

# ***Eisenhower Staff Handbook***

## ***2023-2024***



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## **Eisenhower Middle School**

**“Home of the Patriots”**

**10200 25th Ave. SE      Everett WA 98208**  
**Phone: (425) 385-7500      Fax: (425) 385-7502**

<b>Dr. Wilnic Gideon</b>	<b>Principal</b>	<b>(425) 385-7590</b>
<b>Pachomius Schmidt</b>	<b>Assistant Principal</b>	<b>(425) 385-7591</b>

**Eisenhower’s web page: <https://www.everettsd.org/Domain/12>**

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

## Everett Public Schools Core Values

Equity, Passion, Integrity, Learning, Respect, Diversity, Collaboration



## Everett Public Schools Vision

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

## Everett Public Schools Mission

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

## The Mission of Eisenhower Middle School

To inspire, educate and prepare each student for success in high school and beyond.



## Eisenhower Staff Handbook 2023-2024

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**The 2023-2024 Everett Public Schools Policy and Procedures Handbook is in the Appendix after page 54.**

## **CALENDAR ITEMS**

### **Grading Periods**

The academic year at Eisenhower Middle School is divided into two semesters: First semester starts September 6, and second semester starts February 5

### **Other Non-standard Days**

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

August 28	Patriot Day (6 <sup>th</sup> -8 <sup>th</sup> orientation)
August 29	Paraeducator PD day
August 30	Learning Improvement Day—Welcome Back!
August 31	Learning Improvement Day
September 4	Labor Day
September 5	Individual Directed Workday
<b>September 6</b>	<b>First day of school for students</b>
September 21	Curriculum Night
October 13	Teacher Work Day - No School for Students
November 3	Early Release Day for all students (2 ½ hours) - Conference Prep
November 10	Veteran's Day Observed - no school
November 13 – 17	Early Release - Parent Teacher Conferences
November 16	Parent Teacher Conference
November 22-24	Thanksgiving Break - No school
December 15	Early Release for all Students (2 1/2hours)
December 18-Jan 1	Winter Break - No school
January 15	Martin Luther King Jr. Holiday, no school
February 1	1st Semester ends
February 2	Teacher Work Day - No School for Students
Date TBD	1st Semester grades due
February 19-20	Midwinter Break
April 1-5	Spring Break - No school
May 27	Memorial Day - No school
June 14	Early Release for all Students (2 1/2hours)
June 19	Juneteenth – no school
<b>June 20</b>	<b>Last student day - Early release</b>
Date TBD	2nd semester grades due

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

### **School Events Calendar**

Any staff members requesting a calendar/event addition or change, please see our Office

Manager & Assistant Principal 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 Eisenhower Campus require an approved Facilities Use Permit (FUP), which is available from our Office Manager. 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 our Office Manager, with approval by the principal.

Designated nights for Middle Schools are the 2<sup>nd</sup> and 4<sup>th</sup> Monday of the month; 1<sup>st</sup> Tuesday of the month; 3<sup>rd</sup> Thursday of the month; and 4<sup>th</sup> Wednesday of the month. Meetings on any other night require approval of our feeder elementary schools and Cascade High School.

### **Call Backs -**

Thursday, September 21, 5-7pm - *Curriculum Night*

Choice Call back – Choice of 5<sup>th</sup> Grade Parent Night, Multicultural Night, or 8<sup>th</sup> Grade Bridging (all options are 5-7pm)

\*Clarification regarding conferences will come at the beginning of the school year after ILT has considered the options

### **Staff Meetings**

These meetings are intended for all Eisenhower Middle School staff and will begin at 3:00 pm in the library. By contract, attendance is required for all certificated staff; other staff members are encouraged to attend. Certificated staff who are not 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 7:00 a.m. the following morning in the large conference room.

### **Tuesdays:**

Staff meetings start at 3:00 pm in the library

September 26

October 17

November 28

December 12

January 23

February 27

March 19

April 30

May 21

June 18

**Dr. Wilnic Gideon – Administrator Duties:**

<b><u>Curriculum Areas/Programs</u></b> Science Math PE SPED  <b><u>General Responsibilities</u></b> Discipline/IEP/504: 6 <sup>th</sup> – 8 <sup>th</sup> grade Alpha A-M HIB/ Title IX Investigation: 6 <sup>th</sup> – 8 <sup>th</sup> Alpha A-M All School Discipline Appeals 6 – 8 <sup>th</sup> Grade A-Z Master Schedule Lead Budget and Finance Purchase Orders Board Policy Compliance (state, district, school) Custodial/Maintenance Services Staffing Discipline process and procedures Community Partnerships Grading, Course Expectations/Syllabi, Homework School Improvement Lead: ILT, SIP, IR, T8 Staff Meetings and PD Lead Communications: Newsletters, Social Media, Blackboard Connect, Twitter Harassment, Intimidation, Bullying Master Calendar (w/ Sarah Cornelius.) Transitions Front Office Oversight Parent Volunteer Program Staff Newsletter Lead Parent Newsletter Lead Student Registration Teacher Eval & Training Support Field Trips Health Services 8 <sup>th</sup> Grade Bridging/8 <sup>th</sup> Grade Dance/8 <sup>th</sup> Grade EOY Celebration Fall Conference Night Curriculum Night  <b><u>Community Partnerships</u></b> PTSA Natural Leaders	<b><u>Certificated Staff</u></b> Watters Schroeder Olsen Corey Hauswald Whitney Thibodeau Gamache Knutson Sanders-Ode Sadowsky Depew Jensen Forsyth Bradley BodeauRittel Foster Cameron Misner <b><u>Administrative Staff</u></b> Schmidt  <b><u>Office Staff</u></b> Cornelius Bledsoe Nacu Ferguson  <b><u>Custodial Staff</u></b> Kazen Nguyen  <b><u>Cafeteria Staff</u></b> Rabe Egeler Shillingford Whelan  <b><u>Paraeducators (SPED Support)</u></b> Schultz Sabra Warren Bird Miller Nelson Alderson
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## Pachomius Schmidt – Administrator Duties:

<p><b><u>Curriculum Areas/Programs</u></b></p> <p>ELA History Band/Orchestra/Choir/Art ML Spanish Library Health Tech Counselors</p> <p><b><u>General Responsibilities</u></b></p> <p>Discipline/IEP/504: 6<sup>th</sup> – 8<sup>th</sup> grade Alpha N-Z HIB/ Title IX Investigation: 6<sup>th</sup> – 8<sup>th</sup> Alpha N-Z Attendance and BECCA Compliance: 6<sup>th</sup> – 8<sup>th</sup> Grade A-Z MTSS (PBIS &amp; MDT) Testing and Surveys Safety/Security/Drills Athletics AVID Lead Staff Canvas Staffing Master Calendar Bus Drivers/Transportation Staff &amp; Student Handbooks Communications: Newsletters, Social Media, Blackboard Connect, Twitter Counseling Meetings (Tuesdays) KIT – M/V Staff Meetings and Professional Development Master Schedule New Teacher Support Staff and Student Recognition Teacher Eval and Training Support Technology – Laptops /Chromebooks Yearbook Assemblies 8<sup>th</sup> Grade EOY Events Curriculum Night 9/28 DEI Multicultural Night Patriot Day</p> <p><b>Community Partnerships:</b> PTSA/Natural Leaders</p>	<p><b><u>Certificated Staff</u></b></p> <p>Haney Van Winkle Woodhouse Stork Johnson Coelho Geary Sachse White Dunsire Blakesley Finkle Hutchinson Ryakhovskiy Handa Kelley Camp Simon Green Judd</p> <p><b><u>Counselors/Psych/SLP</u></b></p> <p>Wolff Eggers Burdick</p> <p><b><u>Classified Staff</u></b></p> <p>Campbell Perry Estabrook Detlor Drake Vankadara Crittenden</p>
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## **ABSENCE REPORTING AND LEAVES OF ABSENCE**

### **REPORT ABSENCES**

Frontline Absence Reporting – online, via an app, or call 1-800-942-3767. If you use the phone option and it asks for an ID and PIN, your ID is your home phone number, and the PIN is your employee ID number. Emergency absences must be reported to Frontline within 30 hours of the absence and an absence verification form must be filled out and signed by admin.

### **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: Substitute Services @ 4111 or 24 Hour Line @ 425.320.1337

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

## **ANIMALS IN SCHOOL**

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

The policy states:

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

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

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

Animals shall not be allowed to roam freely in the school.

Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size of the animal or kept on a leash.



Teachers will be responsible for ensuring enclosures are kept in a sanitary condition. Animals shall not be left in schools during holiday periods where practical (fish in tanks are an exception), and teachers are responsible for making arrangements for their care. Dogs and cats brought to school must have a health certificate signed by a licensed veterinarian.

### **Service Animals (policy 2030)**

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

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

## **ACTIVITIES - ASB**

Refer to Activity handbook—Distributed to Advisors—Copy available to all in Main Office. Liz Dunsire and Tandi Sadowsky are the ASB co-advisors. All clubs and activities must adhere to ASB rules. If you have questions about clubs or activities, see Liz Dunsire.

## **ATHLETICS**

See Janina Nacu with questions regarding athletics. All student athletes must maintain passing grades in order to participate in games/matches.

## **ATTENDANCE**

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

### **Tardy**

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

At the secondary level, if the student arrives late to class or leaves early they will be marked as

tardy. A tardy becomes a period absence if the student has missed 50% or more of the instructional minutes of the period.

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

### **Roles and Responsibilities**

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

### **Teachers / Schools:**

- Ensure that attendance policies are tied to course objectives
- Communicate course objectives including participation requirements
- Communicate about any learning experiences which can only occur in the classroom (such as participation in discussion, in a performance or practice, etc.)
- Personally take and record attendance
- Communicate absences to parents/guardians, schedule conferences and take steps to reduce absences in accordance with state law
- Notify students and their parent/guardian when students are falling behind academically and indicate whether or not their attendance is a factor
- Provide make-up work which will be significant to the student's academic growth and achievement
- Develop incentive programs for good attendance
- Communicate academic progress regularly

### **District:**

- Track attendance data and report it as needed
- Develop on-line resources to help facilitate make-up work in relation to absences
- Support teachers and schools in the development and implementation of grading practices that reflect our principles and goals
- Develop systems for consistent communication with parents/guardians when achievement is affected by attendance

### **Student:**

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

### **Parent:**

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

***Students who choose not to follow the procedures for leaving campus during the school day will be considered non-compliant and will be disciplined.***

### **Record of Attendance**

“Staff shall be diligent in maintaining accurate enrollment and attendance records.” [Policy 3121] All staff will keep up-to-date and accurate records. In the case of a question about student attendance, the courts have determined that the teacher’s attendance record is the official record. Be sure that you always keep accurate records of absences and tardies.

### **Absences and Tardies**

Teachers need to enter absences/tardies on-line at the beginning of each class period. Teachers shall require excuses from the parent(s)/guardian(s) of students in all cases of absence, tardiness or dismissal before the close of school. [3122] At Eisenhower, students present their notes for excused absences or tardies to the attendance office upon arrival at school. If a teacher is emailed by a parent concerning an upcoming student absence, please forward the email to Janina Nacu, the attendance secretary.

When students are tardy to the beginning of class, they need to get a tardy pass. For a student late to 1<sup>st</sup> period, they need to go to the attendance window at the office. For all other periods, students need to go to a tardy kiosk and get a printed ticket to give to their teacher. Teachers need to check the name and time on the tardy slip and keep it. DO NOT return the ticket to the student.

### **Make-Up Work**

“If an absence is excused, students shall be permitted to make up all missed assignments under reasonable conditions and time limits established by the appropriate teacher(s).” [3122] Eisenhower’s policy is that students returning from an excused absence will be allowed a reasonable amount of time, upon returning to school from an absence, to make up the work for full credit.

### **Release of Students**

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

## **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. All outside doors must always remain closed and locked; you may not prop outside doors open at any time.

## **CELL PHONE - STUDENT PED (PERSONAL ELECTRONIC DEVICES) POLICY**

### **Personal Electronic Devices**

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

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

### **Use of Personal Electronic Devices**

Everett Public Schools provides students with the technology they need during the school day to access digital and online learning experiences.

Students will be advised at the beginning of the school year as to proper cell phone and other Personal Electronic Devices (PED) etiquette at school (see updated policy above.)

Students are responsible for the PEDs they bring to school. Everett Public Schools shall not be responsible for loss, theft, damage or destruction of devices brought onto school property or to school-sponsored activities or events off school property.

Eisenhower Policy for Student Cell Phones:

- First Offense: Ask student to put the cell phone away and call home (if they are a student in your class)
- Second Offense: Send student to the office to lock their phone up for the day. Call home to notify their family.
- After 3 times of needing to turn in their cell phone, parents will be required to come in to pick up the cell phone.

### **Acceptable Use Guidelines for Electronic Devices**

Use of personal electronic devices while on district property is considered a privilege and not a right and may be revoked at any time by a principal, assistant principal, or principal’s designee.

All authorized use at school shall be in compliance with district policy, school rules and applicable laws. Students will observe the following conditions:

A. Students shall not use a PED in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others. Disrupting the learning environment means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:

1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
2. Creating an intimidating, threatening, hostile or abusive educational environment for a student, group of students, or staff members through substantially severe, persistent or pervasive behavior;

B. Students shall not send, share, view or possess pictures, text messages, emails or other materials depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a PED, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;

C. When a school administrator has reasonable suspicion, based on objective and articulable facts, that a student is using a PED in a manner that violates the law, district policy, or school rules, the administrator may confiscate the PED, which will only be returned to the student's parent/guardian;

D. When a school administrator has reasonable suspicion, based on objective and articulable facts, that a search of a student's PED will reveal a violation of the law, district policy, or school rules, an administrator may conduct a search. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement; and

E. Students who violate this policy will be subject to disciplinary action.

The superintendent shall develop procedures for the appropriate use of PEDs in Everett Public Schools.

### **CODE OF PROFESSIONAL CONDUCT**

Staff must abide by the expectations outlined in the District Policies and Procedures.

Staff must pay close attention to:

#### **-Civility in the Workplace (Policy 5161):**

The board of directors believes a safe, civil environment of mutual respect and orderly conduct

contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee's ability to accomplish their work and a school's ability to educate its students. The board of directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors or visitors is prohibited.

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

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

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

**Definition of Uncivil Conduct** For the purposes of this policy, "uncivil conduct" includes but is not limited to, the following:

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

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

probation.

Addressing Uncivil Conduct: Stakeholders are expected to:

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

Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

#### **-Conflicts of Interest (Policy 5215):**

The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest, but is not designed to be exhaustive. Regardless of whether a particular activity is specifically addressed within this policy, district employees including those on any form of paid or unpaid leave from a position of employment with the district shall inform their supervisors in writing of all reasonably foreseen potential or actual conflicts of interest. A conflict of interest is any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest which results or appears to result in the following:

- An interference with the objective exercise of his/her district duties; and/or
- A gain or an advantage by virtue of his/her position in the district.

Employees shall not engage in nor have a direct financial or beneficial interest in any activity which conflicts with his/her duties and responsibilities. In addition, any violation of this policy by an employee may result in disciplinary action, up to and including termination of employment from the district. See Policy 5215 for specific examples of what is deemed a conflict of interest.

#### **-Maintaining Professional Boundaries between Employees and Students (Policy 5253):**

##### Purpose

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

### General Standards

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

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

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

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

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

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

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

### Use of Technology

The board supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to schoolwork 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 violates 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.

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

#### Reporting Violations

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

Staff members should:

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

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

#### Boundary Invasion

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

A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board’s policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct

includes hugging, kissing, or being “overly touchy” with students without any legitimate educational or professional purpose;

B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos, taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;

C. Any kind of flirtatious or sexual communications with a student;

D. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship. This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in “peer like” behavior with one or more students;

E. Providing alcohol, drugs, or tobacco to students or failing to report their use of these substances;

F. For non-guidance/counseling staff, allowing or encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members shall refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student’s school performance;

G. Sending students on personal errands unrelated to any educational purpose;

H. Banter, allusions, jokes, or innuendos of a sexual nature with students;

I. Commenting on a student’s appearance in a flirtatious or sexual nature, or if the comments have no educational value;

J. Disclosing personal, sexual, family, or employment concerns or other private matters to one or more students;

K. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;

L. Maintaining personal contact (including “friending” or “following”) a student on any social networking application or device;

M. Sending phone, email, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to school work or other legitimate school business. If staff members have educational or legitimate school business to conduct, they shall include a parent/guardian and a school administrator on the communication. If staff members receive communication from a student, the staff member shall reply by including the student’s parent/guardian, unless doing so would jeopardize the safety, health or welfare of the student, and an administrator. Staff members should use school email addresses and phone numbers and the parents’/guardians’ phone numbers for communications with students, 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 coordinator, and general counsel. The Title IX coordinator will investigate and document the matter, and if a boundary invasion has occurred without a legitimate educational or safety purpose, ensure that appropriate action is taken and documented. The district will maintain a file documenting reports, letters of direction, and discipline relating to professional boundary investigations.

#### Reminder About Reporting Sexual Abuse

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

#### Disciplinary Action

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

#### Training

All new staff members and volunteers will receive training on appropriate staff/student boundaries within three (3) months of employment or beginning of service. Such initial training

may be on-line training. Site administration and classified employee supervisors shall see to it that more detailed, live training covering this entire procedure shall occur every two (2) years for all schools and work sites. Site administration and classified employee supervisors will also address professional boundaries at staff meetings early in the year.

## COMMUNICATIONS

Decision Making Levels of Stakeholder Involvement  Decision Making Focus Areas	District State and Federal Legality, District Policy, (things we don't have control)	Input-Administration Level The genuine opportunity to submit information and or to be heard by the decision makers. The decision makers are responsible for expressing how the input is fed into the rationale for making the decision. (Admin Decides)	Influence-ILT The opportunity to be able to affect an outcome or decision in a significant way as to have a visible impact on a process or decision (could be small group focus)	Consensus-Staff Meetings The result of a process in which all parties support the decision even if it is not their first preference, and if full consensus is not reached the parties have agreed upon the minimum level of support in order for the decision to move forward. (Whole Staff consensus)
Curriculum and Instruction	District Curriculum (springboard, math, science, history, etc) TPEP LID-District Directed Common Core Gradebook format	How grades are reported Progress Reports	Professional Development IR SIP Springboard, Report Card Comments Schedules (alternate, conference, LIF)	Student Parent Conferences Common Assessments (PLCS)
School Culture and Climate	Attendance	Calendar of Events Tardies	Dress Code Promotion Field Day Citizenship, Climate, Kindness Matters	Keeping Traditions Consistent Enforcement of Rules Motto Student Access to building teachers (after school and lunch)
Systems and Operations	Cafeteria Food \$totals	Discipline Systems Student Rules Contracts and After School Intervention Times Lockers Maintenance of building Timeline of Lunches Technology Resources Emergency Drills Tardy Systems	SBA Testing Schedule Assembly Schedules Discipline Implementation Technology	Compost and Recycle
Staffing and Budget	Sports Bus School Lunches Admin Hiring Staff Transfers Stipends for Activity Bus	Master Schedule Activity Bus PD Budget Allocation Library Access Support System for New Staff ASB Extracurricular Supplies Pencil, Band Aids Admin, Teacher Para Hiring		
Staff Community		Wellness	Get Togethers	TGIF

### Complaints

Administrators will inform teachers of complaints that arise. "The board welcomes constructive feedback about district programs, but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs." [4312]

## **Confidentiality**

School staff members do not possess a confidentiality privilege regarding disclosures by students. According to ESD Policy, "The staff member should advise the student regarding the limitations and restrictions regarding confidentiality.... Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others." [4131P]

## **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 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 weekly 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 Wilnic Gideon by Thursday of the preceding week. The information in the weekly newsletter is for staff only.

## **Mailboxes in Office**

Teachers are requested to check their mailbox before and after school. 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 made throughout the year on the school website. Please check the online version of the staff handbook, for the most up-to-date version.

## **Non-Custodial Parent Communication**

The school may not discriminate in its communication with separated parents in regard to attendance and student progress unless a court order is received which limits such communication. "The Board, unless informed otherwise, assumes that there are no restrictions

regarding nonresidential parent's right to be kept informed of the student's school progress and activities." [Policy 3610] In most cases families have identified one parent as the communication link with the school, but either parent has the right to information about a student unless legally restricted. In such a case, you will be informed by the counselors.

### **Public Relations**

As staff members of Eisenhower Middle School and an employee of the 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.**

### **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 during lunch or after school in your classroom or other campus location, and meeting with students in a school-sanctioned club or activity. Expressing care and concern for a student when they indicate that they are having personal or academic difficulty is also appropriate. Staff members other than trained counselors should take care, however, to avoid counseling students and should refer them to the school counselor as needed.

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

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

See previous section on maintaining boundaries under the Code of Conduct section for more information.

### **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.

## **Voice Mail**

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

## **COMPUTER USE**

The following guidelines apply to all computer use in the school, whether in classrooms or labs:  
(summary list)

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

See Technology Handbook for more information:

<https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-90246/EPS-Technology%20Handbook%2020182019-ENGLISH.pdf>

## **CURRICULUM**

### **Curriculum Guides (Policy 2122)**

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

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

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

- Overview of the Course Content (Scope & Sequence)
- Content Team Common Syllabi
- Course/Learning Standards

-Student Expectations

-Grading and Assessment Practices

-Texts and Curriculum

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

### **Homework Policy (Policy 2112)**

The board recognizes that teachers may assign work to be completed by students outside of regular class time. Homework can be a valuable extension of classroom instruction.

Schools may develop procedures for assignment and completion of homework. Schools will notify parents of their school policies at the beginning of the school year.

### **Instruction (Policy 2121)**

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

## **DISCIPLINE**

### **Student Discipline (Policy 3300):**

“Discipline” means any action taken by the district in response to behavioral violations.

Discipline is not necessarily punitive, but can take positive and supportive forms.

The purposes of this policy and accompanying procedure include: • Engaging with families and the community and striving to understand and be responsive to cultural context; • Supporting students in meeting behavioral expectations, including providing for early involvement of parents/guardians; • Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible; • Providing educational services that students need during suspension and removal; • Facilitating collaboration between school personnel, students, and parents/guardians, and thereby supporting successful reentry into the classroom following a suspension or removal; • Ensuring fairness, equity, and due process in the administration of discipline; • Providing every student with the opportunity to achieve personal and academic success; and • Providing a safe environment for all students and for district employees. The superintendent or designee shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students and their parents/guardians are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.



**Minimizing Exclusion, Engaging with Families, and Supporting Students:** Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one (1) or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, suspension, removal, or emergency removal. The following are identified for use as other forms of discipline, including but not limited to: • Behavior monitoring; • Mentoring; • Peer mediation; • Restorative justice practices; • Social skills instruction/redirection; • De-escalation techniques; and • Trauma-informed approaches. Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents/guardians and students to resolve behavioral violations. The district will take all reasonable steps to ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents/guardians understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents/guardians cannot read any language.

The district's use of suspension and removal will have a real and substantial relationship to the lawful maintenance and operation of the district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. As described in the accompanying procedure, the district will offer educational services to students during suspension or removal. When the district administers a long-term suspension or removal, the district will hold a reengagement meeting in a timely manner. In order to return the student to school successfully, the district will collaborate with parents/guardians and students to develop a reengagement plan that is tailored to the student's individual circumstances. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

**Staff Authority:** District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on district provided transportation. Staff members will seek early involvement of parents/guardians in efforts to support students in meeting behavioral expectations.

### **Teacher Rights and Responsibilities (Policy 3332):**

General Provisions:

- A. It is recognized that every teacher has the right and responsibility to expect acceptable behavior in the maintenance of a sound learning environment on the part of all students.
- B. Discipline shall be enforced fairly and consistently regardless of race, creed, sex, or status.

- C. A teacher may use such appropriate action as is necessary to protect a student, them self, or others from physical abuse or injury.
- D. The administration, board, and teachers shall be mutually cooperative in their use of prudent disciplinary measures to maintain discipline and protect the safety and well-being of students, employees, and others.
- E. Each teacher shall maintain good order and discipline in the classroom, in the hallways, and on the playgrounds or other common areas of the school.
- F. Each teacher assigned to classroom duties shall keep and maintain accurate attendance records of students.
- G. Each teacher shall set an appropriate example of personal conduct and shall avoid making any statements to any student, which may be demeaning or personally offensive to any student or group of students.

**Procedures:**

- A. The teacher shall have the right, and it shall be the teacher's responsibility to maintain good order and discipline in the classrooms at all times. It is recognized that under most circumstances, methods to maintain good order and discipline should be utilized within the classroom setting which cause the least disruption of the educational process for the student and others.
- B. Classroom exclusion: The teacher may impose classroom exclusion of a student in accordance with Policy 3300 and Procedure 3300P.
- C. When a teacher deems it necessary, they may recommend to the principal that a student receive discipline or exclusion from the teacher's classroom. Before implementing a suspension or removal, staff must follow the procedures set forth in Procedure 3300P.
- D. Each teacher shall be promptly advised of any complaint made to the principal or other district administrator regarding the teacher's discipline of students. The teacher shall be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference with the complaining party is arranged.

### **Eisenhower Middle School Discipline Plan**

Eisenhower Middle School uses the Positive Behavioral Interventions and Supports (PBIS) regarding student discipline. We promote the use of positive interventions and use a progressive referral system for intervening with students who are not following the school-wide behavior expectations. On the next pages, the student behavior expectations matrix (located in the student planner) and the student discipline flowchart are listed for information.

## Eisenhower Student Expectations – The Patriot Code

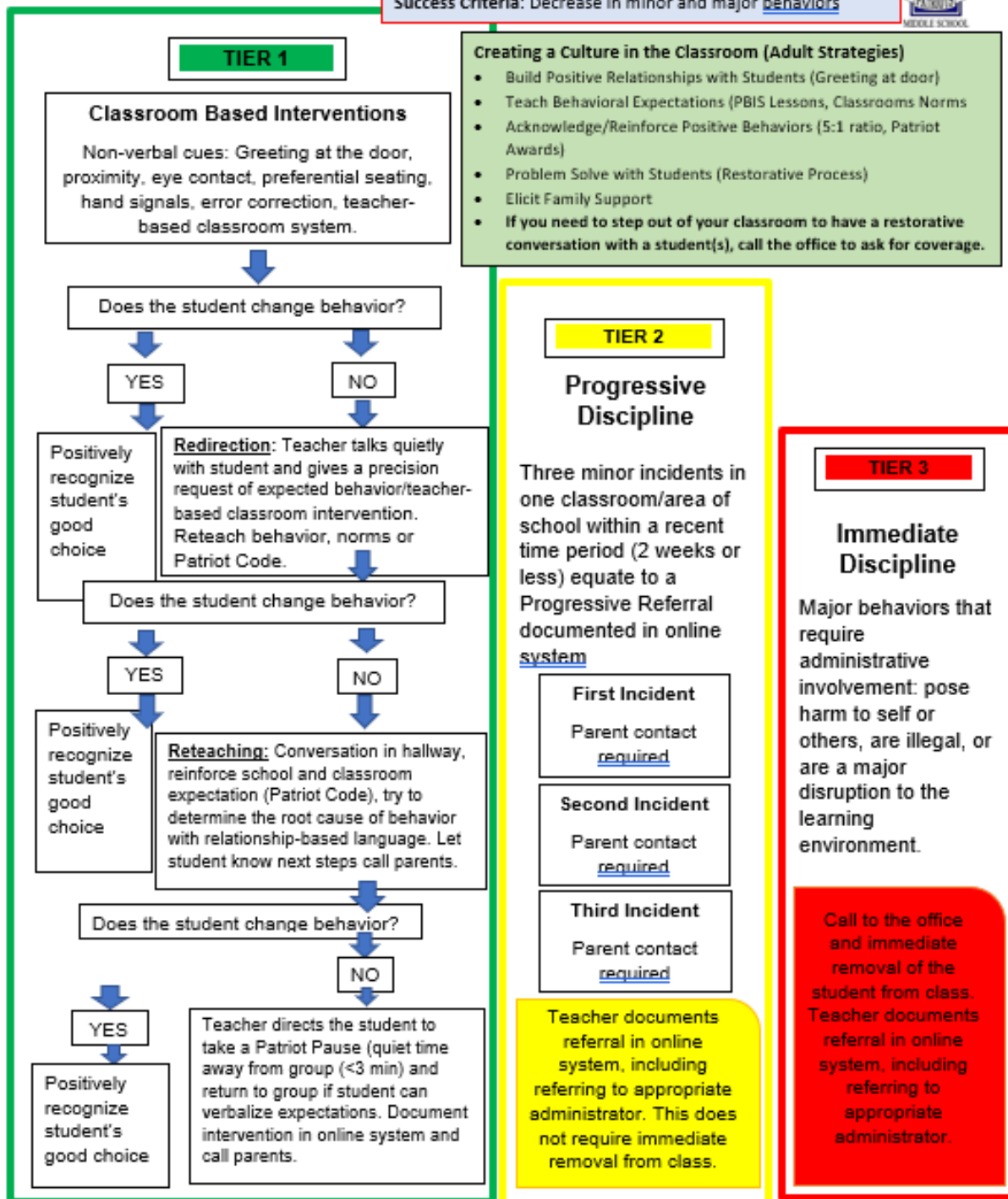
	Be Safe	Be Respectful	Be Responsible
<b>All Areas</b>	<ul style="list-style-type: none"> <li>-Keep hands/feet to self</li> <li>-Move with caution</li> <li>-Use equipment/materials safely</li> <li>-Report concerns to adults/Get help from adults when needed</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate voice level</li> <li>-Use kind words and actions</li> <li>-Follow staff directions without argument</li> <li>-Respect others' space and property</li> </ul>	<ul style="list-style-type: none"> <li>-Be prepared, on-time, and ready to learn</li> <li>-Keep valuables at home</li> <li>-Keep the school clean</li> <li>-Report harassment-intimidation-bullying to adults</li> </ul>
<b>After School Activities/Events</b>	<ul style="list-style-type: none"> <li>-Stay in the location of the activity/event for the duration of the activity/event</li> <li>-Make sure you have a ride home after the activity/event is over</li> </ul>	<ul style="list-style-type: none"> <li>-Follow staff directions without argument</li> <li>-Attend for the purpose of the event/activity</li> <li>-Be kind in words and actions</li> </ul>	<ul style="list-style-type: none"> <li>-Arrive on-time to activities</li> <li>-Follow the school and event rules</li> <li>-Remain in the building during the activity/event or until your ride has arrived</li> <li>-Arrange timely transportation</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>-Stay with your teacher and class</li> <li>-Enter and exit the bleachers using the stairs</li> <li>-Walk at all times</li> <li>-Sit in bleachers appropriately</li> <li>-Remain seated</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands/feet to self</li> <li>-Follow quiet signals</li> <li>-Listen to the presenter(s)</li> <li>-Be quiet and attentive</li> <li>-Show attention and appreciation appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Follow staff directions without argument</li> <li>-Enter and exit quietly</li> <li>-Be a positive example to others</li> </ul>
<b>Before School</b>	<ul style="list-style-type: none"> <li>-Stay in the designated areas before the 8:00 am bell – the commons/cafeateria or the library (if open)</li> </ul>	<ul style="list-style-type: none"> <li>-If you eat breakfast, go directly to the cafeteria when you arrive at school</li> </ul>	<ul style="list-style-type: none"> <li>-Between 8:00-8:10, make sure you are prepared for your day and head to your first period class</li> <li>-Be on time to your first class</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>-Walk at all times</li> <li>-Sit at the table, one person per seat, stay seated while in cafeteria</li> <li>-Stand in a single file line</li> <li>-Keep hands/feet to self</li> <li>-Only eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>-Use inside voices</li> <li>-Listen and follow directions</li> <li>-Be kind to others</li> <li>-Open seating available to first student to sit in a seat</li> <li>-Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up your table area</li> <li>-Throw away garbage</li> <li>-Attend One Note at the beginning of lunch if your name is listed</li> <li>-Attend the correct lunch</li> <li>-Food remains in cafeteria</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>-Move safely in the classroom</li> <li>-Use classroom materials and equipment appropriately/safely</li> <li>-Keep hands/feet/belongings to self; keep aisles clear</li> <li>-Enter/exit in a calm, safe manner</li> </ul>	<ul style="list-style-type: none"> <li>-Use kind/encouraging language</li> <li>-Be helpful to others</li> <li>-Follow teacher/guest teacher directions without argument</li> <li>-Listen</li> <li>-Use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>-Arrive to class on-time</li> <li>-Participate in class</li> <li>-Complete classwork and activities</li> <li>-Come to class prepared</li> <li>-Be a thoughtful group member and do your part in group assignments</li> </ul>

<b>Dress Code</b>	<ul style="list-style-type: none"> <li>-Remove hoods, hats, bandanas in the building</li> <li>-Wear appropriate footwear</li> <li>-Refrain from wearing any gang-related, obscene, sexual, or drug/alcohol related apparel</li> </ul>	<ul style="list-style-type: none"> <li>- Clothing must cover stomach, back, shoulders, chest, and undergarments.</li> <li>-Shorts/skirts must be fingertip length or longer</li> <li>-Pants/shorts need to be worn at the waistline</li> </ul>	<ul style="list-style-type: none"> <li>-Follow dress code expectations and staff directions about dress code without argument</li> <li>-Wear weather-appropriate clothing</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>-<b>Walk at all times</b></li> <li>-Keep to the right-hand side</li> <li>-Watch out for others</li> <li>-Enter/exit through appropriate doors</li> <li>-Keep hands/feet to self</li> </ul>	<ul style="list-style-type: none"> <li>-Keep your hands/feet/belongings to yourself</li> <li>-Use indoor voices</li> <li>-Use appropriate language</li> <li>-Pick up garbage in the hallways</li> </ul>	<ul style="list-style-type: none"> <li>-Go directly to class and be on time</li> <li>-Use vending machines at lunch, before, and after school only</li> <li>-You must have your planner hall pass with you to be in the halls</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>-Play games in a safe manner</li> <li>-Stay in boundary areas</li> </ul>	<ul style="list-style-type: none"> <li>-Follow staff directions</li> <li>-Keep hands/feet/belongings to self</li> <li>-Be quiet around classroom areas</li> <li>-Be kind in words and actions</li> </ul>	<ul style="list-style-type: none"> <li>-Return borrowed equipment on time</li> <li>-Line up when the whistle is blown</li> <li>-Alert recess staff with concerns</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>-Keep personal/login information to self – don't post online or share with others</li> <li>-Follow internet safety guidelines</li> <li>-Store 1-1 device safely in backpack when not in use during class</li> <li>-Keep track of your 1-1 device</li> <li>-Handle 1-1 device with care</li> </ul>	<ul style="list-style-type: none"> <li>-Use 1-1 device in school appropriate ways</li> <li>-Be kind online</li> <li>-Personal cell phones/PEDs must be kept off and stored in backpack during school hours</li> </ul>	<ul style="list-style-type: none"> <li>-Bring 1-1 device fully charged to class each day</li> <li>-Keep track of your 1-1 device – don't leave unattended</li> <li>-Use 1-1 device for school purposes</li> <li>-You are responsible for any cell phone/PED – keep track of it</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>-Walk in crosswalks and stay on sidewalks</li> <li>-Walk bicycles while on campus</li> <li>-Load onto buses calmly and safely – make sure driver sees you</li> <li>-Stay seated and face forward</li> <li>-Keep aisles clear of feet, arms, objects</li> <li>-Use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the driver's directions without argument</li> <li>-No eating or drinking on the bus</li> <li>-Use inside voices</li> <li>-If you are listening to music or phone, you must use earbuds/headphones</li> <li>-Keep hands/feet/belongings to self</li> </ul>	<ul style="list-style-type: none"> <li>-Lock up bicycles in the designated area</li> <li>-Get on and off at your designated bus stop</li> <li>-Wait at bus stops appropriately</li> <li>-Get a bus pass (if needed) beforehand</li> <li>-If you ride a bus or a bicycle, exit at bus lane doors; if you walk/get ride, exit out front doors</li> </ul>

## Behavior Flow Chart

### EISENHOWER MIDDLE SCHOOL BEHAVIOR FLOWCHART

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



## **DISCRIMINATION**

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

## **DUTY TO REPORT**

Child Protective Services—1.866.829.2153 or 1.866.363.4276

Policy 3421 states: The board requires that professional school personnel meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect. Professional school personnel shall include, but not be limited to, teachers, counselors, administrators, child care facility personnel, and school nurses.

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

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

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

Steps:

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

1. When there is reasonable cause to believe a student has suffered abuse or neglect, staff shall complete the Child Abuse Report Form (copy found in Procedure 3421).
2. The staff member with reasonable cause to believe abuse has occurred shall notify the

administrator/designee.

3. The staff member with reasonable cause to believe abuse has occurred must insure that an oral referral is made to CPS or the appropriate law enforcement agency within forty-eight (48) hours.

4. Following the phone report to CPS or the appropriate law enforcement agency, the Child Abuse Report Form shall be completed and distributed.

### **EMERGENCY PROCEDURES/SAFETY**

Refer to the Safety Folder for school emergency procedures. Drills will be held once a month.

Know your escape route in the event of an emergency (fire, earthquake, etc.).

Learn your emergency evacuation procedures and participate in fire and emergency evacuation drills.

Know the location of emergency equipment (fire extinguishers, fire alarm pull boxes, natural disaster kits).

Become familiar with the district's Emergency Preparedness Plan (EPP) that addresses a variety of perils and actions to take in the event of an emergency or natural disaster.

Please check with your supervisor for the location of your posted emergency escape route.

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

### **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 eyesplash, 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 for provision of immediate protection.

What You Must Do If You Are Exposed:

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

2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.

Call the benefits office (425-385-4115) to report the exposure. The Exposure Incident Report Form must be faxed to the human resources department at 425-385-4135 and the completed original must be sent to human resources via district mail. A confidential medical evaluation

and follow-up with U.S. Healthworks, 3726 Broadway, Suite 101, Everett, 425-259-0300 will be set-up immediately. The health care provider at U.S. Healthworks will determine if treatment is necessary. This evaluation will be at no cost to the employee.

If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to U.S. Healthworks for testing at the same time the employee is sent for a medical evaluation. If the source of blood or other body fluid exposure is a child, it will be necessary to request for the parent/guardian to have the child tested.

An exposure is considered an on-the-job injury. Go to [www.pswct.org](http://www.pswct.org) to file your claim per instructions on previous pages. The human resources department must maintain required records for at least the duration of employment plus 30 years.

## **FACILITIES AND EQUIPMENT**

Direct questions or concerns regarding facilities and equipment to Sarah Cornelius, Wilnic Gideon, Kate Vafaezadeh, or Pachomius Schmidt. You must get administrator approval before making any changes to building/district provided facilities and equipment.

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

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

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

There are limitations on the district's responsibility for the care and security of personal items you choose to bring to school or your work site. Lock up your belongings you want to keep secure.



## **FIELD TRIPS – Procedure 2320**

***Approval for any Field Trips must go through the Assistant Principal.  
Field trip forms and checklist are available in the office from the office manager.***

<https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-329/2320P%20Field%20Trips.pdf>

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

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

### **Timelines:**

**30 school days prior**— • Meet with building administrator to request preliminary approval to proceed with planning. The Field Trip Request form establishes preliminary approval. • Provide the completed form to the school office manager/office staff to create a trip request in Triptracker. Triptracker notifies the Transportation Department regarding transportation needs. • Alert the district registered nurse/health room assistant to review special medication or health care needs.

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

**10 school days prior**-- • Provide Informed Consent Notice signed by building administrator and the completed field trip description and itinerary form to parent/guardian. Provide Adult Supervisor Informed Consent Notice and the completed field trip description and itinerary form to volunteers. • Submit Volunteer Disclosure Statement forms for adult supervisor(s) for approval.

**5 school days prior**-- • Require return of the Informed Consent Notice signed by parent/guardian and Adult Supervisor Informed Consent Notice signed by the volunteer. • Provide district registered nurse/health room assistant with all participant medical information obtained from the Informed Consent Notice.

**3 school days prior**-- • The staff member designated to administer medications shall review any special medication or personal health care needs with the district registered nurse/health room assistant. • All medications, prescription and non-prescription, as well as licensed health care professional orders and signed parent/guardian permission for medications must be in the

Health Room. • Adult supervisors will receive written instructions and be trained in their responsibilities.

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

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

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

## **FINANCES**

**Please see the office manager regarding any kind of financial questions before taking on any event that involves money.**

### **Cash Handling**

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

- Before charging a fee for any school activity, item or event, discuss your plan with an Administrator and the ASB Treasurer for approval. State laws and district policies are very strict concerning fund raising in public schools.
- Far in advance, request a cash box and any necessary documents that will be needed for your event.
- After sales are done for the day, count all money, and fill out an Activity cash report.
- The Activity cash report and all money **MUST** be turned in to the office manager, in the office, daily!
- Checks must be made payable to EMS or Eisenhower Middle 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 main 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.” [Policy 3520] Students, however, will be charged for loss or damage to materials. Policy 2311P states, “Students and/or parents will be held responsible for instructional materials lost or damaged.” Teachers may not establish any

fees or fines—such policies must be established through the Principal.

### **Fund Raising**

All fundraising activities must be handled through the ASB and the office manager in the office. You cannot hold your own fundraiser or use sites like GoFundMe or DonorsChoose.

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

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

Purchases should be planned in advance and be supportive of school goals.

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

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

### **Use of School Resources**

Under state law, school personnel may not use resources provided for educational purposes for their own use. This would be regarded as a misuse of public funds, or a “gift of public funds.” For example, staff members cannot use school equipment 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.”  
[Policy 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.

### **Grading**

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 and 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.

Teachers are required to maintain an up-to-date grade book which records grades (ideally at least every two weeks), 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 his or her parents through a progress report, especially if the student is in danger of receiving a grade of D or F. 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 have not been notified. It is best practice to keep parents and students informed of their grades and progress consistently throughout the school year.

### **Report Cards**

Report cards are sent home after the close of each quarter. Grades are due according to a schedule communicated by the principal.

## **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.

## **HARASSMENT, INTIMIDATION, BULLYING**

### **Prohibition of Harassment, Intimidation and Bullying (Policy 3204)**

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

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

### **Behaviors/Expressions**

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

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

### **Prevention**

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

### **Staff Intervention**

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

### **Interventions**

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

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

### **Retaliation**

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

### **False Allegations**

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

### **Compliance Officer**

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

### **Sexual Harassment (Policy 3205)**

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

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

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

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;

- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

### **Staff Responsibilities**

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

## **INSTRUCTIONAL RESOURCES**

### **Academic Freedom (Policy 2330)**

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

### **Controversial Issues (Policy 2331)**

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold and express their own opinions without personal prejudice or discrimination. Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment and the virtue of respect for conflicting opinions.

### **Copyright Compliance – Policy 2312**

Copyright Compliance Guidelines and Procedures All district staff and students shall comply with federal copyright law in connection with all school related use and activities. The following guidelines and procedures are set forth to assist with compliance of district policy and federal copyright law. This procedure is not comprehensive and does not absolve staff from complying with all aspects of the law. It is the responsibility of all district staff to become familiar with and abide by this procedure and Policy 2312, and to fully comply with the requirements of the law. Teachers are expected to advise students regarding their obligations to abide by federal

copyright law in connection with school related uses and activities and all use of school equipment. In no circumstances shall it be necessary for staff members, students, or others to violate copyright laws in order to perform their duties, assignments or obligations properly.

### **Showing Videos, and using YouTube & Online Video Services**

All videos shown to students must be previewed by the teacher in their entirety. Videos must be determined to have high educational merit, meet relevant and meaningful curriculum objectives, and be appropriate for the particular student audience. The school may require written parent permission be obtained by the teacher or professional staff prior to showing the video.

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

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

### **Instructional Materials (Policy 2311)**

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

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



intended for students to use independently to support curriculum through reading, research and study. Selection of these materials is delegated to the professional teacher-librarian through a continuous process. Approval of library instructional materials is delegated to the school or program administrator as designated by the superintendent.

### **Guest Speakers**

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

Teachers shall confer with the principal or designee and immediate supervisor before scheduling programs or speakers, which would generally be considered to be a controversial nature. When controversial speakers or programs are presented, reasonable opportunity will be given to proponents of opposing points of view to express their side of the question. When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school will provide the presentation of opposing views. A. If the teacher and the principal believe the guest speaker's topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective, unbiased manner; and B. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have an alternative assignment. (Policy 2331)

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

### **Performances**

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

### **Pledge of Allegiance**

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

### **Religion (Policy 2340)**

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

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

### **Textbooks**

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

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

#### Textbook check-in:

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

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

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

**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 Eisenhower advise them to return all textbooks to the library.

Questions – please see Eisenhower’s librarian.

### **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. Do not assume substitutes will have access to YouTube or other supplemental online material.

### **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 the Office Manager.

### **2022-2023 SCHOOL LUNCHES**

	<b>Student Prices</b>		<b>Adult Prices</b>
	Full Price	Reduced	Full Price
Lunch	Free	Free	\$4.25 (\$4.00 without beverage)
Breakfast	Free	Free	\$2.00

### **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.**

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

A student's 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.

See Policies 3231 and 3232 for more details.

## **SECURITY**

### **Keys**

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

- Always keep your building key(s) with you.
- Keys are never to be given to students.
- Sign a record for each key issued to you.
- In the event of a lost key, the principal and office manager should be notified immediately.
- Do not duplicate keys. This is a serious violation of district procedures.
- Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.
- Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with the Office Manager annually.

### **ID Badges**

For the safety of students and staff, the district requires that all employees wear Everett Public Schools' photo identification badges during the work day. Employees will be provided a photo ID badge upon employment. Replacements for misplaced or stolen badges will be issued by Human Resources for a fee of \$20.00.

### **Disruption of School Operations**

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

### **Sonitrol Security System**

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our

building using the number provided to you by the office manager. Never write your Sonitrol code number in a location where it can be found by anyone else. 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. Eisenhower 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.

- Open the Sonitrol Box.
  - Push the far right arrow.
  - Enter your access code.
  - Press enter (#).
  - The WAIT light will illuminate briefly, then go off.
  - The OFF light will illuminate. This means the system is off and you are cleared to enter.
- 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.

- Open the Sonitrol Box
- Enter your access code.
- Press AUTO ON
- Press ENTER (#)
- 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

#### **Visitors (Policy 4314)**

The board welcomes and encourages visits to schools by parents/guardians, community

members, and interested educators. Visitors must notify the school principal or designee before visiting any area of a school. The superintendent or designee will establish guidelines governing school visits to ensure orderly operation of the educational process and the safety of students and staff. Please help to make sure our building is safe by escorting anyone you see without a visitor or district badge to the office or alerting security.

### **Volunteers (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.

Requirements: Before volunteering in the district, volunteers must be approved by the district. Adult volunteers are required to complete a disclosure statement pursuant to RCW 43.43.830 and undergo a criminal history check as part of the volunteer approval process. The district will maintain this information pursuant to the Local Government Common Records Retention Schedule located with the Retention Manual. Adult volunteers are required to sign and acknowledge they have received and reviewed the Volunteer Manual, which explains requirements about training, student confidentiality (Policy 3600), appropriate behavior and interaction with students, and legal requirements about reporting abuse (RCW 26.44.030), reporting/preventing harassment (Policy 3204 and Policy 3205), and maintaining professional boundaries (Policy 5253). Volunteers are required to sign in and out at the office each time they volunteer. A volunteer badge must be worn and visible at all times. The office manager at each school/building will maintain school/building volunteer sign-in/sign-out registers for a period of three (3) years.

### **SELLING ITEMS AT SCHOOL**

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

### **STUDENT INTERVENTION TEAM (Tier II Team) and STUDENT EDUCATION INTERVENTION TEAM (MDT)**

The Eisenhower Student Intervention Team meets weekly. The purpose of the team is to make decisions and recommendations about the students who are struggling at Eisenhower Middle School. If you have concerns about a student's academic performance, please notify the student's counselor and fill out the referral form:

The Eisenhower Student Education Intervention Team meets once a month. The primary purpose of the Student Education Intervention Team is to review student cases referred by SIT team for consideration of Special Education Department services.

### **STUDENT DRESS CODE**

Per Policy 3224: Preserving a beneficial learning environment and assuring the safety and well being of all students are primary concerns of the board. Students' choices in matters of dress should be made in consultation with their parents/guardians. Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

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

### **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." [Policy 2440]

### **STUDENT SUPERVISION and STUDENT WELFARE**

#### **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 must carry a hall pass. Do not send students out without a hall pass that indicates your name as the classroom they are from. Please limit bathroom privileges—students are provided with four 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. Per Policy 3400:

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

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

**Student Welfare (Policy 3400)**

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

**Medication (Policy 3416)**

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

**Safety (Policy 3420)**

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



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

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

### **Suicide (Policy 2145)**

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

## **SUBSTANCE ABUSE BY STAFF**

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

### **Drug-Free Workplace (Policy 5150)**

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

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

"Workplace" for purposes of this policy includes any district building or any district property; any district-owned vehicle, or any other district-approved vehicle used to transport students to or from school activities; and off-district property during any school-sponsored or school-

approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district which could also include work on a federal grant.

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

### **Smoking On Campus**

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

## **SUBSTITUTES / GUEST TEACHERS**

Guest Teachers are a critical part of the smooth operation of the education program at Eisenhower Middle 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.

- 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 before the semesters begin.
- 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.
- Each teacher shall make adequate daily and long-term preparations and shall have adequate plans available for use by substitutes." (Collective Bargaining Agreement 6.00)
- Use the Frontline substitute system to arrange for substitutes (see Absences)

## **TECHNOLOGY**

Per Policy 5225: The use of district technology by Everett Public Schools employees is vital to its daily activities. Effective instruction and efficient operation and management require a staff that is skilled in the use of technological tools. Ongoing training is essential. Additionally, Everett Public Schools permits the use of personal electronic devices ("PEDs", e.g., smartphones, tablets, slates, notebooks, laptops, cellular phones, and other similar mobile electronic devices.) We believe that a PED can play a positive role in furthering our staff and

students' learning. The Everett Public Schools wireless network permits individuals with a district network account and a PED to access the Internet.

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

**Appropriate Use:**

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

**Personal Security:** Staff should not share personal information about employees or students without appropriate authorization.

**System Use:**

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

Records Act. Thus, text messaging is prohibited except for emergencies, safety-related matters or to communicate routine, non-substantive time-sensitive matters.

11. Physically connecting or attaching any computer, networking equipment or device to district technology via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the director of the Information Systems and Technology Department, is prohibited. Unauthorized computer or networking equipment or components will be removed without notice and immediately investigated for security violations.

**Use of Personal Electronic Devices (PEDs) and Accounts:** Staff may possess and use personal wireless/Wi-Fi PEDs, provided that such devices do not pose a threat to academic integrity, disrupt the learning or work environment or violate the privacy rights of others. Any district business that is conducted on an employee's personal PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal. The district prohibits the conduct of district business using text messaging or personal email or personal social media accounts except in emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.

**Staff in possession of personal PEDs shall observe the following conditions:**

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

**Security:** Users are responsible for maintaining the confidentiality of their user IDs and

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

### **Internet Safety:**

Personal Information and Inappropriate Content:

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

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

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

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

## **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, you will receive a message from the school via Blackboard (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.

**District Website and App**

The district website and app are both quick ways to receive information regarding weather delays or closures.

**Radio and TV Stations**

Watch the local channels or listen to the radio stations for weather updates.

Please do not call the radio stations or district administrative offices. Jammed telephone lines only compound emergencies. Information is also immediately available on the Everett Public Schools' Web site. [www.everett.k12.wa.us/everett](http://www.everett.k12.wa.us/everett)

**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**

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

# District Policies and Procedures



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

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

## Nondiscrimination Statement

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

### Executive Director Human Resources

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

### ADA Coordinator

Chad Golden  
3900 Broadway, Everett 98201  
425-385-4100  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)

### Title IX/Civil Rights Compliance Officer

Chad Golden  
3900 Broadway, Everett 98201  
425-385-4100  
[cgolden@everettsd.org](mailto:cgolden@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)



## RESOLUTION NO. 1237

# Affirming our Commitment to Condemning Racism and Supporting Peaceful Protest

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

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

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

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

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

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

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

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

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

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

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

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

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

## ATTESTED BY:

*Ian B. Saltzman*  
Secretary, Board of Directors

**EVERETT SCHOOL DISTRICT NO. 2**  
Snohomish County, Washington

*Caroline Mason*  
Caroline Mason, President

*Pam LeSesne*  
Pam LeSesne, Vice President

*April Berg*  
April Berg, Director

*Traci Mitchell*  
Traci Mitchell, Director

*Andrew Nicholls*  
Andrew Nicholls, Director



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### Policy 0010

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

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

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

#### The board commits to:

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

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

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

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

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

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

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

### Policy 2152

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

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

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

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

#### Procedure

### 2152P

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

#### Title IX Program/Activity Evaluation

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

### **Determination of Effective Accommodation**

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

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

### **Student Interest Survey**

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

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

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

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

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

### **Annual Building Program Review**

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

### **Record Retention**

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

### **Information and Inquiry**

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

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

## Prohibition of Harassment, Intimidation or Bullying

### Policy 3204

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

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

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

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

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

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

#### **Behaviors/Expressions**

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

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

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

#### **Training**

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

#### **Prevention**

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

#### **Interventions**

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

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

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

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

## **Retaliation/ False Allegations**

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

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

## **Compliance Officer**

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

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

### **Procedure**

## **3204P**

### **A. Introduction**

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

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

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

### **B. Definitions**

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

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

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

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



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

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

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

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

#### C. Behaviors/Expressions

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

#### D. Relationship to Other Laws

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

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

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

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

#### E. Prevention

##### 1. Dissemination

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

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

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

##### 2. Education

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

##### 3. Training

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

#### 4. Prevention Strategies

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

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

#### F. Compliance Officer

The district HIB compliance officer will:

1. Serve as the district's primary contact for HIB. If the allegations in a written report of HIB indicate a potential violation of [Policy 3204](#), the district staff member who receives the report must promptly notify the district HIB compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline referral forms relating to HIB, and letters to parents/guardians providing the outcomes of investigations.
4. Communicate with the district's designated Title IX/Civil Rights Compliance Officer. If a written report of HIB indicates a potential violation of the district's nondiscrimination policy ([Policy 3210](#)), or if during the course of an investigation of HIB, the district becomes aware of a potential violation of the district's nondiscrimination policy, the HIB compliance officer must promptly notify the district's Title IX/Civil Rights Compliance Officer. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both [Policy 3204](#) and this procedure, and [Policy 3210](#) and [Procedure 3210P](#). The investigation and response timeline for the nondiscrimination procedure begin when the district knows or should have known that a written report or investigation of HIB involves a potential violation of the district's nondiscrimination policy.
5. Be familiar with the use of the student information system. The HIB compliance officer may use this information to identify patterns of behavior and areas of concern.
6. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
9. In cases where, despite school efforts, a targeted student experiences HIB that threatens the student's health and safety, the HIB compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: [www.k12.wa.us/SafetyCenter/default.aspx](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: 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 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 removal of a student under this section must also comply with Washington's student discipline rules for emergency removal under [WAC 392-400-510](#) through [WAC 392-400-530](#).

- F. Following completion of the investigation, the compliance officer or the 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**

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

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

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

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

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

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

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

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

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

## Procedure

### 3210P

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

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

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

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

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

#### **Informal Complaints**

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

#### **Formal Complaints**

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

- A. The district's Title IX/Civil Rights Compliance Officer, 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:  
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 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. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination; and
3. be filed with the Title IX/Civil Rights Compliance Officer or 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**

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.

### 3213P

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

The goals of the meeting are to:

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

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

#### **Key Definitions/Terms**

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female.)
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- **Gender Identity:** A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

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

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

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

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

### **Official Records**

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

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

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

Schools may change a student's official gender designation upon parent/guardian or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <https://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](#)). Parents have the right under FERPA to request their student's records and if requested, the district will provide the student's educational records to the parent according to [Policy 3600](#) and [Procedure 3600P](#), Student Records. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so, or (2) the student has authorized such disclosure.

### **Restroom Accessibility**

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

### **Locker Room Accessibility**

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

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health room office restroom); or
- A separate changing schedule (i.e., utilizing the locker room before or after the other students). No student will be required to use a locker room that conflicts with their gender identity.

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

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

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

### **Dress Codes**

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

### **Other School Activities**

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

### **Training and Professional Development**

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

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

### **Discrimination and Harassment Complaints**

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

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

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

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

#### Procedure

### 4312P

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

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

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

## Affirmative Action and Nondiscrimination

### Policy 5010

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

#### **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**

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

#### **Complaint Procedure**

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

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of [Board Policy 3205](#) and [Procedure 3205P](#).

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

#### **Confidentiality**

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

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

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

### **Informal Complaints**

At the employee/volunteer's option, attempts will be made to resolve complaints of discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discriminatory harassment of an employee/volunteer may be reported to the staff members' supervisor, the Affirmative Action officer, or the 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 (10<sup>th</sup>) calendar day from the date the parties received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- L. Upon receipt of an appeal, the hearing officer shall provide a written appeal decision to the parties in a timely manner, not to exceed thirty (30) calendar days from the date the district received the appeal, unless otherwise agreed to by the party. The appeal decision will include notice of the parties' right to file a complaint with the superintendent of public instruction under [WAC 392-190-075](#). The appeal decision will be provided in a language the parties can understand, which may require language assistance for a party with limited-English proficiency in accordance with Title VI. The decision of the hearing officer will include notice of the parties' right to file a complaint with OSPI. The district will send a copy of the appeal decision to OSPI.
- M. In the event a party disagrees with the appeal decision of the hearing officer or if the district fails to comply with the procedures in [WAC 392-190-065](#) or [WAC 392-190-070](#), that party may file a complaint with OSPI under [WAC 392-190-075](#). A complaint must be received by OSPI within twenty (20) calendar days after the parties received the hearing officer's written appeal decision.

## **Mediation of Complaints**

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

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

## **Protection Against Retaliation**

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

## **Training and Orientation**

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

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

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

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

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

## **Maintaining Professional Staff/Student Boundaries**

### **Policy 5253**

#### **Purpose**

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

#### **General Standards**

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

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

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

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

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

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

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

#### **Use of Technology**

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

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

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



**5253P**

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

**Reporting Violations**

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

Staff members should:

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

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

**Boundary Invasion**

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

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board's policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being "overly touchy" with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos, taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
- C. Any kind of flirtatious or sexual communications with a student;
- D. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship. This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in "peer like" behavior with one or more students;
- E. Providing alcohol, drugs, or tobacco to students or failing to report their use of these substances;
- F. For non-guidance/counseling staff, allowing or encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members shall refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- G. Sending students on personal errands unrelated to any educational purpose;
- H. Banter, allusions, jokes, or innuendos of a sexual nature with students;
- I. Commenting on a student's appearance in a flirtatious or sexual nature, or if the comments have no educational value;
- J. Disclosing personal, sexual, family, or employment concerns or other private matters to one or more students;
- K. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- L. Maintaining personal contact (including "friending" or "following") a student on any social networking application or device;

- M. Sending phone, email, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to schoolwork or other legitimate school business. If staff members have educational or legitimate school business to conduct with students, they should use only district-approved applications to text or call. Communications that are one-way and sent to the entire class may be sent directly to students through one of these applications. If any communication is directed to a small group of students or an individual student, staff shall include a parent/guardian unless doing so would jeopardize the safety, health or welfare of the student. Staff members should use school email addresses and the contact information on file for the student and parent/guardian from the district student information system and not personally collected contact information, except in an emergency situation;
- N. Exchanging or providing personal gifts, cards, or letters with an individual student;
- O. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- P. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
- Q. Providing a student with information or views about other students or staff members without a legitimate professional purpose;
- R. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct;
- S. Unnecessarily invading a student's privacy, (e.g., walking in on the student in the bathroom or a hotel room on a field trip);
- T. Being alone with an individual student out of the view of others; and/or
- U. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student's parent/guardian and an administrator are informed and have consented.

### **Investigation and Documentation**

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

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

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

### **Disciplinary Action**

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

### **Training**

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

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

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



## District Policies and Procedures

### SERIES 1000 – BOARD OF DIRECTORS

Policy/ Procedure	Title	Description	Situation to apply
<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> <li>If a student is found potentially in violation of the code of conduct.</li> </ul>

			<ul style="list-style-type: none"> <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 Committee or adding a new member.</li> <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> </ul>

			<ul style="list-style-type: none"> <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 presentation.</li> </ul>
<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> </ul>

			<ul style="list-style-type: none"> <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 school training held elsewhere.	<ul style="list-style-type: none"> <li>• Definition of harassment, complaint process and corrective actions.</li> </ul>
<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	<ul style="list-style-type: none"> <li>• When a student's clothing or something they are wearing disturbs, disrupts, interferes, or</li> </ul>

		reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance.	detracts from the school environment, activity, or meeting educational objectives.
<a href="#">3231P</a>	Searches of Students and their Property	A student and their property may be searched by a principal or principal's designee if there is reasonable suspicion that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal or principal's designee prior to initiating a search, except in emergency situations. A search is required when there is reasonable suspicion that a student has a firearm on school grounds, transportation, or at school events.	<ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property 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 use of district technology and online behavior.	<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 been used inappropriately.</li> <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 removal.</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, and monitoring of prescribed or non-prescribed medication on school grounds.	<ul style="list-style-type: none"> <li>When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school.</li> <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 and Neglect	Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect.	<ul style="list-style-type: none"> <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>	Regulation of Firearms and Dangerous Weapons on School District Property	It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district property, district-provided transportation or areas of other facilities being used exclusively for school district activities unless specifically authorized by state law.	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <li>Process to follow for filing/expressing a complaint regarding a staff member.</li> </ul>

		responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.	
<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, the Department of Children, Youth and Families, and the Local Health Department	The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Therefore, district staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.	<ul style="list-style-type: none"> <li>Protocols for interviews of students by law enforcement, CPS and the county health department on school grounds. Parameters for when a parent must be notified of such actions by the school administrator.</li> </ul>
<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>

<b>SERIES 5000 – HUMAN RESOURCES</b>			
<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	<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</li> </ul>



		(cannabis) per the Drug-Free Workplace Act of 1988.	transport students, off-district property during school- sponsored or approved activity, event, or function.
<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 may constitute a conflict of interest.	<ul style="list-style-type: none"> <li>Any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest that interferes with the objective exercise of his/her district duties or for gain/advantage by virtue of his/her position in the district.</li> </ul>
<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>

#### **SERIES 6000 – MANAGEMENT SUPPORT**

<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>