

Gateway Middle School 2022-23 Staff Handbook



Make school the best part of each student's day!



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www.everettsd.org/gatewayms

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NON-DISCRIMINATION STATEMENT

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

Designated to handle inquiries about nondiscrimination policies are:

Civil Rights Compliance Officer: Kevin Allen, (425) 385-4168, kallen@everettsd.org

Title IX Officer: Kevin Allen, (425) 385-4168, kallen@everettsd.org

Section 504 Coordinator: Dave Peters (425) 385-4063, dpeters@everettsd.org

ADA Coordinator: Randi Seaberg, (425) 385-4104, rseaberg@everettsd.org

DAILY SCHEDULES

REGULAR SCHEDULE

6TH GRADE		7TH GRADE		8TH GRADE	
FIRST BELL	8:05	FIRST BELL	8:05	FIRST BELL	8:05
1 ST	8:10-9:02	1 ST	8:10-9:02	1 ST	8:10-9:02
2 ND	9:06-9:52	2 ND	9:06-9:52	2 ND	9:06-9:52
3 RD	9:56-10:42	3 RD	9:56-10:42	3 RD	9:56-10:42
LUNCH	10:47-11:17	4 TH	10:46-11:33	4 TH	10:46-11:33
4 TH	11:22-12:09	LUNCH	11:38-12:08	5 TH	11:37-12:24
5 TH	12:13-1:00	5 TH	12:13-1:00	LUNCH	12:29-12:59
6 TH	1:04-1:50	6 TH	1:04-1:50	6 TH	1:04-1:50
7 TH	1:54-2:45	7 TH	1:54-2:45	7 TH	1:54-2:45
BUSES DEPART	2:52	BUSES DEPART	2:52	BUSES DEPART	2:52

EARLY RELEASE – LIF (75-MINUTE REDUCTION OF STUDENT DAY)

6TH GRADE		7TH GRADE		8TH GRADE	
FIRST BELL	8:05	FIRST BELL	8:05	FIRST BELL	8:05
1 ST	8:10-8:48	1 ST	8:10-8:48	1 ST	8:10-8:48
2 ND	8:52-9:28	2 ND	8:52-9:28	2 ND	8:52-9:28
3 RD	9:32-10:08	3 RD	9:32-10:08	3 RD	9:32-10:08
LUNCH	10:13-10:43	4 TH	10:12-10:48	4 TH	10:12-10:48
4 TH	10:48-11:24	LUNCH	10:53-11:23	5 TH	10:52-11:28
5 TH	11:28-12:04	5 TH	11:28-12:04	LUNCH	11:33-12:03
6 TH	12:08-12:45	6 TH	12:08-12:45	6 TH	12:08-12:45
7 TH	12:49-1:30	7 TH	12:49-1:30	7 TH	12:49-1:30
BUSES DEPART	1:37	BUSES DEPART	1:37	BUSES DEPART	1:37

EARLY RELEASE - STANDARD

6TH GRADE		7TH GRADE		8TH GRADE	
1 ST	8:10 – 8:38	1 ST	8:10 – 8:38	1 ST	8:10 – 8:38
2 ND	8:42 – 9:10	2 ND	8:42 – 9:10	2 ND	8:42 – 9:10
3 RD	9:14 – 9:42	3 RD	9:14 – 9:42	3 RD	9:14 – 9:42
LUNCH	9:46 – 10:02	4 TH	9:46 – 10:14	4 TH	9:46 – 10:14
4 TH	10:06 – 10:34	LUNCH	10:18 – 10:34	5 TH	10:18-10:46
5 TH	10:38 – 11:06	5 TH	10:38-11:06	LUNCH	10:50-11:06
6 TH	11:10 – 11:38	6 TH	11:10 – 11:38	6 TH	11:10 – 11:38
7 TH	11:42 – 12:15	7 TH	11:42 – 12:15	7 TH	11:42 – 12:15
BUSSES DEPART	12:22	BUSSES DEPART	12:22	BUSSES DEPART	12:22

PM ASSEMBLY

6TH GRADE		7TH GRADE		8TH GRADE	
FIRST BELL	8:05	FIRST BELL	8:05	FIRST BELL	8:05
1 ST	8:10-8:50	1 ST	8:10-8:50	1 ST	8:10-8:50
2 ND	8:54-9:31	2 ND	8:54-9:31	2 ND	8:54-9:31
3 RD	9:35-10:12	3 RD	9:35-10:12	3 RD	9:35-10:12
LUNCH	10:17-10:47	4 TH	10:16-10:53	4 TH	10:16-10:53
4 TH	10:52-11:29	LUNCH	10:58-11:28	5 TH	10:57-11:34
5 TH	11:33-12:10	5 TH	11:33-12:10	LUNCH	11:39-12:09
6 TH	12:14-12:51	6 TH	12:14-12:51	6 TH	12:14-12:51
7 TH	12:55-1:37	7 TH	12:55-1:37	7 TH	12:55-1:37
ASSEMBLY	1:55-2:40	ASSEMBLY	1:55-2:40	ASSEMBLY	1:55-2:40
FINAL BELL	2:45	FINAL BELL	2:45	FINAL BELL	2:45
BUSES DEPART	2:52	BUSES DEPART	2:52	BUSES DEPART	2:52

AM ASSEMBLY

6TH GRADE		7TH GRADE		8TH GRADE	
1 ST	8:10-8:50	1 ST	8:10-8:50	1 ST	8:10-8:50
ASSEMBLY	9:05-9:58	ASSEMBLY	9:05-9:58	ASSEMBLY	9:05-9:58
2 ND	10:02-10:39	2 ND	10:02-10:39	2 ND	10:02-10:39
3 RD	10:43-11:20	3 RD	10:43-11:20	3 RD	10:43-11:20
LUNCH	11:24-11:56	4 TH	11:24-12:01	4 TH	11:24-12:01
4 TH	12:00-12:37	LUNCH	12:05-12:37	5 TH	12:05-12:42
5 TH	12:41-1:18	5 TH	12:41-1:18	LUNCH	12:45-1:18
6 TH	1:22-1:59	6 TH	1:22-1:59	6 TH	1:22-1:59
7 TH	2:03-2:45	7 TH	2:03-2:45	7 TH	2:03-2:45
BUSES DEPART	2:52	BUSES DEPART	2:52	BUSES DEPART	2:52

EARLY RELEASE LIF-PM ASSEMBLY SCHEDULE

6TH GRADE		7TH GRADE		8TH GRADE	
1ST	8:10 – 8:39	1ST	8:10 – 8:39	1ST	8:10 – 8:39
2ND	8:43 – 9:12	2ND	8:43 – 9:12	2ND	8:43 – 9:12
3RD	9:16 – 9:45	3RD	9:16 – 9:45	3RD	9:16 – 9:45
LUNCH	9:50 – 10:20	4TH	9:49 – 10:18	4TH	9:49 – 10:18
4TH	10:25 – 10:54	LUNCH	10:23-10:53	5TH	10:22-10:51
5TH	10:58-11:27	5TH	10:58-11:27	LUNCH	10:56-11:26
6TH	11:31-12:00	6TH	11:31-12:00	6TH	11:31-12:00
7TH	12:04-12:36	7TH	12:04-12:36	7TH	12:04-12:36
ASSEMBLY	12:40-1:30	ASSEMBLY	12:40-1:30	ASSEMBLY	12:40-1:30
FINAL BELL	1:35	FINAL BELL	1:35	FINAL BELL	1:35
BUSSES DEPART	1:42	BUSSES DEPART	1:42	BUSSES DEPART	1:42

TWO-HOUR DELAY (WEATHER RELATED)

6TH GRADE		7TH GRADE		8TH GRADE	
1ST	10:10-10:39	1ST	10:10-10:39	1ST	10:10-10:39
2ND	10:43-11:12	2ND	10:43-11:12	2ND	10:43-11:12
3RD	11:16-11:45	3RD	11:16-11:45	3RD	11:16-11:45
4TH	11:49-12:20	LUNCH	11:49-12:21	4TH	11:49-12:21
LUNCH	12:24-12:57	4TH	12:25-12:57	5TH	12:25-12:57
5TH	1:01-1:33	5TH	1:01-1:33	LUNCH	1:01-1:33
6TH	1:37-2:06	6TH	1:37-2:06	6TH	1:37-2:06
7TH	2:10-2:45	7TH	2:10-2:45	7TH	2:10-2:45
BUSSES DEPART	2:52	BUSSES DEPART	2:52	BUSSES DEPART	2:52

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

At Gateway, there is an expectation for all staff to engage in High Performing Teams across all content areas. As a building, we will use the continuous cycle for improvement to enhance the learning activities and experiences with our students. We know that best practice tells us that working collaboratively helps to support a strong instructional program and, at Gateway, working together to support our students' needs is part of our school culture. These best instructional practices will be the focus of our work throughout the year, and we will build-in opportunities for teams to collaborate on a regular basis. To facilitate these best instructional practices, we have established two regular opportunities for staff to collaborate on matters related to continuous improvement: Extended Day Staff meetings and Administrator-Facilitated Fridays (A-LIF) time.

LEARNING IMPROVEMENT FRIDAYS

On most Fridays of the school year, students will be released seventy-five (75) minutes early. This work time shall conclude at the end of the school's normal student day and the time after classes conclude may be used as the employee's preparation time. The primary purpose of this early release time is to provide a resource for school improvement work that consequently protects both instructional time for teachers and students and the individual preparation activities that have a direct impact on student learning. Use of the time will be planned and led on alternate Fridays by administrators and employees as identified on the district and Gateway Shared Calendar.

Administrator-facilitated (A-LIF): Administrators will engage with collegial teams on matters related to the continuous improvement of instruction, school programs, professional growth, student learning opportunities and best instructional practices. The meeting topic and location will be printed in *The Sentinel* the week of the LIF meeting. Teams will use student data to inform their unit/lesson planning during these days.

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

In addition to staff meetings and designated collaborative times on A-LIFs, it is highly encouraged that staff members in each content area and/or grade level meet collaboratively for the purpose of aligning curriculum, designing/reviewing student assessment tools and planning and developing instructional units; staff are not limited to collaborative activities on these days only.

2022-23 LIF DATES

September	LIF Day
9	Admin Facilitated
16	Employee Facilitated
23	Admin Facilitated
30	Employee Facilitated
October	LIF Day
7	Admin Facilitated
14	No LIF - LID (All Day)
21	Employee Facilitated
28	No-LIF – Conference Prep
November	LIF Day
4	No-LIF – Conferences
11	Veteran’s Day
18	Admin Facilitated
25	No LIF – Thanksgiving Break
December	LIF Day
2	Employee Facilitated
9	Admin Facilitated
16	No LIF – Early Release
23	No LIF – Winter Break
30	No LIF – Winter Break
January	LIF Day
6	Employee Facilitated
13	Admin Facilitated
20	Employee Facilitated
27	Admin Facilitated

February	LIF Day
3	Employee Facilitated
10	Admin Facilitated
17	Employee Facilitated
24	Admin Facilitated
March	LIF Day
3	Employee Facilitated
10	Admin Facilitated
17	Employee Facilitated
25	No-LIF – Conference Prep
31	No LIF – Conferences
April	LIF Day
7	No LIF – Spring Break
14	Admin Facilitated
21	Employee Facilitated
28	Admin Facilitated
May	LIF Day
5	Employee Facilitated
12	Admin Facilitated
19	Employee Facilitated
26	Admin Facilitated
June	LIF Day
2	Employee Facilitated
9	No LIF – Reduced Student Day
16	Admin Facilitated
23	Summer Vacation!

LIF MEETING TOPICS

On A-LIFs, directions will be given to help staff focus on their meeting times. It is expected on all A-LIFs that staff will be engaged in work that includes:

- *data analysis* and review of student work
- collaborative planning of curriculum and learning activities
- setting common instructional outcomes and discussing instructional strategies to reach these outcomes
- reviewing student assessments to inform instruction or revising/developing evaluative tools for student work
- developing plans and tools for maintenance of instruction
- planning for instruction for students who need more time and/or support for mastery or enrichment activities

The work of these teams will provide the platform for our school improvement plan (SIP) and implementation. This work will also be highlighted in the Instruction Review (IR). From the IR, an IR Action Plan will collaboratively be developed with our Regional Superintendent and participating ILT members for our staff to focus on. Additionally, direction will be given during T-8 planning, leading up to state testing in the spring.

Your collaborative time is a crucial time for staff to work together. The primary focus of this time is to present and analyze data in support of increased student learning. We also align, articulate and coordinate our curriculum and instruction, share ideas and provide important input.

ROUNDTABLE, IEP, 504 MEETINGS AND PARENT CONFERENCES

Periodically, counselors, administrators, the school psychologist, special education teachers, or general education teachers may request a meeting to discuss student needs. It is critical that teachers who work with the students attend these meetings so that we can best meet the students' needs. It is also a legal obligation for one general education teacher to participate in the 504 and IEP processes. Teachers are expected to attend these meetings as they are scheduled during the regular contract day. Informal parent-teacher conferences can happen at the mutual discretion of parent and teachers. If you would like administrative support for a parent meeting, let Matt, Liz and/or Laura know, and they can assist accordingly.

SHARED LEADERSHIP

At Gateway, we practice a shared leadership model whereby employees are consulted and take part in decisions and implementation of decisions affecting their classroom or

assignment. Shared leadership involves the equitable participation of employees in decisions affecting their classroom or assignment. Participation in decision making may mean input, influence or consensus.

- **Input** is 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.
- **Influence** is the opportunity to be able to affect an outcome or decision in a significant way to have visible impact on a process and/or decision.
- **Consensus** is 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 for the decision to move forward.

The GMS Instructional Leadership Team (ILT) and GMS Administration will work together to reach consensus on a matrix identifying which decisions are subject to input, influence and or consent.

INSTRUCTIONAL LEADERSHIP TEAM (ILT)

The Instructional Leadership Team is a group of individuals who are nominated by their respective departments or themselves and selected by the Gateway administration to serve for the year. At Gateway, we have twelve available positions on the ILT for certificated staff. Our ILT contributes to:

- Facilitating PLCs (Professional Learning Communities) and helping to implement building initiatives and priorities for school-wide continuous improvement of student and teacher learning
- Reflecting collaboratively on their own practice and school-wide achievement data
- Assisting with presenting and facilitation of special presentations (staff meetings, professional development, board presentations and the Instructional Review (IR))
- Reciprocating with PLCs to improve student learning outcomes

Meetings are subject to change with advanced notice. The December meeting time is banked and saved for when a meeting may be needed for another month. Additional consultation meetings may be called as needed to determine staff needs due to changing priorities.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) TEAM

The MTSS team is a group of individuals who have volunteered or are selected by the Gateway administration to serve for the year. The MTSS team is facilitated by a team leader (not an administrator) and meets monthly. The MTSS team will work on modifying our current discipline system to include restorative justice practices as well as solidifying the various levels of behavior support both in the classroom and in the office. Tier 2/Tier 3 teams meet every other Wednesday during the school day.

2022-23 MTSS Tier 1 Team Meeting Schedule:

Date	Time
Friday, August 26	8:00-3:00 pm
Tuesday, September 27	3:00-4:00 pm
Tuesday, October 25	3:00-4:00 pm
Tuesday, November 29	3:00-4:00 pm
Tuesday, January 31	3:00-4:00 pm
Tuesday, February 28	3:00-4:00 pm
Tuesday, March 25	3:00-4:00 pm
Tuesday, April 25	3:00-4:00 pm
Tuesday, May 30	3:00-4:00 pm

Tier 2 and 3 Meetings- Each Wednesday from 8:30-9:30

STAFF MEETINGS

Per EEA (Everett Education Association) contract, extensions of the school day will not exceed 2.5 hours per occurrence and will be announced at least two weeks in advance. However, we will do our best to plan ahead and give staff the most advance notice possible. From time to time, if needed, shorter staff meetings may occur within the scheduled teacher workday (WAC time)

Extended staff meetings: The critical purposes of these meetings will be to: share information on the School Improvement Plan, discuss best instructional practice, engage in professional development and training on large-scale assessments (e.g., SBA (Smart Balanced Assessment)). The work of the Instructional Leadership Team (ILT) will inform much of the content of these staff meetings. All certificated staff are expected to attend the extended staff meetings. Paraeducators and other classified staff will be invited when relevant.

Teacher Expectations: We know how difficult it is to find a time when we can all meet. It is vital that all staff members are involved in building initiatives, regardless of assignment or job function. The goal is to provide you with the time and structure needed to accomplish the myriad tasks that are on your plate. All staff are expected to attend all meetings that relate to their assignment. Please do not schedule after school activities (make up testing, student/parent meetings, doctor appointments, etc.) on staff meeting dates.

Month	PBIS	ILT	Staff Meeting	DELTA
September	27 th	No Meeting	20 th (0.5)	No Meeting
October	25 th	4 th	18 th (1.0)	5 th
November	29 th	1 st	15 th (1.0)	2 nd
December	No Meeting	No Meeting	No Meeting	7 th
January	31 st	10 th	No Meeting	4 th
February	28 th	7 th	14 th (1.0)	1 st
March	28 th	7 th	21 st (1.5)	1 st
April	25 th	11 th	18 th (1.0)	12 th
May	30 th	No Meeting	No Meeting	3 rd
June	No Meeting	6 th	13 th (0.5)	7 th

Call Backs

Call backs are evening events not adjacent to the school day.

1st Callback: October 4th 6:00-8:30

Other Callbacks: TBD

Administrators have a bank of 12 hours to be used as extensions and callbacks in a single school year.

Extensions

Date	Time	Extension
Tuesday, September 20	3:00-3:40 pm	0.5
Tuesday, October 18	3:00-4:10 pm	1.0
Tuesday, November 15	3:00-4:10 pm	1.0
Wednesday, February 15	3:00-4:40 pm	1.5 hours
Tuesday, March 21	3:00-4:10 pm	1.0 hour
Tuesday, April 18	3:00-4:40 pm	1.5 hours
June 6th	3:00-3:40	0.5

- These dates may change. Staff will be notified two weeks prior to any changes.

MIDDLE SCHOOL DESIGNATED NIGHTS

Every available evening during the month is reserved for a specific building level to ensure that families with students at different levels can attend events at their children's respective schools. This year, the middle school designated nights are:

- **2nd & 4th Mondays**
- **1st Tuesday**
- **3rd Thursday**
- **4th Wednesday**

If the date of a school board meeting falls on one of these nights, we won't be able to have an event on that night.

TEACHER WORKDAYS

These are reduced student days or non-instructional workdays for certificated staff. Individual days are planned and determined by the individual employee. District days are planned and determined by the district.

August 31	Non-Instructional	Building Directed
September 1	Non-Instructional	Building Directed
September 6	Non-Instructional	Individually Directed
October 14	Non-Instructional	Building Directed
February 6	Non-instructional	Individually Directed
June 9	Reduced Student Day	Individually Directed
June 22	Reduced Student/Teacher Day	Last day of school

COUNSELING DEPARTMENT AND Sped-RELATED SERVICES CONTACTS

Jessica Perez	Counseling Secretary/Registrar	jperez@everettsd.org
Ryan Miller	Counselor, c/o 2026 – 7 th grade	Rmiller@everettsd.org
Toni Jetten	Counselor, c/o 2027 - 8 th grade	Tjetten@everettsd.org
Sandra Olson	Counselor, c/o 2028 - 6 th grade	Solson2@everettsd.org

Molly Shearer	Speech & Language Pathologist	Mshearer@everettsd.org
Bernadette Nguyen	Speech & Language Pathologist (SLP Tech)	Bnguyen@everettsd.org
Anne Manhas	School Psychologist (Job share)	Amanhas@everettsd.org
Brenda Bakke	Occupational Therapist (Job share)	Bbakke@everettsd.org
Larisa Weczorek	Physical Therapist (Job share)	Lweczorek@everettsd.org

ADMINISTRATIVE TEAM AND EXPECTATIONS

At Gateway, the vision of the Administrative Team is one where both Principal and Assistant Principals are the facilitators of the learning and management of Gateway Middle School. The following details the expectations, roles and responsibilities for both Matt, Laura and Liz.

What the Gateway Team can expect from Matt, Liz and Laura:

Here are your admin team's commitments to the Gateway Family:

Grit	• Commitment to push ourselves and the team past the status quo • Commitment to accept and process feedback, looking through the lens of what's best for kids • Commitment to try new strategies/practices to reach each student, working to ensure their behavioral, emotional and cognitive engagement
Universal Respect	• Commitment to communicate the "why" to necessary change(s) and help plan for impact on staff which ultimately will affect student learning • Commitment to honor staff, student and community experiences as a foundation to build trusting relationships • Commitment to prioritize and communicate needs that arise
Acceptance	• Commitment to engage in critical conversations which ultimately positively impact student experiences and learning • Commitment to honor past work as the foundational "big rock" in our learning for the years to come • Commitment to recognize that we are part of the district team
Responsibility	• Commitment to providing support and resources to help all staff close achievement gaps • Commitment to increase family and community engagement • Commitment to ongoing two-way communication
Doing what's right	• Commitment to making decisions based on data while always focusing on equitable outcomes for each student • Commitment to seek work/life balance for ourselves and our team • Commitment to hold each other accountable

What Matt, Liz, and Laura expect from the Gateway Team:

We expect that you will:

- ◇ Expect the best from students, families, and staff
- ◇ Focus most of your attention on our students:
 - Believe that students can and want to learn
 - Listen and be sensitive to the feelings and mindset of students and their families
 - Build positive relationships with students and their families
 - Celebrate the uniqueness of each student
 - Inspire students to do their very best while in school
- ◇ Communicate and consistently follow through with specific expectations for students
- ◇ Make every minute of your school day count – build relationships, engage students in rigorous activities from bell to bell, and have fun!
- ◇ Keep families informed of the positive as well as the areas of concern about their child's progress
- ◇ Let families know early if their child is not doing well (academically, socially, behaviorally)
- ◇ Keep student assessment data/grades up to date
- ◇ Collaborate with colleagues:
 - Systematically monitor student progress
 - Meet regularly with your team to present and analyze data; create next steps
- ◇ Be supportive of all Gateway staff members
 - Look for and recognize the best in everyone
 - Be sure your feedback to others is face-to-face
 - Seek help from others who possess the appropriate needed expertise
 - Encourage and support each member of your team and the staff at large
- ◇ Respond to a family's communication no later than 24 hours after receipt
- ◇ Take care of yourself and recharge on nights and weekends – the work will always be here!

ADMINISTRATIVE EMPHASES

Matt and Liz are an Administrative Team who help each other and are happy to help you with whatever things that we can, but here are their areas of emphasis:

Item	Matt	Liz	Laura
504 Process		X	x
Activities: Clubs & Advisors			x
ASB Budget			
Assemblies			X
Assessment: Plans, Training & Scheduling	X		X
Athletics: Coaches, Forms & Programs		X	
Attendance: Becca & CTB			X
Building Leadership	X	X	X
Building Operations		X	
Building Use		X	
Bus Drivers			X
Course Expectations	X		
Custodial & Maintenance		X	
Data Processing & Analysis	X	X	X
Emergency Preparedness, Drills		X	
Field Trips			X
GBN		X	
Grading Policy	X		
Homework Policy	X		
ILT Facilitation	X	X	X
Instructional Review (IR)	X	X	X

Item	Matt	Liz	Laura
MTSS/PBIS Support	X		X
Paraeducators	X	X	X
Parent Newsletter: The Page	X		
Personnel Evaluation	X	X	X
Professional Development	X	X	x
Program Evaluation	X		
PTSA	X		
Purchasing	X		
Registration	X		
Safety & Security		X	
Scheduling & Calendar	X	X	X
School Improvement Plan (SIP)	X	X	X
Staff Handbook			X
Staff Meetings	X	X	X
Staff Newsletter: The Sentinel	X		
Staffing	X		
State & District Reports	X	X	X
Strategic Plan Implementation	X	X	X
Student Discipline & Restorative Practices		X	X
Student Handbook		X	
Student Records	X	X	X

Intern Programs	X		
Intramurals		X	
Keys		X	
Master Schedule	X		

Student Supervision	X	X	X
Supplies	X		X
T-8 Plan	X	X	X
Transitions	X	X	x

EVALUATION ASSIGNMENTS

Matt Bennett- Principal	Liz Sanchez- AP	Laura Breen- AP
ELA6 Birse Lawson Rentko Richards Stoskopf TBD .33 Science VanTuyl Priddy Sowa Murk Werder Almquist PE Blakely Bus Pratt Rogers Assistant Principals Laura Breen Liz Sanchez Mara Jessica Jill J. (Supervision) Laurie (Supervision)	ELA7 Anderson, T Arango Bonorden Matheson Griffin SPED Palmer Barbeau Anderson, M TBD UA Baker Arnold Swaney Music Camp Morgan Weaver Coaches/Asst. Coaches Peggy SPED Paras Lorin S.	ELA8 Kuntz TT Walsh Dockter Lunder Math Baker Kermodie Sweeney Weber Haff Personius Counseling Miller Olson Jetten Library Stephens ML (Multi Language) O'Connell Para Educators Monique ML Para TBD Rachel F (Library/Crosswalk/ SPED/Supervision)

*Instructional Leadership Team Reps
^EEA Building Reps
+EAP Building Rep

SECRETARY RESPONSIBILITIES

Mara Seifert Office Manager	Jessica Perez Counseling Secretary/Registrar	Monique Juarez Assistant Principal's Secretary	Peggy Trachte Office Assistant
Principal's Mail/Calendar	Counselor Support	Attendance/Voice Mail	Front Counter
Office Staff Meetings	Student Records	Discipline-HLS/Tom supporting	Web Master
Building Budgets	Master Schedule	Assistant Principal's Calendar	Health Room Backup
Finance/ Purchasing	Student Enrollment/Withdraw	504 Meeting Set-up	Discipline/Attendance Backup
Accounting	Student Progress Reports	Answering Phones	Athletics
Payroll	Student Scheduling/Placement	Gateway Calendar	Student Lockers
Fines/Fees	Grading/Report Cards	Scheduling Parent/Student Meetings	Orientation Support
Travel Requests	Develop Timelines for Grading	Becca Letters, Petitions, Reports	Display Cases
Guest Teachers	School, District and State Reports	Truancy/Weapons Report	Laminating
Tracking/Collecting Field Trip Money	Answering Phones	Detention Scheduling/Supervision	Promotion Certificates, Programs
Parent Conference Set Up	Transfer Process	Evaluation/Observations	Student Recognition
Grants, Special Programs	Health Room Support	Health Room Assist	Building Use Tracking
Tracking Building Keys	Cumulative Files	Front Counter Assist	Activity Bus Coordinator
Bell Schedules	ELL & KIT Liaison	Display Case	Answering Phones
Orientation	Grade Level Transition	Student Support	Guardian Award Breakfast, Assist
Supply Orders	Parent Conference Support	Academic Intervention	1 st Day Packet Assist
ASB Budgets	Incoming 5 th grade	OSPI, Discipline Reports	InTouch Receipting
State Testing	H.S. Transition	Security Officer Liaison	Office TA Supervision, Mail
Answering Phones	Data support for Admin	Input Field Trip Forms	Coordinates Picture Day
Volunteer Coordinator	SOTM pictures/display/invitations	Bus Driver meeting support	Sub Folders
Gateway Calendar	Orientation Support	Volunteers support	Gateway Calendar
Support where needed	Open/Close School	Open/Close School	Open/Close School
Open/Close School	MTSS Tier 2/Tier 3 Team		

CODE OF PROFESSIONAL CONDUCT

Teachers in Washington are expected to act within a Code of Professional Conduct. The actual law is presented here, to assure that there is no confusion over these expectations.

WAC Chapter 180-87— Professional Certification

Acts of Unprofessional Conduct

WAC 180-87-005 Purpose.

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, non-renewal of contracts, or other adverse changes in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, non-renewal of contracts, or other employment action by employers of education practitioners.

WAC 180-87-010 Public policy goals of Chapter.

The public policy goals of this chapter are as follows:

To protect the health, safety and general welfare of students within the state of Washington.

To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.

To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 180-86 WAC.

WAC 180-87-015 Accountability for acts of unprofessional conduct.

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 180-86 WAC.

WAC 180-87-020 Applicability of chapter to private conduct.

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 180-87-025 Exclusivity of chapter.

No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 180-87-030 Prospective application of chapter and amendments.

The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such an effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such an effective date.

WAC 180-87-035 Education practitioner—Definition.

As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the state board of education to serve as a certificated employee.

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WAC 180-87-040 Student—Definition.

As used in this chapter, the term “student” means the following:

Any student who is under the supervision, direction, or control of the education practitioner.

Any student enrolled in any school or school district is served by the education practitioner.

Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.

Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to dropouts, graduates and students who transfer to other districts or schools.

WAC 180-87-045 Colleague—Definition.

As used in this chapter, the term “colleague” means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

WAC 180-87-050 Misrepresentation or falsification in the course of professional practice.

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- Statement of professional qualifications.
- Application or recommendation for professional employment, promotion, certification, or an endorsement.
- Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- Representation of completion of in-service or continuing education credit hours.
- Evaluations or grading of students and/or personnel.
- Financial or program compliance reports submitted to state, federal, or other governmental agencies.

Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:

- Good moral character or personal fitness.
- Acts of unprofessional conduct.
- Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

WAC 180-87-055 Alcohol or controlled substance abuse.

Unprofessional conduct includes:

- Being under the influence of alcohol or of a controlled substance, as defined in [chapter 69.50 RCW](#), on school premises or at a school-sponsored activity involving students, following:
- Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
- A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
- The education practitioner has had a reasonable opportunity to obtain such assistance.

- The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.
- The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

WAC 180-87-060 Disregard or abandonment of generally recognized professional standards.

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- Assessment, treatment, instruction, or supervision of students.
- Employment or evaluation of personnel.
- Management of monies or property.

WAC 180-87-065 Abandonment of contract for professional services.

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.

CRISIS MANAGEMENT, INCIDENT COMMAND, CRISIS RESPONSE TEAM

Prior to a Crisis: Identify members of the Crisis Response Team

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

Functions of the Crisis Response Team

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

Putting the Plan into Action

- Notify all Crisis Response Team members of the crisis. Arrange to meet as soon as possible

- Check the known facts of the crisis with police, fire department and central administration contact
- Review the plan and adapt it to fit the crisis
- Use the phone tree to notify all staff. Inform and request that they arrive early at school to attend a special meeting

Plan Components

Administrator's responsibilities

- Contact the Central Office to report the event (Office of Assistant Superintendent at 385-4020 and the Executive Director of Area 2—Larry Fleckenstein at 385-4023)
- Contact Crisis Response Team to arrange to meet ASAP to develop plan
- Notify all staff using phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings
- Contact district crisis team for additional counseling support, if needed
- Assign extra secretarial help to the office
- Provide a written statement for the secretaries to use with phone calls
- Update the recording on the school's welcoming voice mail message
- Instruct secretaries to keep a log of all concerned calls and inform them how to deal with the press over the phone
- Keep visible, be available in the halls
- Possibly arrange for a psychiatrist or "outside expert" to be at the school to lend support and help students and teachers. This expert may also speak to parents and faculty.
- Handle the media (with the assistance of the Communications Office, at 385-4040)
- Be sensitive to staff who have a difficult time dealing with the crisis and be prepared to relieve them
- Emphasize facts, stop rumors
- Keep staff informed through one person designated as rumor control person
- Cancel scheduled activities as possible
- Meet with full staff after school day to debrief
- The principal or any school representative should visit the victim's family at home to offer solace and support, return personal belongings and discuss a memorial service
- Meet with Crisis Response Team to plan the next few days

Counselor/social worker/psychologist responsibilities

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

Faculty responsibilities

- Announce event in classroom using the script that will be provided at the meeting held before school
- Identify students in need of counseling support

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

Dealing with the Press

- Realize that it's strictly business with the press. Protect yourself, staff, students, and parents
- Notify the Central Office and Communications Office before talking to the press
- Only one person on staff will speak with the press (principal, assistant principal)
- Develop a written statement
- Be proactive – contact them before they contact you. Set location, time limits and restrictions about their access to staff and students
- Don't offer more than they ask
- Use qualifying statement like, "It appears that..."
- Speak in a peaceful, calm, voice, using good eye contact
- Keep the media away from staff and students. Insist that they not approach students on school property
- Develop a script for the secretary to use when answering the phone. Have her keep a log of all calls
- Advise students of media policy. Let them know they can refuse to talk to the media and should first speak with their parents before speaking to the media

EPS EXPOSURE PROCEDURES

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

What you must do if exposed:

1. Immediately wash the exposed area with soap and water for at least ten seconds.
2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.
3. Call Human Resources at (425) 385-4100 with a report of the incident. 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) 529-0300, will be set-up immediately. The health care provider at U.S. HealthWorks, will determine if treatment is necessary. The 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 the 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 that the parent/guardian have the child tested.

An exposure is considered an on-the-job injury. Complete an Employee Accident Report Form and Self-Insurer Accident Report Form (SIF-2) and return both completed forms to Human Resources. (All original forms are available in your building's main office or Human Resources.)

The Human Resources Department must maintain required records for at least the duration of employment plus 30 years.

AFFIRMATIVE ACTION AND NONDISCRIMINATION

See the district affirmative action and nondiscrimination policy 5010/5010P in the attached district policies and procedures.

ANIMALS IN SCHOOLS

See the district animals in school district policy 3418/3418P in the attached *District Policies and Procedures*.

ASB GUIDELINES

ASB is a student representative organization. Our staff ASB Advisors are Luca Haff and Hilary Talt. The ASB council is made up of officers and representatives who are elected each year. ASB general elections are held in March. Sixth Grade representative elections are held immediately at the beginning of the school year.

ASB sponsors all kinds of events and activities. There is one major fund raiser held every September, the magazine sale. ASB sponsors dances, clubs, athletics and pays for the after-school activity bus. ASB plans sports and instructional assemblies and is involved in community service.

Students will benefit by having an ASB card. The card offers discount purchases on dance tickets and other ASB activities as well as with some community merchants. ASB cards are REQUIRED to participate in after school athletics. ASB cards can also be used as an acceptable form of ID.

ASB recognizes staff in various ways. Several staff members are after school activity advisors of ASB sponsored clubs. All clubs sponsored by ASB must submit a proposed budget in February for the next school year.

ATTENDANCE

See district attendance policy 3122P in the attached district policies and procedures.

Absences and Tardies

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Teachers need to enter absences/tardies on-line at the beginning of each class period. A tardy is when a student is not in your classroom.

Staff are responsible for recording attendance in LMS (Learning Management Services) each period. Students should never be permitted to enter attendance on the computer. Please make sure your passwords are always protected.

Make-Up Work

Teachers will provide make-up or alternate assignments as necessary for students to demonstrate achievement of the class objectives whether the absences are excused or unexcused. Teachers will post work on Canvas, so students can get work while out of school. Students are expected to complete those assignments within a reasonable period of time.

Release of Students and Early Dismissals (Policy 3441)

When an early dismissal is necessary, bring a note from your parents to the attendance secretary before school. You will be given an early dismissal slip to present to your teacher at the time you are to leave school.

Becca (Excused and Unexcused Absences)

The Becca Bill was enacted in 1995, named after a 13-year-old runaway named Rebecca Hedman. It allows Washington State courts to address children's affairs issues such as at-risk youths, runaways and truant youth. The compulsory attendance law, [RCW 28A.225.010](#) requires that children between the ages of 8 and 18 be enrolled in the school of the district in which the child resides. This law does apply to children under 8 if their parent/guardian has enrolled them in school. Under the law, the Everett School District is required to proceed with the following steps to reduce the number of unexcused absences:

- After 1 unexcused absence: The school must notify the parent/guardian regarding the absence by phone or in writing. Dates must be documented and included in truancy petitions.
- After 2 unexcused absences: The school should set up a conference with the parent/guardian and the child. Documentation including who was/was not present, issues discussed, WARNS assessment paperwork and any/all follow-up plans must be attached to Truancy Petitions.
- After 5 unexcused absences in one month: the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community reengagement board or file a petition and affidavit with the juvenile court alleging a violation.
- After 7 unexcused absences in one month or 10 unexcused absences in a school year: A Truancy Petition must be filled out completely and sent to Student Services. Court intervention should be the last step to reduce the number of unexcused absences.

At Gateway, the Attendance Secretary initiates the Becca process, with oversight from the Assistant Principal. Questions should therefore be directed to Monique or Liz.

COMMUNICATIONS

Telephone

Personal use of the telephone by staff should be kept to a minimum. Long-distance phone calls using the SCAN system must be school-related. "The State Auditor says that the SCAN line should not be used for

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personal calls regardless of the fact that the District is reimbursed for the personal calls.” [memo from Byron Viger, 8/15/96]

Voice Mail

To facilitate communication with parents, teachers are requested to update their voice mail regularly and to check their voice mail at least once a day. ***Please remember to answer voice mail within 24 hours of receipt.***

Mailboxes in Office

Teachers are requested to check their mailbox before and after school. *Mailboxes are not to be used to distribute non-school related material.*

Email

Email is considered a central form of communication in the Everett Public Schools. All messages on the Everett Public Schools email system are 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.

All staff are to check their email at least daily. Along with this section, refer to [ACCEPTABLE USE OF THE EPS NETWORK](#) and [TECHNOLOGY](#) sections for specific policies and procedures related to the acceptable use of district email. **Students should never be given teachers' password(s) to access teachers' email, Zoom, Canvas or other electronic records/resources.**

Mail sent to the staff via the staff listserv (GWY.Maillist) should pertain to the entire staff and be used sparingly. Also, understand that 'reply all' is rarely warranted on an all-staff email.

It is a violation of the EPS board policy solicit any personal cause, business, or business services through the use of district e-mail, copy machines, or mailboxes.

E-mail on district computers

E-mail is provided by the district to support the teaching, research and public service missions of the district and for the administrative functions that support this mission.

- The district e-mail system is designed for school-related purposes.
- E-mail should not be used to sell personal items or advertise non-school events.
- Employees are encouraged to check e-mail at least daily since it has become a dominant method of communication.
- District e-mail should not be used as an “opinions forum.” As mentioned above, district e-mail is a public document. The general rule is: **Don't say anything on e-mail you wouldn't want everyone in the general public to read.**
- E-mail users should not give the impression they are representing, giving opinions, or otherwise making statements on behalf of the district or any school unless appropriately authorized to do so.
- Other inappropriate uses of district e-mail are:
 - 1) unauthorized solicitation of funds
 - 2) distribution of chain letters
 - 3) unauthorized sale or purchase of merchandise and services

- 4) collection of signatures
- 5) unauthorized membership drives
- 6) transmission of any materials regarding political campaigns

Q. *Is it all right to send an e-mail to large numbers of staff members?*

A. Please think twice before sending a message to a group address. Ask yourself if 60 of your colleagues really need this information.

Q. *Is it okay to e-mail family and friends?*

A. It is best to limit personal communication to non-work periods.

Q. *Is it okay to use district e-mail to promote levies or political candidates?*

A. No. E-mail may not be used to support or oppose political candidates or ballot measures.

Public access to staff e-mail

Almost all documents generated by school district staff on district time are public information. That means any member of the public can request and receive a copy of most e-mails. The confidentiality of electronic mail cannot be assured. It should be treated the same as a written postcard. The public can and has requested printouts of staff e-mails related to a variety of issues. (42.17.310) The same laws that pertain to verbal public discussion of personnel and students also pertain to e-mail: such discussions are also not allowed via e-mail. Use e-mail only to say those things you would say to everyone or be willing to say if you are called to testify in a legal case.

E-mail etiquette

E-mail should be treated in the same manner as a telephone call or a letter. It should be dealt with in a courteous manner that facilitates staff work. In a few extreme cases, the staff member may feel like he or she is deluged with e-mail from one person or group. This may require a different response than that given to other e-mails. Consult Matt, Liz, or Laura in this circumstance.

Answering e-mail

General guidelines:

- Answer e-mails from parents, especially from parents of children with whom you work directly, as promptly as possible. At gateway, our expectation is that emails are answered within 24 hours (one business day.)
- E-mails asking for district documents or facts about district programs may fall under the State of Washington public information laws. Direct these e-mails to Mary Waggoner in EPS Communications with a brief explanation that you received this e-mail and believe it is a public information request. Communications will advise from there.
- **Be aware of *Reply Sender* vs. *Reply All* buttons. Does everyone who received the e-mail need to know your response? Most often, you will want to avoid *Reply All*.**

Q. *I am getting e-mails from parents and others asking me questions about district programs and staff that make me uncomfortable. Sometimes these are from parents of children I don't teach or directly work with. How do I answer?*

A. The message may qualify as a public information request. See the introductory paragraph of this section and follow those procedures. If it is a question/message that is not about your classroom or department or not from the parent of one of your students, there are several ways you can deal with this.

- 1) Send a message saying you do not feel comfortable responding to this type of question.
- 2) Ask the person sending the message to contact your supervisor or the appropriate central office department for the answer to his or her question, if the e-mail asks for information about a program or service.
- 3) Provide a polite reply about why you are not directly answering the question. Example: "E-mail is a wonderful way to communicate with parents about their own students and I do that regularly. Your question appears to be about _____. Our _____ department can provide that answer for you."
- 4) If the e-mail asks you to comment about another classroom and you are not comfortable answering it, an answer might be, "It would be inappropriate for me to discuss other staff or another staff member's classroom."

Q. *What do I do when I receive chain letters or other unsolicited e-mails?*

A. Do not print, forward, or originate inappropriate messages. DO NOT click any links or open any attachments! It could be a means of spreading computer viruses. Delete the message if it is not from a familiar source.

Gateway Staff Newsletter: The Sentinel

The Sentinel is published on the first working day of the week. Staff members are responsible for reading the newsletter carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information are included. The information in *The Sentinel* is for staff only; students and parents should not have access to this information. If you must print it, keep your copies in a secure location.

Memos/Additions to the Staff Handbook

Updates to the Staff Handbook may be made throughout the year. Please check Canvas for the latest edition. Administrative memos will also be kept on Canvas for continued reference.

Confidential Communication

See the confidential communication district policy [4131P](#) in the attached district policies and procedures.

Public Relations

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

Complaints Concerning Staff

See the complaints to board members concerning staff district policy [4312P](#) in the attached district policies and procedures.

Non-custodial Parent Communication

See the child custody district policy [3610P](#) in the attached district policies and procedures.

CURRICULUM

Instruction

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

Curriculum Guides

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

****Teachers must send home a letter at the beginning of each course containing (at minimum): an overview of the course content, the essential academic learnings, student expectations, grading procedures, grading scale, standard texts and student interventions. The letter must also explain how parents can contact you by both phone and email.***

HOMEWORK POLICIES AND GUIDELINES

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

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

The recommended amounts of total time most students should spend on homework in one evening are: sixth graders about an hour, seventh and eighth graders about an hour and a half. The Gateway faculty recognizes that some students require different amounts of time to complete the same assignment.

If you or a student’s parent becomes concerned that a student is spending significantly more or less time on homework than these guidelines suggest, suggest that the parents closely monitor classes via Canvas to determine the amount of homework assigned. Parents can also assist with homework by setting aside a time and place for students to complete homework each afternoon. If Canvas shows that there is little or no homework, parents should encourage their student to read a book.

Remind parents that class time often is given for guided practice on homework. If their child is not using class time well, more time outside of class will be needed. Suggest that the student keeps a log of how much time was allotted in each class to work on homework.

Remind parents that teachers frequently assign long-term projects which require many hours of work outside of class. It is important that teachers communicate long-term project requirements and deadlines to both students and parents. The expectation is that students will spread the work over the entire time of the project and not wait until the last moment to launch a marathon work session. Although teachers give instructions about how to begin and how to pace the work, parents need to know the expectations as well. In some cases, it may be helpful to break down large assignments into very small steps which parents can monitor.

Group projects can cause problems for parents who are closely monitoring their student's assignments. In such cases, encourage students and their parents to be clear about the assignment, the due date, the work schedule and exactly which students have assumed responsibility for which parts of the assignment. Ask parents to alert you right away if they are witnessing complications.

Homework Request Policy

Homework requests are made through individual teachers. Requests must be filled within 24 hours, but it is preferred that you get it to the student/parent by 3:00pm on the day of the request.

Because students are missing live instruction in the virtual classroom, it may not be possible for them to "make up" the loss of instructional minutes with worksheet packets or assignments from a textbook. When parents are requesting work for pre-arranged absences, please give the students the work *if you have it available*. If it is not available, then students will need to make up for the missed work when they return.

DISCIPLINE AND STUDENT INTERVENTION

Student Behavior and Academic Intervention

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

The staff at Gateway Middle School believes that a positive academic and social climate is essential to a student's success in school. We also believe that the responsibility for establishing this climate is placed upon each individual student, parent and staff member. If a student violates a classroom or school rule, we will work with the student and parents to correct the behavior. If a student demonstrates the need for an academic intervention, we will also work with the student and parents to determine the best intervention for the individual student and situation. These standards for behavior and academic intervention will be applied in a consistent and nondiscriminatory manner.

Academic Intervention

The staff at Gateway Middle School believes that all students can reach and/or exceed standard when the proper support is provided. When a student is demonstrating below standard understanding of a specific concept or skill, additional academic support is needed. At Gateway we recognize that each student is an

individual and might require different support. After data collection, discussions with the student and parents, teachers can offer a variety of academic support options. At Gateway we offer several academic support opportunities to support students both during and outside of the school day.

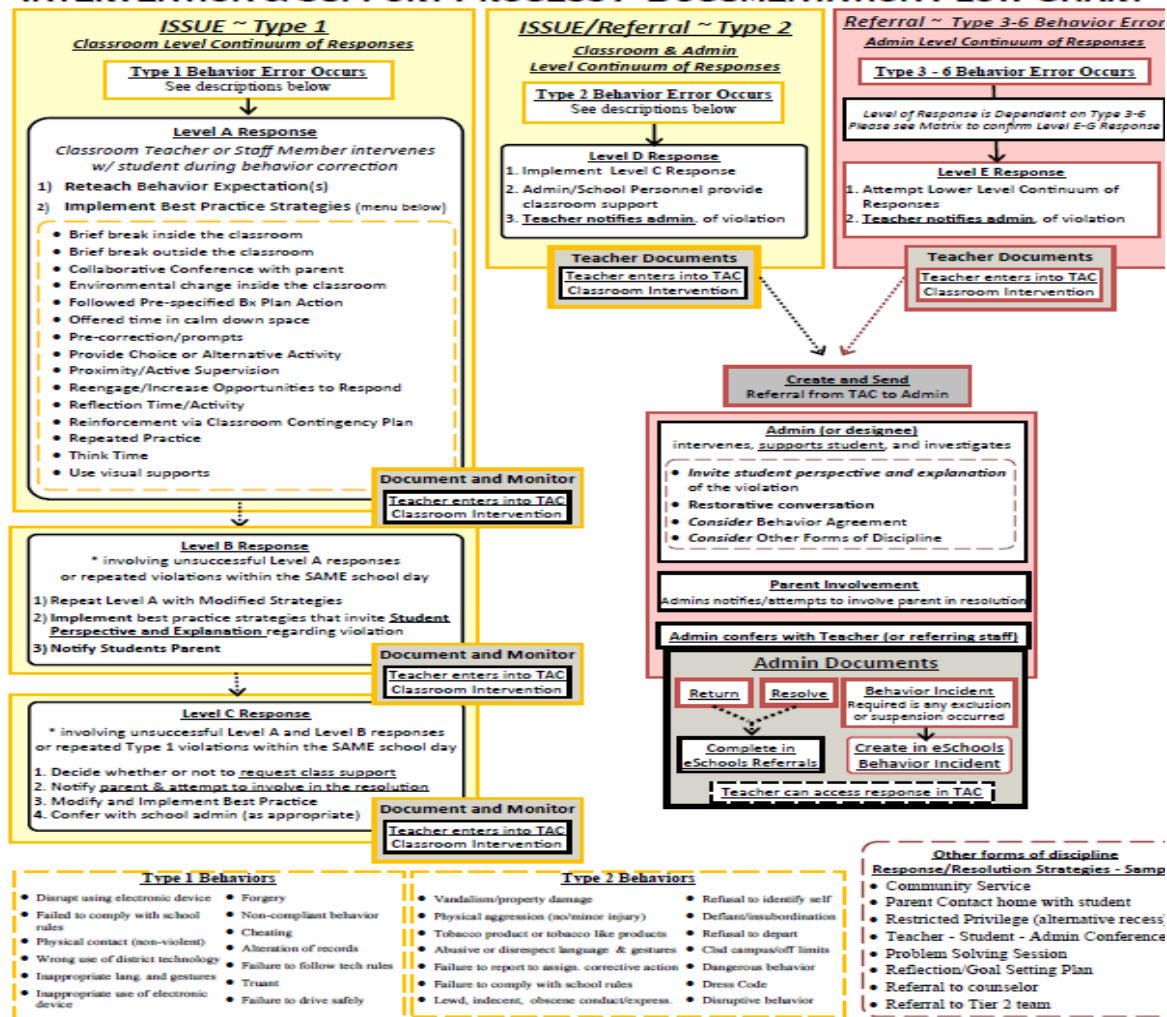
- School Day Supports:
 - Academic Skills Group: specifically supports students who need additional help with organization including planner checks, organizing homework, turning in homework and planning for projects. Teachers assign students to the group.
 - Lunch help: teachers may choose to offer students individual help during their lunch period.
- After-School Supports:
 - Study Hall: provides a quiet area to work on homework with support from various Gateway staff members. Students may choose to work on any subject during study club. Teachers may suggest that students attend study club or students may choose to attend study club
 - Administration may assign students after school support
 - After school help: teachers may choose to help students after school during their contract time (unless it is a LIF or staff meeting day).

If the academic interventions offered are not working for an individual student, a roundtable meeting will be the next step. A roundtable meeting includes the student's counselor, parents, teachers, administrators and the student (when appropriate). The purpose of the roundtable is to brainstorm the next steps to help support the individual student.

If the student continues to struggle after the roundtable, it is important to continue to contact the student's family as well as the counselor and administrator. Next steps might include external support or a possible evaluation depending on the individual circumstance.

Behavior Intervention

The Gateway staff believes in creating a school climate that is both safe and supportive through positive behavior interventions. All students benefit from learning clear academic and behavioral expectations as well as the behavior intervention systems that we have in place to best support a positive school climate. Throughout the 2021-22 school year, a PBIS team will be meeting to discuss best practices in relation to behavior intervention at Gateway. Gateway's current behavior interventions and honor level system are listed below. An updated model including restorative justice practices will be provided after the PBIS team determines modifications/revisions to our current system. Please utilize the behavior intervention flow-chart to determine best practices for supporting kids behaviorally.

ISSUES & REFERRALS**INTERVENTION & SUPPORT PROCESS / DOCUMENTATION FLOW CHART****Restorative Justice Practices**

When a student has an incident that affects themselves, other students and/or staff members, the use of restorative justice practices can be a useful tool. Restorative justice practices ask students (offender(s) and victim(s)) to reflect on the incident. Each teacher received a restorative justice practices card with questions to ask a student when a challenging behavior occurs and questions to ask those who have been harmed. Restorative Justice practices should be used to help repair student: student, student: teacher, student: class relationships. Depending on the situation, teachers may choose to engage in using restorative justice practices on their own in relation to an incident or may enlist the help of the PBIS team or the admin team to facilitate these processes. Restorative Justice Practices may be used in conjunction with other behavior interventions.

Restorative Questions:

When challenging behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been harmed:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Issues and Referrals

Teachers will submit any Tier One issues in TAC as an Issue. Teachers are expected to contact families as these issues occur. After three Issues that involve family contact these Issues will become a referral. Teachers are expected to use appropriate interventions. If a behavior is a Tier 2 or 3 teachers need to follow the Flow Chart.

Teacher Rights and Responsibilities

Teachers have both rights and responsibilities regarding student discipline in accordance with [EPS Policy 3332P](#) (reprinted in the Student Handbook). In addition, the Collective Bargaining Agreement (CBA) outlines the rights and responsibilities of teachers regarding student discipline. Teacher rights are enumerated in CBA Section 5.07. Teacher responsibilities are stated in CBA Section 10.03 V. Several pertinent EPS policies include:

- “The teacher shall have the right and it shall be his/her responsibility to maintain good order and discipline in the classroom at all times.”
- “A teacher may use such appropriate action as is necessary to protect a student, himself/ herself, or others from physical abuse or injury.”
- Policy [3300](#) states “District staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.”

Communicating Discipline Concerns

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

DRESS CODE

Student dress will be regulated to preserve a beneficial learning environment and to assure the safety and wellbeing of all students. Dress that presents a health or safety hazard, damages school property, or that creates a material and substantial disruption of the educational process is prohibited under [EPS Policy 3224](#). Students will wear appropriate school attire, including shoes. Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe could disrupt or interfere with the school environment, activities and/or the educational process.

**Gateway Middle School
Dress Code**

Item	Guideline
Shirts/Tops	• The bottom of the shirt and the top of the pants/shorts/skirt must overlap • Strapless tops are not allowed • Fabrics must be solid (not transparent or see-through) • Must not reveal undergarments or undergarment area
Pants/Shorts/Skirts	• Fabrics must be solid (not transparent or see-through) • Must not reveal undergarments or undergarment area
Footwear	• Should provide adequate safety for classroom activities • May not have wheels
Accessories	• Chains or spikes are not permitted • Pajamas may not be worn • Hoods are to be removed while inside the building

No clothing item or accessory may promote or reference the following:
Alcohol, bigotry, drugs, gangs, racism, sex, suicide, tobacco, vandalism, violence and/or weapons



The above standards will be applied in a consistent and nondiscriminatory manner. Students who violate these standards will be asked to cover up and/or change and are subject to progressive discipline.

DRUG-FREE WORKPLACE

See the drug-free workplace district [Policy 5150](#) in the attached district policies and procedures.

EMERGENCY PROCEDURES

Each staff member is provided with an emergency clipboard and backpack that is to be stored inside the classroom adjacent to the door. These materials are to accompany you when:

- You evacuate the building for drills
- You take your class with you to a different location (library, computer lab, a colleague's classroom, assemblies) so that you have it in case of an emergency

FACILITIES AND EQUIPMENT

Furniture

We do not have extra furniture at Gateway. Out of respect for your colleagues, please do not take furniture or other items from other areas in the building without first speaking with Matt, Liz, or Laura.

Technology

Classrooms are furnished with computers, printers, projectors and other standard technology. To borrow other equipment, please contact Stacy Stephens in the library.

Taking Equipment Off Campus

See the lending of district-owned equipment and books district [Policy 6571P](#) in the attached district policies and procedures.

Property Damage

EPS Policy states: "Damage of any nature to school property shall be reported to the site administrator."
[\[6530P\]](#)

Privately-Owned Property

See school district's responsibility for privately-owned property district policy [6540P](#) in the attached district policies and procedures.

Gifts

See the contact with school/district staff district [Policy 4310](#) in the attached district policies and procedures.

FINANCES

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.

Tutoring

EPS Policy states: “School facilities, material or equipment will not be available without charge for paid private lessons or tutoring conducted by staff members or others.” [\[5220\]](#)

No Personal Gain from Students

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

Fees

Our obligation is to provide free public education. EPS Policy states: “The District shall provide an educational program for the students as free of costs as possible.” [\[3520\]](#)

Students, however, will be charged for loss or damage to materials. [EPS Policy 2311P](#) states, “Students and/or parents will be held responsible for instructional materials lost or damaged.” See the textbook fee schedule in the Appendix. Teachers may not establish any fees or fines—such policies must be established by the principal.

Cash Handling

Cash handling should be conducted centrally by the appropriate personnel (i.e., the office manager and/or registrar). ***At no time should staff handle cash transactions in isolation and without approval from the principal.*** 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 receive approval. State laws and district policies are very strict concerning fund raising in public schools.
- Far in advance, obtain receipt books and tickets from the office. Arrange to have a cash box prepared for you.
- Always count the money received and issue a receipt or ticket immediately.
- When writing a receipt, always include the date, whether it is cash or check, a brief description and your signature. Never throw any part of a receipt away! If a mistake is made on a receipt, write VOID across all copies.
- Checks must be made to Gateway Middle School (no 3rd party checks). Separate checks must be written for different funds (ASB or General).
- It is ILLEGAL to give back cash if a check is written for more than the amount required. Never cash a check outright.

Collecting Money from Students

Great care must be taken with any monies collected from students. EPS Policy states: “A proper accounting is made of all monies received by staff for supplies and materials.” [\[3520\]](#) No money may be collected without the approval of the principal. Money collected should be receipted daily by Mara Seifert, who must deposit it promptly. **Money must neither be left in the classroom nor given to students to deliver to the office.**

Fund Raising

See the student fund-raising activities district policy [3530/3530P](#) in the attached district policies and procedures. At Gateway all fundraising must be reviewed and approved by the Assistant Principal, Laura Breen.

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Requisitions and Purchase Orders

Purchases should be planned in advance and be supportive of school goals. To make a purchase, start with your unit leader. When the item is approved, the unit leader will submit the completed requisition form to the principal for approval. Mara Seifert will then process the purchase order and debit the amount from the unit account. When the item arrives, it is critical that the packing slip be checked against the contents and returned to Mara.

Technology Repair Procedures

Inform the Librarian of any equipment which is in need of repair. Include a description of the problem. If the equipment cannot be repaired on site, it will be sent to Information Systems where the cost of the repair or replacement will be estimated. If approved by the principal, the repair will be ordered, and the building budget will be charged for the expense.

FRAGRANCE-FREE WORKPLACE

Fragrances should not be worn to school. This includes perfumes, colognes, body sprays, scented soaps, lotions, etc. Air fresheners, sprays, candles and plug-Ins must also be avoided. There are members of the school community with health conditions that are negatively affected by these fragrances, even when worn or utilized by others.

GRADING AND PROGRESS REPORTS

Assessment

EPS Policy states: "All assessment shall be designed so that the results are used by educators as tools to evaluate instructional practices and to initiate appropriate educational support for students. Assessments shall provide an opportunity for students to be measured fairly and impartially." [2130] Middle school GPAs are calculated just like those of high school students. All staff are expected to follow the Gateway Grading Scale.

Gateway Grading Scale:

Letter Grade	Percentage	Standards-based Score	GPA Equivalent
A	93-100	4	4.0
A-	90-92	4-	3.7
B+	88-89	3+	3.3
B	83-87	3	3.0
B-	80-82	3-	2.7
C+	78-79	2+	2.3
C	73-77	2	2.0
C-	70-72	2-	1.7
D+	68-69	1+	1.3
D	60-67	1	1.0
F	50-59		

Grade Book

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

When selecting student evidence of learning to input in the LMS grade book, Gateway staff are expected to use a **minimal** ratio of “70/30”; 70% of the grades should be summative demonstrations of the student’s mastery of the concepts, knowledge or skills. The remaining 30% should include tasks, assessments and assignments that show how the student prepared to be successful for demonstrating mastery.

The 70% can include assessments of learning, essays, tests and or projects– but be sure that those projects actually demonstrate student learning/mastery of the intended standard(s). *Be cautious about evidence of compliance or task completion (not appropriate to reflect in grading) vs. demonstration of mastery level skills or content knowledge as applied to course standards.*

The 30% needs to be based on what the student did to prepare for and be successful in demonstrating the 70%. This may be on independent, practice work, short formative assessments (quick quizzes, reviews, warm-ups, etc.)

We have to be cautious of the 70/30, because if we grade too heavily the practice and steps, they take to gain mastery, then the final grade inaccurately represents the students understanding of the concepts.

PLCs who opt for a higher ratio (80/20 or 90/10) may make this change within their PLC (Professional Learning Community) team.

It is essential that each teacher and content area team provide clear information and common policies as applicable to the parents/guardians of each student regarding grading policy, late work policy and general communications procedures. There are two specific times during each trimester that progress reports are required to go home. In addition, teachers should establish a system for regular communication with parents/guardians regarding student progress. It is vital to let parents/guardians know in advance how you will be reporting student performance over the course of the year. E-mail has become an effective mode of general communication. However, it is not recommended for use when conflict or misunderstandings may arise: the best practice here is to make a phone call.

Retake Policy

Additionally, content area teams should have a common policy on summative re-takes or re-tests for students. They should have a process in place for students to complete a re-take and it should be common amongst the content team.

The specific expectations for teachers regarding grading and communications about grades are as follows:

- ***Staff are expected to update and upload grades to LMS every two weeks at minimum to assist parents in partnering with us for the student's benefit. Accurate and up-to-date information is vital to this effort. It is recommended staff update and upload grades to LMS every week.***
- *It is expected that staff will use common codes for entering assignments/assessments into their grade book. PLCs may determine the codes (T for test, Q for quiz, etc.)*
- Use M for all missing assignments
- *No grade in a student's gradebook should be below 50%. This is a hard floor.*
- All teachers are required to notify the parents of any students receiving below a C grade at the first designated trimester progress report time. (The office provides a schedule of these dates.)
- At the second designated progress report time (three weeks before the end of the trimester), teachers are required to notify parents of those students who are currently failing their class or in danger of failing the class. ("I" Progress reports)
- Telephone or e-mail contact must also be made with the parents of all students who are failing. If a teacher is unable to reach a parent/guardian, that teacher is expected to contact the grade level counselor for assistance. Please document all attempts to make these contacts.
- No student may receive a failing grade unless the required progress reports have been sent at the designated times and you have had a telephone conversation with the parent/guardian.

All information related to individual students shall be treated in a confidential and professional manner ([Policy 3600](#)). This includes information such as grades, attendance, discipline, medical records, etc.

Progress Reports

Staff must always contact parents when a child is having a problem with the program and/or behavior in class. Remember to document all communication. Progress reports are a valuable tool for informing parents of their student's progress. Use the grading report on your computer as a progress report at any time. Progress reports will be completed by the teacher at mid-term and mailed home at the end of the trimester.

Report Cards

Report cards are mailed home after the close of each trimester. Grades are due according to a schedule communicated by the counseling secretary.

HARASSMENT, INTIMIDATION & BULLYING POLICY

See the prohibition of harassment, intimidation and bullying district policy 3204/3204P on pages 2-9 of the attached *District Policies and Procedures*.

Intervention and Reporting of Harassment, Intimidation and Bullying

It is all our responsibility to ensure the maintenance of a safe, respectful and secure learning environment. Staff members have a responsibility to intervene in occurrences of harassment, intimidation and/or bullying at school or school-related events. Violations of the policy should be immediately reported by the student or anyone with knowledge of the harassing conduct to the building Title IX Officer ([Matt Bennett](#)), the school principal ([Matt Bennett](#)), the District Title IX Officer ([Kevin Allen](#)), or the Executive Director of Human Resources ([Chad Golden](#)).

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

INSTRUCTIONAL RESOURCES

See the selection and adoption of instructional materials [Policy 2311P](#) in the attached district policies and procedures.

Textbooks

Teachers are responsible for keeping an accurate record of every school item checked out and returned by a student. Students should write their names inside textbooks issued for an extended time period. Students are accountable by number for books they check out and must pay for non-returned or damaged books. *A second textbook should never be issued to a student until the first one has been paid for.* Money received for lost or damaged textbooks is collected in the office and the student is given a receipt. All textbooks checked out to students must have covers.

Core Materials

EPS [Policy 2311P](#) states: “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.” The district maintains lists of approved materials in the Academics Office: (425) 385-4085.

Supplemental Materials

EPS Policy states: “Supplemental instructional materials are those 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 or school administrator with input from the program administrator as designated by the superintendent.” [\[2311P\]](#) It is the teacher’s professional responsibility to have a rationale for use of supplemental material based on the essential learnings and the district’s learning goals. Teachers should inform the administration of supplemental materials purchased if they are expected to be controversial. Be especially aware of the rating on any video used.

Controversial Materials

EPS Policy states: “A staff member planning to use a learning resource which might possibly be questioned should notify his/her building administrator. Materials which include use of profanity and/or sexually explicit material shall be considered against criteria of literary merit, relevant curriculum objectives and the age of students in the school.” [\[2311P\]](#); see also [2331P](#) for Controversial Issues] Teachers must inform the administration 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.

Controversial Issues

See the controversial issues district policy [2331/2331P](#) in the attached district policies and procedures.

Guest Speakers

See the guest speaker district policy [2321P](#) in the attached district policies and procedures. Please advise the principal if you are expecting a visitor to your classroom.

Academic Freedom

EPS [Policy 2330](#) addresses the rights of teachers and students. “Education is fostered in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration for the rights of students and the community. Teachers are entitled to exercise academic freedom subject to accepted standards of professional responsibility.”

Pledge of Allegiance

The Pledge of Allegiance at Gateway Middle School is recited in each classroom. According to EPS [Policy 2333](#), “Flag exercises shall be conducted in each classroom at the beginning of the school day and the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence.”

Copying-General

With two new copy machines in the office, it is highly recommended that you send documents directly as opposed to your classroom printers. **It costs almost 10 times as much (over time) to print class copies from your classroom printer than if you sent it directly to the office copy machines (choosing the Kyocera networked copy machines on your computers). Funding to replace toner cartridges of classroom printers is very limited.**

Bookbinding

There is one binding machine available for teachers to check out and use. Please do not permit students to use this machine. Staff may check this equipment out through the office. Departments should see Mara to order the necessary materials for using this machine.

Copyright Compliance

EPS [Policy 2312P](#) states: “The reproduction or use of copyrighted material by educators and librarians is permitted by law under certain circumstances. District personnel shall abide by such principles of ‘fair use’ as permitted by law, federal guidelines and district procedures”.

Copyright Laws and Videos

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

- The rental or purchase of mass-market video recordings DOES NOT carry with it the right to show it outside the home (Section 202). Mass-market video recordings may be shown, without a license, in the home to a normal circle of family and its social acquaintances because such showings are not public.
- Mass-market video recordings may be shown, without a license, in certain narrowly defined “face-to-face” teaching activities (Section 110.0) because the law makes a specific, limited exception to such showings. There are no other exceptions. (It is a violation to show such videos in schools for recreation, reward or recess).

- All other showings of mass-market video recordings are illegal unless they have been authorized by license. Even “performances in ‘semipublic’ places such as clubs, lodges, factories, summer camps and schools are “public” performance subject to copyright control.” (Senate Report No. 94-473, page 60; House Report No. 94-1476, page 62)
- Businesses, institutions, organizations, companies or individuals wishing to engage in non-home showings of mass-market video recordings must secure licenses to do to—regardless of whether an admission or other fee is charged.
- (Section 501). This legal requirement applies equally to profit-making organizations and non-profit institutions (Senate Report No. 94-473, page 59; House Report No. 94-1476, page 62)
- Showing mass-market video recordings without a license, when one is required, is an infringement of copyright. If done “willfully and for purposes of commercial advantage or private financial gain,” it is a federal crime (Section 506). In addition, even innocent or inadvertent infringements are subject to substantial civil damages, ranging from \$500 to \$20,000 for each illegal showing and other penalties (Section 501-502).

PBS Television Programs

The new standard for programs recorded from PBS broadcasts states that teachers may keep the recordings and use them in the classroom for one year. Not all programs carry this blanket assurance: teachers should check the disclaimers aired with the programs to be certain. After one year, the recordings must be deleted/erased, and a copy purchased for continued use.

ACCEPTABLE USE OF THE EPS NETWORK

- All use of the system must be in support of the goals and objectives of the district. The district reserves the right to prioritize use of and access to the system.
- Any use of the system must be in conformity with state and federal law and district policies and guidelines. Use of the system for commercial solicitation is prohibited. Use of the system for charitable/non-profit purposes must be approved in advance by the Superintendent or designee.
- The system constitutes a public facility and may not be used to support or oppose political candidates or ballot measures.
- The system shall be used in a manner that does not disrupt the operation of the system by others. System components, including hardware and software, shall not be destroyed, modified or abused in any way.
- Use of the system to harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited. Users are responsible for the appropriateness and content of all material they transmit or publish on the system. Further, hate mail, harassment, discriminatory remarks, or other antisocial or unprofessional behavior is expressly prohibited.
- Use of the system to access, store or distribute obscene or pornographic material is prohibited.
- Subscription to mailing lists, bulletin boards, chat groups, commercial online services and other information services must be pre-approved by the employee’s supervisor and Director of Information Systems and Technology.
- Users may not share their account ID or password with another person or leave an open session unattended or unsupervised. Account owners are ultimately responsible for all activity in their account.

- Users shall not seek information, or modify files, data, or passwords belonging to other users. User shall not attempt to gain unauthorized access to the system.
- Communicators must not be encrypted to avoid security review.
- Users are required to change passwords every 90 days. Users must avoid using easily guessed passwords.

Personal Security

For the protection of individual users, personal information (such as addresses and telephone numbers) should not be communicated on the system. Students must never reveal such information without the permission of the teacher. Student photographs may be used if signed parent permission is granted. No student photograph is to be identified by individual name.

Students must never make appointments to meet people in person whom they have contacted on the system without district and parent permission. Users should notify their supervisor whenever they come across information or messages that are inappropriate or make them feel uncomfortable. Students should notify their teacher.

General Use

- Diligent efforts must be made to conserve system resources. For example, users must frequently delete e-mail messages and unused files.
- Employees and students shall not have access to the system without having received appropriate training and a signed Network User Access Informed Consent Form on file with the district. Also, students must have signed approval of parent or guardian.
- Nothing in these regulations is intended to preclude the supervised use of the system while under the direction of a teacher or other approved user acting in conformance with district policy and procedure.
- From time to time, the district will determine whether specific uses of the system are consistent with the regulations stated above.
- Under prescribed circumstances non-student or non-staff users may be permitted, provided such individuals demonstrate that such use furthers the purpose and goals of the district.
- For security and administrative purposes, the district reserves the right for authorized personnel to review system use and file content.
- The district reserves the right to remove users from the system at its sole discretion. Any user (employee or student) may appeal the removal from the system to the Director of Information Systems & Technology. If the user is not satisfied with the Director of Information Systems & Technology, she/he may appeal that decision to the Deputy Superintendent, whose decision is final.
- Violations of any of the regulations may be cause for disconnection from the Network and/or disciplinary action.

LESSON PLANS

Each teacher shall prepare daily and long-term lesson plans and shall have adequate plans for use by substitutes, including an 'emergency plan' for unexpected absences.

RELIGION AND SCHOOLS

See the religious-related activities and practices district policy [2340P](#) in the attached district policies and procedures.

The Everett School Board has established clear policies related to religious-related activities and practices to ensure that school activities are consistent with state and federal laws.

A good rule of thumb is to never do anything which promotes or offends the beliefs of any one religion over another and to keep the lines between religion and education separate.

All religious-related instructional materials or activities must relate to secular student learning goals.

A student may decline to participate in a school activity that is contrary to his / her religious convictions.

Staff should not assign work that emphasizes the religious aspects of a holiday.

State law prohibits staff from grading academic work on its religious expression.

Students may wear religious attire or symbols provided they are not materially and substantially disruptive to the educational process. If you have any questions, please contact the administration.

Music, artistic and dramatic presentations which have a religious theme may be included in course work and programs based on their particular artistic and educational value or traditional secular usage. They shall be presented in a neutral, non-devotional manner and be accompanied by comparable artistic works of a non-religious nature.

At Gateway we do not string lights, put up trees or add any other decorations related to Christmas or other religious-based holidays.

SECURITY

Disruption of School Operations

See the visitors and/or disruption of school operations district policy [4314/4314P](#) in the attached district policies and procedures.

Notify an administrator immediately if you note a disruption to the school program.

Smoking on Campus

See the tobacco use district [Policy 5140](#) in the attached district policies and procedures.

Sonitrol Security System

Our school is protected by the Sonitrol Security Company. This company 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.

If it is necessary for you to enter the building after hours, on the weekend or during holidays, you must disarm the system: code into our building using the number provided to you by the administration. Never write your Sonitrol security 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. **Gateway is charged for every false security alarm.**

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 Entrance/Exit door

Keys

If you do not have a key to get into the building, please see Mara Seifert 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 should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
- 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 Mara annually.

Personal Belongings

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

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

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

A limited number of personal items which are in good taste, such as knickknacks, family photos and small electronics such as a small radio are acceptable. There are limitations on the district's responsibility for the care and security of personal items you choose to bring to school or your work site.

SEXUAL HARASSMENT

See the harassment district policy [3205/3205P](#) in the attached district policies and procedures.

Staff members are expected to act promptly to correct problems related to student-to-student sexual harassment without adversely impacting the victim. Staff should report the incident(s) to the counselor(s) and the administrator(s) promptly.

Issues of sexual harassment or discrimination involving adults must be reported immediately to an administrator.

STUDENT INTERVENTION TEAM (SIT) and ROUND TABLE MEETINGS

The Gateway Student Intervention Team meets on an as-needed basis to review current referrals. Pre-referral processes include the *Round Table* meeting, which consists of parents, the grade level team, grade level counselors and an administrator/facilitator. The primary purpose of these teams is to make decisions / recommendations about the students who are struggling at Gateway. If teacher intervention produces unsuccessful results, students are referred by the teacher to the student's counselor.

STUDENT SAFETY

It is our duty and responsibility to make certain that all students are safe at all times. We are to be aware of the emotional and physical safety conditions surrounding our students. If at any time you have concerns about the well-being of students, please contact the principal immediately. Your care and concern for students is appreciated.

Contact with/Touching Students

- Safe touch areas include shoulders, upper back, head, arms and hand, but you should be careful NEVER to touch a student when disciplining him or her. This could be interpreted by others as hitting, pushing, or grabbing, even when the touch is done lightly.

- Touch all students in the same manner.
- Do not engage in lingering touches, massaging, or any other touch that may be perceived as sexual in nature.

Verbal Communications

- Be sure to talk to all students in the same manner.
- Avoid comments that might be interpreted by others as being sexist or sexual in nature.

Written Communication

- When you write notes or letters to students, write with the idea that whatever you say should be able to also be read by the student's parents and your administrator.
- If you correspond with students in their homes, write short notes on a postcard rather than writing a letter in a sealed envelope.
- Do not engage in any extended email correspondence with a student without the student's parent's consent.

Extracurricular Activities

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

Duty to Report

RCW 28A.400 now requires both certificated AND classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator. The administrator is then required to report the abuse to the proper law enforcement agency in accordance with the mandatory reporting requirements if the administrator has reasonable cause to believe the abuse or misconduct occurred. Now, school districts must, at the first opportunity, but in all cases within 48 hours of receiving a report of sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct.

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

STUDENT ACTIVITIES

Performances

EPS Policy states: "Permission and approval to perform as a representative of the school or District shall be contingent upon the determination that such participation is in the best interest of the student, the school

and the district. The activity, program, performance or contest under consideration shall have educational value consistent with the goals and objectives of the district.” [\[2325\]](#)

Parties

Celebrations, parties and other disruptions to the regular school routine are to be kept to a minimum and must be shown to contribute substantially to the educational program at Gateway. Discuss with the administration any plans for parties during academic learning time.

STUDENT RECOGNITION

All staff should plan for the recognition of personal and academic achievement of students. EPS Policy states: “The Board encourages staff to recognize students for significant growth and/or improvement in academic achievement and/or distinguished performance in any school or classroom activity.” [\[2440\]](#)

STUDENT ORIENTATION

Introductory Letter to Parents

Teachers must send home a letter at the beginning of each course. This letter is to provide an overview of the curriculum, grading policies and student expectations (particularly in the area of homework) as well as include information about goals for personal and academic achievement, assessment methods and standards addressed. Each letter must explain how parents can make contact with you, including the school phone number, your school voicemail number, your school email address and the best times to reach you.

Safety Rules and Policies

According to EPS [Policy 6503P](#), “Students shall be oriented to the school setting the first week of school. Students shall be informed of designated areas for specific activities.” Teachers should frequently review fire and emergency procedures as well as classroom rules and procedures.

All Science, PE, UA 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 with students for review with their parents.

STUDENT WELFARE

Safety

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

Please routinely refer to health alert information regarding students on your caseload. ***Student allergies are at an all-time high; it is important that we are all mindful of specific health issues pertaining to our students at all times.*** Also, it is critical that teachers communicate health-related information to guest teachers while maintaining students’ confidentiality.

Accidents

Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care. Send the injured student to the office immediately with an escort, if the injured student is able to go safely and comfortably. Otherwise, notify the office and request help while making the injured student as comfortable and as safe as possible. Complete and submit an accident report to the office promptly.

If you yourself are hurt while at work, call the office immediately to ensure proper care. As soon as possible, obtain and complete an accident report form, available from Mar Seifert. There is a short form for emergency accidents and a different form for non-emergency accidents. As Everett Public Schools is self-insured, staff accidents are not considered for industrial insurance claims.

Medication

See the medication at school district policy [3416/3416P](#) in the attached district policies and procedures.

Neglect or Abuse

See the child abuse, neglect and exploitation district policy [3421/3421P](#) in the attached district policies and procedures.

Forms for reporting are available in the office. Staff should work directly with the student's counselor and an administrator should be informed.

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.

Suicide

See the suicide prevention district Policy [2145P](#) in the attached district policies and procedures.

GUEST TEACHERS

Guest Teachers are a critical part of the smooth operation of the education program at Gateway 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. Location of lesson plans, class lists and other pertinent information should be clearly available.
- All staff shall maintain up-to-date rosters for each class and keep them in a place where a guest teacher can locate them easily.
- "Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals." (Collective Bargaining Agreement 10.03)
- Preferred guest teachers can be requested through the district's automated substitute calling program. Staff with questions about this system should ask for help from Mara Seifert.

Staff are responsible for informing the district of any absence by logging in to Frontline. Staff must log onto the system personally; the office cannot call a substitute for you.

STUDENT SUPERVISION

All staff is expected to conduct all school programs and operations in a manner that recognizes the health and safety of students. Each staff member must always be in the classroom or at any other assigned station 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 causalities, program or schedule of his/her school and report them to the principal. 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.

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

We have a shared responsibility to provide a safe and secure learning environment for each one of our students. School Board Policy requires that students are always supervised. Staff members are expected to take the following steps to ensure the safety of both students and staff:

- Keep the area for which you are responsible secure. Lock doors and windows when you leave the area.
- Remove coverings from windows and doors. These restrict or impede your ability to visually supervise areas in your immediate proximity.
- Be alert to potential teacher-student misconduct and potential student-student misconduct.
- All staff are encouraged to discuss concerns with administrators early BEFORE the situation develops.
- Understand that you are at risk when meeting with a student or visitor alone. Have another adult or staff member present or keep doors and window coverings open. Better yet, meet in a common place like the school office or school library.
- Avoid over-involvement in students' problems. Refer students to counselors or other appropriate personnel.
- Never loan your school keys to anyone.
- Be firm and consistent in following building expectations and consequences for appropriate student behavior.
- Report anything suspicious to the building administrator.

Continue to make safety our school's highest priority. As a Gateway staff, we feel it is important for students and parents to become familiar with several key student policies that are meant to help promote a more optimal learning environment.

Cell phones & Electronics: Cell phones should only be used outside of class time. As is the case in many secondary schools, text messaging and other inappropriate communications during the school day detracts from student learning and teacher instruction. Cell phones should be away for the day.

Responsibility to Supervise

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

Workday

According to state law, district policy and as stated in the Collective Bargaining Agreement [Section 9.01 A], "The normal working day for full-time employees shall be seven and one-half (7 ½) hours, inclusive of the duty-free lunch period, as assigned by the district.

At Gateway Middle School, during our time of virtual teaching and learning, the normal workday for certificated staff is from 7:40 am-3:10 pm, except for those days with modified work schedules or when a workday extension has been scheduled.

REPORTING

(From Everett Public Schools, Human Resources Department)

CERTIFICATED EMPLOYEES: YOUR OBLIGATION TO REPORT CHILD ABUSE

Professional school personnel have an obligation to report cases of child abuse or neglect whenever there is "reasonable cause" to believe that a child has suffered abuse or neglect. Make such a report to the administrator immediately, but in no case later than 48 hours.

EPS requires that you report the incident immediately to the building principal or designee to ensure that the principal is aware of the situation and to share the burden of reporting. The principal or designee must then report to law enforcement or CPS.

Even though a certificated employee reports an incident to the principal, it remains the certificated employee's responsibility to see that a report is made to law enforcement or CPS.

Effective June 10, 2004, state law also requires that if you have knowledge or reasonable cause to believe that a student has been a victim of:

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- Physical abuse by another school employee
- Sexual misconduct by another school employee

You must report the abuse or misconduct to the building principal or your department head immediately, but in no case later than 48 hours. Principals must then make a reasonable cause determination and when making that determination shall contact all parties involved in the complaint.

You should not conduct your own investigation.

You do not need proof of abuse or sexual misconduct, only reasonable cause to believe that abuse or sexual misconduct has occurred. The appropriate agency will determine whether the abuse or misconduct in fact occurred. If in doubt as to whether there is reasonable cause, tell your administrator of your concern.

“Abuse or neglect” means the injury, sexual abuse, sexual exploitation, negligent treatment, or maltreatment of a child by any person under circumstances which indicate that the child’s health, welfare and safety is harmed.

Physical abuse includes the physical injury or maltreatment of a student which would indicate the student’s health, welfare and safety is harmed.

Sexual misconduct includes, but is not limited to:

- o Any sexual advance, verbal or physical
- o Sexual intercourse
- o Indecent exposure
- o Sexual contact
- o Sexual abuse, assault, or exploitation
- o Any sex crime

Legal References: Chapter 26.44 RCW
2 SSB 6220, Laws of Washington (2004)
Everett Board Policy 3421 and 3421P

(From Everett Public Schools, Human Resources Department)

CLASSIFIED EMPLOYEES: YOUR OBLIGATION TO REPORT CHILD ABUSE

If you have knowledge or reasonable cause to believe that a student has been a victim of:

- o Physical abuse by another school employee
- o Sexual misconduct by another school employee

You must report the abuse or misconduct to the building principal or your department head.

Make such a report to the administrator immediately, but in no case later than 48 hours.

Once you have reported it to the administrator, he or she will take the next steps.

You should not conduct your own investigation.

You do not need proof of abuse or sexual misconduct, only reasonable cause to believe that abuse or sexual misconduct has occurred. The appropriate agency will determine whether the abuse or misconduct in fact occurred. If in doubt as to whether there is reasonable cause, tell your administrator of your concern.

Physical abuse means the physical injury or maltreatment of a student which would indicate the students' health, welfare and safety is harmed.

Sexual misconduct includes, but is not limited to:

- o Any sexual advance, verbal or physical
- o Sexual intercourse
- o Indecent exposure
- o Sexual contact
- o Sexual abuse, assault, or exploitation
- o Any sex crime

TECHNOLOGY

Gateway Middle School Technology Acceptable Use Statement

Technology Objectives

Gateway Middle School encourages the use of technology to help students meet Standards for the 21st Century Learner where learners use skills, resources and tools to:

- Inquire, think critically and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.
- Technology at Gateway is only to be used to support the above objectives. Gateway follows the Acceptable and Appropriate Use guidelines set forth by Everett Public Schools.

TELEPHONES/CELL PHONES

School phones are for school business only. Cell phones (*not being used as learning devices in the classroom under staff supervision*) are not allowed during the school day.

TOBACCO USE

The use of tobacco or tobacco-like products on school property or at school events is not allowed.

VISITORS

Visitors and/or Disruption of School Operations

See the visitors and/or disruption of school operations district policy [4314/4314P](#) in the attached district policies and procedures.

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The following guidelines are established to permit visitors to observe the educational program with minimal disruption:

- All visitors to our virtual school environment must be registered with the principal in advance of their visit.
- Visitors whose purpose is to influence or solicit students shall not be permitted in our virtual school environment unless the visit furthers the educational program of the district.
- If the visitor wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher.
- If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
- The principal may withhold approval if events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal shall give reasons for the action.
- If a dispute arises regarding limitations upon or withholding of approval for visits:

The visitor shall first discuss the matter with the principal. If it is not satisfactorily resolved, the visitor may request a meeting with the Superintendent or designee. The latter shall meet with the visitor, investigate the dispute and render a written decision, which shall be final, subject only to the citizen's right to raise an issue in an open meeting at a regular session of the board.

If the principal or designee determines that the visitor should be ordered to leave the campus or virtual school environment or have his/her future access restricted, the principal or designee shall attempt to communicate that information to the visitor in person or by telephone. Following an attempt at oral communication, the principal or designee may issue a trespass notice in written form. A copy of the notice should be provided to the Deputy Superintendent for Teaching and Learning (Dr. Peter Scott) within 24 hours of its issuance.

Disruption at School Activities

Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff when a non-custodial parent requests to meet with the teacher of his/her child, visit with his/her child, or remove his/her child from the campus or virtual school environment.

If a visitor is under the influence of alcohol or drugs, is committing a disruptive act or invites another person to do so, the staff member may exercise the right to order the visitor away. If the visitor fails to comply, the staff member should contact the school office, which may report the disturbance to a law enforcement officer.

VOLUNTEERS

The following policies govern the use of volunteers: EPS 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." EPS

Policy 5430P: “A volunteer works under the direction and supervision of a district staff member. Volunteers are required to complete a disclosure statement ([5430P](#)) As part of the volunteer screening process.” Please notify Mara Seifert or Liz Sanchez if you have a volunteer or wish to have one.

All volunteers are to be cleared with a Washington State Patrol background check and processed through the volunteer office. Clearance is required for

- Classroom Volunteers
- College or community interns
- Tutors: before, during and after school
- Volunteer Coaches
- Work Study Students

Exceptions to the clearance requirement are made for

- Currently enrolled Everett Public Schools students
- Drop-in parent or visitor*
- One-time classroom speaker, presenter or guest*

*If a drop-in visitor or speaker becomes a regular guest, they should be cleared as a volunteer.

Clearing a volunteer can take up to two weeks. Staff should consider this when making plans to use volunteers.

WEATHER

Late Start Procedures for Weather or Other Emergencies

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

Notification of Late Start Schedule

Gateway staff will not be called if school will be starting late, unless the late start applies only to Gateway or other selected schools in the Everett Public Schools. This fact makes the next paragraph especially important.

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, we highly recommend that you subscribe to www.flashalert.net. You can also listen to the major area news/talk radio and television stations. Most radio stations will announce any school schedule change or cancellation every 15 to 30 minutes. Television stations usually have a continuous crawl, showing closures at the bottom of the screen.

Radio and Television Stations

Television	
KOMO	4
KING	5
KIRO	7

AM Radio	
KVI	570
KOMO	1000

FM Radio	
KNKX	88.5
KUOW	94.9
KIRO	97.3

KCPQ	13
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Please do not call the radio/television stations or district administrative offices. Jammed telephone lines only compound emergencies. Information is also immediately available on the [Everett Public Schools Website](#).



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 with 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**
[Dr. Chad Golden](#)
425-385-4103
- **Title IX/Civil Rights
Compliance Officer**
[Mary O'Brien](#)
425-385-4106
- **Section 504 Coordinator**
[Dave Peters](#)
425-385-4063
- **ADA Coordinator**
[Randi Seaberg](#)
425-385-4104
- **HIB Compliance Officer**
[Dani Mundell](#)
425-385-4260

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 Chad Golden at cgolden@everettsd.org or 425-385-4030.



Everett Public Schools

3900 Broadway, Everett,
WA 98201
425-385-4000
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:

Jan 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



3900 Broadway, Everett, WA 98201
425-385-4000 • www.everettsd.org

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Policy 2152 Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX

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

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:

Procedure 2152P Nondiscrimination on the Basis of Sex in Education Programs and Activities and Title IX (cont.)

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 additional sports.

Information and Inquiry

Information about [Policy 2152](#) and [Procedure 2152P](#) 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.

Policy 3204 Prohibition of Harassment, Intimidation or Bullying

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.

Policy 3204 Prohibition of Harassment, Intimidation or Bullying (cont.)

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 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 Prohibition of Harassment, Intimidation and Bullying

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 well-being. 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

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

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 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 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.

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

9. In cases where, despite school efforts, a targeted student experiences HIB that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website:
<http://www.k12.wa.us/SafetyCenter/default.aspx>.

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 cannot take any disciplinary action against the bully(ies) unless you or someone else who saw it is willing to let me use their names.)

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

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.k12.wa.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.

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

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 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

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

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
<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
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877-292-3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866-297-2597
Email: oeoinfo@gov.wa.gov

Procedure 3204P Prohibition of Harassment, Intimidation and Bullying (cont.)

<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.

Policy 3205 Sexual Harassment of Students

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

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

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

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

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

Investigation and Response

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

Policy 3205 Sexual Harassment of Students (cont.)

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.

Policy 3205 Sexual Harassment of Students (cont.)

Such notices will identify the district's Title IX/Civil Rights Compliance Officer and provide contact information, including the 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 Sexual Harassment of Students

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

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

Notice

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

The name and telephone numbers of the building Title IX/Civil Rights Compliance Officer, 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

In the event of an alleged sexual assault, the school principal 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 2) law enforcement.

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

Confidentiality

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

Procedure 3205P Sexual Harassment of Students (cont.)

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.

Retaliation

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

Informal Complaint Process

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

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

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

Procedure 3205P Sexual Harassment of Students (cont.)

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 [WAC 392-190](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

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

Mary O'Brien
Everett School District No. 2
3900 Broadway
P.O. Box 2098
Everett, WA 98201
MO'Brien@everettsd.org
Phone: (425) 385-4106

The Executive Director of Human Resources is:

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

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

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

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

Procedure 3205P Sexual Harassment of Students (cont.)

hearing officer will include notice of the complainant's right to file a complaint with the Office of the Superintendent of Public Instruction. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

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

Mediation of Complaints

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

Disciplinary Action

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

Training and Orientation

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

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

Procedure 3205P Sexual Harassment of Students (cont.)

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

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

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

Reports to the Board

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

Policy and Procedure Review

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

Policy 3210 Nondiscrimination

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 compliance officer designated to ensure compliance with this policy; and
3. The names and contact information of the district's Section 504 and 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 affirmative action coordinator and Title IX/Civil Rights Compliance Officer for this policy. The 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 Nondiscrimination

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 [RCW 28A.642](#) prohibiting discrimination. This grievance procedure applies to complaints alleging discrimination or discriminatory harassment by employees, other students, or third parties against students based on race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a student with a disability.

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

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

Procedure 3210P Nondiscrimination (cont.)

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 [WAC 392-190](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Title IX/Civil Rights Compliance Officer is:

Mary O'Brien

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

MO'Brien@everettsd.org

Phone: 425-385-4106

The Executive Director of Human Resources is:

Debra Kovacs

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

dkovacs@everettsd.org

Phone: 425-385-4100

The 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

Procedure 3210P Nondiscrimination (cont.)

discrimination or discriminatory harassment will promptly notify the Title IX/Civil Rights Compliance Officer or executive director of human resources and forward a copy of the complaint.

B. The allegations of discrimination or discriminatory harassment shall:

1. be written;
2. be signed by the complainant;
3. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination; and
4. be filed with the Title IX/Civil Rights Compliance Officer or executive director of human resources within one (1) year from the date of the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [WAC 392-190](#) 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 [WAC 392-190](#) or related guidelines;
3. If the district failed to comply with [WAC 392-190](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.

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

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

Procedure 3210P Nondiscrimination (cont.)

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 [WAC 392-190](#) 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

Procedure 3210P Nondiscrimination (cont.)

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.

Procedure 3210P Nondiscrimination (cont.)

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.

Policy 3213 Gender-Inclusive Schools

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 compliance officer will be communicated throughout the district. The district Title IX/Civil Rights Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI.

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

Procedure 3213P Gender-Inclusive Schools

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

The goals of the meeting are to:

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

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

Key Definitions/Terms

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).

Procedure 3213P Gender-Inclusive Schools (cont.)

- **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 is 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.

Procedure 3213P Gender-Inclusive Schools (cont.)

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

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

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

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

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

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

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232](#); [34 C.F.R. Part 99](#)). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender expansive status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required to do so, or (2) the student has authorized such disclosure.

Restroom Accessibility

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

Locker Room Accessibility

Use of locker rooms by transgender or gender expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities, ensuring the student's safety and comfort and minimizing stigmatization of the student. The district

Procedure 3213P Gender-Inclusive Schools (cont.)

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 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

-

Procedure 3213P Gender-Inclusive Schools (cont.)

- 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.

Policy 4312 Complaints to Board Members Concerning Staff

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

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

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

Procedure 4312P Complaints to Board Members Concerning Staff

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

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

1. If the problem is not satisfactorily resolved at the building level, a written complaint should be filed by the citizen to the associate superintendent, deputy superintendent, department manager, or the superintendent. The complaint should describe the problem and what solution seems appropriate. Copies should be sent to the building leader and staff member involved.

2. The building leader and staff member shall respond to the complaint, in writing or in person, to the superintendent, associate superintendent, deputy superintendent, or department manager.
3. The superintendent or designee shall then attempt to resolve the matter through conference with the citizen, staff member and building leader.

Procedure 4312P Complaints to Board Members Concerning Staff (cont.)

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, [Policy 2311](#); Sexual Harassment of Students, [Policy 3205](#); Nondiscrimination, [Policy 3210](#); Sexual Harassment, [Policy 5160](#); and Affirmative Action and Nondiscrimination [5010P](#).

Policy 5010 Affirmative Action and Nondiscrimination

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 and Nondiscrimination

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.

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

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 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 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 [WAC 392-190](#) and related procedures and ensuring that all complaints communicated to the district are promptly investigated and resolved.

The Executive Director of Human Resources is:
Debra Kovacs
Everett School District No. 2
3900 Broadway
P.O. Box 2098

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

Everett, WA 98201
dkovacs@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 [WAC 392-190](#) 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 [WAC 392-190](#) or related guidelines;

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

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

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:
 6. Must be voluntary;
 7. Requires the agreement of the district and the complainant;
 8. May be terminated by either party during the mediation process;
 9. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
 10. 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:

4. Sets forth the resolution;

Procedure 5010P Affirmative Action and Nondiscrimination (cont.)

5. 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

6. 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](#).

Policy 5160 Sexual Harassment

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

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

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

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

Policy 5160 Sexual Harassment (cont.)

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 Sexual Harassment

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.

Informal Complaints

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

Formal Complaints

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

The Executive Director of Human Resources is:

Debra Kovacs

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

dkovacs@everettsd.org

Phone: (425) 385-4100

The 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.

Policy 5160P Sexual Harassment (cont.)

- B. The allegations of discriminatory harassment shall:
1. Be written;
 2. Be signed by the complainant;
 3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and
 4. Be filed with the 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 [WAC 392-190](#) 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 5160P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the 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 (OSPI) instruction.
- E. The response by the superintendent or designee will include:
1. A summary of the results of the investigation;
 2. Whether the district failed to comply with [WAC 392-190](#) or related guidelines;
 3. If the district failed to comply with [WAC 392-190](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
 4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.

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

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

Policy 5160 Sexual Harassment (cont.)

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

Mediation of Complaints

- A. The district may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. Mediation:
11. Must be voluntary;
 12. Requires the agreement of the district and the complainant;
 13. May be terminated by either party during the mediation process;
 14. Cannot be used to deny or delay a complainant's right to utilize the complaint procedure; and
 15. 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:
7. Sets forth the resolution;
 8. 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
 9. Is signed by both the complainant and a district representative.

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

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

Policy 5253 Maintaining Professional Staff/Student Boundaries

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 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.

Policy 5253 Maintaining Professional Staff/Student Boundaries (cont.)

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

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

Procedure 5253P Maintaining Professional Staff/Student Boundaries

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;

Procedure 5253P Maintaining Professional Staff/Student Boundaries (cont.)

- 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.

Procedure 5253P Maintaining Professional Staff/Student Boundaries (cont.)

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

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

SERIES 1000 – BOARD OF DIRECTORS			
Policy/ Procedure	Title	Description	Situation to apply
1400S	Board Meeting Schedule	Yearly schedule of school board meetings	To attend a school board meeting or refer someone to a meeting.

SERIES 2000 - INSTRUCTION			
Policy/ Procedure	Title	Description	Situation to apply
2125P	Web-based Resources and Other Online Educational Services	The availability of innovative online technologies to engage students in relevant learning opportunities.	- Before providing/piloting web resources - Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program - Before notifying parents of approved web service not part of an adopted instructional program
2145P	Suicide Prevention	Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors, or having attempted to harm themselves.	- While assessing the risk of student's mental health - In the event a student suicide occurs or is attempted - When looking for suicide prevention resources
2150P	Co-Curricular Program	Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students.	- Before implementing a new co-curricular activity. - While reviewing the qualifications/criteria for a co-curricular program. - Cross-reference to 2150.
2151P	Interscholastic Athletics/Activities	The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students.	- When a new coach has been hired. - When assessing a student's eligibility for athletics/activities. - When a parent/guardian has questions regarding a student's eligibility. - When a guardian requests to transport a student to/from an event. - If a student is found potentially in violation of the code of conduct. - When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport. - If a student of the opposite gender requests to participate in an interscholastic program.

Policy/ Procedure	Title	Description	Situation to apply
<u>2153P</u>	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.	• When a non-curriculum group requests principal recognition of co-curricular status. • Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities.
<u>2210P</u>	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.	• When reviewing insurance or funding for student's special education provisions and services. • Before engaging with parents/guardians on the student's Individual Education Plan (IEP) • Before referring a child for special education and related services. (Child Find) • Before transitioning a student to special education services or vice versa. • Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing.
<u>2211/2211P</u>	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.	• Before accommodating a student with disabilities(s) or impairment(s) in any school service/program. • Before disciplining, a student recognized to have a disabling condition. • When referencing or complying with Section 504 and/or IDEA. • When placing a student in a program not operated by the district. • Before taking action to resolve a legal dispute regarding a student with disabilities.

Policy/ Procedure	Title	Description	Situation to apply
2311P	Selection and Adoption of Instructional Materials	Procedures for adoption and approval of instructional materials.	• Before implementing a social studies adoption. • Before establishing a Curriculum Review Committee • Before establishing an Instructional Materials Committee or adding a new member. • Before deciding upon a referral for the school board to review. • If an affected staff member would like to appeal a materials decision. • For parents to challenge a curriculum or excuse a student from participation in curriculum.
2320P	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.	• To obtain approval from building administration to organize/plan a field trip. • Before making financial arrangements for a field trip. • Before planning a field, trip and communicating with parents/guardians. • Before approving a volunteer adult supervisor for field trips/events. • While reviewing the plausibility of a disabled student participating in a field trip. • When transportation is required through staff members or non-employee drivers. • When preparing for student health care needs, insurance, and emergencies on field trips. • When experiencing issues with a student on a field trip.
2321P	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.	• Before requesting a guest speaker. • Before the approved guest speaker visits the classroom. • Information for guest speakers to read relating to the topic of government and democracy. • Speakers that are elected or are running for office • Cross reference: 2321 and 2331

Policy/ Procedure	Title	Description	Situation to apply
2331/2331P	Controversial Issues	The district offers courses of study to afford learning experiences appropriate to the level of student understanding.	• Before presenting a controversial topic or class to students. • Obligation for staff to be fair and impartial while facilitating classroom discussions • Before allowing a controversial speaker to present. • In the event a student does not wish to attend a controversial presentation.
2340P	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.	• Before instructing in a discipline that may have a religious dimension. • If a student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs. • Before planning an activity focused on a holiday. • If a student engages in devotional activity during school programs or in activities before or after school on site. • If a parent/student is aggrieved by practices or activities conducted in the school or district.
2410/2410P	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.	• Before the class of 2021 starts grade 9. • Before implementing a new secondary course study. • When reviewing a student's graduation requirements.

SERIES 3000 - STUDENTS			
Policy/ Procedure	Title	Description	Situation to apply
<u>3122P</u>	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.	• Use for definition of tardy, excused, or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.
<u>3200</u>	Student Rights and Responsibilities	Assuring learning experiences to help all students develop skills, competencies, and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens.	• Quick reference guide to district policies and procedures related to student rights, conduct and discipline.
<u>3204/3204P</u>	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	• Reference for steps to take to identify, report and address HIB and for staff interventions.
<u>3205/3205P</u>	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.	• Definition of harassment, complaint process and corrective actions.
<u>3210/3210P</u>	Nondiscrimination	The district provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program.	• Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined.

Policy/ Procedure	Title	Description	Situation to apply
3213/3213P	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.	Definitions and specific steps for compliance with local, state, and federal laws concerning transgender students.
3224/3224P	Student Dress	Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance.	When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives.
3231P	Search of Students and Their Property	Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee.
3232P	Searches of Lockers, Desks and Storage Areas	A student's locker, desk, or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee.
3244/3244P	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.	When a student's conduct on a school bus merits corrective action.

Policy/	Title	Description	Situation to apply
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Procedure			
3245/3245P	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.	• Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have been used inappropriately. • Inappropriate actions with other individuals on websites; cyberbullying awareness and response.
3246P	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.	• Guidelines and expectations for students for proper use of PEDs on district property and disciplinary actions for violations of district policy.
3300/3300P	Student Discipline	Rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment.	• Guidelines for staff authority regarding student discipline and behavioral expectations.
3318	Discipline of Special Education Students	Guidelines for the discipline of students with an Individualized Education Program (IEP) or related services.	• When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion.
3319/3319P	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.	• Definition of physical restraint and isolation and district process for its use.
3332/3332P	Teacher Responsibilities and Rights	General provisions and procedures for teachers' rights and responsibilities for student behavior expectations.	• Defining student behavior expectations and teacher's rights, responsibilities, and authority to maintain classroom order.

Policy/ Procedure	Title	Description	Situation to apply
3400/3400P	Student Welfare	Staff are to conduct all school programs and operations in a manner that recognizes the health and safety of students.	• Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students.
3416/3416P	Medication at School	Guidelines for the appropriate and authorized storage, administration, and monitoring of prescribed or non-prescribed medication on school grounds.	• When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school. • Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian. • Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school.
3418/3418P	Animals in Schools	Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program.	• Guidelines and restrictions for the introduction of animals at school.
3421/3421P	Child Abuse, Neglect and Exploitation	Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect.	• Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect, or exploitation.
3530/3530P	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.	• Guidelines and expectations to follow for student fundraising activities.

Policy/ Procedure	Title	Description	Situation to apply
3600P	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.	Guidelines for accessibility, maintenance and FERPA rights pertaining to student records.
3610P	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.	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 parents.

SERIES 4000 – COMMUNITY RELATIONS			
Policy/ Procedure	Title	Description	Situation to apply
4131P	Confidential Communications	Staff shall follow all applicable laws, regulations, and rules regarding release of information about students, personnel, and district programs.	Guidelines to follow if a student reveals confidential information that may put them or others in danger.
4205	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.	- 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. - Cross reference: Policy 5140

Policy/	Title	Description	Situation to apply
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Procedure			
4207	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.	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.
4310	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.	Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material and class conduct.
4312P	Complaints to Board Members Concerning Staff	The board welcomes constructive feedback about district programs, but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.	Process to follow for filing/expressing a complaint regarding a staff member.
4314/4314P	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.	- Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program. - Restrictions applying to dogs and other animals on district property.
4316P	Notification of Threats of Violence or Harm	Students and school employees who are subjects of significant, credible threats of violence or physical harm shall be notified of the threats.	Notification procedure for if/when credible threats are made and federal confidentiality obligations.

Policy/ Procedure	Title	Description	Situation to apply
4340/4340P	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).	- 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. - Public Records Office CRC (Community Resource Center) – 3900 Broadway 425-385-4188 425-385-4172 (Fax) publicrecords@everettsd.org
4411/4411P	Working Relationships with Law Enforcement, Child Protective Services, and the County Health Department	The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Therefore, district staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.	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.
4412	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.	Guidelines for staff to engage in political activity or who hold elective or appointive public office.

SERIES 5000 – HUMAN RESOURCES

Policy/ Procedure	Title	Description	Situation to apply
5010/5010P	Affirmative Action and Nondiscrimination	The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices.	Recruitment, hiring, retention, assignment, transfer, promotion, training, and reasonable accommodations per the Americans with Disabilities Act (ADA)

Policy/	Title	Description	Situation to apply
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Procedure			
5140	Tobacco or Tobacco-Like Products Use Policy	Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles.	• Employees are subject to this policy, which includes rented or leased facilities to other agencies. • Cross reference: Policy 4205
5150	Drug-Free Workplace	The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana (cannabis) per the Drug-Free Workplace Act of 1988.	• Employees and patrons are subject to this policy. Workplace includes any district building or property, district-owned vehicle, or other district-approved vehicle used to transport students, off-district property during any school-sponsored or school-approved activity, event, or function.
5160/5160P	Sexual Harassment	All employees and volunteers will be provided a work environment free from sexual harassment.	• When an employee or volunteer reports unwelcome requests for sexual favors and 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.
5161	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.	• 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.
5215	Conflicts of Interest	The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest.	• 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.
5225/5225P	Technology	The use of technology is to improve performance and achievement for all students and employees and increase productivity and efficiency in day-to-day operations.	• Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology.

Policy/	Title	Description	Situation to apply
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Procedure			
5253/5253P	Maintaining Professional Staff/Student Boundaries	All employees will maintain the highest professional, moral, and ethical standards in interactions with students.	When an employee's behavior has no legitimate educational purpose, it has the potential to abuse the relationship between the employee and the student or violates legal and ethical standards of care.
5270	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.	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.
5320/5320P	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	Outlines protocols for leaves of absence for employee groups not associated with a union, e.g., administrators and professional/technical.
5320.9/5320.9P	Family, Medical and Family Leave	Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations.	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.
5406/5406P	Shared Leave Program	The district has established and administers a leave sharing program in which qualified employees may donate accrued leave.	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.
5320/5320P	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	Outlines protocols for leaves of absence for employee groups not associated with a union, e.g., administrators and professional/technical.

Policy/ Procedure	Title	Description	Situation to apply
5320.9/5320.9P	Family, Medical and Parental Leave	Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations.	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.
5406/5406P	Shared Leave Program	The district has established and administers a leave sharing program in which qualified employees may donate accrued leave.	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.

SERIES 6000 – MANAGEMENT SUPPORT			
Policy/ Procedure	Title	Description	Situation to apply
6114P	Gifts	Individuals and organizations in the community may wish to contribute additional supplies, equipment, or monetary donations to enhance or extend the instructional program.	Procedure for staff to follow if money or another type of gift is donated to a school or staff member.
6213P	Reimbursement for Travel Expenses	Travel expenses incurred by employees and board members while on approved travel may be reimbursed.	Procedure for staff to follow during approved district travel.
6225P	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.	Procedure for staff to follow when purchasing/providing food for school or district meetings.

Policy/ Procedure	Title	Description	Situation to apply
6505P	Video Security on School District Grounds or Property	The district is committed to maintaining a safe and positive environment for students, staff, and visitors.	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.
6531	Care of District Property	Staff shall ensure buildings, equipment, furniture, and motor vehicles are not abused.	The district provided equipment, furniture, etc. should be maintained and treated with care.
6540P	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.	If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage.
6550P	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 safeguarding the security of the data and the privacy of our students, staff, and the district as an organization.	Staff members with access to personally identifying student information should consider themselves data users and are responsible for ensuring the security of data. This procedure outlines obligations to ensure privacy of student information online following FERPA, COPPA and CIPA.
6571P	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.	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.

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://docs.google.com/document/d/1K12WAUS/docsweb/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

ADA Coordinator

Randi Seaberg
3900 Broadway, Everett 98201
425-385-4104
rseaberg@everettsd.org

Title IX/Civil Rights Compliance Officer

Kevin Allen
3900 Broadway, Everett 98201
425-385-4100
kallen@everettsd.org

Harassment, Intimidation or Bullying (HIB) Compliance Officer

Danielle Mundell
3721 Oakes Avenue, Everett 98201
425-385-4260
dmundell@everettsd.org

Section 504 Coordinator

Dave Peters
3900 Broadway, Everett 98201
425-385-4063
dpeters@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 or 425-385-4030.



Everett Public Schools

3900 Broadway, Everett, WA 98201
425-385-4000 www.everettsd.org

7/22/2021