

Everett Staff Handbook

2020-2021



Everett High School

“School of Champions”

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| | | |
|--------------------------|---------------------|----------------|
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Table of Contents

MISSION, VISION & VALUES

Hall Pass

INSTRUCTION & STUDENT LEARNING

Classroom Syllabus & Course Expectations
Communication of Student Progress and Achievement
Grading
Incompletes
Grading ELL
Instructional Content and Materials
Supplemental Instructional Materials
Homework
Instructional Leadership Team
Special Education
Silent Study & Reading/Academic Support
Student Study Team/504 Team
Independent Study
Teacher's Assistants (TA)
Visitors
Field Trips
Electronics Policy

INSTRUCTIONAL RESOURCES & TECH

Computer Lab
Audio-Visual
Print Shop
Printers (classroom)
Technology Repair Procedures
Use of School Resources
Lamination
Library

CALENDAR

Grading Periods
District Calendar
Learning Improvement Fridays
EHS Master Calendar

COMMUNICATIONS

Telephone
Voice Mail
Email
Community Update
Staff Weekly Bulletin
Announcements
Public Relations
Staff-Student Communication

STUDENT ATTENDANCE & DISCIPLINE

Attendance
Discipline

SAFETY & SECURITY

Accident Staff/Student
Chemicals
Doors
Earthquake Drill
Fire Drill
Lockdown Procedures
First Aid Kits
Life Threatening Emergency
Safety Committee
Exposure Procedures
AED
Crisis Intervention Plan
Animals on Campus
Inclement Weather

FACILITIES

Facility Use
Building Security/Sonitrol
Maintenance/Furniture Requests

GENERAL

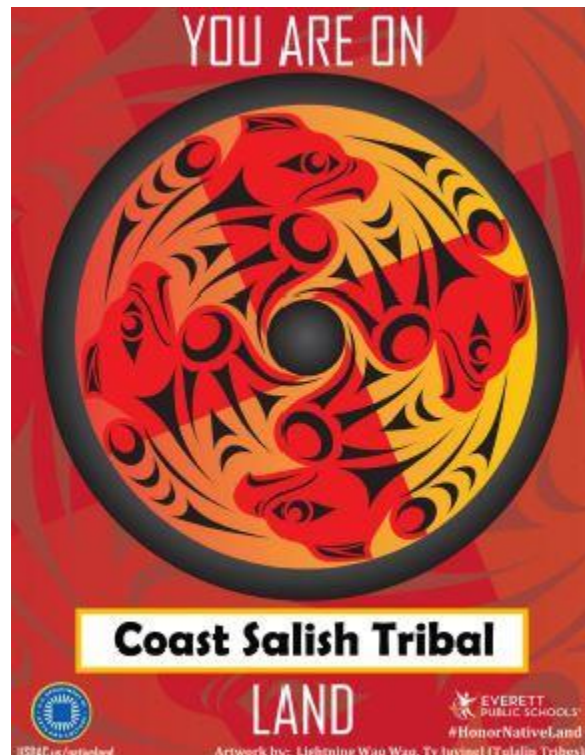
Administrative Assignments
Who Does What
Fines
Graduation
Remembrance Fund
Blue and Gold

STAFF

Duty to Report
Maintaining Professional Boundaries
Lesson Plans
School Lunches
Report an Absence
Code of Professional Conduct
Dress Code
Address/Phone
Professional Development Registration Procedure
Employee Benefits
Interns and Student Teachers
Keys
Leaving campus
Parking
Professional Safeguards
Personal Belongings

Everett Public Schools Vision

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



Everett Public Schools Mission

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

Everett High School Vision

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

Everett High School Mission

The staff at Everett High School is here to inspire, educate, and prepare every student to be career and college ready.

INSTRUCTION & STUDENT LEARNING

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

All teachers are expected to use research-based instructional strategies and, as professionals, to stay abreast of the current, research-based strategies and pedagogy. Collaboration amongst teachers is central to the continuous improvement of student learning and should be practiced during LIF. ADMIN LIF is directed by the administrators. Employee LIF is employee directed, but still intended for “the right work.” The right work includes collaborating on essential standards and a guaranteed and viable curriculum, common formative and summative assessments, and intervention strategies for emerging learners, as well as enrichment strategies for students working ahead.

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

Classroom Syllabus & Course Expectations

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

- Course description that includes the following: expected outcomes of the course, outline of units, and expected timelines for each semester.
- A list of activities detailing the kind of learning students will have to look forward to.
- Explanation of grading policy, grading scales, and list of interventions you will be attempting for struggling students.
- All grades should be based directly on material that was taught, and should not include any material for which students did not receive instruction.
- Other classroom rules (i.e. “Be respectful, be engaged, be prepared. REP Everett...”)
- Guidelines for make-up work.
- Teacher’s school phone number (385-4xxx) and the best time to call, as well as teacher’s

email address (jdoe@everettsd.org).

- The classroom syllabus should include how parents can regularly check student's grades online and that parents and students can expect updates at least once a week. It is an expectation that all teachers use the LMS system to track student progress and achievement.
- The classroom syllabus should also be posted on the teacher website, if the teacher has one

Communication of Student Progress and Achievement

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

- Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. Grades and attendance records must be turned in to the Registrar's Office at the end of the school year. An explanation of the marking system must be included.
- Teachers are required to update student grades online, one to two times per week. Directions on how to access students' grades online need to be included in your classroom syllabus, as well as on your website and Canvas. During distance learning, 2 grades per week may be too much. Please work with your administrator or department head to ensure that we are not overloading students during distance learning.
- Canvas should also contain your Course Syllabus, contact information, and relevant course information.

Grading

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

Reassessment Policy

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

Retakes do not have to apply to long-term, multi-step assessments such as research papers, projects, presentations, or performances. In many of these cases, students receive feedback on

each step of the process and have multiple opportunities to redo portions of the paper or project before final submission.

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

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

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

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

Incompletes

- When a grade of “I,” incomplete, appears on a semester report card, it means that the student has not yet completed work required to earn credit for the class and has met criteria for an extension of time to allow the student to complete the work. This grade allows the students a maximum of *25 days into the following semester to complete the coursework required to earn credit for the class. If the student has not completed the necessary work to earn credit, the “I” will automatically change to an “F” once the twenty-five (25) day deadline has passed.
- *IEP teams will document how and when an “I” grade will be changed in a student’s special education classes. IEP teams will record the length of the time the “I” grade will remain. Documentation with a Notice of Action is required. The case manager assigning the “I” grade will be responsible for tracking the student’s progress toward completion of the class.
- Teachers who wish to issue an incomplete need to first discuss the student with the appropriate counselor and then pick up the forms from the counselor. Once all signatures and information are collected, copies should be made for the counselor, teacher, and student.
- Incomplete grades may be issued for the following circumstances:
 1. A student is experiencing a health emergency (this includes mental health) and was making satisfactory progress prior to the emergency.
 2. A teacher may exercise professional judgment when a student who was making satisfactory progress throughout the semester appears to need more time to complete a final project/paper/exam or master a concept or skill.

Grading ELL

Grading ELL High School Students based on their Language Acquisition Levels/WLPT II/WELPA (2015-2016)

| ELL Levels of Language Acquisition | ELL Classes | Grading Requirements |
|--|--|---|
| Level 1 (new to country, no English or one word responses) <i>9th grade: Below 613 on the WLPT/WELPA</i> <i>10th, 11th and 12th: Below 617</i> | Enrolled in a 2 period ELL English Class (English Acquisition/Transition) 011/Eng | These students can be granted a <u>Satisfactory or Unsatisfactory</u> for their general education classes |
| Level 2 9 th grade: 613-671 10 th , 11 th and 12 th grade: 617-674 | Enrolled in a 1 or 2 period ELL class (Transitional and Composition Literature) 013 and/or 015 Eng | These students can be granted a <u>Satisfactory or Unsatisfactory</u> for their general education classes |
| Level 3 9 th grade: 672-731 10 th , 11 th and 12 th grade: 675-704 | Enrolled in 1 period ELL Class (Advanced Composition Literature) 017 Eng | These student <u>need to be granted letter grades</u> in their general education classes |

| ELL Level 1's and 2's | Description for the grading |
|--|--|
| <u>ABC Grades</u> | -Student is earning an A, B, or C according to the general education teacher's grading criteria |
| <u>Satisfactory</u> <i>S is used in place of a D or F</i> <i>(IF student meets MOST of these criteria)</i> | -Attends class at least 80-90 percent of the time -Begins to participate in class (cooperative groups, 10/2, team work) -Begins to ask questions (to partners and eventually to teachers) -Participates in tutoring -Receives additional support from teachers -Makes an effort to complete (reduced) assignments |
| <u>Unsatisfactory</u> <i>U is used in place of an F</i> *please note that the general education teacher should contact the ELL teacher if any of these behaviors exist for several weeks. It is more advantageous if the ELL teacher is contacted as soon as these behaviors occur. This will alert the ELL teacher and he/she can talk to the ELL Success Coordinator, student, and parent to develop a plan of action.* | -Does not attend class -Refuses to participate in class (Cooperative groups, 10/2, and teamwork) - Does not make an effort to complete (reduced/modified) assignments -Does not attempt to get any support from the teacher or tutoring |

Instructional Content and Materials

- Instructional material must be District approved.
- All videos or electronic media shown in class must be previewed by the teacher (for the teacher's protection), related to the curriculum, and have a positive impact on student learning/achievement.
- According to School Board Procedure 2311P, no "NC-17" or "X" rated videos/films may be shown to any student. In selected cases, "R" videos may be shown to students in

grades 7-12 if previewed in total and **approved in writing by the principal**. In some cases, where the overall film is considered to be of sufficient educational value, it may be appropriate to show the film, but to skip scenes which, in the judgment of the principal, are not appropriate for students.

Supplemental Instructional Materials

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

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

Homework

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

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

The process of obtaining homework assignments during student absences:

- Students or parents contact the teacher directly for makeup work.

- If teachers are providing print materials as makeup work, this work should be dropped off at the front desk, and teachers should inform students and parents where to pick it up.

Instructional Leadership Team (ILT)

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

Content Team Leaders

| | |
|------------------------|------------------------------------|
| CTE/CE | Tammy Price |
| Paraeducators | Kim Gleason |
| Counseling | Gretchen Stiger |
| English | Jeniffer Pitharoulis |
| Fine Arts | Greg Stair |
| Library | Deb Payne |
| Math | Karen Price and Kristin Gebert |
| Office | Joanna Chavez |
| PE | Tara Tri |
| Science | Danielle DeLuca |
| Social Studies | Cheryl Carlson |
| Special Education | Jessica Raney-Mutale and Kate Cain |
| World Language | Giselle Alcantar Soto |
| Parent Representative | TBD |
| Student Representative | TBD |

Special Education

Teachers with IEP students enrolled in their classes will review each student's IEP, qualifying areas, accommodations, and modifications prior to the start of instruction. Any questions or concerns can be made to the student's case manager. All IEP questions and concerns should be directed to the student's case manager. In a serious situation, the case manager will contact administration. By **Federal law** general education teachers need to attend the annual IEP meetings for students in their class. Teachers will be notified by email with an "Invitation to An IEP Meeting" letter. General Ed teachers are required to give input toward the development of the IEP goals and accommodations. Additionally, teachers are required to follow the accommodations set forth in the IEP's. **Implementation of the IEP** is every teacher's responsibility, not just the case manager's. Please see administration if you need clarification.

Student Study Team/504 Team

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

Independent Study

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

Teacher's Assistants (TA's)

Teacher's Assistants (TA's) may be assigned to help teachers with things such as copies, bulletin boards, organization, running errands, etc. TA's are not to be given access to: enter or view grades and attendance, staff email, phone message pick-up, or staff mail due to the potential violation of FERPA (Federal Educational Right to Privacy Act). Teachers cannot have TA's during their prep period, or have more than one TA per period. TA's do not apply to distance learning.

Visitors

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

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

Field Trips

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

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

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

Student PED (Personal Electronic Devices)

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

High School Students

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

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

INSTRUCTION & STUDENT LEARNING

Audio-Visual (Digital Cameras, Infocus)

- Do not leave any equipment unattended or in an unlocked room.
- Report missing audiovisual equipment immediately.
- Do not allow students to operate the equipment unless it is clear they know how and will use good judgment.
- Secure equipment on carts when moving.
- Do not exchange, trade, or give equipment that is assigned to you to another teacher.

Any equipment moves must first be cleared through an administrator.

- All surplus equipment containing a district tag number should go through the main office so it may be removed from the inventory.

Print Shop

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

Printers (classroom)

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

Technology Repair Procedures

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

Use of School Resources

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

Lamination

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

Library

Basic Procedures:

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

The library can help you:

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

Please help us by:

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



CALENDAR

Grading Periods

The academic year at Everett High School is divided into two semesters: First Semester starts September 9th, and second semester starts February 2nd.

District Calendar and Learning Improvement Fridays

| EVERETT PUBLIC SCHOOLS — 2020-2021 EEA WORK CALENDAR | | | | | | | | | | |
|--|----------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---|
| 2020 | | | | | 2021 | | | | | |
| MON | TUE | WED | THUR | FRI | MON | TUE | WED | THUR | FRI | |
| JULY | | | | | JANUARY | | | | | |
| | | 1 | 2 | 3 | | | | | 1 | |
| 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 ^A | 19 Sep 2 non-instructional workday (see 8.04.A.2) |
| 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 ^E | 19 Sep 3 non-instructional workday (see 8.04.A.2) |
| 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 ^A | Sep 7 Labor Day |
| 27 | 28 | 29 | 30 | 31 | 25 | 26 | 27 | 28 | 29 ^E | Sep 8 non-instructional workday (see 8.04.A.1) |
| AUGUST | | | | | FEBRUARY | | | | | Sep 9 first day of school |
| 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 ^A | Oct 16 non-instructional workday (see 8.04.A.2) |
| 10 | 11 | 12 | 13 | 14 | 8 | 9 | 10 | 11 | 12 ^E | Oct 30 reduced student day Elem & MS (conference prep, 8.04.A.5) |
| 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 ^A | Nov 2-6 reduced student day Elem & MS (parent conferences, 8.04.A.5) |
| 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 ^E | Nov 11 Veterans Day |
| 31 | | | | | | | | | | Nov 25 student/employee early release (see 8.04.A.3) |
| SEPTEMBER | | | | | MARCH | | | | | Nov 26-27 Thanksgiving Break |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 ^A | Dec 21-Jan 1 Winter Break (see 8.04.A.9) |
| 7 | 8 [*] | 9 [*] | 10 | 11 ^E | 8 | 9 | 10 | 11 | 12 ^E | Jan 18 Martin Luther King Jr. Day |
| 14 | 15 | 16 | 17 | 18 ^A | 15 | 16 | 17 | 18 | 19 ^A | 23 Feb 1 non-instructional workday (see 8.04.A.1) |
| 21 | 22 | 23 | 24 | 25 ^E | 22 | 23 | 24 | 25 | 26 [*] | Feb 15-16 Mid-winter Break |
| 28 | 29 | 30 | | | 29 [*] | 30 [*] | 31 [*] | | | Mar 26 reduced student day Elem (conference prep, 8.04.A.5) |
| OCTOBER | | | | | APRIL | | | | | Mar 29-Apr 2 reduced student day Elem (parent conferences, 8.04.A.5) |
| 5 | 6 | 7 | 8 | 9 ^E | 5 | 6 | 7 | 8 | 9 | Apr 5-9 Spring Break |
| 12 | 13 | 14 | 15 | 16 | 12 | 13 | 14 | 15 | 16 ^E | May 31 Memorial Day |
| 19 | 20 | 21 | 22 | 23 ^A | 19 | 20 | 21 | 22 | 23 ^A | 17 Jun 11 reduced student day (see 8.04.A.7) |
| 26 | 27 | 28 | 29 | 30 [*] | 26 | 27 | 28 | 29 | 30 ^E | Jun 21 last day of school - student/employee early release (see 8.04.A.3) |
| NOVEMBER | | | | | MAY | | | | | Jun 22+ potential inclement weather make-up days (see 8.04.A.6) |
| 2 [*] | 3 [*] | 4 [*] | 5 [*] | 6 [*] | 3 | 4 | 5 | 6 | 7 ^A | |
| 9 | 10 | 11 | 12 | 13 ^E | 10 | 11 | 12 | 13 | 14 ^E | |
| 16 | 17 | 18 | 19 | 20 ^A | 17 | 18 | 19 | 20 | 21 ^A | |
| 23 | 24 | 25 [*] | 26 | 27 | 24 | 25 | 26 | 27 | 28 ^E | |
| 30 | | | | | 31 | | | | | |
| DECEMBER | | | | | JUNE | | | | | |
| 1 | 2 | 3 | 4 ^E | | 1 | 2 | 3 | 4 ^A | | |
| 7 | 8 | 9 | 10 | 11 ^A | 7 | 8 | 9 | 10 | 11 [*] | |
| 14 | 15 | 16 | 17 | 18 ^E | 14 | 15 | 16 | 17 | 18 ^E | |
| 21 | 22 | 23 | 24 | 25 | 21 [*] | 22 [*] | 23 [*] | 24 [*] | 25 [*] | |
| 28 | 29 | 30 | 31 | | 28 | 29 | 30 | | | |

*see note on right  schools closed  non-instructional workday (no students)
A=Administrator-facilitated learning improvement Friday; E=Employee-facilitated learning improvement Friday (8.04.D)

Check the district website for dates. Updates will be included in all Weekly Bulletins.

Master Calendar

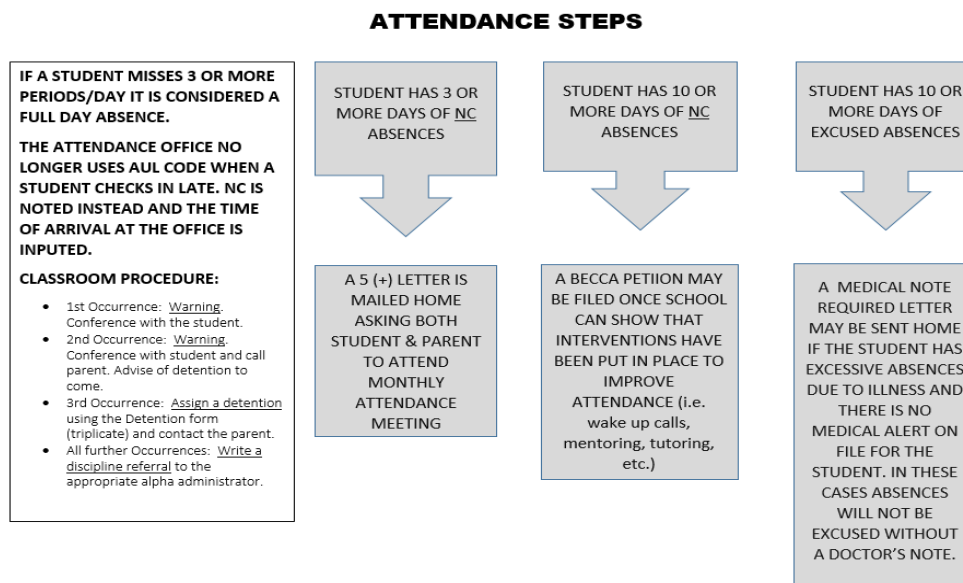
Staff members must see the Office Manager to check the availability of dates for an event and then fill out a master calendar event form. The Office Manager will submit the form to an administrator for approval. If approved, the event will be placed on the master calendar.

COMMUNICATIONS

Please see the Everett High School Communications Plan. This was developed by the leadership team in August 2020.

STUDENT ATTENDANCE & DISCIPLINE

Please see recent documents from the district in reference to attendance during distance learning. The items below apply to in person learning.



Attendance

Attendance and participation in class is essential to students learning to the highest of standards and graduating on time. Our data show that poor attendance significantly reduces the possibility of learning the core objectives of the course and earning credit. Therefore, it is essential that parents/guardians and students minimize absences. It is also essential that, when an absence cannot be avoided, students complete in a timely manner the assignments necessary to demonstrate achievement of the class objectives.

Student Count

During the first week of school the State Auditor's office requires us to verify each student's presence at EHS. These accurate numbers are crucial for staffing. Please note procedures in the Opening Week Handout.

Roles and Responsibilities

Teachers hold an important role in helping our students succeed. Teachers, because of their unique position and relationships with kids, have the power to effect change much more than other staff.

Below are teacher responsibilities in regard to attendance.

Key Teacher Responsibilities:

- Take attendance at the beginning of every period, every day.
- Track period attendance and assign discipline as indicated under Attendance Discipline Procedures (see below), ensuring parent communication.
- Implement tardy policy (< 5 minutes) according to class syllabus
- Direct students to turn in all excuse notes within 48 hours to the Attendance Office during passing or lunch. In the event that a teacher feels it's necessary to collect a note (student is unable to walk to office, etc.), the teacher can collect the note, but must turn it into the Office on the same day received.
- Communicate with the Attendance Secretary and Assistant Principal regarding repeated truancy concerns via email.
- Monitor and require all students to use sign-in/out sheets for all student movement (tardy, leaving early, restroom). This greatly assists the school in determining skipping, vandalism, etc.
- Communicate unexcused absences to parents/guardians
- Notify students and their parents/guardians when students are falling behind academically and indicate whether or not attendance is a factor.
- Provide make-up work which will be significant to the student's academic growth and achievement.

Attendance Discipline Procedure

Unexcused period and day absences are not permitted and shall be handled as outlined below.

Unexcused period absences (skipping or > 5 minutes)

- When a teacher determines that a student has an unexcused absence from class and has a reasonable suspicion that the student skipped their class (present in all other periods), or the student was > 5 minutes late to class, the teacher will assign discipline as outlined here:
 - 1st Occurrence: Warning. Conference with the student.
 - 2nd Occurrence: Warning. Conference with student and call parent. Advise of detention to come.
 - 3rd Occurrence: Assign a detention using the Detention form (triplicate) and contact the parent.
 - All further Occurrences: Write a discipline referral to the appropriate alpha administrator.

Unexcused day absences

Unexcused full day absences (greater than 3 periods) will be handled through the Attendance Secretary and Assistant Principal.

Record of Attendance

All staff will keep up-to-date and accurate records. In the case of a question about student attendance, the courts have determined that a teacher's attendance record is the official record. Be sure that you always keep accurate records of absences and tardies.

Absences and Tardies

Teachers need to enter absences/tardies on-line at the beginning of each class period. Please note that students are required to check-in with their classroom teacher upon arriving to school. If a teacher receives a note from a student or email from a parent for an excused absence or tardy, please forward to the attendance office so the note/email can be processed. Please be aware that students can drop off their notes during passing period or before or after school. Please do not send them to the office during class time.

Make-Up Work

Students returning from an excused absence will be allowed the same number of days that he/she was absent to make up the work for full credit. Although students are not entitled to make up work from an unexcused absence, the teacher should consider the quality and purpose of the assignment and whether it is important to the student's mastery of the content.

Release of Students

Teachers should not release any student during the school day. All students must check out in the office before leaving campus. If a student has on campus activities that remove them from a teacher's class (meetings, etc.), prior approval should be obtained (Pre-arranged absence form).

Closed Campus

All students are required to remain on campus for the entire school day. Students who are **juniors and seniors with 11.0 credits or more** are allowed to leave campus for their lunch period only. This privilege will be noted on their ID badge.

If a student must leave campus for an appointment, he/she must check out through the attendance office with a note from parent/guardian.

Attendance Record Access

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

Absence Definitions

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

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

Tardies are a discipline and safety issue and will be dealt with as such. Students need to be in class ready to learn when the bell rings. A student is now considered tardy when missing < 50% of the

class period. If a student is late and misses more than 50% of the class period they are Absent Unexcused Late (AUL). This does count as a full period absence.

If the student has documentation excusing the tardy or absence they should go directly to the Attendance Office before going to class. The Attendance Office will then update the student's attendance based upon the check in time and send them to class with a pass.

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).

Pre-Arranged Absences

Teachers shall check grades and indicate academic progress in the Comments section on Pre-Arranged absence forms presented by students.

Truancy (Becca) Petitions

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

Discipline

Everett High School Discipline

EHS Staff strives to create a place where every student can be challenged and learn every day. If the learning environment is disrupted, staff has the right and responsibility to assign corrective actions, provide interventions, and communicate with families and administration to help students be successful.

For initial infractions, teachers are expected to provide interventions, such as parent contact through phone or email.

If initial interventions have been unsuccessful in changing behavior, you may consider removing a student temporarily from a classroom. The teacher has several options:

1. Provide a time-out area for a removed student by placing him/her within sight or hearing
2. Place the student with another teacher
3. Notify the office and send the student there.

Please remember to send a referral to the office. **Except in emergencies, teachers must take one or more corrective actions before temporarily excluding a student.**

Teacher Initiated Detention

- Cell phone violation
- Disrupting student learning (excessive talking)
- Multiple tardies
- Excessive non-suits
- Behavior issues with a guest teacher

Teacher Initiated Referral to Office

- Skipping class
- Defiant/Non-Compliant
- Disruptive behavior
- Vandalism on school or personal property
- Cheating or plagiarism on school work

Removal from Class

- Drugs/Weapons
- Using profanity toward staff
- Fighting or physical violence
- Threatening behavior towards staff or students
- Theft of staff or student personal belongings
- Dangerous behavior

Goals of Discipline

The overall goal of all discipline at EHS is to instruct students in the skills necessary for effective self-discipline and to encourage students to become self-managers. According to ESD Policy 3000, "In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and instructions of staff. Corrective action shall be fairly and moderately handed out primarily to modify behavior rather than to punish students."

Communicating Discipline Concerns

Staff must keep others informed when there are discipline concerns developing with a student. Work closely with the student's counselor and with an administrator to develop appropriate, consistent interventions to address behavior concerns. It is the teacher's responsibility to inform parents of on-going behavior concerns.

Detention Process

Any staff member may assign detention. However, the administrator has the authority to extend, reduce, invalidate, or change other specifics of a detention. To assign a detention:

1. Assigning staff member must inform the student in a one-on-one setting within 24 hours of infraction.
 - a. Clearly explain to the student the reason for the detention,
 - b. when and where the detention must be served [consideration should be given for transportation and after school schedules. Provide a minimum of 5 school days to complete a detention.],
 - c. and the consequences for failing to serve.
2. The assigning staff member provides the student with the white copy (original) as their reminder.
3. The assigning staff member contacts the primary guardian on the day the detention is assigned and notes the contact on the top of the yellow copy. Assigning staff retains this copy as their documentation.
4. The pink copy is given to the discipline secretary (Jillian) immediately after the contact is made and is entered into eSchools. (For detentions to be served with the assigning staff, retain the pink and yellow copies until the detention has been served or the deadline has passed then provide pink to the discipline secretary.)
5. The pink copy is then given to the detention supervisors.
6. Once the detention is complete (or is incomplete, but past the due date), the pink copy is signed by the detention supervisor and provided to the discipline secretary. Any additional contact, reminders, extenuating circumstances, etc., should be noted on the back.
 - a. If complete, the discipline secretary marks the detention as complete in eSchools and places it in the assigning staff member's mailbox.
 - b. If incomplete, the pink copy, with notes about attempted contact, is given to the alpha admin.

| | |
|--|--|
| HOME CONTACT: Date _____ Time _____ Phone/email _____ Contact: Y / Message _____ | |
| <u>EVERETT HIGH SCHOOL DETENTION ASSIGNMENT</u> | |
| NAME: _____ | STUDENT # _____ GRADE _____ DATE _____ |
| This detention has been assigned as a result of: _____ | |
| This detention must be served: | |
| <input type="checkbox"/> AFTER SCHOOL (Mon – Thurs ONLY). Report to A316 by 2:10. Detention ends at 3:00. | |
| <input type="checkbox"/> DURING LUNCH. Report to the cafeteria supervisor with 15 minutes remaining in lunch. | |
| <input type="checkbox"/> WITH THE ASSIGNING STAFF MEMBER Time: _____ Location: _____ Duration: _____ | |
| This detention must be completed by (DATE): _____ | |
| Failure to complete this detention before the date above will result in progressive discipline, including possible out-of-school suspension. If there are any questions or conflicts regarding this detention, contact the assigning staff member before the date above . | |
| Student Signature: _____ | |
| Assigning Staff Member Email: _____ @everettsd.org Phone: (425) 385 - _____ | |
| ----- | |
| VERIFICATION: Date Completed: _____ Detention Supervisor: _____ | |
| White: Student when issued Yellow: Assigning staff member Pink: Discipline Secretary | |

Referral Process

If a teacher has decided that behavior warrants a referral to the Assistant Principal in charge of discipline for that alpha, the teacher is required to make contact with parents first unless the situation is an emergency. A flow chart will be developed soon for more clarification. Also, referrals should be submitted using the appropriate forms as directed by administration.

Teachers will receive information on the disposition of their referrals. Once a situation has been referred to administration, the determination of consequences will be made by administrators.

| | | |
|---|---|---|
| PROCESS 1. Teacher communicates with the student's parent/guardian about the incident and documents the communication on the referral form. 2. Teacher submits the referral form (electronic or paper) to Mrs. Becky Kloppe in the office as soon as possible. All appropriate information should be included within the referral form. 3. Following administrative action, the administrator will return a completed referral form to the teacher. | STUDENT BEHAVIOR REFERRAL 2013-14 Everett High School 2415 Colby Ave Everett, WA 98201 | TEACHER'S NAME: _____ REPORTING DATE: _____ STUDENT'S NAME: _____ |
| TEACHER REPORT | | |
| DATE, TIME, AND LOCATION OF INCIDENT: _____ | | |
| DESCRIPTION OF INCIDENT: _____ | | |
| TEACHER'S PREVIOUS CORRECTIVE EFFORTS: _____ Student Conference _____ Referral To Counselor, if Appropriate _____ Parent Communication _____ Other: _____ _____ Classroom Detention | | |
| PLEASE INDICATE THE TIME(S), DATE(S), AND OUTCOME(S) OF THE PARENT/GUARDIAN COMMUNICATION(S): _____ | | |
| TEACHER'S RECOMMENDATION: _____ | | |
| ADMINISTRATOR REPORT | | |
| INFRACTION(S): _____ | | |
| CONSEQUENCE: _____ | | |
| ADMINISTRATOR'S NAME AND SIGNATURE: _____ | | DATE: _____ |

Hall Passes

Students are not allowed to be in the hallways or on campus during class without a hall pass. Students who are found out without a hall pass will be escorted directly back to their room.

SAFETY & SECURITY

Accident Staff/Student

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

A Student Accident Report Form must be completed for any student who is injured at school. The student accident form can be obtained from the Health Center and should be filled out immediately and returned to the Health Center.

****Every Period on the first day**, teachers must explain the fire, earthquake, and intruder procedures/evacuation routes for your classroom. This is state law. Instructions are found below.

Chemicals

Any chemicals that are purchased for use at school must have a Materials Safety Data Sheet (MSDS) turned into the office. Any home cleaning supplies, equipment, air fresheners, or pest control sprays are not permissible at school.

Doors

Due to fire code restrictions, classroom doors that are fire doors may not be propped open.

Earthquake Drill

Instructions must be given to all students the first month of school on procedures to follow during an earthquake.

- Students and staff inside buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.
- Students and staff outside buildings at the beginning of an earthquake should immediately get as far away as possible from buildings and other elevated objects.
- Please note: Students and staff in classrooms where hazardous chemicals or electrical services are present should vacate these rooms in the event of an earthquake. Such classes include, but are not limited to, general science, physics, chemistry, biology, technology lab, and crafts. Students and staff should move toward the interior of the building into the hall.

Earthquake Drill Procedures

- PA announcement of “earthquake drill.” All students take cover under the nearest available desk or table and remain in a squatted position with hands folded over their necks until the teacher says, “All clear.” (If students are not able to get under a desk or table, they should crouch to below the level of desks or tables and use one arm to protect and hold their head and neck and the other to hold the middle of their back.)
- We may evacuate the buildings after the “All Clear” is announced. In the event of an actual earthquake, each staff member must make the decision on when or if to evacuate after the earth stops shaking. We will have administrators and other personnel, when possible, help with this direction.
- If you evacuate, move with your students to your designated “safe zone.” Take your attendance roster with you.

Fire Drill

State law requires that regular fire drills be held. The first drill must occur within the first ten days of the school year. The fire alarm signal is the continuous emergency sounding of the bell until the school is vacated. The necessity of the drill is to form habits which will prevent panic in case of a real disaster. When the fire alarm sounds, all persons must leave the building in conformance with the schedule below. This applies to pupils, teachers, office staff, and anyone in the building when the alarm sounds.

Teacher Responsibilities:

- Teachers need to inform students of the location and route to the assigned evacuation areas. These instructions must be given to all students on the first day of school in September each year. All persons in the building must take part in fire drills. Every fire drill should be considered as a warning of an actual fire.
- Each student should know the proper exit from the room to the street for every one of his/her classrooms.
- The teacher is to be the last person out of the room with lights out and the door closed.
- The teacher must take his/her attendance record and red emergency procedure folder.
- Teachers should take attendance and report any student present for class but absent from the evacuation area to the Safe Zone Monitor for their area.

Fire Drill Procedures:

- Alarm: Fire drill warning signal will be one long continuous signal.
- At the ringing of the fire bell, students must leave the room immediately, form into lines, and clear the building as quickly and as quietly as possible. They should go out the closest exit and walk along sidewalks until they parallel a street. The building should be cleared immediately. Classroom doors are closed but not locked.
- Disabled students will be assigned one or two aides. As per the Fire Marshall, they may stay in upper corridors with aides until emergency help arrives.
- Each student should be individually responsible for a well-executed fire drill; i.e., rapid exit, no confusion, and good order. Students MUST stay with their class.

- All Clear: After everyone is out of the building, the teacher will get the approval to return to the building from the Safe Zone Monitor or administrator. DO NOT re-enter the building without the Safe Zone Monitor's or administrator's authorization to return to class.

Harassment, Intimidation, and Bullying (HIB)

If you believe a student may be the victim of HIB, you are required to report this to the administration. You will fill out the district HIB form to the best of your ability, but **you should NOT investigate the situation**. Administration will investigate and determine if there is HIB occurring and will communicate with students and parents involved about consequences. For the HIB form, click [HERE](#).

Lockdown:

Command Center is at ext. 4401

This information will help guide you through the procedures to be followed in the event Everett High School should have to "LOCKDOWN." In an emergency, your first job is to protect yourself and the students in or around your immediate control. Most incidents are usually over in just a few minutes. During those minutes, your calm, swift actions will help prevent tragedies.

Please familiarize yourself with the entire plan. You must have a solid understanding should your role suddenly change during an incident.

Additionally, any information given to staff members is CONFIDENTIAL. You are not to share information with students, parents or community members. Any information to be shared will be generated through the district office and/or EHS administration.

What is a lockdown?

A lockdown is designed to conceal/shield you and students from a potential threat. A lockdown could be announced for several reasons:

- Criminal activity near the school that may have the potential to cause harm to you and the students.
- A hazardous situation in the area where, if students were released, it may send them into harm's way, such as a chemical spill at Kimberly Clark where the direction of the wind dictates our response.
- Someone with a weapon on campus.

Procedure for a person who is a threat to the safety of the staff and students

If a lockdown is due to criminal activity near the school, instructions will be announced for a modified lockdown as determined by the principal or his/her designee. Teachers may continue teaching but students MUST be kept inside classrooms.

In a full lockdown teaching will stop and the following procedure will be followed:

- An intercom announcement will be made by the principal or designee that we are going into lockdown. In the event that an intruder is in the office, an announcement will be made: "This is not a drill. We are immediately going into lockdown. All staff and students report to the nearest classroom, and teachers lock your doors."

Teachers are to:

- Quickly check hallways for students and bring any stragglers into your classroom.
- Lock classroom doors.
- Cover your door windows.
- Close window blinds or shades.
- Keep yourself and students calm and quiet. You don't want anyone to know you're in the room.
- Keep away from the doors and windows.
- Turn off the lights, TV's, and radios.
- Report your status to the command center via e-mail to EHS.LockDown@everettsd.org. Items to be included in your email are all students, staff members and visitors by name in your care. Report emergent needs such as injuries, what type, and the severity.
- Ignore people outside your door wanting in your room after you have closed and locked your door. Remember once your door is locked and shut, you do not open it for anyone until you are informed that the event is over.
- Ignore all bells and alarms. In the event the building needs to be evacuated due to an event such as a fire, law enforcement or firefighters will evacuate you.

There are two ways you will be informed that the lockdown has concluded and the method students will be released.

- An intercom announcement delivered by an administrator.
- An administrator will announce themselves at your door, prior to entering your room with a key.

Physical Education teachers in the racquetball area will be responsible for informing PE classes outside. Those classes outside and/or off site should not return to the campus. In most cases, law enforcement will be visible around the perimeter of the school. Make contact with law enforcement and ask for instructions.

Any staff outside of the school will:

- Report immediately to the closest classroom.
- Take any students in the hall with you.
- Report your location via E-mail to EHS.Lockdown or phone (Ext. 4401).

Custodians/Administrators will lock the outside doors when safe to do so.

Remember, once a lockdown is in place, do not open the door. If it is the police, a firefighter, or the principal, they will have a key.

Anyone who observes a person who is deemed suspicious and/or a threat should call extension **4401** or press the **office** button on your phone.

Information you will need to provide:

- Who or what was observed and where it was observed.
- Additional information that would be helpful: color or race of the subject, approximate weight and height, hair color, and clothing description; i.e. hat, glasses and/or additional identifiers.

General Guidelines during a Lockdown:

REMEMBER if a lockdown is announced, take it seriously- Follow the instructions:

- Do not call the office to ask why there is a lockdown.
- Do not call 911 to ask why there is a lockdown. We will communicate all you need to know.
- Do not use the telephone lines. Keep them available for emergency use.
- Do not allow the use of cell phones during a lockdown.
- Do Call 911 if you see a suspicious person and need to report his/her location.
- Do Call 911 if you have a person who needs immediate medical attention.
- It is important to stay calm. The students are going to look to you for reassurance.

Library

- The same lockdown procedures apply as in the classroom.
- Lock all doors and move students away from doors and windows.

Lockdown during Passing Time

- Teachers will go into the halls and begin flagging any and all students into their room.
- Then follow the Lockdown instructions.

Teachers on Lunch Break or Prep Period (These instructions are only if you are safely away from the area of the threat).

- Check the bathrooms in the area, escort those students to the closest available classroom.
- Assist with directing students from the halls into classrooms. When the halls are clear, go to the nearest available classroom.

Cafeteria Lockdown During Lunch

- Gaining immediate control of the students will be essential. Demand complete silence. *Have a whistle or available use of the lunchroom PA system if you are on lunch duty.*
- Teachers/EA's in the cafeteria will remain and assist with students.
- The custodians will lock the outside doors.
- As soon as possible, separate students into small groups with the staff available and begin taking roll.
- Follow basic lockdown instructions.

Outside Areas during a Lockdown

Students outside of the buildings, in the courtyards or grass areas, should be directed or escorted to the safest building or classroom away from the threat area. If students or staff are forced to flee the campus for safety, they need to go to a nearby business and call 911 to give them your location. You may also contact law enforcement in the area once safely away from the school.

Lockdown due to a Biological, Chemical or Hazardous Materials Release

If such an incident were to occur in our area, Everett High School staff is instructed to shelter-in-place as follows:

- An announcement would be made via the intercom.
- Teachers should follow EHS lockdown procedures.

- Check hallways and campus for students and bring them into classrooms.
- Shut and lock all exterior doors and windows. Once an exterior door or window is shut do not re-open as this will let contaminants inside the building.
- P.E. classes will secure themselves in the nearest building or the racquetball courts, weight room or locker rooms.
- Communicate your status via email to EHS.Lockdown or phone 4401.
- Ventilation to buildings will be shut down (Appropriate staff will be trained).
- Seal all external doors and windows to the best of your ability.
- Seal all vents and external electrical outlets.
- Wait for further instructions from a school administrator.
- Do not drink from the domestic water supply.

Once the exteriors of the buildings have been sealed to the best of our ability, escorted movement within the building will be permitted for lavatory needs; this will be announced by an administrator. At no time will anyone be permitted to exit a building until the civil authorities give us instructions that the threat has passed. Once the “all clear” is given by administration, staff will be instructed on how and where students are to be released or picked up by their parents.

Power Outage

If there is a power failure, students should stay in place and not move out of your classroom area. In many cases, power will be restored quickly. Teachers should open doors and do anything else possible to help light your areas of responsibility. The administration will deliver instructions as soon as possible.

First Aid Kits

There is a kit in each building (staff lounge or lowest room number). The school nurse is responsible for restocking the kits.

Life Threatening Emergency

Please call 911 directly and then call the office on your phone. Be prepared to give the school address, 2416 Colby, and the phone number you are using (425) 385 – your extension #.

Safety Committee

Everett High Safety Committee is composed of 6-8 staff members who meet formally at least 3 times annually. They are selected in the fall. You may address any safety concerns to any one of the members who will bring them up at the meeting.

Exposure Procedures

Once an employee has direct contact with blood or other body fluids (including saliva), such as from a needle stick, cut, bite or eye splash, post-exposure treatment may be necessary. Referral to Healthforce Occupational Medicine Center must occur **as soon as possible after exposure** (within 2 hours for HIV and 24 hours for Hepatitis B infection) to provide **immediate** protection.

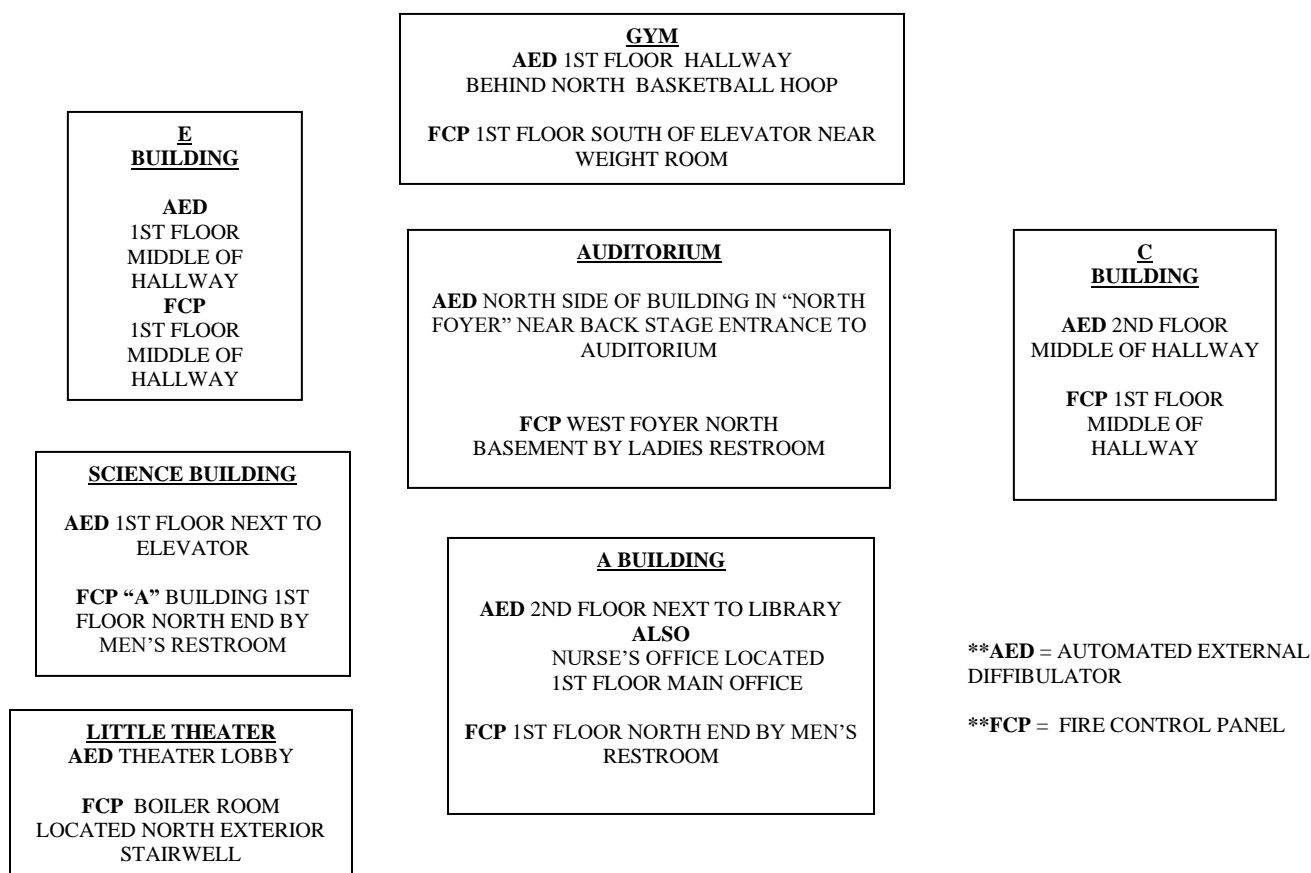
What you must do if exposed:

1. Immediately wash the exposed area with soap and water for **at least** ten seconds.

2. Notify the building secretary, health room assistant, or nurse immediately. They will fill out an Exposure Incident Report Form.
3. Call Human Resources at 425-385-4115 or 425-385-4116 with a report of the incident. The **Exposure Incident Report Form** must be faxed to the Human Resource department at 425-385-4135 and the completed original must be sent to Human Resources via district mail. A confidential medical evaluation and follow-up with US Health works located at 3726 Broadway, Suite 101, Everett, phone 425-259-0300 will be set up immediately. The health care provider at US Healthworks will determine if treatment is necessary. This evaluation will be at no cost to the employee.
4. If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to the Healthforce Occupational Center for testing at the same time the employee is sent for a medical evaluation. If the source of blood or other body fluid exposure is a child, it will be necessary to request that the parent/guardian have the child tested.
5. An exposure is considered an on-the-job injury. Complete an **Employee Accident Report Form** and **Self-Insurer Accident Report Form (SIF-2)** and return both completed forms to Human Resources. (All original forms are available in your building's main office or Human Resources.) The Human Resources Department must maintain required records for at least the duration of employment plus 30 years.

A.E.D.'s

A.E.D's: Automated Electronic Defibrillators are located throughout the campus.



Crisis Intervention Team

- Principal
- Assistant Principal
- Counselors
- Psychologist
- Nurse
- Faculty representative

Functions of the Crisis Response Team

- Develop the plan for the school
- Train each staff member throughout the year
- Develop a phone tree to be used for staff notification
- Train secretaries how to deal with the press
- Inform Central Office staff of the plan
- Inform off-campus resources such as any district-contracted mental health staff
- Implement plan during crisis
- Evaluate plan's effectiveness after it is used
- Review the plan periodically

Putting the Plan into Action

- Notify all Crisis Response Team members of the crisis. Arrange to meet as soon as possible.
- Check the known facts of the crisis with police, fire department, and central administration contact.
- Review the plan and adapt it to fit the crisis.
- Use the phone tree to notify all staff, inform, and request that they arrive early at school to attend a special meeting.

Plan Components

Administrator's responsibilities

- Contact the Central Office to report the event (Executive Director of Central Region Area 1 at 385-4020)
- Contact Crisis Response Team to arrange to meet ASAP to develop plan
- Notify all staff using phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings
- Contact district crisis team for additional counseling support, if needed
- Assign extra secretarial help to the office
- Provide written statement for the secretaries to use with phone calls
- Update the recording on the school's welcoming voice mail message
- Instruct secretaries to keep a log of all concerned calls and inform them how to deal with the press over the phone

- Keep visible, be available in the halls
- Possibly arrange for a psychiatrist or “outside expert” to be at the school to lend support and help students and teachers. This expert may also speak to parents and faculty.
- Handle the media (with the assistance of Communications Office, at 385-4040)
- Be sensitive to staff who have a difficult time dealing with the crisis and be prepared to relieve them
- Emphasize facts, stop rumors
- Keep staff informed through one person designated as rumor control person
- Cancel scheduled activities as possible
- Meet with full staff after school day to debrief
- The principal or any school representative should visit the victim’s family at home to offer solace and support, return personal belongings and discuss a memorial service
- Meet with Crisis Response Team to plan the next few days

Counselor/social worker/psychologist responsibilities

- Maintain a list of students counseled
- Call parents of very distressed students
- Don’t allow distressed students to go to an empty home – encourage the parent to meet them there
- Be aware of own limits in regard to energy and emotional support – help each other know when to take a break
- Contact the family to offer any support they may need
- During staff meeting, brief staff on possible reactions to expect from students
- Keep a current list of community resources that you can provide to parents

Faculty responsibilities

- Announce event in classroom using the script that will be provided at the meeting held before school
- Identify students in need of counseling support
- Have distraught students escorted to the counseling office
- Discuss the crisis
- Recognize that the grieving process is essential to the well-being of students and staff
- Postpone planned lesson until class seems ready to move on
- Be sensitive to students’ need for reduced assignments or no homework
- Be prepared to discuss event every time a new group of students come to your class
- Let an administrator know if you feel unable to continue dealing with students due to your own emotional state
- Keep track of all students – don’t allow them to wander the halls

Inclement Weather

In the event the school has a late start time due to weather conditions or other emergency closure circumstance, **employees will be expected to arrive at school as close to the regular workday start time as is safe.** In the event the school has any early student dismissal due to weather conditions or other emergency closure circumstance, employees will be expected to remain on-site until the supervisory and safety concerns of students have been met. In such situations, there shall be no reduction of the employee's pay or deduction of leave benefits.

School closures and length of closures are to be determined by the Superintendent. Every effort shall be made to keep schools open. If necessary, due to snow or ice conditions, opening may be delayed for one or two hours. Closure or delayed starting time announcements apply to one day only and will be announced on radio stations KCIS-AM 630, KIRO-AM 710, KOMO-AM 1000, KPTK-AM 1090, KWYZ-AM 1230, KMPS-AM 1300, KRKO-AM 1380, KCMS-FM 103.5 , and TV Stations KOMO- Channel 4, KING-Channel 5, and KIRO-Channel 7. Or, view: www.schoolreport.org. Staff and parents are asked to NOT CALL the radio stations. All activities in school buildings are cancelled or postponed when school is closed.

FACILITIES

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

Building Security/Sonitrol

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

GENERAL

| Asst Principals | Discipline – Alpha | Phones |
|--|--|---------------------|
| Mary Ingraham | A – GR | 425-385-4489 |
| Alejandro Vergara | GS - OB | 425-385-4491 |
| Eric Jennings | OC - Z | 425-385-4492 |
| Counselors | | |
| Gretchen Stiger | A – Don | 425-385-4421 |
| Genesis Rue | Doo-Lam | 425-385-4423 |
| Kendall Berry | Lan-Ral | 425-385-4420 |
| Beth O'Brien | Ram-Z | 425-385-4422 |
| Item | Who does it | Phone |
| Daily Announcements | Joanna Chavez / Barbara Lichneckert | 4401 / 4417 |
| ASB Purchase / Fines | Barbara Lichneckert | 4417 |
| Assessment Information | Schabahan Day | 4487 |
| Assistant Principal Scheduling | Jillian Ramirez | 4438 |
| Athletics | Jodie Sievers | 4426 |
| Attendance | Carol Freitas | 4419 |
| AVID | Byron Lewellen (A127) | 4504 |
| Blue and Gold Contact | Barbara Lichneckert | 4417 |
| Career Center | Dayna Weir | 4436 |
| Counseling (registration, appointments) | Patty Osborn | 4410 |
| Department Scholar and C.H.A.M.P.S | Kim Gleason | 4518 |
| Drug & Alcohol Counselor | Shawna Clark | 4425 |
| ELL | Travis Butsch | 4458 |
| Facilities Use | Front Desk | 4409 |
| Field Trips/ Travel requests | Barbara Lichneckert | 4417 |
| Grading/FTE/Report Cards | Connie FitzGerald | 4418 |
| Grade Changes | Connie FitzGerald | 4418 |
| Health Room | Paula Jennings | 4406 |
| ID/ASB Cards – new / reprint | Patty Osborn | 4410 |
| IEP conferences | Admin divided by discipline alpha | |
| Interpreters | Becky Kippenhan | 4493 |
| Keys | Joanna Chavez | 4401 |
| Library/Textbooks | Deb Payne / Arlene Tucker | 4488 |
| Locker Distribution | Barbara Lichneckert | 4417 |
| Off Campus Permit | Jillian Ramirez | 4438 |
| Parking – Staff | Joanna Chavez | 4401 |
| Parking – Student | Barbara Lichneckert | 4417 |
| PE Waivers | Tara Tri | |
| Printing | Becky Kippenhan | 4493 |
| PTA | admin@everetthighpta.com | PTA mailbox |
| Running Start | Patty Osborn | 4410 |
| W/D, Transcript Requests (Hold Harmless/GED/DSHS) | Kelli Rotert (Registrar) | 4415 |
| Staff Bulletin | Joanna Chavez | 4401 |
| Subs | Joanna Chavez / Front Desk | 4409 |
| Sunshine Committee | Susan Park | |
| Textbooks | Deb Payne / Arlene Tucker | 4408 |
| Web Site | Joanna Chavez | 4401 |

Fines

All teachers are expected to report student fines to the School Treasurer. In the event the

student does not make proper restitution, transcripts and/or diplomas will be withheld. In some instances, a student may make restitution through a voluntary work program.

Graduation

Graduation will be announced at a later date and staff members are encouraged to attend the ceremony. Gowns, hoods, and collars will be provided for staff.

Sunshine Fund

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

Blue and Gold Club

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

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

Staff members who see a student in need of assistance should fill out the Blue and Gold Financial Assistance Request. This request form may be completed by any EHS staff member responsible for the program or activity or the parent/guardian for the student who is in need of the assistance. Requests must be submitted to Blue and Gold in order to be considered. Forms are available in the Main Office under the teacher boxes and in the Appendix. Forms should be turned in to the Blue and Gold mailbox in the Main Office. Remember, do not put any individual student information on the Blue and Gold form. The Blue and Gold Club meets at 7:30 p.m. on the second Thursday of each month at Greater Everett Community Foundation, 2823 Rockefeller Avenue. (Except July and August) You are encouraged to become a member. All staff are welcome to become members or donate. Donations for the Blue and Gold Club may be mailed to: Blue and Gold, PO Box 1194, Everett, WA 98206.

STAFF

Full Year Calendar

All events will be entered into the Master EHS Staff Calendar in Outlook. You will access this calendar by going to your Public Folders in Outlook. For directions on how to access the calendar, please click [HERE](#).

Duty to Report

Child Protective Services—1.866.829.2153

RCW 26A.400 requires both certificated **AND** classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator. The administrator is then required to report the abuse to the proper law enforcement agency in accordance with the mandatory reporting requirements if the administrator has reasonable cause to believe the abuse or misconduct occurred. Now, school districts must, at the first opportunity, but in all cases within 48 hours of receiving a report of sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct.

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

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

Maintaining Professional Boundaries between Employees and Students

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

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

Employees are expected to exercise common sense and good judgment in their interactions with students. Employees will not intrude on a student's physical or emotional boundaries unless necessary to serve an educational or physical, mental, and/or emotional health purpose. An educational purpose is one that relates to the employee's duties in the district. Additionally, when interacting with students, employees are expected to be aware of and sensitive to the appearance of impropriety in their own conduct and the conduct of other

employees and volunteers. Employees will report issues to their building administrator or supervisor or human resources whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

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

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

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

Maintaining Professional and Appropriate Boundaries between Employees and Students

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

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

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

Unacceptable Conduct

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

- Inappropriate physical contact with a student;
- Comments or actions directed to a student or students that could be considered harassment, such as speech intended to intimidate or belittle a student or persistent attention, without legitimate educational purpose;
- Showing pornography to a student;
- Singling out a particular student or students for personal attention and friendship;
- Socializing where students are consuming alcohol, drugs, or tobacco;
- Encouraging students to confide their personal or family problems or information about their relationships, unless doing so is related to an assigned employee duty. If a student initiates such discussions, employees are expected to exercise caution and ensure that the discussion has legitimate educational purpose, and if necessary, refer the student to appropriate guidance/counseling staff;
- Sending students on personal errands that do not have legitimate educational purpose;
- Banter, allusions, jokes or innuendos of a sexual nature with students;

- Disclosing inappropriate personal information about private matters to students;
- Addressing students or permitting students to address employees with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining personal contact with a student outside of school by phone, email, instant messenger or internet chat rooms, social networking web sites, cards, or letters without including the parent/guardian, unless such contact is for the purpose of conducting legitimate school business, such as assigning or clarifying homework assignments or conveying schedule information.
- Exchanging personal gifts, cards or letters with an individual student;
- Socializing or spending time with students outside of the school day or school-sponsored events, except as required by educational responsibilities or as participants in organized community activities, unless the employee is also a parent and the social contact with the student is a result of the student's relationship with the employee's child;
- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Invading a student's privacy, (e.g., walking in on the student in the bathroom).

Appearance of Impropriety

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

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

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

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

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

Reporting Violations

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

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

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

Disciplinary Action

Employee violations of this procedure may result in disciplinary action up to and including dismissal. Violations by employees holding professional certificates will also be reported to the Office of Professional Practices. Violations involving sexual or other abuse will also result in referral to Child

Protective Services and/or law enforcement in accordance with the board's policy on Reporting Child Abuse and Neglect.

Training

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

Lesson Plans

Each teacher shall prepare daily and long-term lesson plans. *Each teacher will also provide their department's Instructional Leader with two weeks worth of detailed written emergency lessons for each course.* Per the EEA contract, lesson plans should be available to an administrator if asked for.

Report an Absence

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

Leave Without Pay

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

Long-Term Leave & Work Restrictions

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

Questions about absence reporting contact:

- Jessica Peyton, Substitute Coordinator @ 4111 or 24 Hour Line @ 425.320.1337 *Payroll Absence Verification forms available in office*

Code of Professional Conduct

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

Dress Code

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

Address/Phone

Address changes may be done online at

<https://employeeonline.everett.k12.wa.us/lfas7/EmpOnline/Public/login.aspx?token=1&connect=ifas>. Contact phone number, emergency number, and emergency contact information should be updated on a regular basis with the principal's secretary and the health room.

Professional Development Registration Procedures

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

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

Employee Benefits

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

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

Contact Human Resources with any questions.

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

Keys

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

Leaving Campus

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

Parking

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

Professional Safeguards

- School personnel are reminded that records you keep on students, including everything on your computer workstation, are NOT privileged. These records are public record and, thus, when requested, must be provided.
- Parents will be informed in our first Parent Newsletter of their right to request a review of staff discipline issues from the previous year. All staff have a professional and legal duty to report physical abuse and sexual misconduct of others, including staff members, promptly to a school administrator.

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

Personal Belongings

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

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

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

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

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



District Policies and Procedures

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