

# Cascade High School

## 2021-2022 Staff Handbook



### “School of Pride”

Professionalism · Responsibility · Inclusivity · Dignity · Engagement

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Michael Takayoshi | Principal

425-385-6090

Katherine Mayan | Assistant Principal

425-385-6092

Jeannette Siemers | Assistant Principal/Activities Director

425-385-6091

Mike Washington | Assistant Principal/Athletic Director

425-385-6016

Cascade's web page: <http://www.everettsd.org/cascadehs>

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# The Mission of Cascade High School

Cascade High School is a caring community committed to fully developing each student's academic, creative, emotional, social, physical and vocational potential by actively engaging each student in learning.

## Cascade Leadership Council (CLC)

Cascade Leadership Council, our school improvement team meets once per month on scheduled Mondays in the Career Center. The purpose of CLC is to facilitate the implementation of the School Improvement Plan that was developed by the entire staff. The Cascade Leadership Council is composed of the team leaders from each of the grade level and/or content teams, the leaders of the action teams and the administrative team.

### CLC Dates:

Friday, August 27th 8AM-3:30PM <i>CLC Retreat @ WSU-Everett</i>	Monday, September 20 12:35PM – 4PM	Monday, October 11 2:35PM – 4PM	Monday, November 8 2:35PM – 4PM
Monday, December 6 2:35PM – 4PM	Monday, January 10 2:35PM – 4PM	Monday, February 7 2:35PM – 4PM	Monday, March 7 2:35PM – 4PM
Monday, April 11 2:35PM-4PM	Monday, May 9 2:35PM-4PM	Monday, June 6 2:35PM-4PM	<b>HAPPY SUMMER!</b>

### Content Team Leaders:

Business/Technology  
Counseling  
English  
Fine Arts  
Math  
Office Professionals  
Paraeducators  
Physical Education  
Science  
Social Studies  
Special Education  
World Language

Jodi Jacobs  
Debbie Wade  
Michelle Crews & Rachel Patrick  
Isolde Beebe  
Lisa Olson-Kelly & Pepper Olson  
Catherine Shaw  
Kathy McLain  
Jake Huizinga  
Brian Cherniak, Aimee Sage, & Carole Tanner  
Melissa Webster  
Debbie Gomes & Derek Taylor  
Jamie Farman & Kathy Lockwood

### Administrative Team:

Principal  
Assistant Principal  
Assistant Principal/Activities  
Assistant Principal/Athletics

Michael Takayoshi  
Katherine Mayan  
Jeannette Siemers  
Mike Washington

## Department Coordinator Information

### Election Process of Department Coordinator:

1. Department Coordinators will serve two-year terms. The current practice of staggering the terms so that only 1/2 of the department-selected Department Coordinators each year should/will continue. There will be no limit as to the number of terms that a person can serve as Department coordinator. It will continue to be permissible for two persons to share the chairing of any department.
2. The determinations of who shall be the Department Coordinator for any department shall be determined solely by a vote of the members of that department. Part-time department members who teach two or more classes in a subject area are eligible to vote in both department elections. If no department members object, the members may decide to not hold a formal election and appoint a Department Coordinator by consensus.
3. In the spring, the principal shall choose one department to assist each department needing to select its department coordinator(s) for the next two years. Each department coordinator so selected by the principal to monitor the selection process will then place a notice in the box of each department member notifying them of the upcoming election and requesting that those who would like to seek the position notify them. These names will then be printed on a ballot, prepared so as to discourage reproduction. All ballots are to be turned in to the principal. The principal and supervising department coordinator will jointly count them and announce the winner. If no candidate receives over one-half of the votes, then a run-off election will be held between those who finished in the top two positions. In the event of a tie, a second election will be held involving the two top vote getters. If a tie still exists, then the department coordinator will be that person who has least recently held the position, unless both candidates agreed to jointly chairing the department. If either rejects to jointly chairing, and neither has ever held the position, then a coin toss will determine the winner.
4. All current department coordinators will be permitted to complete their current terms and may seek re-election if they wish to do so.

## School Events Calendar

Any staff members requesting a calendar/event addition or change, please see Jana Kosiba & Jeannette Siemers for approval prior to any official change to the School Events Calendar. Staff members are expected to consult the School Events Calendar for possible conflicts when planning events. Events that will take place outside of the regular school day on the Cascade Campus require an approved Facilities Use Permit (FUP), which is available from Jana Kosiba. A FUP must be submitted in time to effectively notify other organizations which use our campus. Use of the cafeteria during the school day must also be scheduled through Jana Kosiba.

Designated School Event Nights for High Schools for the 2021-22 school year are:

- 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Wednesday of the month
- 1<sup>st</sup> Thursday of the month (on dates that are shared with Superintendent's Leadership Team events will be planned at a time that will not conflict)
- 3<sup>rd</sup> Tuesday of the month (does not include graduation).

Meeting on any other night requires approval of our elementary and middle schools.

## Staff Meetings

These meetings are intended for all Cascade High School staff and will begin at 2:10 pm in the library. By contract, attendance is required for all certificated staff; other staff members are encouraged to attend. Certificated staff who may not be able to attend a staff meeting are expected to discuss the need to be absent with an administrator prior to the meeting. A make-up meeting will be held at 6:45 am the following morning on Zoom (link will be shared in bulletin).

<b>½ hour meetings</b>	<b>1 hour meetings</b>	<b>1.5 hour meetings</b>
10/20/21	9/22/21	11/17/21
12/8/21	4/13/22	2/9/22
1/12/22	6/15/22	5/11/22
3/16/22		

## Important Dates

### Grading Periods

The academic year at Cascade High School is divided into two semesters: First semester starts **September 9th**, and **second semester starts January 29th**.

### Other Non-Standard Days / Important Dates

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

<u><b>First Semester</b></u>	<u><b>Second Semester</b></u>
<b>September 1 &amp; 2:</b> Welcome Back! LID Days <b>September 6:</b> Labor Day Holiday <b>September 7:</b> Individual Directed Workday <b>September 8:</b> First day of school <b>October 15:</b> LID Day, no school for students. <b>November 11:</b> Veteran's Day, no school <b>November 25:</b> Student/employee early release <b>November 25-26:</b> Thanksgiving Break, no school <b>December 21-January 1:</b> Winter Break, no school <b>January 17:</b> Martin Luther King Jr. Holiday, no school <b>January 29:</b> 2nd Quarter/1st Semester ends	<b>February 1:</b> Teacher Work Day, no school for students. <b>February 15-16:</b> Midwinter Break, no school <b>April 4-8:</b> Spring Break, no school <b>May 30:</b> Memorial Day, no school <b>June 11:</b> Early Release for all Students (2.5 hours) <b>June 21:</b> Last student day, early release  Note: Emergency make-up days will be added to the end of the school year.

## **Learning Improvement Fridays (LIF)**

LIF days occur on designated Fridays at the end of the school day. The purpose of this student early release time is to provide a resource for school improvement work that consequently protects both instructional time for teachers and students, and the individual preparation activities that have a direct impact on student learning.

### **Administrator-facilitated Fridays**

Administrators will engage with collegial teams on matters related to the continuous improvement of instruction, school programs, professional growth, student learning opportunities and best instructional practices. Agendas and notes are part of this activity. Larger staff meetings might be needed to facilitate this work. Singletons and partial FTE staff will work with their principal to develop a plan regarding their use of this time.

- Administrator facilitated Friday are scheduled for the following dates: 9/18, 10/2, 10/23, 11/20, 12/11, 1/8, 1/22, 2/5, 2/19, 3/5, 3/19, 4/23, 5/7, 5/21, 6/4

### **Employee-facilitated Fridays**

Employees will engage in the implementation of programs and classroom instruction, which may include but not be limited to, planning lessons and units, scoring and analyzing students' work, using the data to plan next steps, and/or collaborating with their colleagues in this process.

- Employee facilitated Friday are scheduled for the following dates: 9/11, 9/25, 10/9, 11/13, 12/4, 12/18, 1/15, 1/29, 2/12, 2/26, 3/12, 4/16, 4/30, 5/14, 5/28, 6/18

### **Staff Call Backs**

Staff call backs are 10/15/2021 (Fall Event) and 3/2/2022 (Spring Event).

## 2021-22 BELL SCHEDULE

### REGULAR - MONDAY

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:25
2 <sup>nd</sup>	8:30 – 9:30
3 <sup>rd</sup>	9:35 – 10:30
<b>1<sup>st</sup> Lunch</b>	<b>10:35 – 11:05</b>
4 <sup>th</sup>	11:10 – 12:05
4 <sup>th</sup>	10:35 – 11:30
<b>2<sup>nd</sup> Lunch</b>	<b>11:35 – 12:05</b>
5 <sup>th</sup>	12:10 – 1:05
6 <sup>th</sup>	1:10 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### REGULAR – T/W/TH

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:20
2 <sup>nd</sup>	8:25 – 9:20
PAWS	9:20 – 9:50
3 <sup>rd</sup>	9:55 – 10:45
<b>1<sup>st</sup> Lunch</b>	<b>10:50 – 11:20</b>
4 <sup>th</sup>	11:25 – 12:10
4 <sup>th</sup>	10:50 – 11:40
<b>2<sup>nd</sup> Lunch</b>	<b>11:45 – 12:15</b>
5 <sup>th</sup>	12:20 – 1:10
6 <sup>th</sup>	1:15 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### LIF EARLY RELEASE

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:13
2 <sup>nd</sup>	8:18 – 9:01
3 <sup>rd</sup>	9:06 – 9:49
<b>1<sup>st</sup> Lunch</b>	<b>9:54 – 10:24</b>
4 <sup>th</sup>	10:29 – 11:14
4 <sup>th</sup>	9:54 – 10:39
<b>2<sup>nd</sup> Lunch</b>	<b>10:44 – 11:14</b>
5 <sup>th</sup>	11:19 – 12:02
6 <sup>th</sup>	12:07 – 12:50
<i>Buses Depart</i>	<i>12:57</i>

### AM ASSEMBLY

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:16
2 <sup>nd</sup>	8:21 – 9:07
3 <sup>rd</sup>	9:12 – 9:13
<b>Assembly</b>	<b>9:22 – 10:06</b>
3 <sup>rd</sup>	10:16 – 10:57
<b>1<sup>st</sup> Lunch</b>	<b>11:02 – 11:32</b>
4 <sup>th</sup>	11:37 – 12:23
4 <sup>th</sup>	11:02 – 11:48
<b>2<sup>nd</sup> Lunch</b>	<b>11:53 – 12:23</b>
5 <sup>th</sup>	12:28 – 1:14
6 <sup>th</sup>	1:19 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### PM ASSEMBLY

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:20
2 <sup>nd</sup>	8:25 – 9:15
3 <sup>rd</sup>	9:20 – 10:10
<b>1<sup>st</sup> Lunch</b>	<b>10:15 – 10:45</b>
4 <sup>th</sup>	10:50 – 11:40
4 <sup>th</sup>	10:15 – 11:05
<b>2<sup>nd</sup> Lunch</b>	<b>11:10 – 11:40</b>
5 <sup>th</sup>	12:48 – 1:24
6 <sup>th</sup>	12:35 – 1:20
<b>Assembly</b>	<b>1:30 – 2:05</b>
<i>Buses Depart</i>	<i>2:12</i>

### EARLY RELEASE

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:01
2 <sup>nd</sup>	8:06 – 8:37
3 <sup>rd</sup>	8:42 – 9:13
5 <sup>th</sup>	9:18 – 9:49
<b>1<sup>st</sup> Lunch</b>	<b>9:54 – 10:24</b>
4 <sup>th</sup>	10:29 – 11:00
4 <sup>th</sup>	9:54 – 10:24
<b>2<sup>nd</sup> Lunch</b>	<b>10:30 – 11:00</b>
6 <sup>th</sup>	11:05 – 11:35
<i>Buses Depart</i>	<i>11:42</i>

### EXTENDED PAWS

<i>1<sup>st</sup> Bell</i>	7:25
1 <sup>st</sup>	7:30 – 8:15
2 <sup>nd</sup>	8:20 – 9:05
<b>EXT PAWS</b>	<b>9:05 – 10:10</b>
3 <sup>rd</sup>	10:15 – 11:00
<b>1<sup>st</sup> Lunch</b>	<b>10:44 – 11:14</b>
4 <sup>th</sup>	11:40 – 12:25
4 <sup>th</sup>	11:05 – 11:50
<b>2<sup>nd</sup> Lunch</b>	<b>11:55 – 12:25</b>
5 <sup>th</sup>	12:30 – 1:15
6 <sup>th</sup>	1:20 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### TESTING PSAT LATE START

<i>1<sup>st</sup> Bell</i>	7:25
Testing/Tutorials	7:30-11:00
All School Lunch	11:05-11:35
1 <sup>st</sup>	11:40 – 12:00
2 <sup>nd</sup>	12:05 – 12:25
3 <sup>rd</sup>	12:30 – 12:50
4 <sup>th</sup>	12:55 – 1:15
5 <sup>th</sup>	1:20 – 1:40
6 <sup>th</sup>	1:45 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### TESTING SBA LATE START

<i>1<sup>st</sup> Bell</i>	7:25
Testing/Tutorials	7:30-10:30
All School Lunch	10:35-11:05
1 <sup>st</sup> / 4 <sup>th</sup>	11:10 – 12:06
2 <sup>nd</sup> / 5 <sup>th</sup>	12:11 – 1:07
3 <sup>rd</sup> / 6 <sup>th</sup>	1:12 – 2:05
<i>Buses Depart</i>	<i>2:12</i>



# **Administrative Responsibilities**

## **Michael Takayoshi – Principal**

### **Responsibilities:**

- ☐ SIP/Instructional Review/T8 Plan
- ☐ Cascade Leadership Council
- ☐ Professional Development (LIF, LID, etc.)
- ☐ Staff Meetings
- ☐ MTSS: Tier II/III Lead – On Time Graduation
- ☐ Budget
- ☐ Middle School Transition
- ☐ Master Schedule
- ☐ Monthly Newsletters
- ☐ Bruin Bulletin
- ☐ Bruin Admin Announcements
- ☐ AVID Lead
- ☐ HS & Beyond Support
- ☐ Student Supervision Backup

### **Curriculum Areas/Departments:**

- ☐ Counseling
- ☐ CTE
- ☐ Math

### **Supervision and Evaluation:**

#### Certificated Staff:

Himstedt, Ja  
Jensen, A  
Le, San  
Richards, P  
Wade, D  
Boroumand, S  
Crum, A  
Novilla, B  
Olson, P  
Olson-Kelly, L  
Percival, T  
Smith, E  
Stencil, S  
Thomas, D  
TBD  
Wambold, C  
Belair, K  
Jacobs, J  
Jones, R  
Schmidt, J  
Sibley, S  
Shafer, S  
Smith, P  
Shook, D  
TBD

#### Administrators:

Mayan, K  
Siemers, J  
Washington, M

#### Classified Staff:

Shaw, C  
Coon, H  
Conser, K  
Roberts, T

# **Administrative Responsibilities**

## **Katherine Mayan – Assistant Principal**

### **Responsibilities:**

- ☐ Assessment
- ☐ Maintenance
- ☐ MTSS: Tier II/III -  
Attendance/BECCA/CDU/Intervention Lead
- ☐ Student Handbook
- ☐ Student Supervision: Last names H-O:  
Discipline, OTG, Attendance, IEPs

### **Curriculum Areas/Departments:**

- ☐ ELL
- ☐ Social Studies
- ☐ World Languages

### **Supervision and Evaluation:**

#### Certificated Staff:

Medsker, M  
Schudlt, K  
Stockdale, J  
Unruh, J  
Farman, J  
Femrite, A  
Montalvo-Lopez, J  
Lockwood, K  
Richardson, R  
Wolk, R  
Huang, Y  
Kefalas, N  
McPherson, K  
Rickard, B  
Roberts, D  
Sieh, J  
Webster, M  
Wilson, K  
Wilson, M  
Worthington, J

#### Classified Staff:

Haines, Lisa  
Mehaffey, D  
Chichilla, C  
Brandstetter, P  
EL Paraeducators  
Cole, S

# **Administrative Responsibilities**

## **Jeannette Siemers – Assistant Principal/Activities**

### **Responsibilities:**

- ☐ ASB/Activities
- ☐ MTSS: Tier I Co-Lead: SEL/Restorative Practices/Racial Equity
- ☐ Technology
- ☐ Registration/AP and Challenging Options Lead/Master Schedule
- ☐ Staff Handbook
- ☐ New Teacher Support
- ☐ Fall Community Engagement
- ☐ Student Supervision: Last names A-G: Discipline, OTG, Attendance, IEPs

### **Curriculum Areas/Departments:**

- ☐ English (+ Library)
- ☐ Fine Arts
- ☐ Leadership
- ☐ PE

### **Supervision & Evaluation:**

#### Certificated Staff:

Cane, M  
Crews, M  
Himstedt, Je  
Hunter, R  
Hurtig, R  
Kelsey, S  
Mansfield, R  
Nelson, B  
Patrick, R  
Weber, R  
Beebe, I  
Clarke, T  
Gambish, J  
Staley, M  
Thomas, T  
Pimenta, A  
Bertrand, S  
Hodgins, R  
Huizinga, J  
Hull, B  
Rogers, K

#### Classified Staff:

Cooper, D  
Mercer, C  
Kosiba, J  
Nesci, K  
Barrett, S  
Vasquez, K  
Olson, S  
Brent, L

# **Administrative Responsibilities**

## **Mike Washington – Assistant Principal/Athletics**

### **Responsibilities:**

- ☐ Athletics
- ☐ Safety & Security
- ☐ MTSS: Tier I Co-Lead: SEL/Restorative Practices/Racial Equity
- ☐ Spring Community Engagement
- ☐ Student Supervision: Last names P-Z:  
Discipline, OTG, Attendance, IEPs

### **Curriculum Areas/Departments:**

- ☐ Science
- ☐ Special Education

### **Supervision & Evaluation:**

#### Certificated Staff:

Bohannon, A  
Conroy, K  
Erickson, J  
Gomes, D  
Marshall, W  
McMenamy, D  
Morrison, D  
Taylor, D  
Warden, T  
Cherniak, B  
Jensen, S  
Cox, N  
Maves-Swetman, M  
McKay, B  
Rainey, D  
Royce, S  
Sage, A  
Tanner, C  
Wilson, S  
Wood, G

#### Classified Staff:

Covert, R  
Fisher, J  
SpEd Paraeducators  
Head Coaches

# Cascade High School Main Office

**Michael Takayoshi** ..... 6090  
Principal  
Room 108

**Jeannette Siemers** ..... 6091  
Asst. Principal  
Students A-G  
Room 113

**Katherine Mayan** ..... 6092  
Asst. Principal/ASB  
Students H-O  
Room 116

**Mike Washington**..... 6016  
Asst. Principal/Athletic Director  
Students P-Z  
Room 117

**Scott Stencil** ..... 6119  
Athletic Coordinator  
Room 312

## **Counseling Department:**

**Jason Himstedt** (A-Da)..... 6024

**Debbie Wade** (Db-Hur) ..... 6021

**Anne Jensen** (Hus-Mor).... 6023

**San Le** (Mos-San) ..... 6022

**Pamela Richards** (Sao-Z) . 6025

## **Success Coordinators:**

**Conchita Chinchilla**..... 6041  
Assessments

**Stacey Cole**..... 6027  
Success Coordinator

**Heather Nelson** ..... 6193  
EL Success Coordinator

**Kaylie Graham** ..... 6193  
EL Success Coordinator

**Trish Roberts** ..... 6030  
Career Specialist

**Sandra Olson** ..... 6013  
Drug & Alcohol Counselor

## **School Psychologist:**

**Kaitlin Kalkwarf** ..... 6012

**Ellen Winningham**..... 6009

**Leslie Brent**..... 6017  
Family Support Advocate

## **Speech & Language:**

**Gail Orsillo** ..... 6070

**Tiffany Waddington** ..... 6069

**Catherine Shaw** ..... 6001

Office Manager  
(Support Secretary to Michael Takayoshi)  
CLC Member

Distribution/Collection

General Fund Budget Tracking

General Fund Purchase Orders

Substitutes

Pay Checks/Contracts, Etc...

Payroll/Timesheets

Revenue Collection

Travel Requests

**Rhonda Covert** ..... 6018

Athletic Secretary

(Support Secretary to Mike Washington)

Athletic (Student Clearances

Transportation, Schedules

Field Trips)

Front Reception

**Jana Kosiba** ..... 6093

(Additional Support to Jeannette Siemers)

Calendar

Field Trips

Facility Use

Counseling Assistant

**Kathie Nesci** ..... 6020

All ASB Finances

ASB Purchase Orders

Revenue Collection

Treasurer

**Cheryl Mercer** ..... 6008

A/V Equipment

Library

Textbook Distribution/Check-In

**Lisa Haines**..... 6004

Attendance

BECCA

Front Reception

Health Room/Contact Backup

**Heather Coon**..... 6015

Registrar

(Additional Support to Michael Takayoshi)

Grade Changes

New Enrollments

Student Record Updates

Student Withdrawals

Transcripts

**Kristi Conser**..... 6003

Annual Planning Guide

Enrollment Reports

Master Schedule

Report Cards

Student Withdrawals

**Darcie Cooper** ..... 6014

(Support Secretary to Jeannette Siemers; additional support to Mike Washington)

Bell Schedules

Bruin Newsletter

Daily Bulletin

Assist w/Leadership, Service Class

Scholarships

School Calendar

Substitute Back-up

Textbook Distribution/Check-in

Treasurer Assistant

Web Master

**Debbie Mehaffey** ..... 6010

(Support Secretary to Katherine Mayan)Clothes for Kids Program

Complete end of year district discipline reports

Counseling Conference Room

Calendar

Counseling Secretary

Discipline Secretary

Enter discipline incidents into eSchoolPlus

Maintain 504 Records

Maintain Discipline Records

No Trespass Letters

Operation School Bell

# **Cascade Policies and Procedures**

## **Absence Reporting And Leaves Of Absence**

### **Reporting Absences**

Frontline - <https://app.frontlineeducation.com/select/>

### **Leave without Pay**

Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken.

### **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: Ingrid Stafford, Substitute Coordinator @ 4111 or 24 Hour Line @ 425.320.1337

*Payroll Absence Verification forms available in office*

## **Activities**

Refer to Activity handbook

## **Athletics**

Refer to Student Handbook

## **Campus**

### **Closed Campus Policy**

Providing a safe and orderly campus environment is important. Therefore, all students are required to stay on campus upon arrival. If it is necessary to leave campus for doctor or dental appointments or for reasons of illness, all students must check out through the attendance office.

Under certain circumstances Seniors and Juniors may earn the privilege to go off campus at lunch.

## **Communications**

### **Daily Bulletin**

The daily bulletin will be sent out daily on the district email service. All announcements for the daily bulletin must be emailed to Darcie Cooper by noon the day before they are to be posted.

### **Email**

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

All staff are to check their email each day. Refer to the email guidelines under Instructional Resources on page 37 for specific policies and procedures related to the acceptable use of district email. Students must not be given teacher's password to access teacher's email or other electronic records.

### **Staff Weekly Bulletin**

The Staff Weekly Bulletin is published every Monday and will be accessible through email. Staff members are responsible to read the weekly bulletin carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is included. If any staff member would like to include information in the bulletin send it to administration the Friday before. The information in the Staff Weekly Bulletin is for staff only; students and parents should not have access to this information. Please keep your copies in a secure location.

### **Mailboxes in Office**

Teachers are requested to check their mailbox before and after school each day. Only emergency messages will be delivered to the classroom. **Teachers should not send students to the office to retrieve mail.**

### **Memos/Additions to the Staff Handbook**

Updates to the Staff Handbook will be given throughout the year.

### **Public Relations**

As staff members of Cascade High School and an employee of Everett Public Schools we all share the responsibility to promote a positive image of our school. Studies show that our community members put more faith in the comments of staff members than in our printed information or comments by students. Please use discretion when discussing issues and concerns with others in the community. **When approached by reporters regarding sensitive or tragic incidents, refer the reporter to the administration.** For more information, refer to the suggestions for Dealing with the Press, found in this handbook in the Crisis Response Section.

### **Staff – Student Communication**

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

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

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

### **Telephone**

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

### **Voicemail**

To facilitate communication with parents, teachers are requested to update their voicemail regularly and to check their voicemail each day. Remember to answer voicemail within 24 hours of receipt.

# **Crisis Intervention Plan**

## **Members of the Crisis Response Team**

- Principal
- Assistant Principals
- Counselors
- School 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 to school to attend a special meeting.

## **Plan Components**

### Administrator's responsibilities

- Contact the CRC to report the event (Assistant Superintendent of Central Region at 385-4028)
- 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 needed
- 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 regards 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 wellbeing 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

#### Dealing with the press

- Realize that it's strictly business with the press. They are not necessarily our friends. Protect yourself, staff, students and parents.
- Notify the Central Office and Communications Office before talking to the press.
- Only one person on staff will speak with the press (principal, assistant principal)
- Develop a written statement
- Be proactive – contact them before they contact you. Set location, time limits and restrictions about their access to staff and students
- Do not give impromptu interviews, and none on the phone.
- Never talk "off the record," as it does not exist. Remember item #1 – it's a business for them.
- Tape record the interview. Have another staff member in the room. Have everyone identify him or herself on the tape, including the reporter. Make a copy of the tape for yourself, but don't give one to the reporter.
- Don't say, "No comment." Say, "I don't have enough information at this time to answer that question."
- Don't offer more than they ask.
- Use qualifying statement like, "It appears that..."
- Speak in a peaceful, calm, voice, using good eye contact.
- Keep media away from staff and students. Insist that they not approach students on school property.
- Develop a script for the secretary to use when answering the phone. Have her keep a log of all calls.

- Advise students of the media policy. Let them know they can refuse to talk to the media, and should first speak with their parents before speaking to the media.

## **Curriculum**

### **Curriculum Guides**

“Course descriptions and other descriptive material relevant to learner standards and teaching expectations will be provided to parents, students, and teachers. The guides will reflect alignment with state standards and the District’s essential learning elements.” [2122]

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

- Overview of the Course Content (Scope & Sequence)
- Content Team Common Syllabi
- Course/Learning Standards
- Student Expectations
- Grading & Assessment Practices
- Texts & Curriculum
- In addition, please provide students and families with information on how to best contact you by phone and/or email, and if you utilize any online technologies such as a class website.

### **Homework Guidelines**

While we recognize that a large part of the active engagement in learning occurs within the classroom during the school day, we also know that high school students are expected to extend their learning at home as well. The CHS faculty recognize that some students require more or less time to complete the same assignments, however, we recommend that on average, students spend somewhere between 90-120 minutes a night on homework.

The quantity and quality of homework assignments can often be a source of parent frustration and concern. If a teacher, student, or family member is concerned with the amount of time being spent on homework consider assisting the student with a structured organizational system (such as the use of an agenda) to document assignments, due dates, and help structure their time more efficiently. Parents can also help their student by closely monitoring their student and providing resources such as a quiet space and time set aside in the evening for homework completion. Remind parents that class time often is given for guided practice on homework. If their child is not using class time well, more time outside of class could be required in order for the student to adequately demonstrate learning of the standards.

If a teacher, student, or parent is requesting additional homework, consider providing opportunities for extension and enrichment activities where students can demonstrate higher level thinking skills above and beyond the standard assignment/assessment.

In addition, teachers frequently assign long-term projects which require many hours of work outside of class. It is important that teachers communicate long-term project requirements and deadlines to both students and parents. The expectation for larger projects is that students will commit to working on these projects over the course of the provided time and not wait until the day before the assignment is due before working to complete it. Teachers can help students avoid this precarious situation, by communicating and reinforcing smaller due dates along the way where teachers and parents can monitor a student's progress throughout the provided time. Also, please utilize your teacher-parent communication systems to let families know of any group projects that would require students meeting outside of class time to avoid any of these logistics from hindering student learning.

## **Homework Policy**

The ESD has adopted a policy supporting homework assignments on a daily basis. Teachers will give students a written statement of goals and homework expectations for each class.

When the student is absent three or more days, parents may request school work through the counseling office. Teachers will be given up to 24 hours to compile the work and bring it to the office.

## **Instruction**

The ESD has established policy regarding curriculum that states: “The Board recognizes that the delivery of instruction will vary among schools and staff and will be further differentiated by the learning needs of students. Nonetheless, instruction throughout the district will be derived from a common curriculum. An integrated, multi-disciplinary curriculum will provide teachers, students, and parents with the District’s expectations of what students should know and be able to do. Teachers are expected to follow the curriculum. Principals will provide appropriate instructional supervision to ensure implementation.” [2121]

## **Dances**

Cascade High School holds dances for the enjoyment of our students and their guests. There are parameters established for sponsored activities.

- All school rules are in effect at all school-sponsored activities.
- Dance attire statement: Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe would disrupt or interfere with the intent of the dance environment or activity. The supervising administrator has final approval of dance attire. No refunds will be given if the student is in violation of dress code and the student is asked to leave the dance site.
- Identification: You will be required to show either your current Cascade High School ASB card or current Cascade ID card to gain admittance to a dance. Picture identification could be collected by an administrator or designee if they deem it necessary.
- Replacement Cascade ASB or ID cards may be purchased through the Treasurer’s Office. The inquiry and payment for replacement cards must be done by the end of the school day on the Thursday before the dance.
- The following are dances where guests (non-Cascade students) may be invited: Homecoming, Tolo, Spring Prom, Sadie Hawkins and Senior Ball. Guests must be accompanied by a current CHS student, on a 1 to 1 ratio (i.e. only 1 Guest per CHS student). Guests must complete a “guest application form”. The completed form must be signed by an administrator and turned in before a ticket may be purchased.
- Guests must be under the age of 21. Guest tickets must be purchased by the end of second lunch of the Thursday preceding the dance. Guests must have picture identification such as an ASB card and/or driver’s license. Be prepared to have your picture identification collected at the door by the administrator or designee. The administrator has the right to deny a person entrance to the dance.
- Doors to the dance will be locked at 90 minutes after dance starts. Prior notification with an administrator is required for students gaining entrance after doors close.
- Students will not be able to bring backpacks or oversized bags into the dance.
- No outside containers or beverages are allowed into the dance.
- Re-entering the activity: Students leaving prior to the end of the dance for any reason may not re-enter the dance.

# **Discipline/ Behavior Intervention**

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.

## **Goals of Discipline/ Behavior Intervention**

The overall goal of all discipline at CHS 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."

## **Teacher Rights and Responsibilities**

Teachers have both rights and responsibilities in regard to student discipline in accordance with ESD Policy 3325 (reprinted in the Student Handbook). In addition, the Collective Bargaining Agreement (CBA) outlines the rights and responsibilities of teachers regarding student discipline. Teacher rights are enumerated in CBA Section 5.07. Teacher responsibilities are stated in CBA Section 10.03 V.

Several pertinent ESD policies include:

- "The teacher shall have the right and it shall be his/her responsibility to maintain good order and discipline in the classroom at all times."
- "A teacher may use such appropriate action as is necessary to protect a student, himself / herself, or others from physical abuse or injury."
- Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one (1) or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusions, short-term suspension, or in-school suspension. When the teacher or other authorized school personnel administers a classroom exclusion:
  - The teacher other school personnel must immediately notify the principal or designee; and
  - The principal or designee must meet with the student as soon as reasonably possible and administer appropriate discipline.
- If considering 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. [3300](CBA 5.07, D-4)
- 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.

## **Cascade High School Behavior Intervention Plan**

We follow the CHS Behavior Intervention Flow Chart in order to build a positive culture in the classroom and school. The goal is that all students are engaged and learning every day. All staff should be familiar with the behavior intervention flowchart.

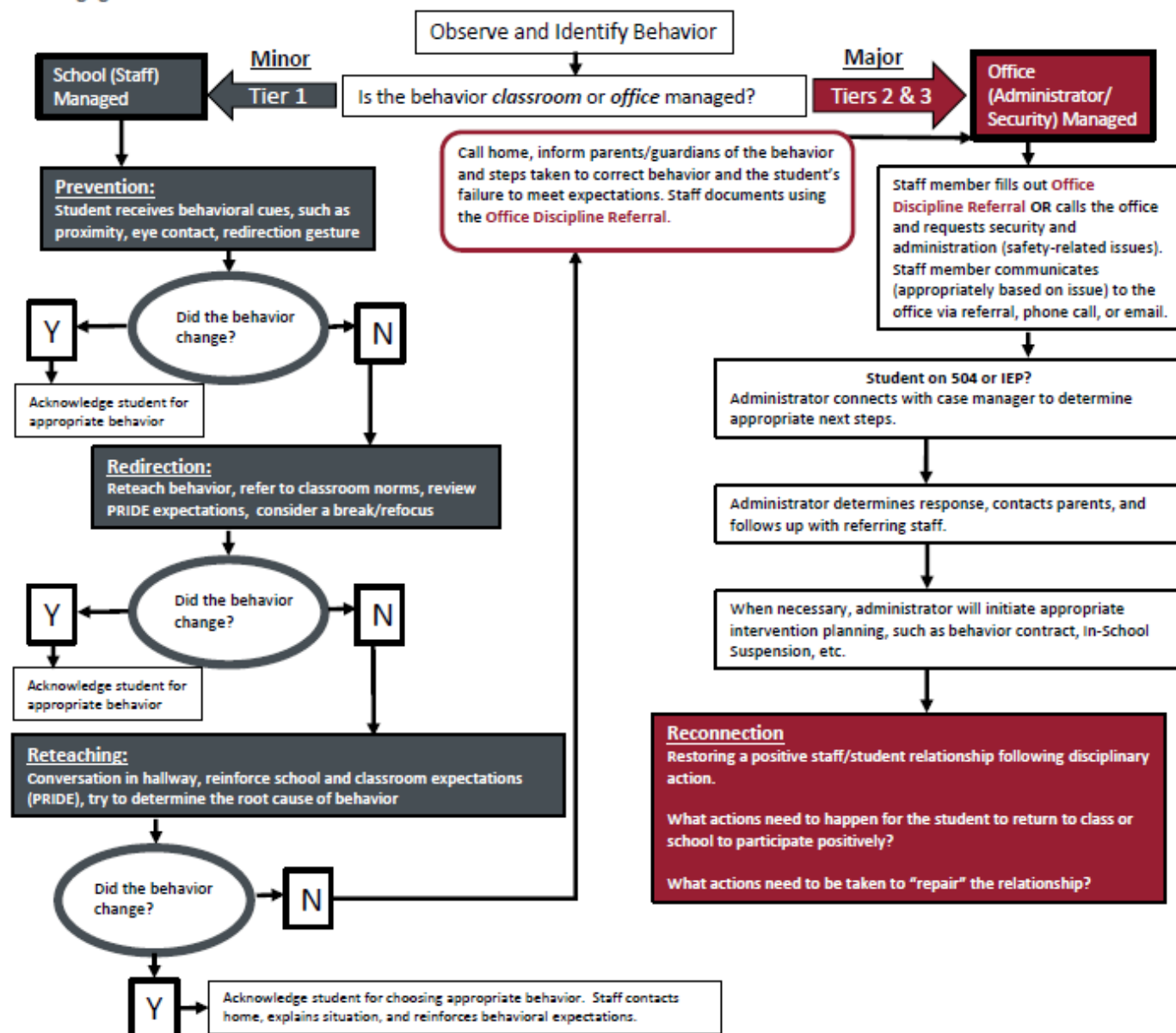


## Cascade Behavior Intervention Flowchart

Goal: All students in class and engaged in learning every day  
 Success Criteria: Decrease in minor and major behaviors

### Creating a Culture in the Classroom (Adult Strategies)

- Build Positive Relationships with Students (Positive Greeting at the Door)
- Teach Behavioral Expectations (PBIS Lessons, Classroom Norms)
- Acknowledge/Reinforce Positive Behaviors (5:1 ratio, Be Bruin Tickets)
- Problem Solve with Students (Restorative Process)
- Elicit Parent/Guardian/Family Support



**Be Bruin!**

# Office Referral System

## Behavioral Intervention Documentation and Requesting Additional Support

Tier	Description	Examples include:	Required Documentation	Staff Action	Student Outcomes
1	Relatively minor behavior that disrupts learning that is handled by the teacher in the classroom	Arguing, texting, misuse of technology, talking in class, being out of seat, being loud or rude, making unnecessary noises, disturbing others, being inattentive and/or distractive in class, refusing to follow instructions, using inappropriate language, tardy, disrespectful, dress code violation, etc.	Internal documentation (i.e., classroom behavior log)	Tier I Behavioral Interventions (Talk one on one with student, phone call home, review behavioral expectations, etc.). If student on an IEP, staff consults with case manager.	Student stays in classroom.
2	Minor behavior that persists after approximately three (3) intervention attempts by teacher in addition to at least one (1) phone call home.	See above examples in Tier 1 persistently occurring and not responding to Tier I Behavioral Interventions (chronic minor infractions). Additionally, minor behaviors that significantly disrupt the teacher's ability to instruct. Examples could be cheating on exam, insubordination, explicit language, etc.	Tier I behavioral interventions attempted and parent contact documented with the <b>Office Discipline Referral</b> . <b>NOTE:</b> If parent contact has not been attempted, referral will be returned.	<b>Office Discipline Referral OR</b> After School Detention Contract to serve detention with teacher or cooperating staff to mediate missed instruction. Parent contact required.	Generally student stays in classroom. Student may be requested to leave classroom determinant on the degree of classroom disruption.
3	Student behavior presents serious harm to the school community and/or jeopardizes classroom and school safety	Theft, fighting or fight instigation, threat of physical violence, aggressive language and/or threats to harm self or others, blatant insubordination, danger to self and others, discrimination, explicit language, possession of or under the influence of illegal substances, weapons, harassment- intimidation- bullying, major vandalism, significant disruptive behavior, systemic cheating, etc.	Office Discipline Referral or email.	Contact Main Office Immediately (0) or ext. 6000	Student will be removed from classroom; restorative re-entry meeting if student behavior is classroom-based.



## **Minor Infractions (list is not exhaustive)**

- Disruptive Conduct
- Unprepared for class
- Refusal to work
- Cheating/Plagiarism
- Public Display of Affection
- Disrespectful Behavior
- Sleeping in class
- Vulgarity or Profanity
- Failure to follow directions/non compliance
- Harassment (low level)
- Dress Code Violation
- Electronic Device Violation
- Lying
- Truancy

Minor infractions could become major infractions depending on the severity or persistence of the behavior.

## **Lunch Duty**

A lunch duty is used as a consequence for a minor infraction. If a staff member completes a lunch duty form, the staff member will give the white copy to the student. The staff member keeps the yellow copy. When the student has completed their lunch duty, an administrator will sign the lunch duty form (white copy) and the administrator will place it in the staff member's box. Lunch duty forms are not returned to Debbie Mehaffey (Discipline Secretary). The staff member keeps the lunch duty form(s). This will be helpful to document low level interventions. A lunch duty is not recorded in the student's discipline record.

## **After School Detention**

After School Detention is used as a consequence for a minor infraction. After school detentions are held on Tuesdays and Thursdays from 2:10 pm until 3:00 pm. Students will meet in the main office no later than 2:10 pm. There will not be after school detentions on half days. There are two options for an after school detention. The staff member may have the student serve the after school detention in their classroom or the student can be assigned to serve their after school detention through the office. If the teacher chooses to have the after school detention in their classroom, this is an arrangement made between the teacher, student and the parent.

If the student is assigned to an after school detention, regardless of where it is served, the staff member will complete an after school detention contract. When you are completing an after school detention contract, please:

- Print legibly and include the student's ID and grade.
- Please contact the parent to inform them of the incident and the after school detention date.
- The white copy is given to the student and the yellow copy is given to Debbie Mehaffey.
- Submit all after school detention forms to Debbie Mehaffey at the end of the school day on the day the contract is written. All discipline forms should be placed in the wire basket on Debbie Mehaffey's desk labeled "discipline."
- Assign after school detentions for the next after school detention date. Do not assign the detention on the same day that the contract is written. This will allow for the student to make transportation arrangements, ensure the detention supervisor is not overloaded and will also help to keep accurate discipline records.

Once the detention contract is received, the student will be placed on the after school detention list. If a student misses an assigned detention they will be referred to an administrator for the next discipline consequence which may include two more detentions. The student must attend both after school detentions or the student will be referred to an administrator for the next discipline consequence which may include a three hour Friday School. If a student needs to reschedule their after school detention, please ask the student to contact Debbie Mehaffey (Discipline Secretary). This will help to ensure accurate discipline records.

## **Appeals**

Students may appeal the serving of a detention to a school administrator. The appeal must be received before the detention is supposed to be served. The administrator may postpone the detention to investigate the appeal. The decision of the administrator on the appeal is final.

## Major Infractions

These are examples of conduct that **would require a referral to the office for action by an Administrator**. (This is not an exhaustive list of infractions. Other infractions could result in discipline).

- Alcohol/Drug use, possession, under the influence, sale or transmission
- Electronic Device/Cell Phone Violation (persistent)
- Harassment/Bullying (moderate to severe)
- Assault/Fighting/Spectator to a Fight Who Does Not Immediately Disperse
- Explosives/Threats to Bomb or Injury
- Dangerous Weapons
- Extortion
- Gambling
- Destruction of Property
- Refusal to Identify Self
- Theft
- Tobacco Use
- Trespassing
- Truancy (persistent)
- Defiance/Insubordination/Non-compliance (persistent)
- Arson
- Multiple Minor Infractions

## Friday School

A Friday School may only be assigned by an administrator. Friday School is used as a consequence for the accumulation of multiple minor infractions, non-compliance with previously assigned discipline or for committing a major infraction. Friday School is held from 12:45 pm until 3:00 pm in the Career Center in the main office or other designated area. Friday School will not be held on staff meeting dates. District transportation is not provided for Friday School. If a student misses a Friday School, the student will be referred to an administrator for the next discipline consequence. If a student needs to reschedule their Friday School, please ask the student to contact Debbie Mehaffey (Discipline Secretary). This will help to ensure accurate discipline records.

## Discipline Policy/Procedures

See Student Handbook and District Student's Rights and Responsibilities

## Dress And Appearance

See Student Handbook

## Emergency Procedures

Refer to Cascade High School Emergency Operations Handbook.

## 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 425-385-4114 or 425-385-4100 with a report of the incident. The **Exposure Incident Report Form** must be faxed to the Human Resource department at 425-385-4115 and the completed original must be sent to Human Resources via district mail. A confidential medical evaluation and follow-up with Healthforce Occupational Medicine Center, 3311 Wetmore Avenue, Everett, 425-259-0300 will be set up immediately. The health care provider at Healthforce 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.

## **Facilities And Equipment**

**Furniture**

We do not have extra furniture at Cascade. Out of respect for your colleagues please do not take furniture or other items from other areas in the building without first speaking to administration.

**Lamination**

Staff should send their lamination requests to Darcie Cooper in the Activities Center. Due to the high cost of laminating material, please use this service very judiciously. Laminating is only done when the number of requests has collected to a size which justifies heating up the machine.

**Property Damage**

Damage of any nature to school property shall be reported to the site administrator.

**Staff Lounge**

Staff are **NOT** to send students to the staff lounge for **ANY** reason. It is the responsibility of every staff member to clean up after themselves when using the staff lounge.

**Technology**

Classrooms are furnished with computers, printers, overhead projectors, and other standard technology. To borrow other equipment, please contact the Library Secretary, Cheryl Mercer.

**Storage**

In an effort to create equitable storage opportunity and minimize excess materials from collecting space, please discard any old personal materials, and/or surplus old unused curriculum.

# Field Trips

*Approval for any Field Trips must go through Jeannette Siemers.*

## Rationale

“The Everett School District recognizes that field trips are a natural extension 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.” [2320]

## Field Trip Classifications

- **Co-Curricular Field Trips:** School sponsored, non-classroom –oriented experiences of a nature that normally have little or no school time involved. Examples: Knowledge Bowl, Science Fair, Natural Helpers.
- **Curricular Field Trips:** A classroom-oriented learning experience outside the school campus. Examples: Local business, Camp Silverton, DECA
- **WIAA Activities:** Interscholastic, out of district events under the direction of the WIAA in which students participate as representatives of the Everett School District. While regularly scheduled competitive activities do not require a field trip permission form, practices arranged outside the district do. Example: Debate tournaments, marching band, cheerleaders, athletics.

## Procedures

It is the responsibility of the building administrator to review the policy and procedures with appropriate staff to authorize the trip and to supervise the process utilized by the teacher and the students. You must consider the following items in your pre-planning:

- Safety and well-being of students, staff, and chaperones shall be of primary concern.
- Field trips shall relate to the curricular, co-curricular, outdoor education or WIAA activities.
- The proposed trip will be organized so that all students may participate if they and their parents so desire and if all conditions for participation are met.
- A district staff member shall accompany students on field trips.
- Behavior and safety standards shall be reviewed with all students before departure.
- The staff member shall contact the site to become familiar with the location and any hazards or dangers. Specific arrangements will be made for the field trip so that the desired activity can be coordinated with the objectives.
- Follow-up activities shall occur in conjunction with the field trip.
- Field trip forms are available in the office from Jana Kosiba (Activities) and Rhonda Covert (Athletics). It is the responsibility of the staff member scheduling the trip to see that all permission forms have been completed for each student prior to going on the trip. Only written permission signed by parent or guardian will be accepted.

## Adult Supervision (Field Trip Informed Consent Adult Supervisor Form)

- The number of adult supervisors to be determined by the teacher should be based upon the age of students, duration of the trip, safety considerations, and nature of activities planned.
- Students should be under the direct supervision of a staff member or adult supervisor.
- Student conduct during the activity should be based on consideration for personal and property rights of others.
- District policies and procedures pertaining to student conduct, discipline and rights apply to students while away from the school campus on school-sponsored field trips.
- Catherine Shaw maintains a list of those adult chaperones who are already approved. She can help you contact possible chaperones. Be sure to discuss any questions about adequate supervision with the Principal. A district staff member shall accompany students on field trips.

## Day Trip (Field Trip Request Form)

### Pre-Approval of Day Trip

- Pre-approval of field trip from the building administrator, Jeannette Siemers
- Transportation requested through building secretary, Rhonda Covert

### Prior to Day Trip

- Give students the informed consent to be completed for approval by parents and teachers.
- Copies of the itinerary to the students and parents involved in the trip.
- Collect student informed consents. Check for appropriate signatures and medical insurance. All students must have insurance. Make copies of the informed consent form for the building designee and other chaperones on your trip.
- Confirm your transportation with the building secretary.

### Day of Trip

- Take original informed consent forms with you on the trip.
- Take a copy of informed consent forms for the other chaperones. They only need a set for the students in their group.
- Leave copies of student completed informed consent forms with building designee.
- Leave contact phone numbers of staff supervisor on field trip for emergencies with building designee.
- Leave itinerary of the trip with building designee.

### Return from Day Trip

- Check in with the building designee upon return if people are still in the building. Then they know that all have returned safely or if there were any complications.
- Take originals of informed consent forms to building designee.
- Informed consent forms **must be kept for one year** from the date of the trip.
- Complete any follow up paperwork needed.

## Overnight Trips (Field Trip Overnight, Out-of-State, International Trip Request Form)

### Pre-Approval of In and Out of State Overnight Trip

- Written plan to building administrator for Pre-approval of field trip. **No Communication with parents or students until the field trip is approved.**
- Transportation requested through building secretary, Rhonda Covert.
- Sent to district office building designee **at least 45 Days** prior to trip for approval. Out of state may require even more notification. Work with your building administrator as soon as you know you want to pursue an Out of State Overnight trip.
- District office needs the following items:
  - Copy of permission form
  - Destination
  - Itinerary
  - Contact person
  - Where you are staying
  - Number of students and chaperones
  - Mode of transportation
  - Verify that there is adequate transportation for all students and chaperones
  - If a chaperone is traveling in their personal vehicle please list this as well
  - Emergency phone numbers

### Prior to the Trip

- Give students the informed consent to be completed for approval by parents and teachers.
- Copies of the itinerary to the students and parents involved in the trip.
- Collect student informed consents. Check for appropriate signatures and medical insurance. All students must have insurance.
- Make copies of the informed consent form for the building designee and other chaperones on your trip. Create an alpha list of all participants and chaperones.
- Confirm your transportation with the building secretary.

### Day of Trip Departure

- Take original informed consent forms with you on the trip.
- Take a copy of informed consent forms for the other chaperones. They only need a set for the students in their group and list of all participants and chaperones.
- Leave copies of student completed informed consent forms with building designee.
- Leave contact phone numbers of staff supervisor on field trip for emergencies with building designee.
- Leave itinerary of the trip with building designee.

### Day of Return from Trip

- Check with the building designee upon return if people are still in the building. Then they know that all have returned safely or if there were any complications.
- Take originals of informed consent forms to building designee.
- Informed consent forms **must be kept for one year** from the date of the trip.
- Complete any follow up paperwork needed.

### **Transportation**

- District or commercial vehicles should be used for all class field trips.
- The school secretary will contact the Transportation Department to schedule vehicles for the trip.
- The phone contact will be followed by a Transportation Field Trip Request Form ten (10) school days prior to the trip.

However, there are times when a staff member with a Type II License may transport a small group of students in his or her private vehicle, e.g., special recognition events, delivering food baskets. For those situations, the staff member must meet the following criteria:

- Utilize a vehicle, which is in compliance with all applicable State laws and regulations and is mechanically sound and reliable.
- Possess a current, valid Washington State Driver's license with appropriate licensed driving experience.
- Maintain valid personal auto liability insurance with minimum limits of \$100,000 per occurrence and \$300,000 aggregate combined single limit of liability (or \$100,000/\$300,000 Bodily Injury; \$50,000 Property Damage) and uninsured motorist coverage.
- Complete and have approved **"Approval For the Use of Private Vehicle" form 2320P.**

### **Expense**

Be judicious in planning field trips when students are charged for expenses. "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."

[2320]

## **Emergency While on a Field Trip**

In the event of an emergency while on a field trip, the staff member in charge will notify their supervisor and make arrangement for promptly notifying parent of all students involved in the field trip activity.

## **Time Frames**

Because field trip requests can often come in during “peak request seasons”, the first two weeks and the last three weeks of a semester will be times when field trip requests are not accepted. Exceptions will be looked at individually by Jeannette Siemers.

# **Finances**

## **Cash Handling:**

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

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

## **Collecting Money From Students**

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

## **Fees**

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

## **Fundraising**

All fundraising activities must be handled through the ASB Treasurer’s office. Well in advance, a fundraiser request form must be filled out and signed by the club/team, advisor/coach, ASB cabinet representative, ASB Treasurer, and Primary Advisor.

It is critical that all appropriate procedures are followed when having a fundraiser. **Please meet with Kathie Nesci prior to the fundraiser to help insure all necessary steps are followed.**

## **Tutoring**

“School facilities, material or equipment will not be available without charge for paid private lessons or tutoring conducted by staff members or others.” [5220]

## **No Personal Gain From Students**

Under state law, school personnel may not gain financially from students or their parents through the conduct of their professional duties.

## **Requisitions and Purchase Orders for ASB and General Fund**

- Purchases should be planned in advance and be supportive of school goals.
- ASB purchases are handled by Kathie Nesci in the Treasurer's office. You can get the PO request form from Kathie Nesci, as well as ask any questions about the process. It is critical that all receipts and invoices are promptly delivered to the Treasurer's office for payment.
- General Fund purchases are handled by Roslyn Resch. Please see her with any questions.
- Reimbursements MUST be pre-approved. Do not make a purchase without getting the proper approval.

## **Technology Repair Procedures**

Please send all technology related problems/issues to Help Desk at ext. 4357. If they are unable to resolve the issue, then administration will assist.

## **Use of School Resources**

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

# **Grading And Progress Reports**

## **Assessment**

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

## **End of Semester Grading**

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

## **Grade Book**

Teachers are required by state law to maintain an up-to-date grade book which records grades, student absences, and tardies. The marking system should be clear, fair, and accurate. An explanation should provide a key to understanding markings, percentages, and grade ranges. Teachers using an electronic grade book must back up their data. The grade book (or hard copy of an electronic grade book data) is turned in to the office at the completion of the school year and is kept on file for several years. [Reference: ESD Policy 2140]

## **Grading**

1. In the first week of school, students must receive a copy of the course outline and grading policy for each course. A copy of the course syllabus including grading policy is to be kept on file in the main office. Students should be able to calculate their own grades throughout the semester based on the grading procedure and the feedback given to the student by the teacher.
2. Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. An explanation of the marking system must be included.

## **Incompletes**

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

## **Progress Reports**

In all cases, it is the responsibility of the teacher to communicate with the student **and** their parent/guardians through a progress report, especially if the student is in danger of receiving a grade of D or F. These reports are to be signed by the students and parent/guardian and returned to the teacher. If the progress report is not returned, the teacher is **required** to call the parent and note the day of the call in the grade book. If a phone call cannot be completed, another progress report is to be mailed home.

Regular progress reports should be completed and provided for parents by the dates announced through the staff bulletin, usually at mid-quarter.

**No** failing grades shall be given if a student has not been given a progress report, or if the parents/guardians have not been notified.

## **Report Cards**

Report cards are mailed home after the close of each quarter. Grades are due according to a schedule communicated by Catherine Shaw.

# **Handbook Changes**

Changes in the Student and Staff Handbook may be made during the school year by the school authorities. Such changes will be made available to students and staff in writing.

# **Instructional Resources**

## **Academic Freedom**

The ESD Policy 2330 addresses the rights of teachers and students. "Education is fostered in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration for the rights of students and the community. Teachers are entitled to exercise academic freedom subject to accepted standards of professional responsibility."

## **Copyright Compliance**

Be aware of copyright laws when using copyrighted materials. "The reproduction or use of copyrighted material by educators and librarians is permitted by law under certain circumstances. District personnel shall abide by such principles of 'fair use' as permitted by law, federal guidelines, and district procedures."

## **Copyright Laws and Videos**

By law, as well as by intent, the pre-recorded home videocassettes and videodiscs which are available in stores throughout the United States are for HOME USE only—unless you have a license to show them elsewhere. The Federal Copyright Act (Public Law 95-553, Title 17 of the U.S. Code) contains, simple, straightforward rules governing showing of video materials. These rules are summarized in the following paragraphs.

1. The rental or purchase of home videocassette DOES NOT carry with it the right to show it outside the home (Section 202).
2. Home videocassettes may be shown, without a license, in the home to a normal circle of family and its social acquaintances because such showings are not public.
3. Home videocassettes may be shown, without a license, in certain narrowly defined "face-to-face" teaching activities (Section 110.0) because the law makes a specific, limited exception to such showings. There are no other exceptions. (It is a violation to show such videos in schools for recreation, reward or recess).
4. All other showings of home videocassettes are illegal unless they have been authorized by license. Even "performances in 'semipublic' places such as clubs, lodges, factories, summer camps and schools are

“public” performance subject to copyright control.” (Senate Report No. 94-473, page 60; House Report No. 94-1476, page 62)

5. Businesses, institutions, organizations, companies or individuals wishing to engage in non-home showings of home videocassettes must secure licenses to do so—regardless of whether an admission or other fee is charged.
6. (Section 501). This legal requirement applies equally to profit-making organizations and non-profit institutions (Senate Report No. 94-473, page 59; House Report No. 94-1476, page 62)

Showing of home videocassettes without a license, when one is required, is an infringement of copyright. If done “willfully and for purposes of commercial advantage or private financial gain,” it is a federal crime (Section 506). In addition, even innocent or inadvertent infringements are subject to substantial civil damages, ranging from \$500 to \$20,000 for each illegal showing, and other penalties (Section 501-502).

### **YouTube & Online Video Services**

Teachers who are planning on using online video services such as YouTube must download/preview material prior to showing the videos to students. This allows teachers to avoid possible inappropriate images or language from being presented to students live.

### **Pledge of Allegiance**

The Pledge of Allegiance at Cascade High School is recited in each classroom at the beginning of announcements each morning. According to ESD Policy 2333, “Flag exercises shall be conducted in each classroom at the beginning of the school day and the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence.”

Flag etiquette: The flag should not be used for any decoration. In general, the flag should never be used for any advertising purpose, should not be used as part of a costume or athletic uniform, should never have any mark, insignia, letter, word, number, figure, or drawing of any kind placed on it, or attached to it. Flag etiquette referenced [www.usa-flag-site.org/etiquette](http://www.usa-flag-site.org/etiquette)

### **Textbooks**

All textbooks are bar coded and stored in secure book depositories on campus (Library and room 216). At the start of the school year and second semester, textbooks will be checked out to students by the librarian, library secretaries and other support staff.

#### Distribution

All textbooks at the beginning of the school year will be checked out through room 216, our textbook depository. You will receive a pre-scheduled time to bring students to check out their books. Please encourage students to bring their ID cards for a speedy check out. If a student does not have a current card at the time of check out their previous year card will also work (even if it is their middle school ID). If a student is absent the day of check out, we have a small amount of each title stored in the library that the student(s) can come check out.

#### Textbook check-in:

All textbooks must be returned to the library throughout the school year (new student, withdrawn students, classes dropped, etc.).

At the change of the semester textbooks will be returned & re-distributed through the library.

At the end of the school year textbook check-in will be pre-scheduled to be returned to room 216 for storage.

**Each student is responsible for his/her textbooks so please DO NOT take books from students. Send them to the library to return them.**

In addition to textbooks, novels are stored and checked out exclusively through the library system as well.



When a teacher requests a specific novel for their class, please e-mail the library staff who will work with the teacher to schedule a time to check them out to individual students in the class.

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

Questions – please ask Amalia Pimenta, Cheryl Mercer, Darcie Cooper, & Catherine Shaw.

## Lesson Plans

Each teacher shall prepare daily and long-term lesson preparations and shall have adequate plans for use by substitutes. Those preparations should be on the teacher’s desk and available for an administrator to review when they come for a scheduled or unscheduled observation.

## Multi-Tiered System Of Supports Team (MTSS)

The CHS MTSS Teams meet once a week. The purpose of the teams is to make decisions and recommendations about the students who are struggling with academics, discipline, attendance, or social-emotional health. If teacher intervention produces unsuccessful results, students are referred by the teacher to the student’s counselor.

## Paraeducator Competencies

To work in education and related service programs for students, Paraeducators will demonstrate:

- |               |   |
|---------------|---|
| Competency 1  | Understanding of the value of providing instructional and other direct services to all students   |
| Competency 2  | Understanding of the roles and responsibilities of certificated/ licensed staff and Para educators  |
| Competency 3  | Knowledge of ...<br>(a) patterns of human development and learning, as well as milestones typically achieved at different ages, and<br>(b) risk factors that may prohibit or impede typical development             |
| Competency 4  | Ability to practice ethical, professional, and legal standards of conduct, including the requirements of confidentiality  |
| Competency 5  | Ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable the Para educator to work as an effective member of the instructional team                   |
| Competency 6  | Ability to provide positive behavioral support, management, and discipline techniques to motivate and assist students   |
| Competency 7  | Knowledge of the legal issues related to the education of students with disabilities and their families   |
| Competency 8  | Awareness of diversity among the students, families, and colleagues with whom they work   |
| Competency 9  | Knowledge and application of the elements of effective instruction and assessment and the use of technology to assist teaching and learning under direction of certificated/licensed staff in a variety of settings |
| Competency 10 | Knowledge of and ability to follow health, safety, and emergency procedures of the district   |

# PE Injuries

If a PE injury occurs, the student must tell the appropriate PE teacher who will determine if the injury requires ice or other attention. Ice will be provided in the gym. If further treatment is indicated, the student will be sent to the nurse's office with a pass directly from PE. With all head injuries, the student should be assessed in the Nurse's Office and a Head Injury report form be filled out within 24 hours of the incident. Once completed, submit these forms to Catherine Shaw for principal's review and signature.

## Safety Rules And Policies

According to ESD Policy 6503P-D, "Students shall be oriented to the school setting the first week of school. Students shall be informed of designated areas for specific activities." Teachers should frequently review fire and emergency procedures as well as classroom rules and procedures.

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

## Schedule Change Procedure

### Schedule Changes First Ten Days

- A hole in their schedule – Students should go to see their counselor during that period that has the missing class assigned.
- Class misplacement/mis-schedule – This may be a student who has two math classes on their schedule, a class they have already taken or the wrong class. There is a Schedule Change Form that you will receive, to be filled out by you, the teacher, and taken to the counseling secretary, Debbie Mehaffey. The teacher brings down the form, not the student. The student will be called down at a later date by the counselor.
- In general, the first 10 days of the semester is when schedule changes are done. There may be a few exceptions. Encourage students to email their counselors or see them at their lunch time. Please remember and remind students, they need to put in a request to see their counselor. They cannot just come down to the office to see their counselor unless they have been called down by their counselor.

### After the First Ten Days of the Semester

- A student who withdraws from a class after the 10th day of the semester will receive a failing grade unless there is a documented medical reason, in which case the student will receive an "NC" grade.
- Teacher initiated requests need to follow discipline procedures.

### Other Schedule Changes

- The teacher of the class being dropped will discuss the schedule change with the student. If the request is in accordance with one of the appropriate reasons:
  - *Needs to take a required course*
  - *Inappropriate skill level/placement*
  - *Lack of prerequisite*
  - *Taken and received credit previously*
  - *Failed subject with the same teacher Mechanical error (missing periods, doubly scheduled periods, canceled or newly formed classes)*
- The teacher is to complete the form, sign and submit it to the Counseling Office.
- The student will be called to the Counseling Center to complete the process. Students will be given a schedule change form to be signed by teachers and returned to counseling office.

- Once the schedule change has been made, the teacher will be alerted through the TWS (attendance) system.

### Important Note

At semester, students dropping a year-long course must get the year-long form signed by parent/guardian indicating acknowledgment and understanding of the reasons for this request.

## School Lunches

See the district's [webpage](#).

<b>Meal Prices 2021-22</b>	<b>Breakfast Price</b>	<b>Lunch Price</b>
High School Student	\$1.50	\$3.25
Reduced Price (Kindergarten - 3rd grade)	free	free
Reduced Price (4th - 12th grade)	free	\$ .40
Second Meals served to students eligible for free or reduced meals are charged at the school's full-price rate.		
Adult	\$2.00	\$4.25
***All students will receive free lunch for the 2021-22 school year. Must fill out form.***		

## Search And Seizure

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

### Searches of Students and Their Property

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

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

- Any search of a student and the student's possessions conducted by the principal, assistant principal, or principal's designee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules. For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.
- The principal, assistant principal, or principal's designee shall conduct searches in a manner which is not excessively intrusive in light of age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school officials.
- The principal, assistant principal, or principal's designee shall determine in his/her discretion if a student's parent/guardian should be contacted prior to conducting a search. If not previously notified, a student's parent/guardian shall be contacted following a search. Advance notification of the student's parent/guardian is not required and is at the discretion of the principal, assistant principal or principal's designee.

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

### **Establishing Reasonable Grounds**

The following review of the basis for the search should occur before conducting a search:

- A. Identify 1) the student's suspicious conduct, behavior, or activity; 2) the source of the information; and 3) the reliability of the source of such information.
- B. If suspicion could be confirmed, would such conduct be a violation of the law or school rules?
- C. Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

### **Conducting the Search**

If the principal or principal's designee determines that reasonable grounds exist to search a student's clothing, personal effects, desk, locker, assigned storage area, or automobile, the search shall be conducted as follows:

- A. If evidence of criminal activity is suspected to be present and criminal prosecution will be recommended if criminal activity is confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.
- B. If evidence of violation of a school rule is suspected, and if confirmed by the search will be handled solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.

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

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

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

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

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

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

## **Security**

### **Keys**

If you do not have a key to get into the building, please see Catherine Shaw and keys will be issued to you with the approval of an administrator. Please follow these guidelines for school keys carefully:

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

3. In the event of a lost key, the principal and office manager should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
4. Do not duplicate keys. This is a serious violation of district procedures.
5. Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.

Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with Catherine Shaw annually.

### **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, health and safety factors. The district provides staff with appropriate equipment such as desks, chairs, file cabinets, therefore, it should not be necessary for staff to bring in their own items.

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, please see an administrator for guidelines which prohibits soft-sided furniture such as couches and 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.

### **Sonitrol Security System**

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our building using the number provided to you by the administration. Instructions for use of the Sonitrol key panel are located in the Appendix. Never write your Sonitrol code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. **Above all else, please work with the building custodians to ensure clear and accurate information about coding out of any building, if you are using your classroom or any other space, after hours, on weekends, or during holidays. Cascade is charged for every false security alarm!**

Sonitrol has installed sensors in all outside doors as well as sensitive microphones throughout the building, and actively monitors our campus whenever it is unattended. Entering a building without first turning off the Sonitrol system will cause police to respond.

#### Turning the System Off (to enter the building)

When you enter through a designated entry / exit door, the keypad will "beep" to remind you to turn the system off.

1. Open the Sonitrol Box.
2. Push the far right arrow.
3. Enter your access code.
4. Press enter (#).
5. The WAIT light will illuminate briefly, then go off.

6. The OFF light will illuminate. This means the system is off and you are cleared to enter.
7. Sign in to indicate that you are in the building.

#### Turning the System On (to leave the building)

Before you begin, check to be sure the OFF, SYSTEM READY and AC POWER lights are illuminated. Do not prop open any doors—this will keep the system from approving your request.

1. Open the Sonitrol Box
2. Enter your access code.
3. Press AUTO ON
4. Press ENTER (#)
5. The WAIT light will illuminate briefly, then go off. The ON light will illuminate. This means the system is now on. The pad will begin to “beep” slowly. Leave the school immediately through the designated Entry / Exit door.

#### **Volunteers**

The following policies govern the use of volunteers: ESD Policy 5430: “The district recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens; hence, use of volunteers in the district is encouraged, subject to suitable regulations and safeguards.” ESD Policy 5430P: “A volunteer works under the direction and supervision of a district staff member. Volunteers are required to complete a disclosure statement (5430P, page 3) as part of the volunteer screening process.” Please notify Roselyn Resch, the volunteer coordinator, if you have a volunteer or wish to have one.

## **Selling Items At School**

The conducting of private business or selling unauthorized items is prohibited.

## **Staff Parking**

All staff are to park in the staff parking lot. A parking permit is to be displayed (see the Treasurer’s Office for parking permit). Please do not park in the visitor area of the lot. Direct questions about parking to BuildingSecurity.

## **Student Property**

See Student Handbook for Procedure

#### **PRIVACY RIGHTS OF PARENT(S)/GUARDIAN(S) AND STUDENTS**

The Everett School District, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s)/guardian(s) and students.

As in the past, a student’s records are open for inspection and review with interpretation to the parent(s)/guardian(s) of the student, legal guardian(s), or the student himself/herself if eighteen years of age or older. Appointments may be made at the principal’s office for viewing cumulative records of grades, achievement test scores, health records, or psychological records. (Psychological records are administered only with prior parent(s)/guardian(s) approval.) Parent(s)/guardian(s) or students eighteen years of age or older may view their records, attach written comments, or request a hearing to remove a part of the records.

Student record information will not be released to most persons or agencies without the written consent of the parent(s)/guardian(s). However, the Everett School District will forward elementary and secondary student’s educational records on request to the school in which the student seeks or intends to enroll without further parent(s)/guardian(s) notification. Parent(s)/guardian(s) may receive a copy of the records at their expense if

requested. Similarly, transcripts or other information requested by students will be forwarded to colleges and educational institutions to which students are applying.

All rights of review and Due Process procedures transfer from parent(s)/guardian(s) to the individual student when the student becomes eighteen years of age.

For junior and senior high students, directory information includes the following information relating to a student: the student's name, address, telephone number, activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, graduation lists, class lists, scholarship and award winners, addresses and telephone numbers of Title I and Title IV students and parent(s)/guardian(s) for Advisory Committee use.

Information relating to the student's school records will be given to prospective employers at the request of the student.

Parent(s)/guardian(s) not wishing this information be made public should notify the school principal in writing within ten (10) calendar days following notice of these rights to students.

## **Student Recognition**

All staff should plan for the recognition of personal and academic achievement of students. "The Board encourages staff to recognize students for significant growth and/or improvement in academic achievement and/or distinguished performance in any school or classroom activity." [2440]

## **Student Supervision**

### **Assemblies**

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

### **Hall Pass**

If it is necessary for a student to leave class, the student should carry the designated hall pass (plastic board for bathroom or colored paper pass for other purpose). Please limit bathroom privileges—students are provided with five minutes between each class and have time to stop in a restroom on the way to class.

### **Passing Time**

During passing time, teachers should supervise students inside their classrooms and in adjacent areas.

### **Responsibility to Supervise**

We are responsible for student safety at all times. "Each staff member must be in the classroom or at any other assigned station at all times or must make sure that another teacher is temporarily in charge." [3400] All student meetings, turnouts, and work parties must be under the direct supervision of a staff member. Individual students or groups of students should not be left unattended. A class or group of students should be supervised by a staff member until supervision is assumed by another responsible person. Students should not be permitted to use equipment in the classroom which has not been approved for school use. Students should not be permitted to use equipment until they have received operating instructions and prescribed safety procedures. Students should not be permitted to work in a shop, kitchen or laboratory without qualified supervision. Incidents of unsafe conditions and defective equipment should be reported to the principal immediately.

# **Student Welfare**

## **Accidents**



“Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care.” [3431P] Send the injured student to the office immediately with an escort, if the injured student is able to go safely and comfortably. Otherwise, notify the office and request help while making the injured student as comfortable and as safe as possible.

Complete and submit an accident report to the office promptly. If you yourself are hurt while at work, call the office immediately to ensure proper care. As soon as possible, obtain and complete an accident report form, available from Catherine Shaw. There is a short form for emergency accidents and a different form for non-emergency accidents.

### **Medication**

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

### **Safety**

All staff members are responsible for student safety under the following ESD Policy 3420P, page 1: “Staff are responsible for creating and maintaining the safest possible environment for students at all times.” Except for during a lockdown, windows, doors and sightlines shall remain unobstructed.

### **Suicide**

“Any staff member who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will immediately notify the principal.” [3423P, page 1]. Also, contact the student's counselor so action may be taken to assist the student. Please refer to section – Youth Suicide

## **Substance Abuse By Staff - Reporting Process**

If you suspect a staff person is at work under the influence of alcohol, a controlled substance or other intoxicants you are to:

1. Immediately have a witness present with the individual. It is preferable to have a witness who has substance abuse training, e.g. a substance abuse counselor.
2. Notify the Assistant Superintendent or a Human Resources Director immediately whether it is a verified or a second hand report. You will be then guided through the next steps. It is of little value to report the suspected usage the next day, week or weeks afterwards. Do not take a wait and see approach.
3. Do not send the person home!
4. Encourage them to take a substance abuse test through the district's provider or an appropriate medical clinic. Do not administer a breathalyzer test yourself. If one is given on the work site, it must be by a school resource officer.
5. For certificated staff, keep in mind the Code of Professional Conduct, WAC 180-87-055, Alcohol or Controlled Substance Abuse:

Unprofessional conduct includes: Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following: Notification of the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance.

- a. A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
  - i. The education practitioner has had a reasonable opportunity to obtain such assistance.

The possession, use or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use is contrary to written

policy of the school district or school building.

The consumption of an alcoholic beverage on school premises or at a school-sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

## **Substitutes / Guest Teachers**

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

1. Each teacher will complete a substitute procedure form to be kept in the office. The substitute procedure form must include the location of the sub folder in your classroom and any other pertinent information. Each teacher should have a substitute folder which contains the following: lesson plans, specific classroom routines, emergency procedures, daily schedule, seating charts, class lists, contact information, and emergency sub plans. Substitute procedure forms and substitute folders must be updated and prepared by September 30 and February 28 (for second semester).
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals.” (Collective Bargaining Agreement 10.03)
4. Preferred guest teachers can be requested through the district’s automated substitute calling program. Staff with questions about this system should ask for help from Catherine Shaw.
5. Staff are responsible for informing the district of any personal absence by calling the Automated Sub System or by logging in to the system from the district website. (See Appendix.) All absences must be recorded in the system, whether you require a substitute or not. Staff must log in or call in to the system personally; the office cannot call in an absence for you. Any non-personal (e.g. field trip/conference) absence must be communicated to Catherine Shaw so she can enter the absence and “order” a sub.

## **Supplemental Classroom Activities**

### **Contests**

“Student participation in contests, advertising, promotions and surveys sponsored by any non-school organization must be entirely voluntary. All such activities involving students must have prior approval.” [2322]

### **Parties**

Celebrations, parties and other disruptions to the regular school routine are to be kept to a minimum and must be shown to contribute substantially to the educational program at Cascade. Discuss with the administration any plans for parties during academic learning time. Be especially cautious when planning any activity which includes refreshments or in which food items are brought from home as part of a classroom presentation or project. For the safety of our students and staff, Everett Public Schools Food & Nutrition Department has developed the following food guidelines based on information from Snohomish Health District:

- Use careful handwashing with soap and hot water before preparing and/or serving food, after using the restroom, after sneezing or coughing, and as necessary when food is being served.
- Food served to students should be served using disposable gloves or tongs. It is best to use gloves or utensils rather than touch with hands. If gloves or tongs are not available, serve with well-washed hands and use minimal touch.

- Due to the increase in allergies, please check with the school nurse or teacher for any specific allergies in the classroom. Please read labels carefully: some foods have “hidden” source of allergens (for example, tortilla chips fried in peanut oil).
- Cakes, breads, cookies, and other potentially non-hazardous baked goods are preferred.
- Prepared food from a commercial source is made following strict state and local inspection. For that reason, it is preferred that food items come sealed, from the store.
- Because of the difficulty of providing adequate refrigeration, foods containing custard or cream fillings are not to be served. Commercial fruit pies are acceptable, but not pumpkin pies or other custard pies made with eggs.
- Meat dishes, meat-filled pies, sprouts, and potato or macaroni salads should not be served.
- No home canned products are allowed.
- Fresh fruit can be used if it is washed and cut immediately before it is to be served. All cut melons are considered potentially hazardous and must be kept ice cold until served.
- Never serve unpasteurized milk or juice of any kind, especially apple juice or cider.
- Canned or bottled drinks are preferable to beverages that are mixed and brought in.
- Disposable cups and utensils are preferable. Minimize handling of all disposable cups, plates, napkins and utensils.
- For more information please visit the Snohomish County Health Department (<http://www.snohd.org/>).

### **Performances**

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

## **Youth Suicide**

### **Signs of Concern:**

- Depression
- Abrupt Changes in Behavior
- Mood Swings
- Alcohol and Drug Abuse
- Recent Grief or Losses
- Cutting
- Changes in School Performance
- Suicidal Threats
- Hopelessness
- Crying Spells
- Giving Away of Treasured Belongings

### **What to Do:**

First of all, if a student you know is in immediate danger, please call 911 and contact an administrator or counselor. The information and resources listed below are designed to help you in situations that are not immediate crisis situations:

- Have someone remain with the student until a parent, trusted adult or close friend can pick up the student. Do not leave the student alone.
- If concerns occur during the school day, refer student to their counselor or to an administrator.
- If concerns occur after school hours, contact a parent/guardian and notify the counselor or administrator as soon as possible.
- Don’t be afraid to ask about previous suicide attempts or suicide plan.
- Don’t forget to share the resource list below. You can call or have the student call, if necessary, any of the phone numbers for assistance or advice.

**Resources:**

- |  |                                |
|--|--------------------------------|
| • Teen Link (Evenings 6-10pm)              | 1-866-TEENLINK (833-6546)      |
| • Teen Link 24-Hr Crisis Link              | 1-866-427-4747                 |
| • National Suicide Prevention Lifeline     | 1-800-784-2433 / 1-800-SUICIDE |
| • Child Protective Services 1-866-829-2153 |                                |

## Weather Related Emergencies

**Late Start Procedures for Weather or Other Emergencies**

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

**Notification of Late Start Schedule**

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, this information is usually available by 5:30 a.m.

**How to find emergency school schedule information:**

- [www.FlashAlert.org](http://www.FlashAlert.org) You can subscribe to receive notices at the same time those notices are sent to media outlets, or you can bookmark this site to check for a listing of regional school emergency schedule information.
- Media news reports (Media get information from [www.FlashAlert.org](http://www.FlashAlert.org)).
- [Everett Public Schools](http://www.EverettPublicSchools.org) website.
- Everett Public Schools information line at 425-385-4636.
- Blackboard Connect\* calls made to school families beginning at 5:45 a.m.  
\*Please be sure your contact information is up to date at your school.
- Everett Public Schools social media [Facebook](#) and [Twitter](#) pages.
- Program [impact chart](#) outlines how various school programs and activities are impacted when school is cancelled or starts late.

You will receive a message from the school via Blackboard Connect (formerly ConnectEd). Please confirm with the office that your number is updated. Most radio and television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

**Early Dismissal Procedures for Weather or Other Emergencies**

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

**To Enter an Absence**

Call 888-632-6493 for the Automated Telephone Substitute Request System or you can enter your absence on the district website. [www.everettsd.schoolsolutions.com](http://www.everettsd.schoolsolutions.com).

# District Policies and Procedures



District policies are adopted by the Everett Public Schools Board of Directors, based on state and federal laws and regulations. Procedures are developed by administrative staff to implement board adopted policies.

The following pages provide district staff our nondiscrimination, harassment, and complaint policies and procedures, as well as some of the most frequently referenced policies and procedures. Included are examples of how the policy/procedure might apply in a specific situation. All district policies and procedures can be accessed online at <https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-189>.

## **Nondiscrimination Statement**

Everett Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

### **Executive Director Human Resources**

Chad Golden  
3900 Broadway, Everett 98201  
425-385-4103  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)

### **ADA Coordinator**

Randi Seaberg  
3900 Broadway, Everett 98201  
425-385-4104  
[rseaberg@everettsd.org](mailto:rseaberg@everettsd.org)

### **Title IX/Civil Rights Compliance Officer**

Kevin Allen  
3900 Broadway, Everett 98201  
425-385-4100  
[kallen@everettsd.org](mailto:kallen@everettsd.org)

### **Section 504 Coordinator**

Dave Peters  
3900 Broadway, Everett 98201  
425-385-4063  
[dpeters@everettsd.org](mailto:dpeters@everettsd.org)

### **Harassment, Intimidation or Bullying (HIB) Compliance Officer**

Danielle Mundell  
3721 Oakes Avenue, Everett 98201  
425-385-4260

[Dmundell2@everettsd.org](mailto:Dmundell2@everettsd.org)

Please refer to the enclosed nondiscrimination policy for further information on how to submit an informal or formal complaint. Staff needing information regarding translation services or transitional bilingual education programs can contact Chris Fulford at [cfulford@everettsd.org](mailto:cfulford@everettsd.org) or 425-385-4030.



## **Everett Public Schools**

3900 Broadway, Everett, WA 98201  
425-385-4000 [www.everettsd.org](http://www.everettsd.org)

7/22/2021



RESOLUTION NO. 1237

# Affirming our Commitment to Condemning Racism and Supporting Peaceful Protest

**A RESOLUTION** of the Board of Directors of Everett Public Schools in response to the death of George Floyd, condemning racism and supporting peaceful protest.

**WHEREAS**, on May 25, 2020 the life of George Floyd was tragically taken by four Minneapolis police officers; and

**WHEREAS**, the unjust death of George Floyd has highlighted the continued racism and unequal justice that still exists in our nation; and

**WHEREAS**, the students of Everett Public Schools have been exposed to this traumatic event through graphic visual displays of people in positions of authority committing violent crimes; and

**WHEREAS**, the subsequent public displays of both peaceful and violent demonstrations throughout our country, as well as displays of unprovoked violence by law enforcement at those demonstrations, have impacted the students and staff of Everett Public Schools; and

**WHEREAS**, the Board of Directors recognizes its responsibility to provide an environment which educates and teaches our students that we can and must uphold the rights and dignity of all members of our communities, and we must never enable those who would act otherwise; and

**WHEREAS**, as educators and educational leaders we are committed to action in assisting the Everett Public Schools community to process these events within our core values of Equity, Diversity, Collaboration, Respect, Integrity, Passion and Learning; and

**WHEREAS**, as we move forward and continue striving for social justice and racial equity, let these words by Rev. Martin Luther King Jr. be on the forefront of our minds "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors reemphasizes the importance of its board policies and the associated administrative procedures focused on each student's equitable access to education:

1. Mourns the death of George Floyd and joins the call for justice;
2. Supports Black students, staff and families during this time of turmoil;
3. Supports those in Everett Public Schools who wish to protest peacefully without fear of intimidation;

4. Does not support returning hate with hate or violence with violence;
5. Condemns acts of violence and damage to public and private property;
6. Commits to finding actionable ways to make our school district more just for everyone; and
7. Stands proudly for racial equality and safety for all of our students and staff; and

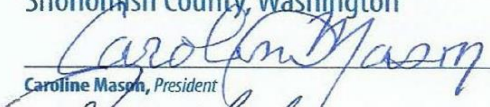
**BE IT FURTHER RESOLVED**, does hereby charge the superintendent to strengthen anti-racism and equity policies and training for all staff and students.


**ADOPTED** this 9th day of June, 2020, and authenticated by the signatures affixed below.

ATTESTED BY:

  
Ian B. Saltzman  
Secretary, Board of Directors

EVERETT SCHOOL DISTRICT NO. 2  
Snohomish County, Washington

  
Caroline Mason, President

  
Pam LeSesne, Vice President

  
April Berg, Director

  
Traci Mitchell, Director

  
Andrew Nicholls, Director



3900 Broadway, Everett, WA 98201  
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### Policy 0010

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

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

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

#### The board commits to:

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

#### This policy establishes that our district shall:

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

- Develop reporting, investigation, communication, and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions.
- Model diversity, inclusion, and belonging for all students and employees to foster an inclusive environment to achieve equitable outcomes.
- Practice and encourage transparent communication in all interactions.
- Commit time and resources to expanding more diverse leadership within our leadership, staff, and advisory bodies.
- Build a sense of community and belonging among staff to increase retention.
- Create an environment where all families have a sense of belonging and inclusion.
- Review this policy on an annual basis to ensure the commitment to equity, diversity, inclusion, and belonging remains at the forefront of our work.

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

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

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

### Policy 2152

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

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

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

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

### Procedure

### 2152P

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

### **Title IX Program/Activity Evaluation**

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

### **Determination of Effective Accommodation**

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

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

### **Student Interest Survey**

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

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

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

### **Student Requests for Modifications of Existing Programs or Additional Sports**

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

### **Annual Building Program Review**

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

### **Record Retention**

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

### **Information and Inquiry**

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

## [Responsibilities Handbook.](#)

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

### **Prohibition of Harassment, Intimidation or Bullying**

#### **Policy 3204**

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

As defined in legislation, "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in [RCW 28A.640.010](#) and [RCW 28A 642.010](#), or other distinguishing characteristics, when the act:

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

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

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

#### **Behaviors/Expressions**

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors

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

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of HIB may still be prohibited by other district policies or building, classroom or program rules.

#### **Training**

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

#### **Prevention**

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

#### **Interventions**

Interventions will be designed to remediate the impact on the targeted student(s) and upon others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

### **Students with Individual Education Plans or Section 504 Plans**

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of HIB, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the HIB incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavior issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE, as a result of the HIB incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

### **Retaliation/ False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting HIB, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of HIB. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Compliance Officer**

The superintendent will appoint a HIB compliance officer as the primary district contact to receive copies of all informal complaints ([HIB Incident Report Forms](#)) and to ensure policy implementation. The name and contact information for the HIB compliance officer will be communicated throughout the district. The district HIB compliance officer will participate in at least one (1) mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

## **Procedure**

## **3204P**

### **A. Introduction**

Everett Public Schools strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying and to prevent its reoccurrence.

### **B. Definitions**

**"Aggressor"** means a student, staff member, volunteer, or other member of the school community who engages in the harassment, intimidation, or bullying of a student.

**"Harassment, intimidation, or bullying" (HIB)** means any intentional electronic, written, verbal, or physical act that:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;

3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

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

Conduct that may rise to the level of HIB may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the HIB.

“**Retaliation**” occurs when an individual is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, or participating in an investigation.

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

“**Targeted student**” means a student against whom HIB has allegedly been perpetrated.

#### C. Behaviors/Expressions

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. Harassment refers to any malicious act, which causes harm to any person’s physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted youth including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

#### D. Relationship to Other Laws

This procedure applies only to [RCW 28A.600.477](#) Prohibition of harassment, intimidation and bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. [RCW 28A.600.477](#) – Prohibition of harassment, intimidation and bullying
2. [RCW 28A.640.020](#) – Regulations, guidelines to eliminate discrimination—Scope—Sexual harassment policies
3. [Chapter 28A.642 RCW](#) – Discrimination prohibition
4. [RCW 49.60.010](#) – Purpose of chapter; the “law against discrimination”

The district will ensure its compliance with all state laws regarding HIB. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s membership in a legally protected class under local, state, or federal law.

#### E. Prevention

##### 1. Dissemination

In each school and on the [district’s website](#) the district will prominently post information on reporting HIB; the name and contact information for making a report to a school administrator; and the name and contact information for the district HIB compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

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

Additional distribution of the policy and procedure is subject to the requirements of [Chapter 392-405 WAC](#).

##### 2. Education



Annually students will receive age-appropriate information on the recognition and prevention of HIB at student orientation sessions and on other appropriate occasions. The information will include a copy of the [Incident Reporting Form](#) or a link to a [web-based process](#).

3. **Training**

The district HIB compliance officer will participate in at least one (1) mandatory training opportunity offered by the Office of Superintendent of Public Instruction (OSPI). Staff will receive annual training on the district's policy and procedure, including, at a minimum, staff roles and responsibilities, how to monitor common areas and the use of the district's [Incident Reporting Form](#).

4. **Prevention Strategies**

The district will implement a range of strategies including individual, classroom, school, and district-level approaches.

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

F. **Compliance Officer**

The district HIB compliance officer will:

1. Serve as the district's primary contact for HIB. If the allegations in a written report of HIB indicate a potential violation of [Policy 3204](#), the district staff member who receives the report must promptly notify the district HIB compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline referral forms relating to HIB, and letters to parents/guardians providing the outcomes of investigations.
4. Communicate with the district's designated Title IX/Civil Rights Compliance Officer. If a written report of HIB indicates a potential violation of the district's nondiscrimination policy ([Policy 3210](#)), or if during the course of an investigation of HIB, the district becomes aware of a potential violation of the district's nondiscrimination policy, the HIB compliance officer must promptly notify the district's Title IX/Civil Rights Compliance Officer. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both [Policy 3204](#) and this procedure, and [Policy 3210](#) and [Procedure 3210P](#). The investigation and response timeline for the nondiscrimination procedure begin when the district knows or should have known that a written report or investigation of HIB involves a potential violation of the district's nondiscrimination policy.
5. Be familiar with the use of the student information system. The HIB compliance officer may use this information to identify patterns of behavior and areas of concern.
6. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
9. In cases where, despite school efforts, a targeted student experiences HIB that threatens the student's health and safety, the HIB compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: [www.k12.wa.us/SafetyCenter/default.aspx](http://www.k12.wa.us/SafetyCenter/default.aspx).

The district Harassment, Intimidation or Bullying Compliance Officer is:

Danielle Mundell  
Everett School District No. 2  
3721 Oakes Avenue  
P.O. Box 2098  
Everett, WA 98201  
[Dmundell2@everettsd.org](mailto:Dmundell2@everettsd.org)  
Phone: (425) 385-4260

G. **Staff Intervention**



All staff members will intervene when witnessing or receiving reports of HIB. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of HIB, may require no further action under this procedure, other than tracking, to ensure they are not repeated.

#### H. Filing an Incident Reporting Form

Incident Reporting Forms may be used by students, families, or staff to report incidents of HIB. A sample form is provided on OSPI's School Safety Center website:  
<https://www.k12.wa.us/sites/default/files/public/safetycenter/bullyingharassment/pubdocs/samplehibincidentreporting.pdf>.

Any student or students who believe they have been the target of unresolved, severe, or persistent HIB, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent HIB may report incidents verbally or in writing to any staff member.

#### I. Addressing Harassment, Intimidation, or Bullying – Reports

##### **Step 1: Filing an Incident Reporting Form**

In order to protect a targeted student from retaliation, a student need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

##### Status of Reporter

###### 1. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include increased monitoring of students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in fifth period.)

###### 2. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied near the basketball court but asks that nobody know who reported the incident. The supervisor says, "I can start monitoring the basketball court more closely and keep an eye out for your classmate and any problems that might crop up, but I can't take any disciplinary action against the bully(ies) unless you or someone else who saw it is willing to let me use their names.")

###### 3. Non-Confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation.

The district will, however, fully implement the anti-retaliation provision in [Policy 3204](#) and this procedure to protect complainants and witnesses.

##### **Step 2: Receiving an Incident Report Form**

All staff members are responsible for receiving oral and written reports. Whenever possible, staff members who initially receive an oral or written report of HIB shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of HIB, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent HIB will be recorded on a district [Incident Reporting Form](#) and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

##### **Step 3: Investigations of Unresolved, Severe, or Persistent HIB**

All reports of unresolved, severe, or persistent HIB will be investigated with reasonable promptness. Any student may have a trusted adult (e.g., parent/guardian, relative, mentor, staff member) with them throughout the report and investigation

process.

- a. Upon receipt of the [Incident Reporting Form](#) that alleges unresolved, severe, or persistent HIB, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of HIB occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan\_ (<https://www.kiwa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of [Policy 3210](#), Nondiscrimination, the investigator will promptly notify the district's Title IX/Civil Rights Compliance Officer. Upon receipt of this information, the Title IX/Civil Rights Compliance Officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in [WAC 392-190-065](#) through [WAC 392-190-075](#), as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand.

The investigation and response timeline for the discrimination complaint procedure will follow that set forth in [WAC 392-190-065](#) and begins when the district knows or should have known that a written report of HIB involves allegations of a violation of the district's nondiscrimination policy.

- c. Within two (2) school days after receiving the [Incident Reporting Form](#), the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on HIB.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve their parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of HIB. If professional school personnel suspect that a student is subject to abuse or neglect, they must follow district [Policy 3421](#) for reporting such cases to Child Protective Services or law enforcement.
- e. The investigation shall include, at a minimum:
  - An interview with the complainant;
  - An interview with the alleged aggressor;
  - A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.
- g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- h. No later than two (2) school days after the investigation has been completed and submitted to the HIB compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - The results of the investigation;
  - Whether the allegations were found to be factual;
  - Whether there was a violation of policy; and
  - The process for the complainant to file an appeal if the complainant disagrees with results.

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

If the district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the

complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve their family.

If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services or law enforcement.

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

#### **Step 4: Corrective Measures for the Aggressor**

After completion of the investigation, the school or district designee will institute any corrective measures necessary.

Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.

Corrective measures that involve student discipline will be implemented according to district [Policy 3300](#) – Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of HIB, that individual may be subject to corrective measures, including discipline.

#### **Step 5: Targeted Student's Right to Appeal**

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

#### **Step 6: Discipline/Corrective Actions**

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

Corrective measures for the student who commits an act of HIB will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district [Policy 3300](#) – Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the school may consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of [Policy 3204](#) and this procedure, the district may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [Chapter 181-87 WAC](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may impose disciplinary action on a certificate, up to and including revocation. Contractor violations of [Policy 3204](#) may include the loss of contracts.

#### **Step 7: Support for the Targeted Student**

Persons found to have been subjected to HIB will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

#### **J. Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other

person who brings forward information about an alleged act of HIB. Retaliation is prohibited and will result in appropriate discipline.

#### K. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of HIB. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A HIB complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (for discrimination complaints)  
360-725-6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission  
800-233-3247  
<http://www.hum.wa.gov/>
- Office for Civil Rights, U.S. Department of Education, Region IX  
206-607-1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service  
877-292-3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombudsman  
866-297-2597  
Email: [OEInfo@gov.wa.gov](mailto:OEInfo@gov.wa.gov)  
<http://oeo.wa.gov/>
- OSPI Safety Center  
360-725-6044  
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

#### L. Other District Policies and Procedures

Nothing in [Policy 3204](#) or this procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of HIB as defined herein, but which are prohibited by other district or school rules.

### Sexual Harassment of Students

#### Policy 3205

It is the policy of Everett School District to maintain a learning environment for students that is free from all forms of discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

For the purposes of this policy, **sexual harassment** is defined by state and federal laws as any unwelcome sexual advance, requests for sexual favors, sexually motivated physical contact, or verbal or physical conduct or communication of a sexual nature that:

- Conditions the provision of an aid, benefit or service of the district, either explicitly or implicitly, on the student's participation in such conduct (quid pro quo harassment); and/or
- A reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a student equal access to an education program or activity; and/or
- Has the purpose or effect of substantially interfering with a student's educational performance, or of creating an intimidating, hostile, or offensive educational environment; and/or

- Constitutes sexual assault as defined in the Clery Act, 20 U.S.C. 1092(f)(6)(A)(v)), dating violence as defined in 34 U.S.C. 12291(a)(10), domestic violence as defined in 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act (“VAWA”), 34 U.S.C. 12291(a)(30).

Sexual harassment can occur adult to student, student to adult, student to student or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in district activities. Under federal and state law, the term sexual harassment may include, but is not limited to:

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

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

### **Investigation and Response**

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

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

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

### **Staff Responsibilities**

The superintendent or designee will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

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

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Officer. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

### **Notice and Training**

The superintendent or designee will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy and [Procedure 3205P](#), which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX/Civil Rights Compliance Officer and provide contact information, including the Title IX/Civil Rights Compliance Officer's email address.

### **Policy Review**

The superintendent or designee will make an annual report to the board reviewing the use and efficacy of this policy and [Procedure 3205P](#). Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent or designee is encouraged to involve staff, students, volunteers, and parents in the review process.

## **Procedure**

### **3205P**

This procedure is intended to set forth the requirements of [Policy 3205](#), including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its reoccurrence, and as appropriate, remedy its effects.

This procedure applies to sexual harassment (including sexual violence) as defined in [Policy 3205](#) and targeted at students carried out by other students, employees or third parties involved in district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, [Chapter 28A.640, RCW](#) and [Chapter 392-190 WAC](#).

### **Notice**

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

The name and telephone numbers of the building Title IX Coordinator, as well as the district Title IX/Civil Rights Compliance Officer, and executive director of human resources shall be posted in such locations in buildings as to be commonly and easily viewed by students and staff.

### **Staff Responsibilities**

When any staff member becomes aware of an incident of sexual harassment, they must immediately inform their building principal, the building Title IX Coordinator or the district's Title IX/Civil Rights Compliance Officer of such incident. The school principal or building Title IX Coordinator will immediately inform: 1) the Title IX/Civil Rights Compliance Officer so that the district can appropriately respond to the incident consistent with its own grievance procedures; and, if necessary, 2) law enforcement.

In the event of an alleged sexual assault, the principal will notify the targeted student(s) and their parents/guardians of their rights under the district's sexual harassment policy and procedure and the right to file a criminal complaint and a sexual



harassment complaint simultaneously.

### **Confidentiality**

If a complainant requests their name not be revealed to the alleged aggressor or asks that the district not investigate or seek action against the alleged aggressor, the request will be forwarded to the district Title IX/Civil Rights Compliance Officer for evaluation. Regardless of whether a formal complaint is filed, the district must take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its reoccurrence, and as appropriate, remedy its effects.

The district Title IX/Civil Rights Compliance Officer should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged aggressor.

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

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal complaints of sexual harassment of students shall be reported to the building principal or designee. The building principal or designee will be responsible for investigation and resolution of informal complaints. The building principal or designee may seek assistance or guidance from the district's Title IX/Civil Rights Compliance Officer. The building principal or designee must provide the complainant with a copy of the district's [Policy 3205](#) and [Procedure 3205P](#), and notify the complainant of the right to file a formal complaint under that policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged aggressor). Informal remedies may include, but is not limited to:

- An opportunity for the complainant to explain to the alleged harasser that the conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

### **Formal Complaint Process**

- A. The district's Title IX/Civil Rights Compliance Officer, executive director of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [Chapter 392-190 WAC](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Title IX/Civil Rights Compliance Officer (“Compliance Officer”) is:

Kevin Allen  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[kallen@everettsd.org](mailto:kallen@everettsd.org)  
Phone: (425) 385-4100

The Executive Director of Human Resources is:

Chad Golden  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)  
Phone: (425) 385-4100

The compliance officer or designee will receive and investigate formal complaints that involve only students. The executive director of human resources or designee will receive and investigate formal complaints when allegations of sexual harassment are brought against employees or other adults. School or district administrators who receive a formal complaint of sexual harassment will promptly notify the compliance officer or executive director of human resources and forward a copy of the complaint.

B. The allegations of sexual harassment shall:

1. be written;
2. be signed by the complainant or the complainant’s parent/guardian;
3. describe the specific acts, conditions, or circumstances alleged to violate the district’s policies or obligations with regard to discrimination;
4. clearly indicate a desire for the district to investigate the allegations; and
5. be filed with the compliance officer or executive director of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.

C. Upon receipt of the complaint, the district’s compliance officer, the executive director of human resources, or designee will provide the complainant a copy of [Policy 3205](#), [Procedure 3205P](#) and [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint.

D. Before initiating the investigation, the district shall provide written notice of the allegations to both the complainant and the alleged aggressor prior to any discussions or interviews, and provide sufficient details known at the time and sufficient time to prepare a response. Specifically, the written notice must include:

- citations to the complaint process set forth in the district’s [Policy 3205](#) and [Procedure 3205P](#);
- allegations with sufficient details (identity of parties, conduct alleged to constitute sexual harassment, date, location, implicated policies, etc.);
- a statement indicating the responding party is “presumed not responsible” until a determination is made;
- notice to the right of an advisor of their choice, who may be an attorney;
- notice that the parties may request to inspect and review relevant evidence; and
- a reminder of the district’s policy not to make false statements or intentionally submit false information.

If additional allegations are subsequently added to the investigation, the district shall provide written notice to all parties of the new allegations.



The investigation process shall:

- treat all parties to the complaint equitably, including providing supportive measures to all parties, if necessary;
  - be conducted by investigator who is free of bias against any of the parties, and who is trained on the definition of sexual harassment and how to conduct a sexual harassment investigation; and
  - utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Policy 3205](#) and whether the conduct occurred in the district's education program or activity.
- E. Simultaneously, the district shall determine whether supportive measures are necessary. "Supportive Measures" are defined as non-disciplinary, non-punitive individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent(s). Such measures may include, but are not limited to:
- counseling;
  - extensions of deadlines or other course-related adjustments;
  - modifications of work or class schedules;
  - restrictions on contact between the parties;
  - increased security and monitoring of certain areas of district grounds; and/or
  - emergency removal of the respondent(s).

Prior to emergency removal, the district must perform an individualized risk analysis, determine whether there is an immediate threat to the health or safety of students or staff that justifies removal, and provides the respondent(s) with notice and an opportunity to challenge the decision immediately following removal. The emergency removal analysis shall focus on the specific facts and individuals involved in the situation and shall provide evidence that there is an immediate threat to the safety of students or staff. Any emergency expulsion of a student under this section must also comply with Washington's student discipline rules for emergency expulsion under [WAC 392-400-510](#) through [WAC 392-400-530](#).

- F. Following completion of the investigation, the compliance officer or the executive director of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, including an objective evaluation of all evidence (both inculpatory and exculpatory), unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report. This report must also be provided to all parties and their representatives, if any, at least ten (10) days before a final decision is made.
- G. After review of the investigative report, the superintendent or designee shall utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Policy 3205](#), whether the conduct occurred in the district's education program or activity, and whether the district complied with [Chapter 392-190 WAC](#) and/or related guidelines.
- H. The superintendent or designee shall respond in writing to the parties within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the parties or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district must notify the parties in writing of the reasons for the extension and the anticipated response date in a language the parties can understand, which may require language assistance for a party with limited-English proficiency, in accordance with Title VI. At the time the district responds to the parties, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- I. The response by the superintendent or designee will include:
1. A summary of the results of the investigation, including whether the alleged conduct violated the definition of sexual harassment as provided in [Policy 3205](#) and whether the conduct occurred in the district's education program or activity;
  2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
  3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the parties' right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.

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

- J. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than

thirty (30) calendar days after the district's written response to the parties, unless otherwise agreed to by the complainant.

- K. Any party may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the parties received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- L. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the parties in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the parties. The appeal decision will include notice of the parties' right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The decision of the hearing officer will be provided in a language the parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the parties' right to file a complaint with the Office of the Superintendent of Public Instruction. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.
- M. In the event a party disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), that party may file a complaint with the Office of the Superintendent of Public Instruction under [WAC 392-190-075](#). A complaint must be received by the Office Superintendent of Public Instruction within twenty (20) calendar days after the parties received the hearing officer's written appeal decision.

### **Mediation of Complaints**

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
  - 1. Must be voluntary;
  - 2. Requires the agreement of the district and all parties;
  - 3. May be terminated by any party during the mediation process;
  - 4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
  - 5. Be conducted by a qualified and impartial mediator, who is not an employee of the district or providing services to a student who is the subject of the mediation.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
  - 1. Sets forth the resolution;
  - 2. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
  - 3. Is signed by all the parties and a district representative.
- C. The parties and district may agree to extend the complaint timelines to pursue mediation.

### **Disciplinary Action**

The district will take such disciplinary action as it deems necessary and appropriate to end harassment and to prevent its reoccurrence. Such disciplinary action will be consistent with state and federal law, and in compliance with district discipline policies and procedures. When appropriate, the district shall provide, or continue to provide, supportive measures for individuals involved in the complaint.

### **Protection Against Retaliation**

Retaliation for filing complaints or otherwise participating, or refusing to participate, in the investigation of an allegation of sexual harassment is strictly prohibited. No individual may intimidate, threaten, coerce, or discriminate against any other individual for the purpose of interfering with any right or privilege secured under the district's policies and procedures and/or state or federal law, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this procedure.

### **Training and Orientation**

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of the

district's sexual harassment policies and procedures. Staff will be provided information on recognizing and preventing sexual harassment, including the definition of sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policies and procedures. All of the schools' Title IX Coordinators, district investigators, decisionmakers designated under this procedure, and any person who facilitates an informal resolution process under this procedure, shall receive training that includes, but is not limited to, the definition of sexual harassment, the scope of the district's education program and activities, how to properly conduct an investigation and the district's complaint process, appeal rights, informal resolution processes, investigating allegations impartially, conflicts of interest, issues of relevance of evidence including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant, and how to create a report that fairly summarizes relevant evidence.

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

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

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

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

All materials used to implement the trainings described above shall be available to members of the public on the district's website and through the district's public records process pursuant to district [Policy 4340](#) and [Procedure 4340P](#).

### **Reports to the Board**

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

### **Policy and Procedure Review**

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

## **Nondiscrimination**

### **Policy 3210**

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The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

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

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings, educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include:

1. Notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories;
2. The name and contact information of the district's Title IX/Civil Rights Compliance Officer designated to ensure compliance with this policy; and
3. The names and contact information of the district's Section 504 Coordinator and the Title IX/Civil Rights Compliance Officer.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the Title IX/Civil Rights Compliance Officer for this policy. The Title IX/Civil Rights Compliance Officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will offer or provide training to administrators and certificated and classroom personnel on their responsibility to raise awareness of and to eliminate bias based on the categories identified in this policy.

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

## Procedure

**3210P**

### **Procedures for Resolving Equal Educational Opportunity Complaints/Grievances**

To ensure fairness and consistency, the following review procedure is to be used with regard to issues covered by state and federal equal educational opportunity laws, including Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Civil Rights Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, [RCW 28A.640.010](#) governing sexual equality in public schools, and [Chapter 28A.642 RCW](#) prohibiting discrimination. This grievance procedure applies to complaints alleging discrimination or discriminatory harassment by employees, other students, or third parties against students based on race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a student with a disability.

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. As used in this procedure:

- Grievance means a complaint which has been filed by a complainant relating to the alleged violations of any state or federal anti-discrimination laws.
- Complaint means a written, signed charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. Complaints may be submitted by mail, fax, email or hand-delivery to any district or school administrator, or to any employee designated under [WAC 392-190-060](#), or to the district Title IX/Civil Rights Compliance Officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the Title IX/Civil Rights Compliance Officer.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

### **Informal Complaints**

At the student and parent/guardian's option, attempts will be made to resolve complaints of discrimination or discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discrimination or discriminatory harassment of students shall be reported to the building principal/designee. The building principal/designee will be responsible for investigation and resolution of informal complaints. The building principal/designee may seek assistance or guidance from the district's Title IX/Civil Rights Compliance Officer. The building principal/designee must notify the complainant of his/her right to file a formal complaint under this policy. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

### **Formal Complaints**

#### **Level One – Complaint to the District**

- A. The district's Title IX/Civil Rights Compliance Officer, executive director of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [Chapter 392-190 WAC](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Title IX/Civil Rights Compliance Officer is:

Kevin Allen  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[kallen@everettsd.org](mailto:kallen@everettsd.org)  
Phone: 425-385-4100

The executive director of human resources is:

Chad Golden  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)  
Phone: 425-385-4100

The Title IX/Civil Rights Compliance Officer or designee will receive and investigate formal complaints that involve only students. The executive director of human resources or designee will receive and investigate formal complaints when allegations of discrimination are brought against employees or other adults. School or district administrators who receive a formal complaint of discrimination or discriminatory harassment will promptly notify the Title IX/Civil Rights Compliance Officer or executive director of human resources and forward a copy of the complaint.

- B. The allegations of discrimination or discriminatory harassment shall:
1. be written;
  2. be signed by the complainant;
  3. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination; and
  4. be filed with the Title IX/Civil Rights Compliance Officer or executive director of human resources within one (1) year from the date of the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.

- C. Upon receipt of the complaint, the district's Title IX/Civil Rights Compliance Officer, the executive director of human resources, or designee will provide the complainant a copy of [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the Title IX/Civil Rights Compliance Officer or the executive director of human resources shall provide the superintendent/designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.
- D. The superintendent/designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time the district responds to the complainant, the district will send a copy of the response to the office of the superintendent of public instruction.
- E. The response by the superintendent/designee will include:
  - 1. A summary of the results of the investigation;
  - 2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
  - 3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  - 4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.The district's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.
- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.

### **Level Two – Appeal**

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

The decision of the hearing officer will include notice of the complainant's right to file a complaint with the office of the superintendent of public instruction. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

### **Level Three – Complaint to the Superintendent of Public Instruction**

- A. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), the complainant may file a complaint with the office of the superintendent of public instruction under [WAC 392-190-075](#). A complaint must be received by the office of the superintendent of public instruction within twenty (20) calendar days after the complainant received the hearing officer's written appeal decision, unless the superintendent of public instruction grants an extension for good cause. Complaints may be submitted by mail, fax, email or hand delivery.
  - 1. A complaint must be in writing and include:



- A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws;
- The complainant's name and contact information, including address;
- The name and address of the district subject to the complaint;
- A copy of the district's complaint and appeal decision, if any; and
- A proposed resolution of the complaint or relief requested.

If the allegations involve a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

2. Upon receipt of a complaint, the office of the superintendent of public instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with [RCW 28A.642.010](#) or [Chapter 392-190 WAC](#), and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

#### **Level Four – Administrative Hearing**

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, RCW 34.05.

NOTE: The complaint procedure outlined above does not prohibit the processing of a complaint in an informal manner and without investigation if the complainant so desires.

#### **Mediation of Complaints**

- A. The district may offer mediation, at its own expense, to resolve a complaint at any time during the complaint procedure. Mediation must be voluntary and requires the mutual agreement of the district and the complainant. It may be terminated by either party at any time during the mediation process. It cannot be used to deny or delay a complainant's right to utilize the complaint procedure.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator.

Mediation must be conducted by a qualified and impartial mediator who may not:

1. Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or
  2. Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding. The agreement must be signed by both the complainant and a district representative who has authority to bind the district.
  - C. The complainant and district may agree to extend the complaint timelines to pursue mediation.

## **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the Title IX/Civil Rights Compliance Officer for a period of six (6) years after resolution or closure of the complaint.

## **Gender-Inclusive Schools**

### **Policy 3213**

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In order to foster an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the Title IX/Civil Rights Compliance Officer will be communicated throughout the district. The district Title IX/Civil Rights Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI.

This policy and its [procedure](#) will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

## **Procedure**

### **3213P**

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The principal or designee, or an appropriate, designated school employee, is encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents/guardians, the school will consult with the student about the student's preferences regarding family involvement and honor those preferences.

The goals of the meeting are to:

- Develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3213 and this procedure and under state and federal law; and
- Develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The principal or designee may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under [Policy 3213](#) and this procedure, and state and federal law regarding gender expression or identity.

## **Key Definitions/Terms**

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female.)
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.



- **Gender Identity:** A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

### **Communication and Use of Names and Pronouns**

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

### **Official Records**

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status.

The district will change a student's official records to reflect a change in legal name or gender upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent/guardian or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>. The process should not be overly cumbersome, and the district may not require verification from a physician.

When a former student asks for their official student transcript to be changed to reflect a different name or gender:

- Document the transaction (request for the change, proof of identity, certificate, court papers, etc.);
- Issue a new record; and
- Retain (1) the original record; (2) the newly issued record; and (3) the documentation of the transaction.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, and directory information.

### **Confidential Health or Educational Information**

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232](#); [34 C.F.R. Part 99](#)). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender expansive status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required

to do so, or (2) the student has authorized such disclosure.

### **Restroom Accessibility**

Students will be allowed to use the restroom that corresponds to the gender identity consistently asserted at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

### **Locker Room Accessibility**

Use of locker rooms by transgender or gender expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities, ensuring the student's safety and comfort, and minimizing stigmatization of the student. The district will take an approach that conforms with OSPI's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity consistently asserted at school. Any student who has a need or desire for additional privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area, such as:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health room office restroom); or
- A separate changing schedule (i.e., utilizing the locker room before or after the other students).

No student will be required to use a locker room that conflicts with their gender identity.

### **Sports and Physical Education Classes**

The district will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of their eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth in the Washington Interscholastic Activities Association ([WIAA](#)) handbook.

### **Dress Codes**

The district will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the district guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI's guidelines.

### **Other School Activities**

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight field trips), students will be permitted to participate in accordance with the gender identity they consistently assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

### **Training and Professional Development**

The district will designate one (1) person to be the primary contact regarding [Policy 3213](#) and this procedure relating to transgender or gender expansive students. The primary contact must participate in at least one (1) mandatory training opportunity offered by OSPI. When practical, the district will conduct staff training and ongoing professional development as needed in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying; and
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, and gender expression issues.

## **Discrimination and Harassment Complaints**

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the district, and all staff to ensure that all students, including transgender and gender expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender expansive students. The primary contact will communicate with the district's Title IX/Civil Rights Compliance Officer.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of [Policy 3213](#). Complaints of discrimination based on gender identity or expression will follow the complaint process outlined in the district's Nondiscrimination [Procedure 3210P](#).

The district will share [Policy 3213](#) and this procedure with students, parents/guardians, employees, and volunteers.

### **Complaints to Board Members Concerning Staff**

#### **Policy 4312**

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The board welcomes constructive feedback about district programs, but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs. Complaints received by the board or board members will be referred to the superintendent for investigation.

The board will disallow complaints about individual staff members at public board meetings.

The superintendent will develop procedures to handle complaints about district staff, programs, or instructional materials.

#### **Procedure**

#### **4312P**

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Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the building leader should be contacted in an effort to resolve the issue through conferences with the staff member involved and the citizen.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

1. If the problem is not satisfactorily resolved at the building level, a written complaint should be filed by the citizen to the chief academic officer, deputy superintendent, department manager, or the superintendent. The complaint should describe the problem and what solution seems appropriate. Copies should be sent to the building leader and staff member involved.
2. The building leader and staff member shall respond to the complaint, in writing or in person, to the superintendent, chief academic officer, deputy superintendent, or department manager.
3. The superintendent or designee shall then attempt to resolve the matter through conference with the citizen, staff member and building leader.
4. If the matter is still not resolved, the superintendent shall present the issue to the board in an executive session in accordance with district personnel policies and procedures.
5. This procedure shall govern complaints not covered more specifically by some other district policy or procedure or an applicable collective bargaining agreement. See, for example, Selection and Adoption of Instructional Materials, [Board Policy 2311](#); Sexual Harassment of Students, [Board Policy 3205](#); Nondiscrimination, [Board Policy 3210](#); Sexual Harassment, [Board Policy 5160](#); and Affirmative Action and Nondiscrimination [Procedure 5010P](#).

## Affirmative Action and Nondiscrimination

### Policy 5010

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

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

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

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

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

### Procedure

### 5010P

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#### Affirmative Action

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

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

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

#### Nondiscrimination

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

In cases where employees or applicants believe that they have been discriminated against on the basis of their legally protected status, that their disabilities have not been reasonably accommodated, or that they have been harassed on the basis of their

legally protected status, the employee or applicant may file a complaint using the complaint process set forth in this procedure. To ensure fairness and consistency, these procedures are to be used to address complaints covered by state and federal equal employment laws, including the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), Titles VII and IX of the Civil Rights Act, the Washington Law Against Discrimination, and/or the district's Affirmative Action Plan. No person shall be retaliated against because of the utilization of these procedures. The executive director of human resources or designee shall investigate all allegations of noncompliance or discrimination.

### **Informal Complaints**

With regard to ADA matters, a distinction is to be made between a request for accommodation and a complaint. A request for accommodation should be submitted to the executive director of human resources. The parties should cooperate to resolve any issues of accommodation through an interactive process prior to the filing of a formal complaint. A complaint is to be filed only in the event there is a complaint of noncompliance after a request for accommodation has been made.

At the employee's option, attempts will be made to resolve complaints of discrimination informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discrimination of an employee may be reported to his/her supervisor, the Title IX/Civil Rights Compliance Officer, or the executive director of human resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's Title IX/Civil Rights Compliance Officer or executive director of human resources. The supervisor must notify the complainant of his/her right to file a formal complaint under this policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

### **Formal Complaints**

- A. The district's executive director of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [Chapter 392-190 WAC](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The executive director of human resources is:

Chad Golden  
Everett School District No. 2  
3900 Broadway  
P.O. Box 2098  
Everett, WA 98201  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)  
Phone: (425) 385-4100

The executive director of human resources or designee will receive and investigate formal complaints. School or district administrators who receive a formal complaint of discrimination will promptly notify the executive director of human resources and forward a copy of the complaint.

- B. The allegations of discrimination shall:
1. Be written;
  2. Be signed by the complainant;
  3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and
  4. Be filed with the executive director of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.
- C. Upon receipt of the complaint, the district's executive director of human resources or designee will provide the complainant a copy of Procedure 5010P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the executive director of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written

report.

- D. The superintendent or designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time, the district responds to the complainant, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- E. The response by the superintendent or designee will include:
  - 1. A summary of the results of the investigation;
  - 2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
  - 3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  - 4. Notice of the complainant's right to appeal under [WAC 392-190-070](#), including where and with whom the appeal should be filed.

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

- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.
- G. A complainant may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the complainant received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- H. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the complainant in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the complainant. The appeal decision will include notice of the complainant's right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The appeal decision will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the complainant's right to file a complaint with the Office of the Superintendent of Public Instruction. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.
- I. In the event a complainant disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), the complainant may file a complaint with the Office of the Superintendent of Public Instruction under [WAC 392-190-075](#). A complaint must be received by the Office Superintendent of Public Instruction within twenty (20) calendar days after the complainant received the hearing officer's written appeal decision.

### **Mediation of Complaints**

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
  - 1. Must be voluntary;
  - 2. Requires the agreement of the district and the complainant;
  - 3. May be terminated by either party during the mediation process;
  - 4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
  - 5. Be conducted by a qualified and impartial mediator, who is not an employee of the district and who has no personal or professional conflict of interest.



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

### **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the Title IX/Civil Rights Compliance Officer following the State of Washington's [School Districts Records Retention Schedule](#).

## **Sexual Harassment**

### **Policy 5160**

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All employees and volunteers will be provided a work environment free from sexual harassment. Sexual harassment is a form of misconduct which undermines the integrity of the employment relationship. Such conduct, whether committed by supervisory or nonsupervisory personnel, is specifically prohibited.

For the purposes of this policy, **sexual harassment** is defined by state and federal laws as any unwelcome sexual advance, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature that:

- Conditions the provision of employment or an aid, benefit or service of the district, either explicitly or implicitly, on the employee's participation in such conduct (quid pro quo harassment); and/or
- Makes the submission to or rejection of that conduct or communication a factor in decisions affecting that individual's employment; and/or
- A reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies an employee equal access to a district program or activity; and/or
- Has the purpose or effect of substantially interfering with an employee's job performance, or of creating an intimidating, hostile, or offensive educational environment; and/or
- Constitutes sexual assault as defined in the Clery Act, 20 U.S.C. 1092(f)(6)(A)(v)), dating violence as defined in 34 U.S.C. 12291(a)(10), domestic violence as defined in 34 U.S.C. 12291(a)(8), or stalking as defined in the Violence Against Women Act ("VAWA"), 34 U.S.C. 12291(a)(30).

Any employee or volunteer who believes they have been subjected to sexual harassment on the job should bring this to the immediate attention of their supervisor, the Affirmative Action officer, or the executive director of human resources.

All such complaints will be promptly investigated and, where appropriate, immediate corrective action will be taken to end sexual harassment and prevent its recurrence. Corrective action may include disciplinary action, up to and including suspension or termination, against those who violate the sexual harassment policy and support and/or assistance, as appropriate, for individuals who have been subjected to sexual harassment. Disciplinary actions shall be in compliance with collective bargaining agreements and state and federal law. To the highest degree possible, allowing for a fair investigation, complaints will be treated in a confidential manner. Retaliation against employees or volunteers shall not occur because they have made complaints of sexual harassment to management.

Persons who knowingly report false allegations of sexual harassment or corroborate false allegations of sexual harassment will be subject to appropriate discipline or other sanctions.

Reasonable efforts shall be made to inform all employees and volunteers of the district's sexual harassment policy and procedures. These efforts shall include insertion of the policy and procedures in new employee information and volunteer orientation materials.

Informal complaints of sexual harassment by employees or volunteers shall be reported to the employee's or volunteer's supervisor, the Affirmative Action officer, or the executive director of human resources. The administrator receiving the complaint will be responsible for coordinating the investigation of such complaint with the district's Affirmative Action officer or executive director of human resources. Formal complaints of sexual harassment shall be processed in accordance with the complaint procedures set forth in [Procedure 5160P](#).

Annually in conjunction with the report to the board of directors on the Affirmative Action Plan, the Affirmative Action officer will review the use and efficacy of the sexual harassment policy and procedures.

## Procedure

### 5160P

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#### **Complaint Procedure**

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

#### **Confidentiality**

If a complainant requests their name not be revealed to the alleged aggressor or asks that the district not investigate or seek action against the alleged aggressor, the request will be forwarded to the district Title IX/Civil Rights Compliance Officer for evaluation. Regardless of whether a formal complaint is filed, the district must take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its reoccurrence, and as appropriate, remedy its effects.

The district Title IX/Civil Rights Compliance Officer should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged aggressor.

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

#### **Informal Complaints**

At the employee/volunteer's option, attempts will be made to resolve complaints of discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discriminatory harassment of an employee/volunteer may be reported to the staff members' supervisor, the Affirmative Action officer, or the executive director of human resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's Affirmative Action Officer or executive director of human resources. The supervisor must provide the complainant with a copy of the district's [Board Policy 5160](#) and this procedure, and notify the complainant of the right to file a formal complaint under that policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. Informal remedies may include, but is not limited to:

- An opportunity for the complainant to explain to the alleged harasser that the conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;



- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant or because the district believes the complaint needs to be more thoroughly investigated.

### **Formal Complaints**

- A. The district's executive director of human resources or designee shall be responsible for monitoring and coordinating the district's compliance with [Chapter 392-190 WAC](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Executive Director of Human Resources is:

Chad Golden  
 Everett School District No. 2  
 3900 Broadway  
 P.O. Box 2098  
 Everett, WA 98201  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)  
 Phone: (425) 385-4100

The executive director of human resources or designee will receive and investigate formal complaints. School or district administrators who receive a formal complaint of discriminatory harassment will promptly notify the executive director of human resources or designee and forward a copy of the complaint.

- B. The allegations of discriminatory harassment shall:
1. Be written;
  2. Be signed by the complainant;
  3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment;
  4. Clearly indicate a desire for the district to investigate the allegations; and
  5. Be filed with the executive director of human resources or designee within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.
- C. Upon receipt of the complaint, the district's executive director of human resources or designee will provide the complainant a copy of [Board Policy 5160](#) and [Procedure 5160P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint.
- D. Before initiating the investigation, the district shall provide written notice of the allegations to both the complainant and the alleged aggressor prior to any discussions or interviews, and provide sufficient details known at the time and sufficient time to prepare a response. Specifically, the written notice must include:
- citations to the complaint process set forth in the district's [Board Policy 5160](#) and [Procedure 5160P](#);
  - allegations with sufficient details (identity of parties, conduct alleged to constitute sexual harassment, date, location, implicated policies, etc.);
  - a statement indicating the responding party is "presumed not responsible" until a determination is made;
  - notice to the right of an advisor of their choice, who may be an attorney;
  - notice that the parties may request to inspect and review relevant evidence; and a reminder of the district's policy not to make false statements or intentionally submit false information.

If additional allegations are subsequently added to the investigation, the district shall provide written notice to all parties of

the new allegations.

The investigation process shall:

- treat all parties to the complaint equitably, including providing supportive measures to all parties, if necessary;
  - be conducted by investigator who is free of bias against any of the parties, and who is trained on the definition of sexual harassment and how to conduct a sexual harassment investigation; and
  - utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Board Policy 5160](#) and whether the conduct occurred in the district's education program or activity.
- E. Simultaneously, the district shall determine whether supportive measures are necessary. "Supportive Measures" are defined as non-disciplinary, non-punitive individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent(s). Such measures may include, but are not limited to:
- counseling;
  - extensions of deadlines or other course-related adjustments;
  - modifications of work or class schedules;
  - restrictions on contact between the parties;
  - increased security and monitoring of certain areas of district grounds; and/or
  - paid administrative leave of the respondent(s).
- F. Following completion of the investigation, the executive director of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, including an objective evaluation of all evidence (both inculpatory and exculpatory), unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report. This report must also be provided to all parties and their representatives, if any, at least ten (10) days before a final decision is made, or in compliance with timelines set forth in any applicable Collective Bargaining Agreement.
- G. After review of the investigative report, the superintendent or designee shall utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Board Policy 5160](#), whether the conduct occurred in the district's education program or activity, and whether the district complied with [Chapter 392-190 WAC](#) and/or related guidelines.
- H. The superintendent or designee shall respond in writing to the parties within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the parties or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district must notify the parties in writing of the reasons for the extension and the anticipated response date in a language the parties can understand, which may require language assistance for a party with limited-English proficiency, in accordance with Title VI. At the time the district responds to the parties, the district will send a copy of the response to the office of the superintendent of public (OSPI) instruction.
- I. The response by the superintendent or designee will include:
1. A summary of the results of the investigation, including whether the alleged conduct violated the definition of sexual harassment as provided in [Board Policy 5160](#) and whether the conduct occurred in the district's education program or activity;
  2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
  3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the parties' right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.
- The district's response to the complaint will be provided in a language the parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI.
- J. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the parties, unless otherwise agreed to by the complainant.

- K. Any party may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the parties received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- L. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the parties in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the party. The appeal decision will include notice of the parties' right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The appeal decision will be provided in a language the parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the parties' right to file a complaint with OSPI. The district will send a copy of the appeal decision to OSPI.
- M. In the event a party disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), that party may file a complaint with OSPI under [WAC 392-190-075](#). A complaint must be received by OSPI within twenty (20) calendar days after the parties received the hearing officer's written appeal decision.

### **Mediation of Complaints**

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
  - 1. Must be voluntary;
  - 2. Requires the agreement of the district and the all parties;
  - 3. May be terminated by any party during the mediation process;
  - 4. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
  - 5. Be conducted by a qualified and impartial mediator, who is not an employee of the district and who has no personal or professional conflict of interest.
- B. If the parties resolve the complaint through mediation, the parties may execute a legally binding agreement that:
  - 1. Sets forth the resolution;
  - 2. States that all discussions that occurred during the mediation process will remain confidential and not be used as evidence in any future complaint, due process hearing, or civil proceeding; and
  - 3. Is signed by both the all of the parties and a district representative.
- C. The parties and district may agree to extend the complaint timelines to pursue mediation.

The complaint procedure outlined above does not prohibit the processing of complaints by an employee pursuant to complaint procedures established in applicable collective bargaining agreements.

### **Protection Against Retaliation**

Retaliation for filing complaints or otherwise participating, or refusing to participate, in the investigation of an allegation of sexual harassment is strictly prohibited. No individual may intimidate, threaten, coerce, or discriminate against any other individual for the purpose of interfering with any right or privilege secured under the district's policies and procedures and/or state or federal law, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this Procedure.

### **Training and Orientation**

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

All of the schools' Title IX Coordinators, district investigators, decisionmakers designated under this Procedure, and any person who facilitates an informal resolution process under this Procedure, shall receive training that includes, but is not limited to, the

definition of sexual harassment, the scope of the district's education program and activities, how to properly conduct an investigation and the district's complaint process, appeal rights, informal resolution processes, investigating allegations impartially, conflicts of interest, issues of relevance of evidence including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant, and how to create a report that fairly summarizes relevant evidence.

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

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

All materials used to implement the trainings described above shall be available to members of the public on the district's website and through the district's public records process pursuant to district [Board Policy 4340](#) and [Procedure 4340P](#).

## Maintaining Professional Staff/Student Boundaries

### Policy 5253

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#### Purpose

This policy provides all staff, students, volunteers, and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For the purpose of this policy and its procedure, the terms "district staff," "staff member(s)," and "staff" also include volunteers.

#### General Standards

The board expects all district staff to maintain the highest professional standards when they interact with students. All district staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district staff have for students.

The interactions and relationships between district staff and students should be based upon mutual respect, trust, and commitment to the professional boundaries between staff and students in and outside of the educational setting and consist with the educational mission of the district.

District staff will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member's duties in the district. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor or human resources whenever they suspect or question whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy.

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

The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall proactively discuss these circumstances with their building administrator or supervisor.

### **Use of Technology**

The board supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to school work or other legitimate school business, district staff are prohibited from communicating with students by phone, email, text, instant messenger, or other forms of electronic or written communication. District staff members are prohibited from engaging in any conduct on social networking websites that violate the law, district policies or procedures, or other generally recognized professional standards. This prohibition includes prohibiting staff from “friending” and/or “following” students on social media.

Staff whose conduct violates this policy may face discipline and/or termination consistent with the district’s policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

The superintendent or designee will develop protocols for reporting and investigating allegations of a failure to maintain professional boundaries and develop procedures and training to accompany this policy.

### **Procedure**

**5253P**

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

### **Reporting Violations**

All school staff members or volunteers must promptly notify the supervisor of a staff member or volunteer suspected of engaging in a boundary invasion toward a student.

Staff members should:

- Not wait before reporting suspicious behavior or try to determine whether there is an innocent explanation;
- Not confront or discuss the matter with the staff member at issue or with anyone else, but maintain confidentiality to protect privacy and avoid rumors; and
- Document for their own records that they notified an administrator, including to whom and what they reported

Students and their parents/guardians are strongly encouraged to notify the principal or designee if they believe a staff member or volunteer may be engaging in inappropriate boundary invasion conduct with a student.

### **Boundary Invasion**

A boundary invasion is an act or pattern of behavior by a staff member or volunteer that does not have a bona fide health, safety, or educational purpose for the student. Staff members and volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following:

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board’s policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being “overly touchy” with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos, taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
- C. Any kind of flirtatious or sexual communications with a student;
- D. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student

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relationship. This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in “peer like” behavior with one or more students;

- E. Providing alcohol, drugs, or tobacco to students or failing to report their use of these substances;
- F. For non-guidance/counseling staff, allowing or encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members shall refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student’s school performance;
- G. Sending students on personal errands unrelated to any educational purpose;
- H. Banter, allusions, jokes, or innuendos of a sexual nature with students;
- I. Commenting on a student’s appearance in a flirtatious or sexual nature, or if the comments have no educational value;
- J. Disclosing personal, sexual, family, or employment concerns or other private matters to one or more students;
- K. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- L. Maintaining personal contact (including “friending” or “following”) a student on any social networking application or device;
- M. Sending phone, email, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to schoolwork or other legitimate school business. If staff members have educational or legitimate school business to conduct with students, they should use only district-approved applications to text or call. Communications that are one-way and sent to the entire class may be sent directly to students through one of these applications. If any communication is directed to a small group of students or an individual student, staff shall include a parent/guardian unless doing so would jeopardize the safety, health or welfare of the student. Staff members should use school email addresses and the contact information on file for the student and parent/guardian from the district student information system and not personally collected contact information, except in an emergency situation;
- N. Exchanging or providing personal gifts, cards, or letters with an individual student;
- O. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- P. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
- Q. Providing a student with information or views about other students or staff members without a legitimate professional purpose;
- R. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct;
- S. Unnecessarily invading a student’s privacy, (e.g., walking in on the student in the bathroom or a hotel room on a field trip);
- T. Being alone with an individual student out of the view of others; and/or
- U. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student’s parent/guardian and an administrator are informed and have consented.

### **Investigation and Documentation**

When an administrator receives information that a boundary invasion has occurred or might have occurred, the administrator must document, in writing, the concern and provide a copy of the documentation to the appropriate regional superintendent, the district Title IX/Civil Rights Compliance Officer, and general counsel. The Title IX/Civil Rights Compliance Officer will investigate and document the matter, and if a boundary invasion has occurred without a legitimate educational or safety purpose, ensure that appropriate action is taken and documented. The district will maintain a file documenting reports, letters of direction, and discipline relating to professional boundary investigations.

### **Reminder About Reporting Sexual Abuse**

All school personnel who have reasonable cause to believe that a student has experienced sexual abuse by an adult, or another student are required to make a report to Child Protective Services and/or law enforcement. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

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### **Disciplinary Action**

Staff member or volunteer violations of this procedure may result in disciplinary action up to and including dismissal. Violations may occur by ignoring professional boundaries, as well as by failing to report another staff member or volunteer who is ignoring professional boundaries. In any disciplinary situation, the superintendent or designee should consider whether the conduct violates the code of professional conduct in [Chapter 181-87 WAC](#) and whether a report to the Office of Professional Practices is warranted.

### **Training**

All new staff members and volunteers will receive training on appropriate staff/student boundaries within three (3) months of employment or beginning of service. Such initial training may be on-line training. Site administration and classified employee supervisors shall see to it that more detailed, live training covering this entire procedure shall occur every two (2) years for all schools and work sites. Site administration and classified employee supervisors will also address professional boundaries at staff meetings early in the year.

### **Dissemination of Policy and Reporting Protocols**

[Board Policy 5253](#) and this procedure will be included on the district website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.



## District Policies and Procedures

### SERIES 1000 – BOARD OF DIRECTORS

Policy/ Procedure	Title	Description	Situation to apply
<a href="#">1400S</a>	Board Meeting Schedule	Yearly schedule of school board meetings	<ul style="list-style-type: none"> <li>To attend a school board meeting or refer someone to a meeting.</li> </ul>

### SERIES 2000 – INSTRUCTION

Policy/ Procedure	Title	Description	Situation to apply
<a href="#">2105/2105P</a>	Educational Research	Procedures and guidelines for staff and other individuals to conduct research activities/projects in Everett Public Schools.	<ul style="list-style-type: none"> <li>All proposals for educationally related research conducted in EPS are to be submitted to the assessment and research department to initiate the approval process. This shall include research by district staff, as well as out-of-district agencies.</li> </ul>
<a href="#">2125P</a>	Web-based Resources and Other Online Educational Services	The availability of innovative online technologies to engage students in relevant learning opportunities.	<ul style="list-style-type: none"> <li>Before providing/piloting web resources</li> <li>Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program</li> <li>Before notifying parents of approved web service not part of an adopted instructional program</li> </ul>
<a href="#">2145P</a>	Suicide Prevention	Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors or have attempted to harm themselves.	<ul style="list-style-type: none"> <li>While assessing the risk of student's mental health</li> <li>In the event a student suicide occurs or is attempted</li> <li>When looking for suicide prevention resources</li> </ul>
<a href="#">2150P</a>	Co-Curricular Program	Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students.	<ul style="list-style-type: none"> <li>Before implementing a new co-curricular activity.</li> <li>While reviewing the qualifications/criteria for a co-curricular program.</li> <li>Cross-reference to <a href="#">2150</a>.</li> </ul>
<a href="#">2151P</a>	Interscholastic Athletics/Activities	The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students.	<ul style="list-style-type: none"> <li>When a new coach has been hired.</li> <li>When assessing a student's eligibility for athletics/activities.</li> <li>When a parent/guardian has questions regarding a student's eligibility.</li> <li>When a guardian requests to transport a student to/from an event.</li> </ul>



			<ul style="list-style-type: none"> <li>• If a student is found potentially in violation of the code of conduct.</li> <li>• When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport.</li> <li>• If a student of the opposite gender requests to participate in an interscholastic program.</li> </ul>
<a href="#">2153P</a>	Student Group Meetings (Limited Open Forum)	Groups of secondary students want to organize for co-curricular or non-curricular purposes and hold meetings in school facilities.	<ul style="list-style-type: none"> <li>• When a non-curriculum group requests principal recognition of co-curricular status.</li> <li>• Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities.</li> </ul>
<a href="#">2210P</a>	Special Education and Related Services for Eligible Students	Students whose disabilities adversely impact educational performance and who require specially designed instruction. Ensure that disabled students are identified, evaluated, and provided with appropriate educational services.	<ul style="list-style-type: none"> <li>• When reviewing insurance or funding for student's special education provisions and services.</li> <li>• Before engaging with parents/guardians on the student's Individual Education Plan (IEP)</li> <li>• Before referring a child for special education and related services. (Child Find)</li> <li>• Before transitioning a student to special education services or vice versa.</li> <li>• Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing.</li> </ul>
<a href="#">2211/ 2211P</a>	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973	Ensure that disabled students within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.	<ul style="list-style-type: none"> <li>• Before accommodating a student with disabilities(s) or impairment(s) in any school service/program.</li> <li>• Before disciplining, a student recognized to have a disabling condition.</li> <li>• When referencing or complying to Section 504 and/or IDEA.</li> <li>• When placing a student in a program not operated by the district.</li> <li>• Before taking action to resolve a legal dispute regarding a student with disabilities.</li> </ul>
<a href="#">2311P</a>	Selection and Adoption of Instructional Materials	Procedures for adoption and approval of instructional materials.	<ul style="list-style-type: none"> <li>• Before implementing a social studies adoption.</li> <li>• Before establishing a Curriculum Review Committee.</li> <li>• Before establishing an Instructional Materials</li> </ul>

			<p>Committee or adding a new member.</p> <ul style="list-style-type: none"> <li>• Before deciding upon a referral for the school board to review.</li> <li>• If an affected staff member would like to appeal a materials decision.</li> <li>• For parents to challenge a curriculum or excuse a student from participation in curriculum.</li> <li>• Videos shown to students must have high educational merit, meet relevant and meaningful curriculum objectives, and be appropriate for the particular student audience.</li> </ul>
<a href="#">2320P</a>	Field Trips	Field trips are natural extensions of the curricular, co-curricular, and interscholastic programs and are opportunities for students to participate in activities and gain learning experiences that cannot be duplicated in the classroom or on the school site.	<ul style="list-style-type: none"> <li>• To obtain approval from building administration to organize/plan.</li> <li>• Before making financial arrangements.</li> <li>• Before planning and communicating to parents/guardians.</li> <li>• Before approving a volunteer adult supervisor.</li> <li>• While reviewing the plausibility of a disabled student participating.</li> <li>• When transportation is required through staff members or non-employee drivers.</li> <li>• When preparing for student health care needs, insurance and emergencies.</li> <li>• When experiencing issues with a student on a field trip.</li> </ul>
<a href="#">2321P</a>	Guest Speakers	The district may provide for the use of guest speakers and have procedures for their use and approval including notification of parents/guardians.	<ul style="list-style-type: none"> <li>• Before requesting a guest speaker.</li> <li>• Before the approved guest speaker visits the classroom.</li> <li>• Information for guest speakers to read relating to the topic of government and democracy.</li> <li>• Speakers that are elected or are running for office</li> <li>• Cross reference: <a href="#">2321</a> and <a href="#">2331</a></li> </ul>
<a href="#">2331/2331P</a>	Controversial Issues	The district offers courses of study to afford learning experiences appropriate to the level of student understanding.	<ul style="list-style-type: none"> <li>• Before presenting a controversial topic or class to students.</li> <li>• Obligation for staff to be fair and impartial while facilitating classroom discussions</li> <li>• Before allowing a controversial speaker to present.</li> <li>• In the event a student does not wish to attend a controversial</li> </ul>

			presentation.
<a href="#">2340P</a>	Religious-Related Activities and Practices	The district complies with the United States and Washington State constitutions, federal and state law, and the decisions made by the respective courts in making decisions regarding religious-related activities and practices.	<ul style="list-style-type: none"> <li>• Before instructing in a discipline that may have a religious dimension.</li> <li>• If student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs.</li> <li>• Before planning an activity focused on a holiday.</li> <li>• If a student engages in devotional activity during school programs or in activities before or after school on site.</li> <li>• If a parent/student is aggrieved by practices or activities conducted in the school or district.</li> </ul>
<a href="#">2410/2410P</a>	High School Graduation Requirements	Graduation requirements have been established to ensure students are prepared for post-secondary education, training and career with 21st century skills and the foundations needed for lifelong learning.	<ul style="list-style-type: none"> <li>• Before the class of 2021 starts grade 9.</li> <li>• Before implementing a new secondary course study.</li> <li>• When reviewing a student's graduation requirements.</li> </ul>

#### **SERIES 3000 - STUDENTS**

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">3122P</a>	Attendance	Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Teachers will keep a record of student absences and tardiness.	<ul style="list-style-type: none"> <li>• Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.</li> </ul>
<a href="#">3204/3204P</a>	Prohibition of Harassment, Intimidation or Bullying	The district maintains a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation and bullying	<ul style="list-style-type: none"> <li>• Reference for steps to take to identify, report, and address HIB and for staff interventions.</li> </ul>
<a href="#">3205/3205P</a>	Sexual Harassment of Students	The district maintains a learning environment for students that is free from all forms of discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or	<ul style="list-style-type: none"> <li>• Definition of harassment, complaint process and corrective actions.</li> </ul>

		school training held elsewhere.	
<a href="#">3210/3210P</a>	Nondiscrimination	The district provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program.	<ul style="list-style-type: none"> <li>• Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined.</li> </ul>
<a href="#">3213/3213P</a>	Gender-Inclusive Schools	The district provides an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression.	<ul style="list-style-type: none"> <li>• Definitions and specific steps for compliance with local, state and federal laws concerning transgender students.</li> </ul>
<a href="#">3224/3224P</a>	Student Dress	Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance.	<ul style="list-style-type: none"> <li>• When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives.</li> </ul>
<a href="#">3231P</a>	Searches of Students and Their Property	Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	<ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee.</li> </ul>
<a href="#">3232P</a>	Searches of Lockers, Desks, and Storage Areas	A student's locker, desk, or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	<ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee.</li> </ul>
<a href="#">3235/3235P</a>	Protection of Student Personal Information	Education data collected by contracted school service providers is an important component for improving student achievement. District employees play a role in ensuring that school service providers use student personal information in a responsible and ethical manner consistent with privacy protections required under federal and state law.	<ul style="list-style-type: none"> <li>• District employees will consult with the superintendent or designee and/or school or district business officer to verify that any such contract aligns with <a href="#">Chapter 28A.604 RCW</a>, the Student User Privacy in Education Rights (SUPER) Act, as well as any relevant guidelines listed in this procedure.</li> </ul>
<a href="#">3244/3244P</a>	Students Riding School Buses or Other District Provided Transportation	The denial of the privilege of riding the bus is reserved for the principal or their designee.	<ul style="list-style-type: none"> <li>• When a student's conduct on a school bus merits corrective action.</li> </ul>
<a href="#">3245/3245P</a>	Technology	To help ensure student safety and digital citizenship in appropriate, ethical online activities, students will be educated about appropriate	<ul style="list-style-type: none"> <li>• Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have</li> </ul>

		use of district technology and online behavior.	<p>been used inappropriately.</p> <ul style="list-style-type: none"> <li>• Inappropriate actions with other individuals on websites; cyberbullying awareness and response.</li> </ul>
<a href="#">3246P</a>	Personal Electronic Devices	The district provides students with the technology they need during the school day to access digital and online learning experiences. However, students may use personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices while on school property or while attending school-sponsored or school-related activities subject to procedures established by the superintendent.	<ul style="list-style-type: none"> <li>• Guidelines and expectations for students for proper use of PEDs on district property, and disciplinary actions for violations of district policy.</li> </ul>
<a href="#">3300/3300P</a>	Student Discipline	Rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment.	<ul style="list-style-type: none"> <li>• Guidelines for staff authority regarding student discipline and behavioral expectations.</li> </ul>
<a href="#">3318</a>	Discipline of Special Education Students	Guidelines for the discipline of students with an Individualized Education Program (IEP) or related services.	<ul style="list-style-type: none"> <li>• When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion.</li> </ul>
<a href="#">3319/3319P</a>	Use of Physical Restraint and Isolation with Students	Physical restraint and isolation of a student should be avoided; however, on occasion it may be necessary to use physical restraint or to isolate a student to preserve the safety of students and staff.	<ul style="list-style-type: none"> <li>• Definition of physical restraint and isolation, and district process for its use.</li> </ul>
<a href="#">3332/3332P</a>	Teacher Responsibilities and Rights	General provisions and procedures for teachers' rights and responsibilities for student behavior expectations.	<ul style="list-style-type: none"> <li>• Defining student behavior expectations and teacher's rights, responsibilities and authority to maintain classroom order.</li> </ul>
<a href="#">3400/3400P</a>	Student Welfare	Staff are to conduct all school programs and operations in a manner that recognizes the health and safety of students.	<ul style="list-style-type: none"> <li>• Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students.</li> </ul>
<a href="#">3401/3401P</a>	Social Emotional Climate	Everett Public Schools supports and promotes school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.	<ul style="list-style-type: none"> <li>• Social emotional climate definitions.</li> <li>• Framework of school and classroom climate improvement process: <ul style="list-style-type: none"> <li>✓ Guiding principles and essential elements</li> <li>✓ Develop a planning team</li> <li>✓ Analyze data</li> <li>✓ Develop a strategic communication plan and a integrated improvement action plan</li> </ul> </li> </ul>
<a href="#">3416/3416P</a>	Medication at School	Guidelines for the appropriate and authorized storage, administration,	<ul style="list-style-type: none"> <li>• When it is necessary for a student to receive prescribed</li> </ul>

		and monitoring of prescribed or non-prescribed medication on school grounds.	and/or non-prescribed (over the counter) medication at school. <ul style="list-style-type: none"> <li>• Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian.</li> <li>• Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school.</li> </ul>
<a href="#">3418/3418P</a>	Animals in Schools	Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program.	<ul style="list-style-type: none"> <li>• Guidelines and restrictions for introduction of animals at school.</li> </ul>
<a href="#">3421/3421P</a>	Child Abuse, Neglect and Exploitation	Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect.	<ul style="list-style-type: none"> <li>• Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation.</li> </ul>
<a href="#">3530/3530P</a>	Student Fundraising Activities	The solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools.	<ul style="list-style-type: none"> <li>• Guidelines and expectations to follow for student fundraising activities.</li> </ul>
<a href="#">3600P</a>	Student Records	The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner.	<ul style="list-style-type: none"> <li>• Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records.</li> </ul>
<a href="#">3610P</a>	Child Custody	Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of his/her child, to visit with his/her child, or to remove his/her child from the school premises.	<ul style="list-style-type: none"> <li>• Defining rights of non-custodial parents to have access to the classroom, school-sponsored activities, and teaching materials. Guidelines for visits and/or releasing student to non-custodial parent.</li> </ul>

#### **SERIES 4000 – COMMUNITY RELATIONS**

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">4131P</a>	Confidential Communications	Staff shall follow all applicable laws, regulations and rules regarding release of information about students, personnel, and district programs.	<ul style="list-style-type: none"> <li>• Guidelines to follow if a student reveals confidential information that may put them or others in danger.</li> </ul>



<a href="#">4205</a>	Use of Tobacco, Nicotine Products and Delivery Devices	To protect students from exposure to the addictive substance of nicotine and to set a smoking-free example for students, employees, students and all community members have an obligation as role models to refrain from the use of tobacco and tobacco-like products on district property.	<ul style="list-style-type: none"> <li>Guidelines to enforce the district's policy for no smoking cigarettes, electronic cigarettes, cigars or any other use of tobacco or tobacco-like products at schools, district buildings, district property and district-owned vehicles.</li> <li>Cross reference: <a href="#">Policy 5140</a></li> </ul>
<a href="#">4207</a>	<a href="#">Regulation of Firearms and Dangerous Weapons on School District Property</a>	It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district property, district-provided transportation or areas of other facilities being used exclusively for school district activities unless specifically authorized by state law.	<ul style="list-style-type: none"> <li>School or district officials will promptly notify the student's parents/guardians and the appropriate law enforcement agency of known or suspected violations of this policy.</li> </ul>
<a href="#">4310</a>	Contact with School/District Staff	Certificated staff working at school sites shall be available to consult with parents, citizens, or students for one-half hour before and after the school day.	<ul style="list-style-type: none"> <li>Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct.</li> </ul>
<a href="#">4312P</a>	Complaints to Board Members Concerning Staff	The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.	<ul style="list-style-type: none"> <li>Process to follow for filing/expressing a complaint regarding a staff member.</li> </ul>
<a href="#">4314/4314P</a>	Visitors, Animals on District Property and/or Disruption of School Operations	Visits to schools by parents/guardians, other adult residents of the community, and other educators are welcome. In order to manage the risks associated with the presence of dogs or other animals on district property, the superintendent will establish guidelines governing such activity.	<ul style="list-style-type: none"> <li>Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program.</li> <li>Restrictions applying to dogs and other animals on district property.</li> </ul>
<a href="#">4340/4340P</a>	Public Access to District Records	The district shall afford full access to public records concerning the administration and operations of the district in accordance with the Public Records Act. Access to student records is primarily controlled by the Family Educational Rights and Privacy Act FERPA (20 U.S.C. § 1232g. 34 CFR Part 99).	<ul style="list-style-type: none"> <li>When a parent or community member requests to see or be provided copies of district records beyond their normal access online or in regular school communications.</li> <li>Public Records Office CRC – 3900 Broadway 425-385-4188/425-385-4172 (Fax) <a href="mailto:publicrecords@everettsd.org">publicrecords@everettsd.org</a></li> </ul>
<a href="#">4411/4411P</a>	Working Relationships with Law Enforcement, Child Protective Services and the County Health Department	The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Therefore, district staff shall be responsible for	<ul style="list-style-type: none"> <li>Protocols for interviews of students by law enforcement, CPS and the county health department on school grounds. Parameters for when a parent</li> </ul>

		holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.	must be notified of such actions by the school administrator.
<a href="#">4412</a>	Political Relationships with Governmental Agencies	The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.	<ul style="list-style-type: none"> <li>Guidelines for staff to engage in political activity or who hold elective or appointive public office.</li> </ul>

#### **SERIES 5000 – HUMAN RESOURCES**

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">5010/5010P</a>	Affirmative Action and Nondiscrimination	The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices.	<ul style="list-style-type: none"> <li>Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA)</li> </ul>
<a href="#">5140</a>	Tobacco or Tobacco-Like Products Use Policy Cross reference: <a href="#">Policy 4205</a>	Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles.	<ul style="list-style-type: none"> <li>Employees are subject to this policy, which includes rented or leased facilities to other agencies.</li> </ul>
<a href="#">5150</a>	Drug-Free Workplace	The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana (cannabis) per the Drug-Free Workplace Act of 1988.	<ul style="list-style-type: none"> <li>Employees, patrons subject to this policy. Workplace includes any district building, property, district-owned vehicle, other district-approved vehicle used to transport students, off-district property during school-sponsored or approved activity, event, or function.</li> </ul>
<a href="#">5160/5160P</a>	Sexual Harassment	All employees and volunteers will be provided a work environment free from sexual harassment.	<ul style="list-style-type: none"> <li>When an employee or volunteer reports unwelcome sexual favor requests, other verbal or physical conduct of a sexual nature as a condition of employment, in employment decisions or it substantially affects the individual's work performance.</li> </ul>
<a href="#">5161</a>	Civility in the Workplace	The board commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics.	<ul style="list-style-type: none"> <li>Board of Directors, employees, parents, volunteers, contractors and visitors are subject to this policy when uncivil conduct or other forms of disruptive behavior interferes with an employee's ability to accomplish their work and a school's ability to educate its students.</li> </ul>
<a href="#">5215</a>	Conflicts of Interest	The purpose of this policy is to provide guidance on activities that	<ul style="list-style-type: none"> <li>Any situation in which a district employee, either for</li> </ul>



		may constitute a conflict of interest.	himself/herself or some other person(s), attempts to promote a private or personal interest that interferes with the objective exercise of his/her district duties or for gain/advantage by virtue of his/her position in the district.
<a href="#">5225/5225P</a>	Technology	Use of technology is to improve performance and achievement for all students and employees, and increase productivity and efficiency in day-to-day operations.	<ul style="list-style-type: none"> <li>Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology.</li> </ul>
<a href="#">5253/5253P</a>	Maintaining Professional Staff/Student Boundaries	All employees will maintain the highest professional, moral and ethical standards in interactions with students.	<ul style="list-style-type: none"> <li>When an employee's behavior has no legitimate educational purpose, has the potential to abuse the relationship between the employee and the student, or violates legal and ethical standards of care.</li> </ul>
<a href="#">5270</a>	Disciplinary Action and Discharge	The superintendent or designee may take disciplinary action against an employee in accordance with any applicable contract or bargaining agreement or state law.	<ul style="list-style-type: none"> <li>Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators, who conduct themselves on or off the job in ways that negatively impact their effectiveness on the job, or engage in certain other negative behavior and conduct, may be subject to disciplinary action or discharge.</li> </ul>
<a href="#">5320/5320P</a>	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	<ul style="list-style-type: none"> <li>Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical.</li> </ul>
<a href="#">5320.9/5320.9P</a>	Family, Medical, and Maternity Leave	Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations.	<ul style="list-style-type: none"> <li>Applies to all employees who have worked for the district for at least twelve (12) months, and at least 1,250 hours over the previous twelve (12) months, except female employees who are eligible for leave for any period of pregnancy-related illness or disability.</li> </ul>
<a href="#">5406/5406P</a>	Shared Leave Program	The district has established and administers a leave sharing program in which qualified employees may donate accrued leave.	<ul style="list-style-type: none"> <li>The purpose of the Shared Leave Program is to provide a mechanism to allow employees to donate annual (vacation) or sick leave to eligible fellow employees in a manner consistent with state law and regulations.</li> </ul>

<b>Policy/ Procedure</b>	<b>Title</b>	<b>Description</b>	<b>Situation to apply</b>
<a href="#">6114P</a>	Gifts	Individuals and organizations in the community may wish to contribute additional supplies, equipment or monetary donations to enhance or extend the instructional program.	<ul style="list-style-type: none"> <li>• Procedure for staff to follow if money or another type of gift is donated to a school or staff member.</li> </ul>
<a href="#">6213P</a>	Reimbursement for Travel Expenses	Travel expenses incurred by employees and board members on approved travel may be reimbursed.	<ul style="list-style-type: none"> <li>• Procedure for staff to follow during approved district travel.</li> </ul>
<a href="#">6225P</a>	Food and Beverage Consumption	Staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances the district may expend funds for food and non-alcoholic beverages consumed by staff and others while in the conduct of district business.	<ul style="list-style-type: none"> <li>• Procedure for staff to follow when purchasing/providing food for school or district meetings.</li> </ul>
<a href="#">6505P</a>	Video Security on School District Grounds or Property	The district is committed to maintaining a safe and positive environment for students, staff and visitors.	<ul style="list-style-type: none"> <li>• It is necessary to use video security on district property to ensure the safety of school staff, students and visitors; to protect district property; and to aid in the enforcement of district policies, procedures and rules.</li> </ul>
<a href="#">6531</a>	Care of District Property	Staff shall ensure buildings, equipment, furniture and motor vehicles are not abused.	<ul style="list-style-type: none"> <li>• District provided equipment, furniture, etc. should be maintained and treated with care.</li> </ul>
<a href="#">6540P</a>	School District's Responsibility for Privately-Owned Property	The district shall not make reimbursement for loss or damage to a staff member's personal equipment or material brought to school unless evidence can be shown that it was necessary or highly desirable for use in the school program.	<ul style="list-style-type: none"> <li>• If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage.</li> </ul>
<a href="#">6550P</a>	Data Security and Privacy	This policy provides guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safe-guarding the security of the data and the privacy of our students, staff and the district as an organization.	<ul style="list-style-type: none"> <li>• Staff members with access to personally identifying student information should consider themselves data users and are responsible to ensure the security of data. This procedure outlines obligations to ensure privacy of student information online following FERPA, COPPA and CIPA.</li> </ul>
<a href="#">6571P</a>	Lending of District-Owned Equipment and Books	This policy provides that school equipment may be removed from school property by students or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities.	<ul style="list-style-type: none"> <li>• If school equipment is to be used off the school site by a staff member, they must have prior approval from the principal and will be fully liable for loss or damage.</li> </ul>