



Substitute Handbook 2023-24

Substitute Services

Subservices@everettsd.org

Catherine Adams

Shelly Gross

425-385-4111

425-385-4124

425-385-4268

Frontline Absence Management

Phone

Website

1-800-942-3767

frontlineeducation.com

Human Resources

Phone

Fax

425-385-4100

425-385-4102

Payroll

425-385-4160

Community Resource Center

3900 Broadway

Everett, WA 98201

<http://www.everettsd.org/>



Learning ● Equity ● Integrity ● Passion ● Respect ● Diversity ● Collaboration

Greetings,

Welcome to Everett Public Schools, we are thrilled to have you as our newest substitute employee! As a substitute, you play an essential role in the student experience. If not for your hard work and dedication, we would not be able to support our students the way we do.

Everett Public Schools is located in one of the fastest growing counties in Washington State. The goal of our school district is “*to ensure each student learns to high standards.*” You are joining a staff of highly dedicated people committed to student achievement.

We have designed this handbook to give you as much information as possible. It is our hope that this handbook becomes part of your daily routine and that you take advantage of the resources we have provided to you. This handbook contains both general guidelines and specific information to assist you as you work in our schools. It is your responsibility to follow all district policies and procedures, as well as know the information in this handbook. Please take the time to review and read through it thoroughly. If you have any questions, please contact [Sub Services](#).

Thank you again for your dedication to the success of every student. We hope that you enjoy your experience working with us!

Mary O'Brien - Director: Human Resources

Shelly Gross & Catherine Adams - Substitute Services

Table of Contents

General Information	1
Expectations and Responsibilities	2
Information Systems and Technology	4
Technology & Information Systems Login Worksheet	5
Compensation and Deductions	6
Payroll Calendar	7
Benefits	8
Mandated Requirements	10
Human Resources Systems	12
Frontline Absence Management	15
Frontline Professional Growth	19
Helpful Hints	22
Frequently Asked Questions	23
Special Services Programs	24
School Schedules	25
School Phone Directory	27
District Policies and Procedures	34

General Information

When You Arrive Be prompt! Check-in at the office. Introduce yourself to the building principal and other office staff. Explain for whom you are substituting - in some cases they may not be aware of the employee's absence. Be sure to sign-in on the report provided for substitutes. The office will provide information on class schedules/class seating charts, lesson plan books, room locations, extra duties, textbooks, recess times and emergency procedures. Remember to wear your badge or ask for a guest teacher security badge if needed.

All substitute assignments must be entered through Frontline Absence Management (FLAM). No job number means there is no job. Work assignments made through informal arrangements between regular and substitute personnel will not be recognized unless entered in FLAM. In the event that you report to an assignment and are not needed, please call Substitute Services from the building for further instructions.

When You Leave

When you are ready to leave for the day, it is important that you check out with the office manager. They will acquire any badges, keys or documentation that you may need to return. In addition to this, if there is extra time before the end of your shift, they may be able to find additional work that can be done.

Here are some helpful hints to leaving the classroom ready for the return of the employee:

- Leave a written account of the work done during the day summarizing accomplishments and problems, suggestions for improvements in substitute or classroom procedures.
- Ensure the classroom is as it was when you arrived.
- Corrected assignments handed in during the day. (Certificated substitutes)
- A record of school attendance.

Expectations and Responsibilities

Assignment Hours

- **Certificated substitutes** should arrive at the assigned school one-half hour before the student day begins and remain one-half hour after the scheduled dismissal time for the students in that class/building. This time is reflected in your assignment. On early release and Learning Improvement Fridays, remain working until you have completed your half day (3.75 hrs.) or full day (7.5 hrs.) assignment even if the students have left the premises.



- Please see the Office Manager prior to leaving to see what other work is available. **NOTE: It is a misuse of state funds for certificated substitutes to leave early on early release days.**
- **Classified substitutes** should be at their assigned school 10 minutes before the beginning of their scheduled shift. An office procedure notebook or daily schedule should be available for your reference during your assignment.

Accepting & Cancelling Assignments

When you have accepted an assignment, it is important to keep this commitment. No last-minute job-hopping is allowed within the district; this includes the day before an assignment. Cancelling repeated assignments could result in removal from the substitute list or reduced visibility to jobs. **Notify the school office manager if you must cancel on the day same day of an assignment.**

Flexibility with Assignment

The school may need to switch you to another assignment if a more critical position is left unfilled. It is the expectation that the substitute will be flexible and cooperative with this infrequent request.

Confidentiality

We serve approximately 20,000 students and employ over 2,100 staff members. Confidential material is routinely gathered and maintained during normal operations to provide information on child development to professional staff. It is essential that you do not divulge any confidential information that has been received from contact with children or other people in the profession.

ID Badges

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

Parking Instructions

Parking is available to Everett Public Schools substitutes. Refrain from parking in any visitor parking stalls as these are reserved for guests only.

Scented Products/Fragrances

To prevent harm to students and other employees who suffer from respiratory difficulties, avoid using scented products such as perfume, lotion, cologne, and other personal care products. You may be sent home if you are distracting the students from learning.

Cell Phone Usage

Do not use your cell phone during class for personal reasons. Reserve your phone usage during breaks and lunches.

Dress Expectations

While we want our employees to work comfortably in the workplace, we also serve the public and act as role models for students. It is expected that our employees always present a professional and appropriate image. Dress in clothing appropriate for your role: Paraeducator substitutes need to be prepared with inclement weather clothing: boots, raincoat, etc. Food & Nutrition and Maintenance substitutes need to wear appropriate footwear and clothing for the work they will be doing.

School Closures & Late Start

- In the event there is a school closure, all substitute assignments in school buildings will be canceled by Substitute Services.
- In the event there is a late start:
 - Certificated substitutes are to report to their assignment as near to 'on-time' as is safe.

- Classified substitutes may be rescheduled for a later start-time. Call the school for further instructions. *(There will be no A.M. Kindergarten, Pre-school, or ECEAP classes.)*

Note: You can access updated information on the district website and Frontline Absence Management.

Expectations in the Classroom

Just as our substitutes evaluate our schools, our school employees receive feedback about our substitutes. Below are a few notes from the schools that we wanted to pass on to you, to help you be as effective in the classroom as possible!

- Personal items should be kept out of view of students.
- Students in our schools come from a variety of cultural and religious backgrounds, so what's comfortable for you may make a student uncomfortable. It's important to remember that physical contact between substitutes and students should be limited to high-fives or fist-bumps.
- Following the lesson plan or list of responsibilities a teacher has laid out for you should be your primary goal. Just like the students, we understand that substitutes have a variety of personal thoughts and opinions on the topics presented in the classroom. Please be sure to stick to your lesson plans / instructions only to remain a neutral source of information.
- And finally, many classrooms have a designated snack time. While a student may not have one, it is never recommended for a substitute to give a student any personal food for allergy safety reasons.

\$ Compensation and Deductions



Certificated Substitutes

The **daily rate** of compensation for certificated substitutes is paid in full-day increments (7.5 hours) or half-day increments (3.75 hours). The actual rate of pay is according to the current collective bargaining agreement.

Please refer to the Substitute Rates of Pay for current compensation rates. This can be found on the Substitute Information web page <https://www.everettsd.org/Page/12703>

Long-term assignment is defined as a substitute teacher working more than 20 consecutive days in one assignment. The substitute must hold the appropriate endorsement for the subject of the assignment and must be pre-approved by Substitute Services.

Long-term compensation is based on the contract salary schedule placement using individual education credits and experience. The rate is based on transcripts and verified experience in your substitute file. **It is the substitute's responsibility to provide all transcripts and the Payroll/Experience Verification form to Substitute Services.** This can and should be done in advance of a long-term assignment.

Substitute and Emergency endorsements cannot be placed in long-term assignments due to the limitations of their certificate.

Classified Substitutes

Paraeducator and Office Personnel substitutes will be paid per hour according to the current negotiated agreement. If your shift is longer than 5 hours, you are required to take a 30 minute, unpaid lunch.

Please refer to the Substitute Rates of Pay for current compensation rates. This can be found on the Substitute Information web page <https://www.everettsd.org/Page/12703>

When will you be paid?

Everett Public Schools pays our employees once per month, **on the last work day of each month.** This will be the day that your direct deposit is posted to your bank account. Substitutes [hired after the 15th day in any given month, will receive their first paycheck at the end of the following month.](#)



Payroll Calendar

2023-24

Employees **SUBMIT** electronic timesheets on Pay Period End date*

Month of Pay	Pay Period Begins - Ends	Paper Timesheet Payroll Office Deadline	Timecard Online Pay Period Closes	Pay Date
Year-end accrual (2301108)	9/1/22- 8/31/23	9/5/23	9/8/23	9/15/23
September (2301009)	9/1/23 – 9/9/23	9/12/23	9/15/23	9/29/23
October (2301010)	9/10/23 – 10/7/23	10/10/23	10/13/23	10/31/23
November (2301011)	10/8/23 – 11/4/23	11/7/23	11/9/23	11/30/23
December (2301012)	11/5/23 – 12/2/23	12/5/23	12/8/23	12/29/23
January (2401001)	12/3/23 – 1/6/24	1/9/24	1/12/24	1/31/24
February (2401002)	1/7/24 – 2/3/24	2/6/24	2/9/24	2/29/24
March (2401003)	2/4/24 – 3/2/24	3/5/24	3/8/24	3/29/24
April (2401004)	3/3/24 – 4/6/24	4/9/24	4/12/24	4/30/24
May (2401005)	4/7/24 – 5/4/24	5/7/24	5/10/24	5/31/24
June (2401006)	5/5/24 – 6/1/24	6/4/24	6/7/24	6/28/24
July (2401007)	6/2/24 – 6/20/24*	6/25/24	6/28/24	7/31/24
August (2401008)	6/21/24 – 8/3/24	8/6/24	8/9/24	8/30/24

*school year employees submit electronic timecards on last day of school

Benefits

Contact Information: 425-385-4115

Tax Deferred Retirement Plan

A 403(b) plan is a supplemental retirement savings account that allows all employees, including substitute employees, an opportunity to make pre-tax investments into a variety of funds. Employees in the voluntary 403(b) plan are responsible for determining which, if any, investment options best serve their retirement objectives. The 403(b) plan contributions are invested solely in accordance with the employee's instructions. To begin a new 403(b) payroll deduction, please contact the company directly or the local sales representative. Employees wishing to stop, start or make changes to their 403(b) payroll deduction can visit The OMNI Group website at www.omni403b.com or by phone at (877)544-6664. The OMNI Group is Everett Public Schools 403(b) Third Party Plan Administrator.

A current listing of the Everett Public Schools approved 403(b) providers can be found at:
<http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-19325/011309%20%20TSA.pdf>

Leave Benefits

As of January 1, 2018, employers in Washington State must provide nearly all of their employees with paid sick leave. Substitute employees are not exempt from accruing paid sick leave at a rate of one hour for every 40 hours worked. Substitutes accruing sick leave are entitled to draw from their accrued sick leave balance beginning on their 90th calendar day after the start of their employment. In order to use sick leave, you must communicate your illness, family illness, or medical procedure to the building you are scheduled at and contact Substitute Services. Sick leave hours must be reported using the Payroll Absence Verification Form. Up to a maximum of 40 hours of accumulated leave will be carried over into a subsequent school year beginning September 1. More information on Workplace Rights can be found at www.lni.wa.gov.

Medical/Dental Benefits:

If a substitute works more than 630 hours in a school year (Sept-Jun) they then become benefits eligible. The benefits department then contacts the substitute to enroll in a plan.

If you do not respond to the email from Benefits, you will be automatically enrolled in a plan and will be charged a monthly fee for the smoking surcharge and premiums.

Unions

Classified substitutes can join one of the following bargaining associations, appropriate to their position worked, after 30 cumulative days of employment: the Everett Association of Paraeducators (EAP), the Everett Association of Educational Office Personnel (EAEOP) or Service Employees International Union (SEIU). Dues for EAP and EAEOP are 1.75% of your gross monthly income. Dues for SEIU is 1.7% of your gross monthly income.

Certificated substitutes are non-voting, non-dues paying members of the Everett Education Association (EEA) and are covered under the terms of their contract with the district.



Payroll Absence Verification Form

Please Print in Ink

Employee ID# REQUIRED	Last Name	First Name	Middle I.	Location No.
---------------------------------	-----------	------------	-----------	--------------

Please indicate your job classification: _____ (i.e., Teacher, Custodian, ParaEd, Office Personnel)

☐ Original Submission ☐ Revision ☐ Cancel Leave (previously recorded and verified in Frontline Absence Management)

Description Payroll Code Notes

<u>Description</u>	<u>Payroll Code</u>	<u>Notes</u>
Association / Union Leave	405	Requires prior approval from supervisor and HR
Bereavement	403	Specify relationship: _____
Maternity / Adoption	960	Certificated staff only
Emergency Leave	110	Reason: _____
Jury Duty	407	Summons must be attached
Leave Without Pay	112	Requires prior approval from supervisor and HR
L&I Leave	400	Specify date of injury: _____
Military Leave	406	Government orders must be attached
Personal Day – Certificated	431	Certificated staff only
Personal Day – Classified	425	Specific groups only; refer to barg. agreements; requires prior approval from supv.
Serious Family Illness	100	TRADES only; Relation of family member (spouse, child, parent) _____
Sick Leave	970	
Sick Leave (Subs/Non-Rep only)	128	Specific non-represented OR substitute use only (include confirmed job number below)
Vacation	201	Requires prior approval from supervisor
Witness/District Related Court Appear.	411	Subpoena or court order must be attached

Date of Absence	Payroll Code Number	Hour(s)	Was this recorded in Frontline? (Y/N)

Employee Signature: _____ Date: _____

Principal/Supervisor's Signature: _____ Date: _____



Mandated Training Requirements

Upon hiring, all new employees are required to complete a series of New Hire trainings online, via Vector Solutions. These trainings are a condition of employment. If you have questions regarding these mandated trainings and/or the *Vector Solutions* system, send an email to pd@everettsd.org. All Vector training is required to be completed within 30 days of orientation.

Substitute employees will be compensated as follows:

4.5 hours for New Hire Training

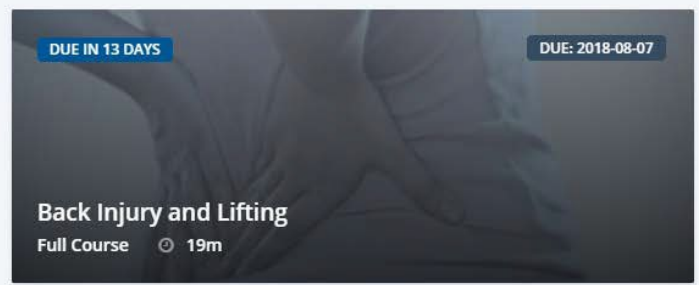
1.5 hours for Annual Mandatory Training

Please click on the link below to access the training portal.

Log into Vector Solutions (aka Safe Schools) using Chrome, Firefox, or Safari

<https://everett-wa.safeschools.com/login>

A list of mandatory trainings are assigned to you according to your hire status and assignment. Click on a course title to begin the training. You must finish each section of the course to complete it, including the quiz. To avoid past due notices, complete all trainings assigned by the due date.



When reviewing the staff and/or district handbooks it is important to follow all the steps through completion. After opening the handbook, select the blue “Close Window” button and continue by clicking the “Next” button. Complete the training by checking “I agree”.

I acknowledge receipt of the information provided in the handbook and understand it is my responsibility, as well as the expectation of the district, that I am familiar with and understand the content. This includes the technology policy and procedures outlining acceptable use of district technology.

☒ I agree to abide by all district policies and procedures.

Previous I agree

Helpful hints:

- Use volume as videos have sound
- Use Google Chrome, Firefox or Safari (not Internet Explorer)

It is not necessary to notify Human Resources regarding completions

Information Systems & Technology

Help Desk (District Computer Login) 425-385-4357

Your Active Directory account is automatically enabled so your account is ready to use. This account allows you to login to any computer in the district using your account information:



Username: your 5 digit employee ID number (*example: 10234*)

First-time login password: is your birthdate in the format of MM-DD (*example: for October 7 use 10-07*)

All network passwords older than 90 days will be automatically triggered to ask you to reset your password. All network passwords shall meet or exceed the following requirements.

- Passwords must contain at least 8 characters and include 3 of the following 4 characteristics:
 - Contain at least one upper case letter.
 - Contain at least one lower case letter.
 - Contain at least one number (for example, 0-9).
 - Contain at least one special character (for example, !\$%^&*()_+|~-=\`{}[]:"';'<>?,./).
- Passwords that have the following characteristics should not be used:
 - Contain less than eight characters.
 - Can be found in a dictionary, including foreign language, or exist in a language slang, dialect, or jargon.
 - Contain personal information such as birthdates, addresses, phone numbers, or names of family members, pets, friends, etc.
 - Contain work-related information such as building names, system commands, sites, companies, hardware, or software.
 - Contain number patterns such as aaabbb, qwerty, zyxwvuts, or 123321.
 - Contain common words spelled backward or preceded or followed by a number (for example, secret1 or 1secret).
 - Or some version of “Welcome123” “Password123”
 - Contains your first or last name, the password will not be registered.

All Substitute Employees will be assigned a district email address.

All substitutes can print to any network printer at any school site.

If a substitute needs access to YouTube, printing, forgot your password, or need any other assistance, please call the Help Desk from a district phone at x4357. (Just remember to dial HELP)

These will always be the same

Network login, known as your ACTIVE DIRECTORY login (Any district computer)
Outlook Express (Your email account)
Employee Online (Your payroll and employee information system)

_____ Employee ID
_____ Password
Questions call HELP Desk 425-385-4357

_____ Employee ID:
_____ Password: (Same as network)
Questions call 425-385-4116

Frontline – Absence Management and Professional Growth

_____ User ID: Email Address
_____ Password: (individually created via email link)

Questions call 425-385-4111

Vector (SafeSchools) Online Training (Mandatory training module)

_____ Employee ID

Questions call 425-385-4127

* All network passwords older than 90 days will be required to change. Your password is not automatically changed; however, the next time you log into the district network and Employee Online, you must change your password

Human Resource Systems

Employee Online

As a substitute of Everett Public Schools, you have an account with **Employee Online (EOL)** our human resources and payroll product for viewing paystubs, benefits, and the like.

Go to:

<https://employeeonline.everett.k12.wa.us/ifa7/login/login.aspx?ReturnUrl=%2fifa7%2femponline%2f>

NOTE: this does not work on all mobile platforms.

The image shows two screenshots of the Employee Online system. The top screenshot is the login page, titled "Login" and "Connect to ifas". It features a "Welcome to BusinessPLUS!" message and a login form with fields for "User:" and "Pass word:". Red text next to the fields says "Login Required" and "Password Required". A "Forgot Login" link and a "Login" button are also present. A callout box on the right says: "Enter your username (employee ID) and password you created at substitute orientation." The bottom screenshot shows the main interface after login. It has a blue header with "BusinessPlus" and "Employee Online". A "Menu" dropdown is visible. A callout box on the left says: "Select Menu". The main content area shows a "Welcome" message from Everett Public Schools and a "CLICK on MENU to begin" prompt. A second callout box on the left says: "Select a link that you need to view or edit." This points to a detailed menu on the left side of the interface, which includes links for Home, Personal Information, Payroll Information, Benefit Information, Washington Retirement, Timecard Online, Accounting Webforms, Bargaining Agreement Documents, and Employee Contracts. The right side of the interface shows "Home" and "Directory" sections.

Direct Deposit

Payroll Information



Direct Deposit

Your designation authorizes Everett Public Schools to make deposits each month to the accounts and financial institutions as entered by you.

Furthermore, you agree the Everett Public School agents or employees are held harmless from any liability for failure to properly or timely make the deductions or payments authorized by your selection(s).

- If you choose a deposit amount greater than the balance of your net paycheck in any one month, that deposit will stop and the proceeds will be diverted in full to your net deposit selection.
- You must always have one account designated to receive the NET proceeds of your paycheck.
- If your account is no longer active, or you wish to discontinue a direct deposit designation, you must CLOSE the account by clicking on the "close" link on the far right column.
- You will receive one confirming email when you add, close or make any modifications to your deposit accounts.

If there is no direct deposit account active for you, checks will be held in the payroll office and available for pick up on or after pay day.

Select Add



Payroll Information



[PENDING APPROVAL] (undefined)



Bank *

Account Number *

Account Type *

Amount Type *

John Smith 1234 North Main St. Anytown, USA 65000	Date _____, 19____
Pay to the order of _____	\$ _____
Dollars	
Zions National Bank 345 State St. Anytown, USA 65000	
12400054	9902 000699 0799

BANK NUMBER

ACCOUNT NUMBER

Enter Bank
Number, Account
Number and
Deduction Type

Payroll Information

Save!



Direct Deposit

Paycheck

The screenshot shows the BusinessPlus Employee Online portal. The left sidebar contains a menu with options: Home, Personal Information, Payroll Information (highlighted), Benefit Information, Washington Retirement, Timecard Online, Accounting Webforms, Bargaining Agreement Documents, and Employee Contract. The main content area is divided into sections: Payroll (Tax Withholdings, Direct Deposit, Deferred Compensation, Leave Tracking), Check Stubs (with a 'Check Stub' button), and Optional Deductions. A callout box titled 'Check Stub' displays a list of dates: 06/29/2018, 05/31/2018, 04/30/2018, 03/30/2018, and 02/28/2018. An arrow points from a text box 'Select pay date to view paycheck!' to the date list.

BusinessPlus Employee Online

Menu ▾

Employee Online

- Home >
- Personal Information >
- Payroll Information >**
- Benefit Information >
- Washington Retirement >
- Timecard Online >
- Accounting Webforms >
- Bargaining Agreement Documents
- Employee Contract

Payroll

- Tax Withholdings
- Direct Deposit
- Deferred Compensation
- Leave Tracking

Check Stubs

Check Stub

Optional Deductions

Optional Deductions

Tax Forms

- 1095-C Affordable Care Act (ACA)
- W-2

Check Stub

Check Date

- [06/29/2018](#)
- [05/31/2018](#)
- [04/30/2018](#)
- [03/30/2018](#)
- [02/28/2018](#)

Select pay date to view paycheck!

Pay stubs are not printed or distributed by the payroll office. Substitute employees will be able to access EOL to review and print their pay stub information from any computer at home or school. Employees are **required** to provide their banking information for Direct Deposit. Your tax withholding is set to **Single with zero deductions**. You will need to update this information here as well.

Change of Address or Telephone Number

You may access Employee Online via the internet to change your address using your employee ID number and your password that is provided at the time of employment.

For **EOL help** or password reset, please contact Janea Carrell at 425-385-4121 or email JCarrell@everettsd.org.

Please refer to your introductory letter for your login information.

Frontline – Absence Management (FLAM)



Frontline Absence Management is our absence reporting and substitute management software. In FLAM, you will be able to view and update the following:

- Substitute Preferences –locations, schedule, and unavailable dates
- Accept or decline assignments
- Review previous assignments or future assignments
- Review special instructions for upcoming assignment

In addition to utilizing FLAM online, you will have the opportunity to utilize the telephone system. At any time, you can call into the Absence Reporting System in order to review your upcoming assignments or to accept jobs. The number to call is: 1-800-942-3767. When you call, it will ask you to enter your ID number and PIN (password).

Absence Management

SIGNING IN

Type aesoponline.com in your web browser's address bar or go to app.frontlineeducation.com if you have a Frontline Account.

The Sign In page will appear. Enter your ID/username and PIN/password and click **Sign In**.

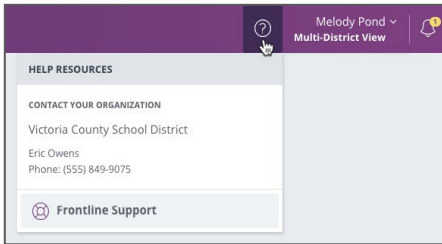
RECOVERING CREDENTIALS

If you cannot recall your credentials, use the recovery options or click the “**Having trouble signing in?**” link for more details.

SEARCHING FOR AVAILABLE JOBS

You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab. To accept a job, click the **Accept** button beside the absence (or click **Reject** to remove a job from the list).

Date	Time	Duration	Location	Filter
Barker, Bob				
Mon, 4/30/2018	11:00 AM - 6:00 PM	1 Full Day	Victoria County School District Victoria County Community Schools	<input type="button" value="Reject"/> <input type="button" value="Accept"/>



GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click **Help Resources** and select **Frontline Support**. This opens a knowledge base of help and training materials.

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

When You Call into Absence Management

To call, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the Absence Management system, you can:

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you're eligible for other jobs. You can always call in (see "When You Call into Absence Management" section above) to hear a list of all available jobs.

Note: When the system calls, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:

- Listen to available jobs – **Press 1**
- Prevent Absence Management from calling again today – **Press 2**
- Prevent Absence Management from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). The Absence Management system will list the job details, and you will have the opportunity to accept or reject the job.

Mobile App

Districts that purchase the Frontline Insights Platform also gain access to the Frontline Education mobile app! The app provides increased accessibility to job alerts and other job acceptance tools.

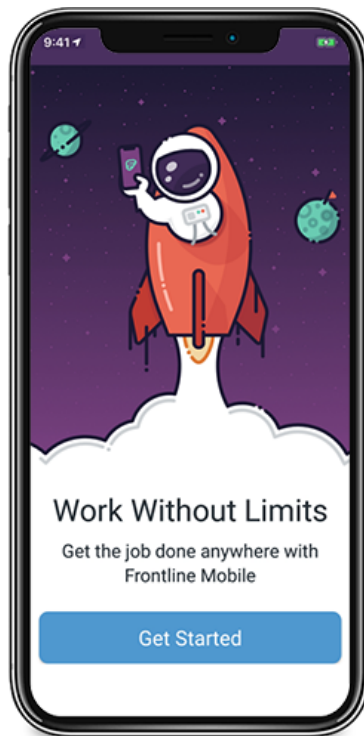
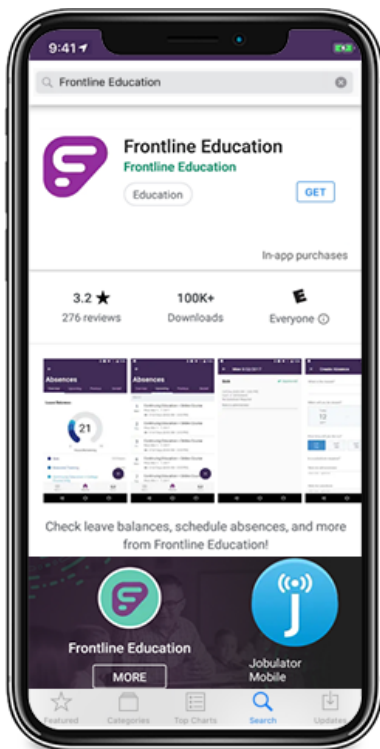
REQUIREMENTS

You must have the following qualifications to access the app:

- Your district must utilize the Frontline Insights Platform.

GETTING STARTED

Access the app store on your mobile device and download the Frontline Education app. Once the download is complete, you will click **Get Started** to proceed to a sign in page. From there, enter your Frontline ID account and click **Sign In**.



*Please note that once signed in, you may be prompted to select an organization.

HOMEPAGE

The homepage posts potential job assignment opportunities. From here, you can select the **View all Available Jobs** link to reference a comprehensive list of all potential jobs in your district. *Once an available job is selected, you can then review the job's details and opt to accept the assignment.

MENU/SIDE NAVIGATION

The “Menu” option opens a side navigation bar where you can access current tools and settings.

Available Jobs	Reference all available jobs within your view. (This section includes an “Accepted Jobs” tab where you can view upcoming assignments that you previously accepted.)
Calendar	View the dates for any previously worked assignments, as well as upcoming, accepted jobs. (These dates will be highlighted on Android and dotted on IOS). If you click on the highlighted/dotted dates, you can view the job details for that date.
Inbox	Review any received web alerts from your district.
Help Center	Access online help resources specific to your Frontline mobile app.
Settings	Review your current district details and user preferences, or log out.
Feedback	Please provide feature-related feedback or use this tab to contact Mobile Support with any questions/issues you may have regarding the app.

The image displays three smartphone screens showing the Frontline mobile app interface. The first screen shows the 'Home' view with a greeting 'Good morning, Melody' and a 'Switch' button. Below this, there are sections for 'Available Jobs' (listing 'English Teacher' and 'Language Specialist') and 'Next Scheduled Job' (listing 'ESL TESOL Teacher'). The second screen shows the 'Available Jobs' list with tabs for 'Available' and 'Accepted'. The third screen shows the 'Job Detail' view for a specific job, including the job title, dates, and a 'Reject' or 'Accept' button.

Frontline – Professional Growth

As a substitute of Everett Public Schools, you have access to a number of in-district classes, workshops and other professional opportunities. Frontline – Professional Growth are not mandatory trainings, but more so a place where you can obtain clock hours, certifications, etc.



Click on the Frontline logo above to access the course catalogs.

Professional Growth
Formerly MLP PDMS and MLP OASYS

Sign In

Username

Password

[I forgot my username](#) [I forgot my password](#)

[Having trouble signing in?](#)

You will receive an invitation from the system shortly after your hire date. Please use your email address as your username and follow the prompts to set up your password.

Add app.frontlineeducation.com as a favorite link on your desktop for future access.

You will access Frontline: Professional Growth to register for all in- district classes, workshops, and other professional opportunities.

NAVIGATION	CATALOGS
My Info >	<input type="text" value="District Catalog"/>
Learning Plan	Calendar
Activity Catalogs >	
Activities >	
Forms >	

Use the Navigation pane to find the District Catalog and search for Professional Development offerings.

Or use the Calendar option to browse by date.

Catalog: Everett Public Schools

▼ Search Options

Search Term(s)

All Events All Programs

Between: and

▼ Advanced Search Options

Purpose:

Goal:

You can search by date, content area, purpose, etc.

Catalog: Everett Public Schools

▼ Search Options

first aid

All Events All P

Between: and

► Advanced Search Options

▼ Search Results (1 - 20 of 20)

1. Coaches Only First Aid/CPR/AED Certification 18061803
 Program: District Catalog
 Activity Owner/Manager: SARAH SUNDSTROM - ssundstrom@everettsd.org
 Dates: 8/14/2018
 Coaches Only Provide coaches with the mandatory First Aid, CPR and AED

2. First Aid / CPR 18062002
 Program: District Catalog
 Activity Owner/Manager: SUSAN MCCOARD - SMccoard@everettsd.org
 Dates: 9/3/2018
 First Aid

First Aid/CPR is a required course for positions considered high risk. We regret the seating. If your position is not required to have First Aid/CPR certification you will be Rescuer duties; understanding privacy issues; rescuer and victim safety; gloves; breathing problems; adult/child choking; bad allergic reactions; epinephrine pen; stroke, seizures, shock; bleeding you can see practice sessions; wounds; adult/child. *Sessions are held twice per month on Mondays, except on Holidays.

First Aid / CPR 18062002
 Program: District Catalog
 Activity Owner/Manager: SUSAN MCCOARD - SMccoard@everettsd.org
 Dates: 9/3/2018

First Aid Meeting(s)

	Date	Time
1.	Mon Sep 3, 2018	4:30 pm to 7:30 pm

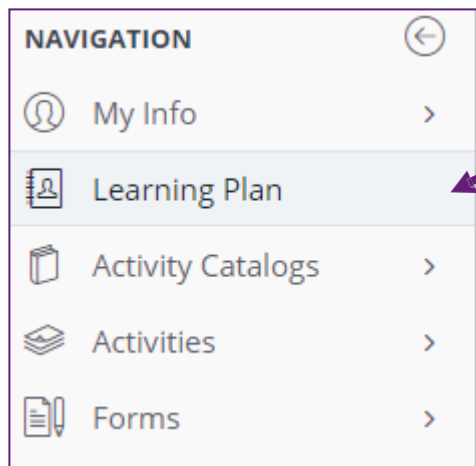
First Aid/CPR is a required course for positions considered high risk. We regret the seating. If your position is not required to have First Aid/CPR certification you will be Rescuer duties; understanding privacy issues; rescuer and victim safety; gloves; breathing problems; adult/child choking; bad allergic reactions; epinephrine pen; stroke, seizures, shock; bleeding you can see practice sessions; wounds; adult/child. *Sessions are held twice per month on Mondays, except on Holidays.

Purposes	CLOCK HOURS
Categories	Human Resources HMR
Goals	5. Current or anticipated assignments
Buildings	All
Departments	All
Grades	All
Groups	All
Instructors	SUSAN MCCOARD (SMccoard@everettsd.org) INGRID STAFFORD (IStafford@everettsd.org) MYRNA WEISS (JWeiss@everettsd.org) Joan Weiss

Registration Options

Click on an activity title for more details. To sign up, click on Sign-up

To review your schedule, click on Learning Plan from the Navigation bar.



All activities for which you have signed up will appear under Approved and/or In-Progress

Approved and/or In-Progress (3 Record(s))						
Manage		Updating Your Classroom Website LITS 18052501	07/24/2018	07/24/2018		In-District PD Request Form
Manage		test 05/15/2018	05/16/2018	05/17/2018		
Manage		HMR - Sample Activity TEST - 18052199	05/01/2018	05/03/2018		In-District PD Request Form
Instructor Has Confirmed Attendance (0 Record(s))						

Helpful Tips

Teaching Controversial Issues

When the curriculum prescribes teaching about controversial issues in the classroom setting, the teacher is responsible to make every effort to carry out the study in a way the students:

- Keep the objectives of the study clearly in mind
- Provide a balanced perspective on the topics
- Understand the issues involved and their implications; and,
- Allow all students to reach their own conclusions regarding the issue

Classroom Management Tips

One of the most challenging things about working in the classroom is managing behavior! As the teacher, you are responsible for the social organization of the class. If the student behavior becomes a problem and your efforts at correction are unsuccessful, the principal or assistant principal is to be consulted. Corporal punishment is not to be administered. If it is necessary to send the parents a communication about the behavior of the student, it is to be done only with the approval of the principal. Here are some helpful tips to manage the classroom:

- Create a commanding teacher presence
 - Always arrive with elevated expectations and a definite goal of helping these students learn something new. If we expect things to go great, there's about a 99.99% chance that they will. Greet students at the door, create working guidelines with the class, have a quiet signal, use encouraging statements that build a growth mindset.
- Be prepared to provide academic challenges
 - If the teacher doesn't have an activity to start class, have one ready to go. These could be something like brain teasers, read-aloud, create an analogy, etc.
- Learn their names as fast as you can
 - Start memorizing our students' names while you take attendance – both helpful and challenging students. This builds relationships and helps you accurately report problems to the teacher.
- Teach the lesson according to the directions left by the teacher
 - The teacher knows these students and their needs and has planned accordingly. A well-taught lesson can prevent unwanted student behaviors.
- Try to understand the communication behind the behavior
 - Students communicate through behavior. If a child is having a difficult time, try a problem-based approach to solve the issue. Involve the student in finding ways to solve the problem so they have some control and ownership.
- Identify a "helpful student" and ask them about procedures
 - If possible, ask the teacher ahead of time for the name of a helpful student. If they don't provide one, try to identify one by asking a question about a procedure and seeing who volunteers an answer (and seems trustworthy). When you're not sure how you should handle a procedure, quietly ask that student (when the rest of the class is doing something else), "When do you guys normally take a restroom break?" etc.
- Learn & adapt standard classroom management techniques
 - Don't fall into the trap of thinking "I can't do that because I'm a substitute." Most classroom management techniques work across the board or can be adapted to work for relief teachers.

Frequently Asked Questions

1. **Is there a minimum number of days I need to work to remain active on the substitute list?**
It is the district's expectation that you will accept a minimum of two assignments every month or you may be removed from the active sub list. All call statistics will be considered before removing anyone from the sub list. Please notify Substitute Services if you are unable to meet this expectation.
2. **Do I need to stay at the school after the students are dismissed on Early Release days? What about Learning Improvement Fridays?**
Yes. Substitutes are to remain at work, even after the students have been dismissed, until all supervision duties and work is completed. If they finish early, they are to check in with the office manager.
3. **What is the difference between Learning Improvement Fridays and Early Release Days?**
Learning Improvement Fridays all students are released 75 minutes early for teacher collaboration and learning improvement. Early Release days end 2.5 hours early and there are only a handful throughout the year. Reference the student calendar for specific dates.
4. **If school is canceled, should I cancel my assignment in Frontline Absence Management?**
No, you do not need to cancel your assignment. Substitute Services will cancel the assignment for you.
5. **How can I verify the days I've worked to confirm my pay is correct?**
Review your assignments in Frontline Absence Management (FAM) and confirm the pay period cut off dates on the current payroll calendar.
6. **If I am not available to work, should I update my profile availability in Frontline Absence Management to avoid unnecessary calling?**
You should keep your profile updated in FAM regularly. Login and click on the unavailable tab on the top of your profile and enter the dates. A call to substitute services is necessary if it will be for an extended period of time (more than 60 days).
7. **May I accept an assignment that has already started or will start soon? How much time is allowed to arrive "on time"?**
If you accept a late notice assignment, call the school to confirm the assignment details and give an estimated time of arrival. You are expected to arrive as quickly as possible, but not longer than one hour from the time the assignment was accepted.
8. **If I need to cancel my assignment of the same day, how many hours prior to the start time should cancel?**
Always cancel as soon as possible. If you must cancel a job on the same day call the school office and request to be canceled from the assignment. Absences unfilled less than 12 hours before the start time typically will not get assigned a substitute. Cancelling repeated assignments could result in removal from the substitute list.
9. **How can I be considered for a long-term sub assignment?**
Email Substitute Services expressing interest in long-term assignments, briefly outlining your experience, skills and positions of interest. To be considered for a certificated long-term assignment, substitutes must be endorsed in the assignment's subject area.
10. **Am I compensated if asked to cover another classroom during the absent teacher's planning period?**
Yes, substitutes may be assigned during the preparation time of the teacher they are replacing to cover another class or otherwise supervise students provided that, in such cases, the substitute will be paid the applicable hourly rate (rate of pay ÷ 7.5). Payment shall be no less than one hour increments.
11. **Could my substitute assignment change once I arrive at a school site?**
Yes, your assignment may change when you arrive at a school site. For example, if you accept an assignment to teach English at a high school, the assignment could be switched to Math or any other

subject once the substitute arrives at the school site. We avoid this when possible but occasionally the needs of the students and school may change.

12. What will my hours be?

Substitute hours are dictated by the available vacancies and the jobs substitutes accept. Classroom specific roles (Teacher, Para, School Office Staff, etc.) have work hours between 7:15-4:00pm (varies by school). Transportation, Food and Nutrition, Maintenance and Custodial have varied hours which could include early morning and late evening times.

Substitutes can work just a few hours a month or could accept several jobs and end up working full time hours.

13. Can I just work at one school / grade level or do I have to work at them all?

Yes, substitutes can choose the jobs they accept from the available jobs. If they want to work only at the school closest to them or only in Middle Schools etc, they can set their preferences in the Absences Management system. Substitutes are expected to work a minimum of two shifts a month to stay active.

14. Do substitutes get benefits?

Yes. Substitutes earn **sick leave**, for every 40 hours worked, they earn one hour of sick leave. **Tax Deferred Retirement Plan** is also available: A 403(b) plan is a supplemental retirement savings account that allows all employees, including substitute employees, an opportunity to make pre-tax investments into a variety of funds. Employees in the voluntary 403(b) plan are responsible for determining which, if any, investment options best serve their retirement objectives. The 403(b) plan contributions are invested solely in accordance with the employee's instructions. If a substitute works more than 630 hours in a calendar year (Sept-Jun) then they become eligible for **Medical & Dental Benefits**.

15. What will I be paid and when?

Substitute pay is determined by the substitute salary schedule and substitutes can reference that for their specific rate of pay. Substitutes are paid on the last working day of the month for the previous pay period. Reference the Payroll Calendar for specific dates.

16. How do I receive feedback?

Substitutes can receive feedback from a few different sources; through feedback forms that teachers fill out after you have subbed for them and verbal feedback from those you work with: a teacher, office manager or principal.

17. Who do I report to / who's my supervisor?

While a substitute is at an assignment they report to the administrator of the building or to the director of the department they are supporting.

All substitute employees are under the direction of Substitute Services and HR Director Mary O'Brien.

Special Services Programs

Children with disabilities (ages 3 to 21) are provided a variety of programs and services through the Special Education Department.

Achieve Program (formerly Positive Behavior Support Program)

Supports students with either a health impairment or social/emotional behavior disability that adversely affects the student's educational performance. These classrooms are designed for students who need support in learning behavioral controls so that they can access learning opportunities. Each student has a Functional Behavior Assessment and Behavior Intervention Plan. Classes are structured so that teachers can work individually with each child's particular needs in this area.

Developmental Kindergarten

Developmental kindergarten is for students with developmental delays and with moderate to severe cognitive, academic and adaptive delays, who may require communication and/or motor therapies. These students may access a pre-kindergarten curriculum or may progress with the typical kindergarten curriculum but at a slower pace than that of their typical peers.

Developmental Preschool

Sometimes children need special education services before they enter kindergarten because they have a disability impacting their ability to participate in age-appropriate activities. These children may receive services in a developmental preschool program. Everett Public Schools has 11 pre-school sessions serving more than 200 students.

Extended Resource Program

The Extended Resource Program is a service for students who have mild to moderate delays in general intellectual functioning, existing concurrently with deficits in adaptive behavior. The students in the Extended Resource Program, based on their needs, receive transportation from their homes to their schools.

Gaining Ownership of Adult Lives (GOAL); an 18-21 Transition Program

The GOAL Program is designed to be a link between high school and adult life. It is a transition program that provides a sequence of school-based experiences and training to assist a trainee with special needs to become more self-reliant and independent. GOAL is not for students who need a full-time academic program. Students who enter the GOAL Program usually have completed their high school graduation requirements in an Extended Resource Program.

Life Skills Program

The Life Skills Program is a service for students with significant cognitive and academic delays, existing concurrently with deficits in adaptive behavior. These programs are for students who will likely need a life-skills or functional approach to academic instruction. The students who are assigned to the programs, based on their needs, receive transportation from their homes to the schools.

Resource Room

The Resource Program is a service for students with Specific Learning Disabilities (SLD), health impairment, and mild social/emotional behavioral deficits. The Resource Room provides students with specially designed instruction to be successful in general education classrooms. These programs are available at every school in the Everett Public Schools.

Students Transitioning Responsibly into Vocational Experiences (STRIVE); an 18-21 Transition Program

The STRIVE Program is designed to be a link between high school and adult life. As with GOAL, it is a transition program that provides a sequence of school-based experiences and training to assist a trainee with special needs to become more self-reliant and independent. STRIVE is not a place for students who need a full-time academic program. Students who enter the GOAL Program usually have completed their high school graduation requirements in a Life Skills Program.

For additional information contact Special Services at 425-385-5250.

School Schedules

Please check each individual school's web page for the most up to date information:

Elementary Schools

Cedar Wood: <https://www.everettsd.org/Page/38545>

Emerson: <https://www.everettsd.org/Page/38552>

Forest View: <https://www.everettsd.org/Page/38553>

Garfield: <https://www.everettsd.org/Page/38554>

Hawthorne: <https://www.everettsd.org/Page/38555>

Jackson: <https://www.everettsd.org/Page/38556>

Jefferson: <https://www.everettsd.org/Page/38557>

Lowell: <https://www.everettsd.org/Page/38558>

Madison: <https://www.everettsd.org/Page/38559>

Mill Creek: <https://www.everettsd.org/Page/38560>

Monroe: <https://www.everettsd.org/Page/38561>

Penny Creek: <https://www.everettsd.org/Page/38566>

Silver Firs: <https://www.everettsd.org/Page/38567>

Silver Lake: <https://www.everettsd.org/Page/38570>

Tambark Creek: <https://www.everettsd.org/Page/38571>

View Ridge: <https://www.everettsd.org/Page/38572>

Whittier: <https://www.everettsd.org/Page/38573>

Woodside: <https://www.everettsd.org/Page/38575>

Middle Schools

Eisenhower: <https://www.everettsd.org/domain/1503>

Evergreen: <https://www.everettsd.org/domain/1538>

Gateway: <https://www.everettsd.org/domain/1634>

Heatherwood: <https://www.everettsd.org/domain/1668>

North: <https://www.everettsd.org/domain/94>

High Schools

Cascade: <https://www.everettsd.org/domain/126>

Everett: <https://www.everettsd.org/Page/7288>

Jackson: <https://www.everettsd.org/domain/43>

Sequoia: <https://www.everettsd.org/domain/230>

School Phone Directory High Schools

Cascade	Principal	Michael Takayoshi	425-385-6090
	Asst. Principal	Jeannette Siemers	425-385-6092
	Asst. Principal	Katherine Mayan	425-385-6091
	Asst. Principal	Michael Washington	425-385-6016
	Office Manager	Catherine Shaw	425-385-6001
Everett	Principal	Amanda Overly	425-385-4490
	Asst. Principal	Alex Trepanier	425-385-4489
	Asst. Principal	Eric Jennings	425-385-4492
	Asst. Principal	Alejandro Vergara	425-385-4491
	Office Manager	Joanna Chavez	425-385-4401
HM Jackson	Principal	Lance Balla	425-385-7090
	Asst. Principal	Michelle Renee	425-385-7091
	Asst. Principal	Bethany Stoddard	425-385-7016
	Asst. Principal	Erik Heinz	425-385-7092
	Asst. Principal	Sechin Tower	425-385-7073
	Office Manager	Sukawt Al-Mansouri	425-385-7001
Sequoia	Principal	Kelly Shepherd	425-385-5190
	Asst. Principal	Drew Williams	425-385-5113
	Office Manager	Betsy Monroe	425-385-5101

Middle Schools

Eisenhower	Principal	Dr Wilnic Gideon	425-385-7590
	Asst. Principal	Jon Cowart	425-385-7591
	Office Manager	Sarah Cornelius	425-385-7501
Evergreen	Principal	Michele Waddel	425-385-5790
	Asst. Principal	Monica Haule	425-385-5791
	Asst. Principal	Dr. Melvin Bustamante	425-385-5726
	Office Manager	Tanya Kildall	425-385-5701
Gateway	Principal	Matthew Bennett	425-385-6690
	Asst. Principal	David Campbell	425-385-6691
	Office Manager	Mara Seifert	425-385-6601
Heatherwood	Principal	Dr. Laura Wellington	425-385-6390
	Asst. Principal	Belinda Mountjoy	425-385-6391
	Office Manager	Alysis Stauffer	425-385-6301
North	Principal	Heather Paddock	425-385-4890
	Asst. Principal	Krista Bjorge	425-385-4891
	Office Manager	Laurel Thompson	425-385-4801

Elementary Schools

Cedar Wood	Principal	Bruce Rhodes	425-385-7790
	Asst. Principal	Kim LaFleur	425-385-7791
	Office Manager	Stephanie Ortiz Contreras	425-385-7701
Emerson	Principal	Blythe Young	425-385-6290
	Asst. Principal	Kelly Bell	425-385-6291
	Office Manager	Laine Palabrica	425-385-6201
Forest View	Principal	Monique Beane	425-385-7990
	Asst. Principal	Annette Sternberg	425-385-7991
	Office Manager	Kristi Davidson	425-385-7901
Garfield	Principal	Kathleen Stilwell	425-385-4790
	Asst. Principal	Brent Radcliff	425-385-4791
	Office Manager		425-385-4701
Hawthorne	Principal	Jacob Elsworth	425-385-4690
	Asst. Principal	Jennifer Reyes	425-385-4691
	Office Manager	Tina Jensen	425-385-4601
Jackson	Principal	Darren Larama	425-385-5690
	Asst. Principal	Tanya Brink	425-385-5691
	Office Manager	Criss Bowsher	425-385-5601
Jefferson	Principal	Elizabeth Kelley	425-385-7490
	Asst. Principal	Jalene Finley	425-385-7491
	Office Manager	Terry Tolpingrud	425-385-7401
Lowell	Principal	Cindy Foster	425-385-5390
	Asst. Principal	Andre Samuels	425-385-5391
	Office Manager	Wayne Hagin	425-385-5301
Madison	Principal	Jessica Corneille	425-385-5990
	Asst. Principal	Amy (Soeun) Lee	425-385-5991
	Office Manager	Wendy Shaver	425-385-5901
Mill Creek	Principal	Brenda Fuglevand	425-385-6890
	Asst. Principal	Kristin Dickert	425-385-6891
	Office Manager	Becky Hitchcock	425-385-6801
Monroe	Principal	Dr. Tyler Ream	425-385-7390
	Asst. Principal	Catarino Rodriquez	425-385-7391
	Office Manager	Bianca Lewis	425-385-7301
Penny Creek	Principal	Marti Shefveland	425-385-7290
	Asst. Principal	Stephanie Kirkpatrick	425-385-7291
	Office Manager	Julie Yamamoto	425-385-7201
Silver Firs	Principal	Aleta Smoot	425-385-6590
	Asst. Principal	Anca Wilson	425-385-6591
	Office Manager	Mary Fuda	425-385-6501
Silver Lake	Principal	Theresa Campbell	425-385-6990
	Asst. Principal	Larissa Fuller	425-385-6991
	Office Manager	Lori Shuffelen-Lipp	425-385-6901
Tambark Creek	Principal	Celia O'Connor-Weaver	425-302-9290
	Asst. Principal	Shelby Leising	425-302-9291
	Office Manager	Patty Tetrault	425-302-9201
View Ridge	Principal	Tina Farias	425-385-5490
	Asst. Principal	Matthew Arnold	425-385-5491

	Office Manager	Kara Reintagrado	425-385-5401
Whittier	Principal	Tony Wentworth	425-385-4390
	Asst. Principal	Allison MacGregor Fornes	425-385-4391
	Office Manager	Marci Cooper	425-385-4301
Woodside	Principal	Dr. Betty Cobbs	425-385-7890
	Asst. Principal	Christine Vo	425-385-7891
	Office Manager	Salli Smith	425-385-7801

Driving Directions

Cascade (425) 385-6000	<i>801 East Casino Road, Everett, WA 98203</i> From I-5 take Exit 189 to Highway 526 (Mukilteo/Whidbey Island Ferry). Exit at Evergreen Way, turn right. Right on Bruin Blvd., right at Casino Road. Continue to the visitor/staff parking lot.
Everett (425) 385-4400	<i>2416 Colby Ave., Everett, WA 98201</i> Northbound: Exit 193 (Pacific). Left on Pacific. Right on Colby. Southbound: Exit 194 (Everett Ave) Right on Everett Ave. Right on Colby. **See Special Parking Instructions
HM Jackson (425) 385-7000	<i>1508-136th St. SE, Mill Creek 98012</i> From I-5 take, Exit 186 head east. Turn right at Everett Bothell Highway. Turn left on Dumas Rd (136 th St. SE). **See Special Parking Instructions
Sequoia/Port Gardner (425) 385-5100	<i>3516 Rucker Ave., Everett, WA 98201</i> Northbound: Exit 192 (Broadway) Take first right to 41st Street. Go to second light, turn right on Rucker. The school is on the left. Southbound: Exit 192 (41 st Street) Stay right, go to the second light. Turn right on Rucker, the school is on your left.

Middle Schools

Eisenhower (425) 385-7500	<i>2500-100th St. SE, Everett, WA 98208</i> Northbound: Exit 189 (Bothell Highway). Turn right (south). Left at 100 th street. Right at 25 th to school Southbound: Exit 189 (Everett Mall Way). Turn right. Right at first light going back over freeway and onto Bothell Highway. Left at 100 th street. Right at 25 th to school
Evergreen (425) 385-5700	<i>7621 Beverly Lane, Everett, WA 98203</i> Exit 189 to Highway 526 (Mukilteo/Evergreen Way). Exit at Evergreen Way, turn right. First light turn left at 79 th . The road curves around onto Beverly Lane. School is on the right.
Gateway (425) 385-6600	<i>15404 Silver Firs Drive, Everett, WA 98208</i> From I-5 take Exit 186 (128 th street) head east. You will cross over the Everett Bothell Highway. Turn right on Puget Parks Drive. Drive 1.9 miles to Silver Firs Drive (second Sherwood Development entrance) Turn right. Continue to entrance of Gateway School.
Heatherwood (425) 385-6300	<i>1419 Trillium Boulevard SE, Mill Creek, WA 98012</i> From I-5, Take exit 186 (128 th street) go east. Turn right at Dumas Road. Turn right at Everett Bothell Highway. Turn left at Trillium. **See Special Parking Instructions
North (425) 385-4800	<i>2514 Rainier Ave., Everett, WA 98201</i> Northbound: Exit 193 (Pacific) Turn left. Right at Broadway. Right at 26 th street. One block to school (behind QFC grocery store) Southbound: Exit 194 (Everett Ave) Right onto Everett Ave. (West). Six blocks, turn right at Rainier

Elementary Schools

Cedar Wood (425) 385-7700	<i>3414-168th St. SE, Bothell, WA 98012</i> Northbound: I-5 to Exit 183. Go east on 164th to 35th Ave. Turn Right at 35th and continue to 168th St. Turn right. Southbound: I-5 to exit 186 (128th Street). Go east to 35th (past the Bothell/Everett Highway). Turn right at 35th and continue to 168th, turn right
Emerson (425) 385-6200	<i>8702-7th Ave. SE, Everett, WA 98208</i> Exit 189 to Highway 526 (Mukilteo/Evergreen Way). Exit at Evergreen, turn left. Left at Casino Road. Right at stoplight, which is 7th Avenue. School is approximately one block on your right. (St. Mary Magdalene Church on left).
Forest View (425) 385-7900	<i>5601-156TH St. SE, Everett, WA 98208</i> From I-5 take Exit 186 (128th street) head east. You will cross over the Everett Bothell Highway. Turn right on Puget Parks Drive. Drive 1.9 miles to Silver Firs Drive. Turn right. Continue to entrance of Forest View Elementary School.
Garfield (425) 385-4700	<i>2215 Pine St., Everett, WA 98201</i> Northbound: Exit 193 (Pacific). Turn left. Right at Pine. Follow Pine to 23 rd . Southbound: Exit 194 (Everett Avenue) Right at Everett Ave., Right at Walnut. Left at 23 rd to Pine
Hawthorne (425) 385-4600	<i>1110 Poplar St., Everett, WA 98201</i> Northbound: Exit 195 (East Marine View Drive) Left onto East Grand (turns into East Marine View Drive). Left at 12th to Poplar. Southbound: Exit 195 (Port of Everett/Marine View Drive), take left onto East Marine View Drive, follow road to the right, left at stop light (12th St), school on right.
Monroe (425) 385-7300	<i>10901-27th Ave. SE, Everett, WA 98208</i> Northbound: Exit 189 (Bothell Highway). Turn right. Left at 110th. Left at 27th. Southbound: Exit 189 (Everett Mall Way). Turn right. Right at first light (cemetery on left) back over freeway onto Bothell Highway. Left at 110th. Left at 27th.
Jackson (425) 385-5600	<i>3700 Federal Avenue, Everett, WA 98201</i> Northbound: Exit 192 toward 41 st street exit. Turn left onto 41 st street. At 3 rd light turn right at Rucker. Left at 35 th street and left at Federal Avenue. Southbound: Exit 192 (41 st). Stay right. At 3 rd light turn right at Rucker. Left at 35 th street and left at Federal Avenue.
Jefferson (425) 385-7400	<i>2500 Cadet Way, Everett, WA 98208</i> Northbound: Exit 189 onto Bothell Highway. At light drive straight on El Capitan Way to School. Southbound: Exit 189 (Everett Mall Way). Turn right. Right at first light (cemetery on left) back over freeway. Left at El Capitan Way to school.
Lowell (425) 385-5300	<i>5010 W View Drive, Everett. WA 98203</i> Northbound: Exit 192 (Broadway). Take 41 st Street West ramp. Turn left at first light on to 41 st Street. Continue to stop light (Colby), turn left. Go to 52nd, turn left. Go downhill to View Drive, turn left to school. Southbound: Exit 192 (41st). Stay right; continue to first stoplight (Colby), turn left. Go to 52 nd , turn left. Go downhill to View Drive, turn left. To school.

Madison (425) 385-5900	<i>616 Pecks Drive, Everett, WA 98203</i> Northbound: Exit 189 to Highway 526 (Mukilteo/Evergreen Way). Exit at Evergreen. Turn right. Left at Pecks Drive to school. Southbound: Exit 192 (41st). Stay right. Left at 2nd light (Rucker). Becomes Evergreen Way, right at Pecks Drive to school
Mill Creek (425) 385-6800	<i>3400-148th St. SE, Mill Creek, WA 98012</i> Exit 186 (128 th Street) head east to 35 th (Past Bothell-Everett Hwy) Turn right at 35 th and continue to 148 th turn right. School is on the left.
Penny Creek (425) 385-7200	<i>4117-132nd St. SE, Everett, WA 98208</i> Exit 186 (128 th Street) head east, cross over the Bothell-Everett Hwy. Cross 35 th St, school is on the left-hand side of the street. **See Special Parking Instructions
Silver Firs (425) 385-6500	<i>5909-146th St. SE, Everett, WA 98208</i> Exit 186 (128 th Street), head east, cross over the Bothell-Everett Hwy. Turn right on Puget Park drive; go to 2 nd 4-way stop. Turn left at Silver Firs Drive. Turn right at 146 th Place SE, school is on the left.
Silver Lake (425) 385-6900	<i>12815 Bothell Highway, Everett, WA 98208</i> Exit 186 (128 th Street) go east. Drive straight and turn left at Bothell-Everett Highway. School is on the right.
Tambark Creek (425) 302-9200	<i>4419 180th St. SE, Bothell, WA 98012</i> Northbound: Exit 183 from I-5 N. Take the first right onto 164 th , then turn right onto WA-527 S, turn left onto 180 th ST. SE, destination will be on the left. Southbound: Exit 186 from I-5 S, turn left onto WA-96/128 th , turn right onto 35 th AVE SE, then turn left onto 180 th ST SE. Destination will be on the left.
View Ridge (425) 385-5400	<i>202 Alder St., Everett, WA 98203</i> Northbound: Exit 192 (Broadway). Take the first right to 41st, continue straight ahead through two stop lights. Go up hill (41st becomes Mukilteo Blvd.). At first light after Forest Park turn left onto Dogwood (BP Station). Go eight blocks to 50th, turn left onto 50th, go one block to school parking lot. Southbound: Exit 192 (41st). Stay right, continue straight ahead through two stop lights. Go up hill (41st becomes Mukilteo Blvd.). At first light after Forest Park turn left onto Dogwood (Lucky 7, BP Station). Go eight blocks to 50th, turn left onto 50th, go one block to school parking lot.
Whittier (425) 385-4300	<i>916 Oakes Ave. Everett, WA 98201</i> Northbound: Exit 195 (Marine View Drive). Turn left. Left at 16th. Right at Broadway. Left at 10th. School is three blocks on the right Southbound: Exit 199 (Everett/Broadway). South to 10th Street. Turn Right.
Woodside (425) 385-7800	<i>17000-23rd Ave. SE, Bothell, WA 98012</i> Exit 183- Go east on 164 th . Right at Bothell Highway. Left at 180th. Left at Brook Blvd. Brook Blvd will curve into 23rd.

****Special Parking Instructions**

Jackson High School

Staff Parking

Staff who work at Jackson High School are required to park in designated staff areas. These spaces are numbered in the 500s in the front of the building and 600s in the back of the building. A staff parking permit is required to park in these spaces. **Subs who park in this lot should report their license plate number and space number to a secretary in the main office to avoid a ticket.**

North Staff/Visitor Parking Lot

The small lot north of the tennis courts (numbered in the 500s) is also open to staff and visitors. **Subs who park in this lot should report their license plate number and space number to a secretary in the main office to avoid a ticket.**

SUBS ARE NOT PERMITTED TO PARK IN THE FOLLOWING AREAS

Student Parking

Students who buy a parking permit are assigned a numbered parking space in either the main lot or upper lot near the sports fields. These parking spaces are numbered 1-415. **Staff, subs, parents, and visitors are not permitted to park in these spaces during school hours.**

Visitor Parking

We have 15 designated visitor spaces in the 500s facing the library in the front of Jackson High School. These spaces will have the word "visitor" next to a space number. Visitors who park in this lot should report their license plate number and space number to a secretary in the main office to avoid a ticket. **Staff, subs and students are not permitted to park in these spaces during school hours.**

Reserved Parking

These parking spaces are reserved for specific staff members that arrive early, need to travel and return during the day, or are here beyond the normal school day. **Non-designated staff, subs, students, parents, and visitors are not permitted to park in these spaces.**

****If you receive a ticket, please notify the Office Manager as soon as possible.**

Everett High School

Once you check in at the office, you will be given a parking permit to place on your car if you are parked in a permit zone area. You may also park on Colby Avenue, **north** of 23rd. It is s all day street parking two blocks from the school.

The city designates the following streets as the permit area for Everett high School students and faculty parking zone:

- The **east** side of Hoyt Avenue between 24th Street and 25th Street.
- The **north** side of 25th Street between Hoyt Avenue and Rockefeller Avenue
- The **west** side of Colby, adjacent to 2330 Colby Avenue
- The **west** and **east** side of Wetmore Ave. between 24th Street and 25th Street.
- The **west** side of Rockefeller Avenue between 24th Street and 25th Street.
- The **south** side of 25th street between Rockefeller Avenue and Oakes Avenue.
- The **east** side of Rockefeller Avenue between 25th Street and 26th Street.
- The **north** side of 26th Street between Rockefeller Avenue and Oakes Avenue.

The affected areas will be marked with signs that read:

NO PARKING 7AM TO 2PM EXCEPT BY HIGH SCHOOL PERMIT

Heatherwood Middle School

When turning from Trillium Blvd, keep to the right all the way to the top of the hill. Parking spots are available in the upper parking lot. NOTE: do not park in the lower parking lot, this is the bus loop and recess area.

Penny Creek Elementary School

Parking is available in the center parking lot located near the gym. If all spaces are full, park in the east parking lot near the office. NOTE: do not park in the West parking lot near the undercover playground as this is where the buses park for the day.



District Policies and Procedures

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

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

Nondiscrimination Statement

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

Designated to handle inquiries about nondiscrimination policies are:

Title IX Officer / Civil Rights Compliance Officer: Chad Golden, (425) 385-4100, cgolden@everettsd.org

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

ADA Coordinator: Chad Golden (425) 385-4100, cgolden@everettsd.org

Harassment, Intimidation or Bullying (HIB) Compliance Officer: Danielle Mundell 425-385-4260
dmundell2@everettsd.org

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

RESOLUTION NO. 1237

Affirming our Commitment to Condemning Racism and Supporting Peaceful Protest

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

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

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

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

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

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

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

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

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

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

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

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

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

ATTESTED BY:

Ian B. Saltzman
Secretary, Board of Directors

EVERETT SCHOOL DISTRICT NO. 2
Snohomish County, Washington

Caroline Mason
Caroline Mason, President

Pam LeSesne
Pam LeSesne, Vice President

April Berg
April Berg, Director

Traci Mitchell
Traci Mitchell, Director

Andrew Nicholls
Andrew Nicholls, Director



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

Below are district policies and procedures that directly relate to you as a substitute of Everett Public Schools. Please click the link provided below to review this important information. Civil rights-related policies also follow in the handbook.

[Policy 3205/Procedure 3205P](#) Harassment

[Policy 3213/Procedure 3213P](#) Transgender Students

[Policy 5010/Procedure 5010P](#) Affirmative Action and Nondiscrimination

[Policy 5140](#) Tobacco or Tobacco-Like Product Use Policy

[Policy 5150](#) Drug-Free Workplace

[Policy 5160/Procedure 5160P](#) Sexual Harassment

[Policy 5161](#) Civility in the Workplace

[Policy 5215](#) Conflicts of Interest

[Policy 5225/Procedure 5225P](#) Technology

[Policy 5253/Procedure 5253P](#) Maintaining Professional Boundaries between Employees and Students

Policy 3205

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

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

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

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

Under federal and state law, the term sexual harassment may include, but is not limited to:

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

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

Investigation and Response

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

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

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

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

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

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

Notice and Training

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

Policy Review

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

Procedure

3205P

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

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

Notice

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

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

Staff Responsibilities

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

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

Confidentiality

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

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

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

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal complaints of sexual harassment of students shall be reported to the building principal or designee. The building principal or designee will be responsible for investigation and resolution of informal complaints. The

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

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

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

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

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

Formal Complaint Process

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

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

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

The Executive Director of Human Resources is:

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

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

B. The allegations of sexual harassment shall:

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

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

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

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

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

The investigation process shall:

- treat all parties to the complaint equitably, including providing supportive measures to all parties, if necessary;
- be conducted by investigator who is free of bias against any of the parties, and who is trained on the definition of sexual harassment and how to conduct a sexual harassment investigation; and
- utilize the preponderance of the evidence standard to determine whether the conduct violated the definition of sexual harassment as provided in [Policy 3205](#) and whether the conduct occurred in the district's education program or activity.

E. Simultaneously, the district shall determine whether supportive measures are necessary. "Supportive Measures" are defined as non-disciplinary, non-punitive individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent(s). Such measures may include, but are not limited to:

- counseling;
- extensions of deadlines or other course-related adjustments;
- modifications of work or class schedules;
- restrictions on contact between the parties;
- increased security and monitoring of certain areas of district grounds; and/or
- emergency removal of the respondent(s).

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

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

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

- J. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the parties, unless otherwise agreed to by the complainant.
- K. Any party may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day from the date the parties received the superintendent or designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.

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

Mediation of Complaints

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

Disciplinary Action

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

Protection Against Retaliation

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

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of the district's sexual harassment policies and procedures. Staff will be provided information on

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

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

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

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

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

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

Reports to the Board

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

Policy and Procedure Review

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

Gender-Inclusive Schools

Policy 3213

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

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

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

Procedure

3213P

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

The goals of the meeting are to:

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

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

Key Definitions/Terms

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

Communication and Use of Names and Pronouns

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

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

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

Official Records

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

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

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

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

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

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

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

Confidential Health or Educational Information

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

student's parents and/or other school personnel, unless the school is (1) legally required to do so, or (2) the student has authorized such disclosure.

Restroom Accessibility

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

Locker Room Accessibility

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

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

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

Sports and Physical Education Classes

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

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

Dress Codes

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

Other School Activities

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

Training and Professional Development

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

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

Discrimination and Harassment Complaints

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

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

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

Affirmative Action and Nondiscrimination

Policy 5010

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

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

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

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

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

Procedure

5010P

Affirmative Action

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

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

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

Nondiscrimination

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

In cases where employees or applicants believe that they have been discriminated against on the basis of their legally protected status, that their disabilities have not been reasonably accommodated, or that they have been harassed on the basis of their legally protected status, the employee or applicant may file a complaint using the complaint process set forth in this procedure. To ensure fairness and consistency, these procedures are to be used to address complaints covered by state and federal equal employment laws, including the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), Titles VII and IX of the Civil Rights Act, the Washington Law Against Discrimination, and/or the district's Affirmative Action Plan. No person shall be retaliated against because of the utilization of these procedures. The executive director of human resources or designee shall investigate all allegations of noncompliance or discrimination.

Informal Complaints

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

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

Formal Complaints

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

The executive director of human resources is:

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

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

- B. The allegations of discrimination shall:
1. Be written;
 2. Be signed by the complainant;
 3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and
 4. Be filed with the executive director of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.
- C. Upon receipt of the complaint, the district's executive director of human resources or designee will provide the complainant a copy of Procedure 5010P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the executive director of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.
- D. The superintendent or designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time, the district responds to the complainant, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- E. The response by the superintendent or designee will include:
1. A summary of the results of the investigation;
 2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
 3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
 4. Notice of the complainant's right to appeal under [WAC 392-190-070](#), including where and with whom the appeal should be filed.

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

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

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

Mediation of Complaints

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

Preservation of Records

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

Tobacco or Tobacco-Like Product Use Policy

Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles. For the purposes of this policy, “tobacco and tobacco-like products” shall include, but not be limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, liquid nicotine, nicotine delivery devices, electronic cigarettes, vapor devices, vapor pens, non-prescribed inhalers, and any other smoking equipment, device, material or innovation.

District facilities that are rented or leased to other agencies will be governed by this policy unless an exception is included in the usage agreement with the agency.

Notices advising district employees and patrons of this policy shall be posted in appropriate locations as determined by the superintendent. Employee and student handbooks shall include notice that using tobacco or tobacco-like products in district facilities or vehicles or on district property is prohibited. An employee who violates the terms of this policy may be subject to discipline, up to and including, reprimand, suspension, discharge or non-renewal in accordance with the provision of board policy, state law, and/or applicable collective bargaining agreements. The district may also refer the matter for criminal prosecution.

Cross references: [Board Policy 3300](#)
[Board Policy 4205](#)

[Board Policy 5150](#)

Student Discipline
Use of Tobacco, Nicotine Products
and Delivery Devices
Drug-Free Workplace

Legal references: [RCW 28A.210.310](#)
[RCW 70.155.080](#)
[RCW 70.160.070](#)

Prohibition on use of tobacco products on school property
Purchasing, possessing by persons under eighteen—Civil infraction—Jurisdiction
Intentional violation of chapter—Removing, defacing, or destroying required sign—Fine—Notice of infraction—Exceptions—Violations of RCW [70.160.050](#)—Fine—Enforcement

Drug-Free Workplace

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

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

Notification Requirements

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the district office, will then determine whether the staff member can remain at work and whether any work restrictions will be necessary.

“Workplace” for the purposes of this policy includes any district building or any district property; any district-owned vehicle, or any other district-approved vehicle used to transport students to or from school activities; and off-district property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district which could also include work on a federal grant.

As a condition of employment, each employee shall notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring in the workplace. Such notification shall be provided no later than five (5) days after such conviction. The district will inform the federal granting agency within ten (10) days after such conviction. As a further condition of employment, each employee shall abide by the terms of this policy respecting a drug-free workplace.

An employee who violates the terms of this policy may be suspended, discharged, or non-renewed in accordance with the provisions of board policy, state law, and/or applicable collective bargaining agreements. The district may also refer the matter for criminal prosecution. In cases where the district in its sole discretion determines that reinstatement of the employee is appropriate, it may require as a condition of eligibility for reinstatement that an employee satisfactorily complete a drug rehabilitation or treatment program approved by the district, at the employee's expense. Nothing in this policy shall be construed, however, to guarantee reinstatement of any employee who violates this policy; nor does the district accept any financial obligation for treatment or rehabilitation required as a condition of eligibility for reinstatement.

The superintendent or designee is directed to:

1. Provide a copy of the district's Drug-Free Workplace statement to new employees;
2. Maintain a drug-free awareness program; and
3. Comply with other specific requirements of the Drug-Free Workplace Act of 1988, as amended.

The drug-free awareness program shall include: informing employees about the dangers of drug abuse in the workplace; the district's policy establishing a drug-free workplace; available drug counseling, rehabilitation, and employee assistance programs, if any; and the penalties that may be imposed for drug abuse violations.

Cross references: [Board Policy 4205](#) Use of Tobacco, Nicotine Products and Delivery Devices
 [Board Policy 5140](#) Tobacco or Tobacco-Like Product Use Policy
 [Board Policy 5270](#) Disciplinary Action and Discharge

Legal references: [RCW 69.50.435](#) Violations committed in or on certain public places or facilities—Additional penalty—Defenses— Construction—Definitions
 [41 U.S.C. § 8103](#) Drug-free workplace requirements for Federal grant recipients
 [21 U.S.C. § 812](#) Schedules of controlled substances
 [Drug Free Workplace Act of 1988, 41 U.S.C. §§ 701 et seq](#)
 [Safe and Drug Free Schools and Communities Act, 20 U.S.C. §§ 7101 et seq](#)

Adopted: March 18, 1991
Revised: November 21, 1994
Revised: February 27, 2001
Revised: May 27, 2003
Updated: February 2008
Updated: February 2012

Admin Review: May 2012
Revised: September 10, 2013
Revised: March 8, 2016
Updated: February 2018
Updated: December 2019
Updated: February 2020

Policy 5160

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

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

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

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

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

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

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

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

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

Procedure

5160P

Complaint Procedure

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

Confidentiality

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

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

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

Informal Complaints

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

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

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

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

Formal Complaints

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

The Executive Director of Human Resources is:

Chad Golden

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

cgolden@everettsd.org

Phone: (425) 385-4100

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

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

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

The investigation process shall:

- treat all parties to the complaint equitably, including providing supportive measures to all parties, if necessary;

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

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

Mediation of Complaints

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

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

Protection Against Retaliation

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

Training and Orientation

A fixed component of all district orientation sessions for staff and regular volunteers will introduce the elements of the district's sexual harassment policies and procedures. Staff will be provided information on

recognizing and preventing sexual harassment, including the definition of sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policies and procedures.

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

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

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

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

Policy 5161

Civility in the Workplace

The board of directors believes a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The board of directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors or visitors is prohibited.

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

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

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors which might provoke fear, anger, frustration and alienation;

- Use clear, concise, and courteous oral and written communication to arrive at good will solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed; and
- Seek to understand others' points of view and cultural perceptions.

Definition of Uncivil Conduct

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

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

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

Addressing Uncivil Conduct

Stakeholders are expected to:

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

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

Cross references:	Board Policy 1621	Board-Superintendent Operating Protocol
	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 4312	Complaints to Board Members Concerning Staff
	Board Policy 4314	Visitors, Animals on District Property and/or Disruption of School Operations
	Board Policy 5010	Affirmative Action and Nondiscrimination
	Board Policy 5160	Sexual Harassment

Conflicts of Interest

The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest but is not designed to be exhaustive. Regardless of whether a particular activity is specifically addressed within this policy, district employees including those on any form of paid or unpaid leave from a position of employment with the district shall inform their supervisors in writing of all reasonably foreseen potential or actual conflicts of interest.

A conflict of interest is any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest which results or appears to result in the following:

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

Employees shall not engage in nor have a direct financial or beneficial interest in any activity which conflicts with his/her duties and responsibilities. Such activities where a conflict of interest may exist include but are not limited to:

- Receiving economic benefit from selling or promoting the sale of goods or services to district students or their parent/guardian where the knowledge of the employee's position to the district is in any way used to influence the sale.
- Encouraging a student who is enrolled in one or more of the certificated employee's classes to take private lessons, therapy, or to engage in tutoring for a fee from the employee, another employee, or a relative of the employee, or a member of the employee's household.
- Providing or using individual student or staff directory information to promote sales of goods or services.
- Participating in any way in selecting materials, books or equipment when an item developed, authored, or sold by the employee, a relative of the employee or member of the employee's household is under consideration for approval for district use.
- Participating in any way in selecting a vendor of goods or services for the district where the vendor is an employee, relative of the employee, or a member of the employee's household, or the employee or employee's relative or household member has financial interest in the vendor.
- Being involved in selecting an applicant or in appointing, evaluating or supervising any other staff member who is a relative or member of the employee's household.
- Using district communication systems (e.g., telephone, bulletin board, interschool mail, voicemail, electronic mail) or facilities without a facility use permit to promote sales of goods or services in which an employee, a relative of the employee, or a member of the employee's household has a financial interest.
- Purchasing or otherwise acquiring surplus district property, where the employee was involved in or had influence in declaring the item(s) as surplus.

- Purchasing goods or services for the district from a vendor which employs the employee, a relative of the employee, or a member of the employee's household.
- Using district funds under the employee's management or control to contract or subcontract with a relative of the employee or with businesses in which the employee, a relative of the employee, or a member of the employee's household has a financial interest.
- Using district equipment for employee's personal business or personal use or removing district equipment from district property for personal use provided, however, that use of district facilities as part of a district-authorized program shall not constitute a conflict of interest.
- Approving pay or other compensation for oneself or a relative or a member of the employee's household.
- Accepting an honorarium, payment or gratuity if the employee is authorized by a supervisor to render a service to a public or educational institution or a business during the employee's workday. Such honorarium, payment, or gratuity received shall be assigned to the district or may be approved for individual compensation based on additional work provided. It is recognized that some certificated staff may serve as College in the High School instructors and receive compensation for the additional time.

Certificated or other staff may engage in tutoring, private instruction, ancillary services (counseling, physical therapy, testing, etc.) and/or other employment outside the established regular school day so long as this activity does not interfere with their contractual duties and responsibilities.

A certificated staff member shall not tutor students assigned to his/her class or provide ancillary services unless approved by the superintendent or designee. The superintendent or designee may grant permission for certificated staff to provide ancillary services or tutor students enrolled in their class under the following circumstances:

- The student is not enrolled in a core academic class (e.g., Language Arts, Social Studies, Math, and Science at the secondary level or Math, Science, Social Studies, Reading and Writing at the elementary level) with the certificated staff member;
- The tutoring or ancillary services are not provided and do not take place during the employee's contracted workday; and
- The tutoring or ancillary services are not provided in district facilities or with the use of district equipment unless a rental fee is paid.

Any deliberate act by an employee in the course of professional practice that requires or pressures district students and/or parents to purchase equipment, supplies, or services from the employee, another employee, a relative of the employee, or a member of the employee's household in a private remunerative capacity is found by the board to be an act of unprofessional conduct that the district will report to the Office of Professional Practices. In addition, any violation of this policy by an employee may result in disciplinary action, up to and including termination of employment from the district.

No person shall be employed by the district who is the spouse, registered domestic partner, or dependent of any member of the board of directors or the superintendent unless the employee was under contract with the district prior to the date in which the director assumes office, except as authorized in [Board Policy 1610](#) – Conflicts of Interest.

Cross references: [Board Policy 1610](#)
 [Board Policy 5220](#)
 [Board Policy 5225](#)
 [Board Policy 5253](#)

 [Board Policy 6114](#)
 [Board Policy 6230](#)
 [Board Policy 6571](#)

Conflicts of Interest
Private Lessons
Technology
Maintaining Professional
Staff/Student Boundaries
Gifts
Relations with Vendors
Lending of District-Owned
Equipment and Books

Legal reference: [WAC 181-87-090](#)

Improper remunerative
conduct

Technology

The goal of the use of technology in Everett Public Schools is to improve performance and achievement for all students and employees and increase productivity and efficiency in the day-to-day operations of Everett Public Schools.

Appropriate safeguards will be in place to ensure the security of Everett Public Schools' systems, records or data that may be accessible through the use of technology.

The superintendent will develop a procedure for carrying out this policy.

Cross references:	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 2125	Web-based Resources and Other
		Online
	Board Policy 3245	Educational Services
	Procedure 3245P	Technology
	Board Policy 4400	Technology
	Board Policy 5215	Election Activities
	Procedure 5225P	Conflicts of Interest
	Board Policy 6505	Technology
		Video Security on School District
		Grounds
	Board Policy 6550	or Property
		Data Security and Privacy

Policy 5225P

Technology

The use of district technology by Everett Public Schools employees is vital to its daily activities. Effective instruction and efficient operation and management require a staff that is skilled in the use of technological tools. Ongoing training is essential.

Additionally, Everett Public Schools permits the use of personal electronic devices ("PEDs", e.g., smartphones, tablets, slates, notebooks, laptops, cellular phones, and other similar mobile electronic devices.) We believe that a PED can play a positive role in furthering our staff and students' learning. The Everett Public Schools wireless network permits individuals with a district network account and a PED to access the Internet.

Access

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

Appropriate Use

1. It is the expectation of the district that employees effectively and appropriately use available technology.
2. Inappropriate use should be reported to appropriate district officials.
3. All users of district technology shall comply with current copyright laws ([Board Policy 2312](#) and [Procedure 2312P](#)).

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The district will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

General Use of Everett Public Schools Technology

1. Diligent effort by all users must be made to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.
2. Prior to having access to district technology, every effort shall be made to provide appropriate training.

Personal Security

Staff should not share personal information about employees or students without appropriate authorization.

System Use

1. All use of district technology must be in support of education and Everett Public Schools' operations and consistent with the mission of the district. Everett Public Schools reserves the right to prioritize use and access to district technology.
2. Any use of district technology must be in conformity with state and federal law, system use policies and district policy.
3. Use of district technology for commercial solicitation is prohibited except as allowed by law.
4. District technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
5. Subscriptions to mailing lists, bulletin boards, chat groups, commercial online services or other information services must be directly related to classroom curriculum or the job responsibilities of the employee.

6. District technology and/or personal PEDs shall not be used to disrupt the operation and use of district technology by others. District technology, including hardware and software, shall not be destroyed, modified, removed or abused in any way.
7. Use of district technology to develop programs or institute practices that harass other users or gain unauthorized access to any technology service or information and/or damage to the components of a technology service or information are prohibited.
8. Users are responsible for the appropriateness of the material they transmit or publish. Hate mail, harassment, discriminatory remarks or other antisocial behaviors are prohibited. This may also include the manufacture, distribution, or possession of inappropriate digital images.
9. Use of district technology to access, store or distribute obscene or pornographic material is prohibited.
10. The use of district technology, including cell phones, to conduct and communicate district business via email, district social media and text are all subject to the Washington Public Records Act. Thus, text messaging is limited to district-approved messaging applications, and message content should be limited to classroom reminders, setting up conferencing or notification with parents/guardians, emergencies, safety-related matters or to communicate routine, non-substantive time-sensitive matters.

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 is prohibited.

Communications that are one-way and sent to the entire class may be sent directly to students through a district-approved application. 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 student school email addresses and the contact information on file for the student including student and parent/guardian contact information from the district student information system and not personally collected contact information, except in an emergency situation.

If staff members are using online live streaming audio/video platforms e.g., Zoom, Skype, staff will provide prior notice to parents/guardians of when such virtual meetings will take place.

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

Use of Personal Electronic Devices (PEDs) and Accounts

Staff may possess and use personal wireless/Wi-Fi PEDs, provided that such devices do not

pose a threat to academic integrity, disrupt the learning or work environment or violate the privacy rights of others. Any district business that is conducted on an employee's personal PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal. The district prohibits the conduct of district business using text messaging or personal email or personal social media accounts except in emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.

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

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

Security

1. Users are responsible for maintaining the confidentiality of their user IDs and passwords and will not leave an open file or session which is unattended or unsupervised. Account/ID owners are ultimately responsible for all activity and security breaches under their accounts/IDs or via their PED.
2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users on district technology or attempt to gain unauthorized access to any data or entity on specific computers or the network.
3. Communications may not be encrypted so as to avoid district security review.
4. Users will avoid using easily guessed passwords and will be required to change passwords regularly (90 days) or as necessary to maintain security.
5. District employees shall not share their passwords with students.

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- A. Change passwords according to district policy;
- B. Do not use another user's account;
- C. Do not insert passwords into email or other communications;
- D. If you write down your user account password, keep it in a secure location;
- E. Do not store passwords in a file without encryption;
- F. Do not use the "remember password" feature of Internet browsers; and
- G. Lock the screen or log off if leaving the computer.

Internet Safety

Personal Information and Inappropriate Content

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

Filtering and Monitoring

Filtering and monitoring technology services are in use on all district technology with access to the Internet using district technology. Filtering and monitoring systems are designed to block or filter access to Internet content the district deems inappropriate, including pornography and any depictions that are obscene or are harmful to minors in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet

activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);

- C. Email inconsistent with the educational and research mission of the district may be considered SPAM and blocked from entering district email boxes;
- D. The district will provide appropriate adult supervision of Internet use while at school. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively.

No Expectation of Privacy

It is the policy of Everett Public Schools that district technology is to be used for district-related purposes. Employees have no expectation of privacy when utilizing district technology or when conducting district business using PEDs or accounts.

When responding to a public records request under the Washington Public Records Act, the district will access all district technology to provide a complete response. In addition, the district will access PEDs if the employee has used a personal device, personal email account or personal social media account to conduct district business.

The district reserves the right to inspect, without notice, to review, monitor, and log, as appropriate, all activity using district technology when:

1. It is considered necessary to maintain or protect the integrity, security or functionality of district or other computer resources to protect the district from liability;
2. There is reason to believe that the users have violated this policy or otherwise misused computing resources;
3. An account appears to be engaged in unusual or unusually excessive activity; and
4. It is otherwise required or permitted by law. Additionally, the username and computing services of the individuals involved may be suspended during any investigation or misuse of computer resources.

District Responsibilities

Everett Public Schools shall:

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

Discipline and Consequences for Unauthorized Use of Technology

Violation of Everett Public Schools' expectations for use of technology may be cause for disciplinary action up to, and including, termination of employment.

Cross references: [Board Policy 3245](#)
[Procedure 3245P](#)
[Board Policy 4400](#)
[Board Policy 5225](#)
[Board Policy 6550](#)

Technology
Technology
Election Activities
Technology
Data Security and
Privacy

Adopted: April 2005
Revised: June 2011
Updated: February 2012
Revised: August 2015

Revised: September 2018
Updated: February 2020
Revised: April 2020
Revised: June 2020

Updated: February 2018

Acceptable Use of District Technology

In order to receive access to district technology, this Acceptable Use Policy (AUP) form must first be completed, signed and the original forwarded to the Human Resources Department.

Everett Public Schools Technology Access			
Date (print)	First Name	Last Name	Site/Department
My signature below indicates that I have read and understand the Everett Public Schools (EPS) Technology Policy 5225 and Procedure 5225P, and that I agree to the conditions of this policy.			
Employee signature (required)			

My initials below and signature above indicates the following:

<u>Statement</u>	<u>Initials</u>
I have reviewed a copy of the EPS AUP.	
I have read and understand all aspects of the AUP.	
I understand that all information stored on the district's computers, networks, and all other district technology is the sole property of EPS.	
I understand that I have no expectations of privacy for my use of the EPS's computers, networks, and all other district technology.	
I understand that any district business that is conducted on my PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal.	
I understand that the district limits the conduct of district business using text messaging, personal email or personal social media accounts. District-approved messaging applications and message content should be limited to classroom reminders, setting up conferencing or notification with parents/guardians, emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.	

Adopted: August 2015 Revised: April 2020

Policy 5253

Purpose

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

General Standards

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

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

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

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

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

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

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

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to school work or other legitimate school business, district staff are prohibited from communicating with students by phone, email, text, instant messenger, or other forms of electronic or written communication. District staff members are prohibited from engaging in any conduct on social networking websites that violate the law,

district policies or procedures, or other generally recognized professional standards. This prohibition includes prohibiting staff from “friending” and/or “following” students on social media.

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

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

Procedure

5253P

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

Reporting Violations

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

Staff members should:

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

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

Boundary Invasion

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

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board’s policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being “overly touchy” with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos, taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;

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

- T. Being alone with an individual student out of the view of others; and/or
- U. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student's parent/guardian and an administrator are informed and have consented.

Investigation and Documentation

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

Reminder About Reporting Sexual Abuse

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

Disciplinary Action

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

Training

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

Dissemination of Policy and Reporting Protocols

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

