry into high school.
Four year graduation rate	The four year graduation rate represents the percentage of students in a graduation cohort who graduate within four years of entry into high school.
Five year graduation rate	The five year graduation rate represents the percentage of students in a graduation cohort who graduate within five years of entry into high school.
HSPE (High School Proficiency Exam)	This annual exam is given to students in grade 10 in reading and writing. Demonstration of meeting learning standards in these subjects is a state requirement for graduation.
MSP (Measures of Student Progress)	An annual exam administered by the state of Washington for students in grades 3-8. This exam was previously known as the WASL (Washington Assessment of Student Learning).
Target	Derived from the OSPI formula used to calculate AMOs, the target is an objective to decrease the proficiency gap by half by the year 2017, in six equal increments. Based on the 2011 baseline score, the AMO annual targets are specific to each assessment and student group. If an annual target is exceeded in the prior year, the annual projected growth is added to the score result to maintain the objective of a continuous growth model.
Washington Student Achievement Council	The Council officially came into existence on July 1 replacing the Higher Education Coordinating Board (HECB). Its members consist of five citizens appointed by the Governor, and four members representing independent nonprofit institutions, public four-year institutions, community and technical colleges, and the state's K-12 education system. The Council has the broad mission of increasing educational attainment among Washington residents.
Note about sparklines	<i>Sparklines in 17, 21 and 26 are not meaningful due to methodology changes.</i>



Everett Public Schools

Board Policy and Procedure Revision Process

1. Responsible administrator requests WORD version of policy or procedure from custodian (Molly/Kellee), or responsible administrator authors “new” policy or procedure.
2. Custodian begins log of policy/procedure progress – who is working on it and when work began. If the policy/procedure is new, a new number is assigned.
3. Responsible administrator authors draft policy/procedure and provides to custodian.
4. Custodian modifies draft policy/procedure into bill format. Preference is that bill format work be done by the custodian as a matter of quality control.
5. Bill format is prepped by custodian for review by superintendent’s cabinet. Revisions are reviewed by Molly and added to cabinet meeting agenda. Custodian makes log entry.
6. Molly presents revisions to superintendent’s cabinet.
7. Custodian makes any adjustments from cabinet discussion in bill format. Revisions may or may not go back to cabinet.
8. Proposed revised policies are first provided to the board of directors in the superintendent’s *Friday Report* prior to first reading. Proposed revisions to procedures are provided to the board of directors in the *Friday Report* for their information. Procedures typically do not go to the board for first or second reading.
9. Proposed revisions to policies are uploaded to BoardDocs for first reading at next regular board meeting. (Custodian logs first reading timeline.) Molly speaks to the proposed revisions at board agenda review and at board meeting.
10. After first reading, custodian uploads proposed revised policy to BoardDocs for second reading and adoption at next regular board meeting. (Custodian logs second reading timeline.)
11. If policy is approved at second reading, custodian removes bill formatting and uploads revised version in PDF format to the district’s web page via Docushare. Revisions are noted at the bottom of each policy with the corresponding board meeting date.
12. For corresponding procedures, custodian removes bill formatting and uploads revised version in PDF format to the district’s web page via Docushare. Revisions are noted at the bottom of each procedure with the month and year. Custodian logs procedure timeline.
13. Custodian adds paper policy and procedure copies to files for historical record.
14. Custodian emails cover memo with links to revised policy/procedure to attorney who represents the district.
15. Custodian updates policy annual “index”
16. Custodian emails the Communications department with a PDF version of the revised policy and procedure to include in *NewsLinks* for all staff.

COMMUNITY RELATIONS

Complaints to Board Members Concerning Staff

The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs. Complaints received by the board or board members will be referred to the superintendent for investigation.

The board will disallow complaints about individual staff members at public board meetings.

The superintendent will develop procedures to handle complaints about district staff, programs, or instructional materials.

Cross Reference:	Procedure 4312P	Complaints to Board Members Concerning Staff
Legal References:	RCW 28A.405.300 RCW 42.30	Adverse change in contract status of certificated employee— Determination of probable cause— Notice—Opportunity for hearing Open public meetings act

Adopted: November 21, 1980
Revised: October 24, 1994
Updated: December 28, 1998
Updated: May 2001
Updated: January 2012

COMMUNITY RELATIONS

Complaints to Board Members Concerning Staff

Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the building leader should be contacted in an effort to resolve the issue through conferences with the staff member involved and the citizen.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

1. If the problem is not satisfactorily resolved at the building level, a written complaint should be filed by the citizen to the associate superintendent, deputy superintendent, department manager, or the superintendent. The complaint should describe the problem and what solution seems appropriate. Copies should be sent to the building leader and staff member involved.
2. The building leader and staff member shall respond to the complaint, in writing or in person, to the superintendent, associate superintendent, deputy superintendent, or department manager.
3. The superintendent or designee shall then attempt to resolve the matter through conference with the citizen, staff member and building leader.
4. If the matter is still not resolved, the superintendent shall present the issue to the board in an executive session in accordance with district personnel policies and procedures.
5. This procedure shall govern complaints not covered more specifically by some other district policy or procedure or an applicable collective bargaining agreement. See, for example, Instructional Materials, [Policy 2311](#); Sexual Harassment, [Policy 3205](#); Nondiscrimination, [Policy 3210](#); Sexual Harassment, [Policy 5160](#); and Affirmative Action [5010P](#).

Cross Reference: [Board Policy 4312](#)

Complaints to Board Members
Concerning Staff

Adopted: September 1981
Revised: October 24, 1994
Updated: September 30, 1998
Updated: May 1999
Revised: November 1999
Updated: May 2001
Updated: February 2006
Updated: December 2008
Updated: January 2012