

# Heatherwood Middle School



**S.O.A.R.** *to Greater Heights Together*

**S**afety, **O**wnership, **A**chievement, **R**espect

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<https://www.everettsd.org/heatherwood>



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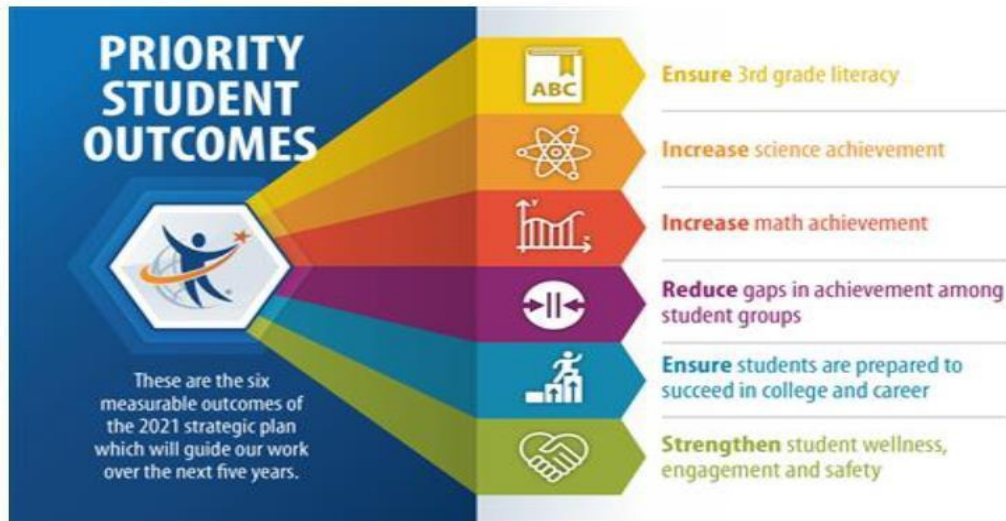
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## **NON-DISCRIMINATION STATEMENT**

The Everett School District has a refreshed strategic plan. This ambitious, exciting and comprehensive effort will guide Everett Public Schools for the next five years and aims at bringing everyone together to meet the needs of all students. To view all of the themes, objectives and first and second year initiatives, [view the strategic plan framework](#). The first year initiatives are in red.

### **Priority Student Outcomes**

The following six outcomes are the agreed upon targets for 2021-2026:



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

Designated to handle inquiries about nondiscrimination policies are:

Civil Rights Compliance Officer: Mary O'Brien, (425) 385-4106, [mo'brien@everettsd.org](mailto:mo'brien@everettsd.org)

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

# Heatherwood Mission Statement

The purpose of Heatherwood Middle School is to provide relevant, rigorous, engaging learning experiences for our students in a safe, caring, collaborative community.



**S.O.A.R. to Greater Heights Together**  
**Safety, Ownership, Achievement, Respect**

## Heatherwood Bell Schedules 2023-2024

### Regular Schedule

| <b>1<sup>st</sup> LUNCH</b> |                      |
|-----------------------------|----------------------|
| First Bell                  | 8:10                 |
| 1 <sup>st</sup>             | 8:15 – 9:14          |
| 2 <sup>nd</sup>             | 9:18 – 10:14         |
| <b>LUNCH</b>                | <b>10:19 – 10:49</b> |
| 3 <sup>rd</sup>             | 10:54 – 11:50        |
| 4 <sup>th</sup>             | 11:54 – 12:50        |
| 5 <sup>th</sup>             | 12:54 – 1:50         |
| 6 <sup>th</sup>             | 1:54 – 2:50          |
| Buses Depart                | 2:57                 |
| <b>2<sup>ND</sup> LUNCH</b> |                      |
| First Bell                  | 8:10                 |
| 1 <sup>st</sup>             | 8:15 – 9:14          |
| 2 <sup>nd</sup>             | 9:18 – 10:14         |
| 3 <sup>rd</sup>             | 10:18 – 11:14        |
| <b>LUNCH</b>                | <b>11:19 – 11:49</b> |
| 4 <sup>th</sup>             | 11:54 – 12:50        |
| 5 <sup>th</sup>             | 12:54 – 1:50         |
| 6 <sup>th</sup>             | 1:54 – 2:50          |
| Buses Depart                | 2:57                 |
| <b>3<sup>RD</sup> LUNCH</b> |                      |
| First Bell                  | 8:10                 |
| 1 <sup>st</sup>             | 8:15 – 9:14          |
| 2 <sup>nd</sup>             | 9:18 – 10:14         |
| 3 <sup>rd</sup>             | 10:18 – 11:14        |
| 4 <sup>th</sup>             | 11:18 – 12:14        |
| <b>LUNCH</b>                | <b>12:19 – 12:49</b> |
| 5 <sup>th</sup>             | 12:54 – 1:50         |
| 6 <sup>th</sup>             | 1:54 – 2:50          |
| Buses Depart                | 2:57                 |

## Hawk Time Friday - LIF Schedule

| <b>1<sup>ST</sup> LUNCH</b> |                      |
|-----------------------------|----------------------|
| First Bell                  | 8:10                 |
| 1 <sup>st</sup>             | 8:15 – 8:54          |
| 2 <sup>nd</sup>             | 8:58 – 9:37          |
| <b>HAWK TIME</b>            | <b>9:37 – 10:07</b>  |
| <b>LUNCH</b>                | <b>10:11 – 10:41</b> |
| 3 <sup>rd</sup>             | 10:46 – 11:25        |
| 4 <sup>th</sup>             | 11:30 – 12:09        |
| 5 <sup>th</sup>             | 12:13 – 12:52        |
| 6 <sup>th</sup>             | 12:56 – 1:35         |
| Buses Depart                | 1:42                 |
| <b>2<sup>ND</sup> LUNCH</b> |                      |
| First Bell                  | 8:10                 |
| 1 <sup>st</sup>             | 8:15 – 8:54          |
| 2 <sup>nd</sup>             | 8:58 – 9:37          |
| <b>HAWK TIME</b>            | <b>9:37 – 10:07</b>  |
| 3 <sup>rd</sup>             | 10:11 – 10:50        |
| <b>LUNCH</b>                | <b>10:55 – 11:25</b> |
| 4 <sup>th</sup>             | 11:30 – 12:09        |
| 5 <sup>th</sup>             | 12:13 – 12:52        |
| 6 <sup>th</sup>             | 12:56 – 1:35         |
| Buses Depart                | 1:42                 |
| <b>3<sup>RD</sup> LUNCH</b> |                      |
| First Bell                  | 8:10                 |
| 1 <sup>st</sup>             | 8:15 – 8:54          |
| 2 <sup>nd</sup>             | 8:58 – 9:37          |
| <b>HAWK TIME</b>            | <b>9:37 – 10:07</b>  |
| 3 <sup>rd</sup>             | 10:11 – 10:50        |
| 4 <sup>th</sup>             | 10:54 – 11:33        |
| <b>LUNCH</b>                | <b>11:38 – 12:08</b> |
| 5 <sup>th</sup>             | 12:13 – 12:52        |
| 6 <sup>th</sup>             | 12:56 – 1:35         |
| Buses Depart                | 1:42                 |



# Staff List

| EXT       | NAME                           | ROOM(s)  | ASSIGNMENT                        |
|-----------|--------------------------------|----------|-----------------------------------|
| 6390      | WELLINGTON,<br>LAURA           | B212     | PRINCIPAL                         |
| 6391      | DOLL, CHRIS                    | B205     | ASSISTANT<br>PRINCIPAL            |
| 6301      | Stauffer, Alysia               | B223     | Office Manager                    |
| 6303      | Holden, Courtney               | B226     | Attendance Secretary              |
| 6315      | Crise, Christine               | B225     | Records/Registration<br>Secretary |
| 6324      | Jaeger, Janelle                | B226     | Office Secretary                  |
| 6316      | Winter, Julie                  | B213     | 1:1 Student Device<br>Secretary   |
| 6323      | ISS/Meeting room               | B240     |                                   |
| 6321      | <b>Conference Room - large</b> | B212     |                                   |
| 6325      | <b>Conference Room - small</b> | B221     |                                   |
| 6317/6304 | <b>Student Office Phones</b>   | B225/226 |                                   |
|           | <b>COUNSELORS</b>              |          |                                   |
| 6313      | Smith, Jocelyn                 | B209     | 6 <sup>th</sup> Grade Counselor   |
| 6310      | Freeman, Jana                  | B207     | 7 <sup>th</sup> Grade Counselor   |
| 6314      | Arpin, Myra Flor               | B210     | 8 <sup>h</sup> Grade Counselor    |
| 6314      | Medendorp, Rebecca             | B210     | Counseling Intern                 |
| 6320      | Boyer, Gwyneth                 | B211     | School Psychologist               |
| 6312      | Rohwer, Stephanie              | B206     | School Psychologist               |
|           | <b>LIBRARY</b>                 |          |                                   |

|      |                        |         |                               |
|------|------------------------|---------|-------------------------------|
| 6309 | Calderon, Taylor       | Library | Librarian                     |
| 6308 | Hooper, Sara           | Library | Library Support               |
|      | <b>CAMPUS SECURITY</b> |         |                               |
| 6416 | Kristi Blackmer        | A116    | Campus Security Officer       |
|      | <b>NURSE</b>           |         |                               |
| 6429 | Langille, Krista       | A228    | Nurse (Cell#<br>425-626-0943) |
| 6306 | Greene, Pam            | B204    | Health Room Assistant         |
|      | <b>SPECIALISTS</b>     |         |                               |
| 6427 | Anderson, Eileen       | A327    | Audiologist                   |
| 6326 | Gee, Melanie           | A225    | SLP                           |
| 6343 | Mccardel, Brett        | A223    | SLP                           |
| 6428 |                        | A229    |                               |
| 6366 | Prins, Haley           | A326    | Audiologist                   |
| 6351 |                        | A231    | OT                            |
|      | <b>CUSTODIANS</b>      |         |                               |
| 6397 | Wyatt, Evan            | C128    | Head Custodian                |
| 6397 | Kaylan, Roma           | C128    |                               |
| 6397 | Fettig, Thomas         | C128    |                               |
| 6397 | Estabrook, Rees        | C128    |                               |
|      | <b>PARAEDUCATORS</b>   |         |                               |
| 6300 | Banerjee, Swati        | B205    | Achieve Paraeducator          |
| 6300 | Boling, Dylan          | B240    | Instructional Paraeducator    |
| 6300 | Burk, Shauna           | B205    | Achieve Paraeducator          |
| 6300 | Harris, Rafael         | B240    | Paraeducator                  |

|      |                    |         |                               |
|------|--------------------|---------|-------------------------------|
| 6300 | Johnson, Lekeithia | B211    | 1:1 Paraeducator              |
| 6431 | Mamidi, Jahnavi    | B211    | 1:1 Paraeducator              |
| 6450 | Watkins, Toni      | C102    | English Language Paraeducator |
| 6300 | Zhang, Amy         | B211    | Resource Paraeducator         |
|      | <b>KITCHEN</b>     |         |                               |
| 6307 | Stevenson, Jana    | Kitchen | Cook Manager                  |
| 6307 | Benedetto, Judy    | Kitchen | Cook                          |
| 6307 | Elgin, Lindsay     | Kitchen | Cook                          |
| 6307 | Bateman, Karen     | Kitchen | Cook                          |

| EXT  | TEACHERS                             | ROOM | ASSIGNMENT             |
|------|--------------------------------------|------|------------------------|
| 6480 | Lifetime Fitness Portable            | P10  |                        |
| 6455 | Aeschliman, Brad                     | Gym  | PE 7 & 8               |
| 6471 | Allen, Chris                         | P1   | Honors ELA 7 & 8       |
| 6410 | Anderson, Linda <b>Periods 1 - 3</b> | 100  | Coordinated Science    |
| 6400 | Anderson, Linda <b>Periods 4 - 6</b> | 106  | Science 8              |
| 6474 | Blair, Sam                           | P4   | HIS 6 & 8              |
| 6432 | Bozorth, Allegra                     | 212  | ELA 8 & AVID           |
| 6455 | Brown, James                         | Gym  | Fitness 8/MS Team Spt  |
| 6445 | Brown, Kayla                         | 305  | Accelerated Math 6 & 7 |
| 6477 | Burgess, Richard                     | P7   | Health 7/Fitness       |
| 6462 | Camp, Monica                         | 235  | Orchestra              |
| 6408 | Corbett, Brian                       | 108  | Science 6              |
| 6319 | Curtiss, Romes                       | 119  | Robo Tech/Dig Man      |

|      |                                      |     |                        |
|------|--------------------------------------|-----|------------------------|
| 6441 | D'Ault, Doug                         | 301 | Math 7, ACC 7 & Math 8 |
| 6448 | Decker, Cody                         | 308 | Math                   |
| 6431 | Fornia, Chandler                     | 211 | Resource               |
| 6425 | Hall, Abby (Krajewski)               | 205 | Achieve                |
| 6404 | Hansen, Parker                       | 104 | Science 6 & 7          |
| 6447 | Harris, Shauna                       | 307 | Math 6 & 7             |
| 6443 | Keener, Andrea                       | 303 | ELA 6                  |
| 6442 | Kelly, Bart                          | 302 | Acc Math 7 & Algebra   |
| 6412 | Lanigan, Billie                      | 112 | Science 6              |
| 6403 | Lee, Erin                            | 103 | EL                     |
| 6424 | Lien, Kim                            | 204 | ELA 7 & Honors ELA 8   |
| 6449 | Loewen, Elona                        | 309 | Geometry/Algebra       |
| 6400 | Matthews, Stacy <b>Periods 1 - 3</b> | 106 | Science 8              |
| 6410 | Matthews, Stacy <b>Periods 4 - 6</b> | 100 | Coordinated Science    |
| 6492 | McCoy, Carter                        | P12 | HIS 8                  |
| 6423 | Mead, Krystal                        | 203 | ELA 7 & ELA 1          |
| 6401 | Mendoza, Brianna                     | 101 | Science 6              |
| 6402 | Mills, Nikki                         | 102 | EL                     |
| 6461 | Moffat, Lesley                       | 232 | Band                   |
| 6407 | Musselman, April                     | 107 | Art                    |
| 6422 | Pratt, Jenna                         | 202 | ELA 8 & ELA 1          |
| 6473 | Proudlock, Sean                      | P3  | WSH 7                  |
| 6430 | Purgatori, Samantha                  | 210 | Resource               |
| 6475 | Ramirez, Anita                       | P5  | HIS 6                  |

|      |  |     |                           |
|------|--|-----|---------------------------|
| 6434 | Rickert, Kristie                         | 214 | Interg Tech 1/Explo Robot |
| 6421 | Scholz, Monte                            | 201 | ELA 6 & Honors ELA 7      |
| 6478 | Seiger, Gintare <b>Periods 1 &amp; 2</b> | 232 | Choir & General Music     |
| 6462 | Seiger, Gintare <b>Period 3</b>          | 235 | General Music             |
| 6478 | Seiger, Gintare <b>Period 5</b>          | P8  | Choir & General Music     |
| 6491 | Stevenson-Bonilla, Nikki                 | P11 | Spanish 1                 |
| 6413 | Thomas, Karlee                           | 113 | Art 6/Health 7            |
| 6426 | Walker, Sarah                            | 126 | Graphic ARTS              |
| 6444 | Wallenberg, Mandy                        | 304 | Math 6                    |
| 6476 | Watson, Reija                            | P6  | Health 6                  |
| 6454 | Wilder, Penny                            | Gym | Fitness 6                 |
| 6419 | Wilson, Sue                              | 120 | Science 7                 |
| 6446 | Zhang, Mike                              | 306 | Resource                  |
| 6472 | Zinkgraf, Gregory                        | P2  | WSH 7 & HIS 8             |

## Teacher Preps and Lunches – 2023-24

| PHONE     | TEACHERS         | ROOM    | PREP | LUNCH |
|-----------|------------------|---------|------|-------|
| 6455      | Aeschliman, Brad | Gym     | 2    | 1     |
| 6471      | Allen, Chris     | P1      | 1    | 1     |
| 6410/6400 | Anderson, Linda  | 100/106 | 4    | 3     |
| 6474      | Blair, Sam       | P4      | 5    | 3     |
| 6432      | Bozorth, Allegra | 212     | 2    | 3     |
| 6455      | Brown, James     | Gym     | 3    | 2     |

|           |                        |         |   |   |
|-----------|------------------------|---------|---|---|
| 6455      | Brown, Kayla           | 305     | 4 | 1 |
| 6477      | Burgess, Richard       | P7      | 6 | 2 |
| 6462      | Camp, Monica           | 235     | 3 | 1 |
| 6408      | Corbett, Brian         | 108     | 4 | 1 |
| 6319      | Curtiss, Romes         | 119     | 4 | 2 |
| 6441      | D'Ault, Doug           | 301     | 6 | 2 |
| 6448      | Decker, Cody           | 308     | 1 | 3 |
| 6431      | Fornia, Chandler       | 211     | 5 | 1 |
| 6425      | Hall, Abby (Krajewski) | 205     | 3 |   |
| 6404      | Hansen, Parker         | 104     | 4 | 2 |
| 6447      | Harris, Shauna         | 307     | 1 | 2 |
| 6443      | Keener, Andrea         | 303     | 2 | 1 |
| 6442      | Kelly, Bart            | 302     | 5 | 3 |
| 6412      | Lanigan, Billie        | 112     | 2 | 1 |
| 6403      | Lee, Erin              | 103     | 6 |   |
| 6424      | Lien, Kim              | 204     | 3 | 2 |
| 6449      | Loewen, Elona          | 309     | 6 | 3 |
| 6400/6410 | Matthews, Stacy        | 106/100 | 3 | 3 |
| 6492      | McCoy, Carter          | P12     | 2 | 3 |
| 6423      | Mead, Krystal          | 203     | 1 | 2 |
| 6401      | Mendoza, Brianna       | 101     | 4 | 2 |
| 6402      | Mills, Nikki           | 102     | 3 |   |
| 6461      | Moffat, Lesley         | 232     | 2 | 2 |

|      |                          |          |   |   |
|------|--------------------------|----------|---|---|
| 6407 | Musselman, April         | 107      | 4 | 2 |
| 6422 | Pratt, Jenna             | 202      | 5 | 3 |
| 6473 | Proudlock, Sean          | P3       | 6 | 2 |
| 6430 | Purgatori, Samantha      | 210      | 2 | 3 |
| 6475 | Ramirez, Anita           | P5       | 2 | 1 |
| 6434 | Rickert, Kristie         | 214      | 2 | 2 |
| 6421 | Scholz, Monte            | 201      | 5 | 1 |
| 6478 | Seiger, Gintare          | P8/Stage | 4 | 3 |
| 6491 | Stevenson-Bonilla, Nikki | P11      | 5 | 3 |
| 6413 | Thomas, Karlee           | 113      | 5 | 1 |
| 6444 | Wallenberg, Mandy        | 304      | 5 | 3 |
| 6426 | Walker, Sarah            | 126      | 3 | 2 |
| 6476 | Watson, Reija            | P6       | 2 | 1 |
| 6454 | Wilder, Penny            | Gym      | 1 | 1 |
| 6419 | Wilson, Susan            | 120      | 3 | 2 |
| 6446 | Zhang, Mike              | 306      | 1 | 3 |
| 6472 | Zinkgraf, Gregory        | P2       | 6 | 3 |

## **Professional Learning Communities: Dates and Times**

### **2023-24**

| <b><u>ALIFS: 1:35- 3:15</u></b> | <b><u>ILT MTGS 3:15 - 4:30</u></b> | <b><u>Staff MTGS: 3:15-4:00</u></b> |
|---------------------------------|------------------------------------|-------------------------------------|
| September 8, 22                 | September 12                       | September 26                        |
| October 6, 27                   | October 10                         | October 24                          |
| December 8                      | November 7                         |                                     |
| January 12, 26                  | December 5                         | January 23                          |
| February 16                     |                                    |                                     |
| March 1, 15                     | February 13                        | March 26                            |
| April 19                        | March 12                           | April 23                            |
| May 3, 17, 31                   | April 9                            |                                     |
| May 14                          | June 11                            | June 4                              |

#### **DATES at a Glance:**

- Dec. 5 – Instructional Review
- Dec 18-29 Winter Break
- Jan 11- MLK Assembly
- Feb. 28 – Multicultural Night
- Mar 1- Spirit Assembly
- Mar 20- 8th Grade Transition Meetings
- Mar 21 – 5<sup>th</sup> Grade Family Night
- June 18 – 8<sup>th</sup> Grade Celebration

#### **Call Backs:**

- Thursday, September 21 - Curriculum Night – **ALL**
- Thursday, November 16 - Evening Parent Conferences - **ALL**
- Wednesday, February 28 – Multicultural Night – 7<sup>th</sup> Grade Teachers
- Thursday, March 21 – 5<sup>th</sup> Grade Family Night – 6<sup>th</sup> Grade Teachers
- Tuesday, June 18 – 8<sup>th</sup> Grade Celebration – 8<sup>th</sup> Grade Teachers



## **Professional Learning Communities (PLCs):**

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

### **Learning Improvement Fridays**

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

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

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

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

## 2023-24 LIF DATES

| September | LIF Day                     |
|-----------|-----------------------------|
| 8         | Admin Facilitated           |
| 15        | Employee Facilitated        |
| 22        | Admin Facilitated           |
| 29        | Employee Facilitated        |
| 6         | Admin Facilitated           |
| 13        | No LIF - LID (All Day)      |
| 20        | Employee Facilitated        |
| 27        | Admin Facilitated           |
| November  | LIF Day                     |
| 3         | No LIF - Conferences        |
| 10        | No-LIF- Veteran's Day       |
| 17        | NO LIF - Conferences        |
| 24        | No LIF – Thanksgiving Break |
| 1         | Employee Facilitated        |
| 8         | Admin Facilitated           |
| 15        | No LIF – Early Release      |
| 22        | No LIF – Winter Break       |
| 29        | No LIF – Winter Break       |
| January   | LIF Day                     |
| 5         | Employee Facilitated        |
| 12        | Admin Facilitated           |
| 19        | Employee Facilitated        |
| 26        | Admin Facilitated           |

| February | LIF Day                      |
|----------|------------------------------|
| 2        | No LIF – Work Day            |
| 9        | Employee Facilitated         |
| 16       | Admin Facilitated            |
| 23       | Employee Facilitated         |
| March    | LIF Day                      |
| 1        | Admin Facilitated            |
| 8        | Employee Facilitated         |
| 15       | Admin Facilitated            |
| April    | LIF Day                      |
| 5        | No LIF – Spring Break        |
| 12       | Employee Facilitated         |
| 19       | Admin Facilitated            |
| 26       | Employee Facilitated         |
| May      | LIF Day                      |
| 3        | Admin Facilitated            |
| 10       | Employee Facilitated         |
| 17       | Admin Facilitated            |
| 24       | Employee Facilitated         |
| June     | LIF Day                      |
| 7        | Employee Facilitated         |
| 14       | No LIF – Reduced Student Day |
| 21       | No LIF                       |

## **Learning Improvement Friday (A-LIFs)**

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

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

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

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

## **Student Success Team (SST) Meetings, IEPs, 504 Meetings and Parent conferences:**

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

## **Shared Leadership**

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

classroom or assignment. Shared leadership involves the equitable participation of employees in decisions affecting their classroom or assignment.

### **Instructional Leadership Team (ILT)**

The Instructional Leadership Team is a group of individuals who are nominated by their respective departments or themselves and selected by the Heatherwood administration to serve for the year. At Heatherwood, we have twelve available positions on the ILT for certificated staff. We also have two classified positions (one being the office manager). Our ILT contributes to:

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

Meetings are subject to change with advanced notice during distance learning. The December meeting has been reserved for another time in the year (when needed). Additional consultation meetings may be called as needed to determine staff needs due to changing priorities.

# Instructional Leadership Team (ILT)

## Names and Meeting Dates

| <u>Name</u>                                | <u>Role</u>                                |
|--|--|
| <u>Laura Wellington</u>                    | <u>Principal</u>                           |
| <u>Chris Doll</u>                          | <u>Assistant Principal</u>                 |
| <u>Jocelyn Smith</u>                       | <u>Counselor</u>                           |
| <u>Toni Watkins</u>                        | <u>Paraeducator</u>                        |
| <u>Shauna Harris</u>                       | <u>Math</u>                                |
| <u>Monte Scholz</u>                        | <u>ELA</u>                                 |
| <u>Linda Anderson</u>                      | <u>Science</u>                             |
| <u>Carter McCoy</u>                        | <u>Social Studies</u>                      |
| <u>April Musselman</u>                     | <u>Electives</u>                           |
| <u>Richard Burgess</u>                     | <u>Lifetime Fitness</u>                    |
| <u>Sam Purgatori</u>                       | <u>Special Education</u>                   |
| <u>Nikki Mills</u>                         | <u>Multilingual Learners</u>               |
| <u>Brian Corbett</u>                       | <u>6<sup>th</sup> Grade Representative</u> |
| <u>Sue Wilson</u>                          | <u>7<sup>th</sup> Grade Representative</u> |
| <u>Taylor Calderon</u>                     | <u>8<sup>th</sup> Grade Representative</u> |
| <b><u>ILT Meeting Dates for 2023 –</u></b> |  |
| <b><u>24:</u></b>                          |  |
| <u>Tuesday, September 12</u>               | <u>Tuesday, February 13</u>                |

|                            |                          |
|----------------------------|--------------------------|
| <u>Tuesday, October 10</u> | <u>Tuesday, March 12</u> |
| <u>Tuesday, November 7</u> | <u>Tuesday, April 9</u>  |
| <u>Tuesday, December 5</u> | <u>Tuesday, May 14</u>   |
| <u>Tuesday, January 9</u>  | <u>Tuesday, June 4</u>   |

## **Multi-Tiered Systems of Support (MTSS)**

The MTSS team is a group of individuals who have volunteered or are selected by the Heatherwood administration to serve for the year. The MTSS team is facilitated by a team leader (not an administrator) and meets monthly. The MTSS team will work on positive behavior management strategies and reinforcers. They will incorporate Second Step lessons, make modifications to the current student conduct approach and behavior management system. This may include the use of assemblies, hawk time, RULER strategies, and restorative justice practices.

## **Staff Meetings**

Periodically, we may have a brief, 25-minute staff meeting before or after school throughout the year. The purpose is for staff to meet as a group to discuss and review instructional and operational information that relates to the school as a whole or to recognize colleagues and celebrate collective achievements. While most of the staff meetings will be a workday extension in the afternoon, there may be some months where we will have a short, morning staff meeting. Staff meetings will be included on the calendar portion of the weekly bulletin.

**Extended staff meetings:** (60-minute extensions 3x/year, 30-minute extensions 3x/year) are contractually agreed upon workday extensions. Other, shorter meetings are scheduled within the regular workday. The critical purposes of these meetings will be to: share information on the School Improvement Plan, discuss best instructional practice, engage in professional development and training on large-scale assessments (e.g. SBA). The work of the Instructional Leadership Team (ILT) will inform much of the content of these staff meetings. All certificated staff are expected to attend the extended staff meetings. Paraeducators and classified staff will be invited when relevant.

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

### **Middle School Designated Nights**

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

- **2<sup>nd</sup> & 4<sup>th</sup> Mondays**
- **1<sup>st</sup> Tuesday**
- **3<sup>rd</sup> Thursday**
- **4<sup>th</sup> Wednesday**

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



## **ADMINISTRATIVE ORGANIZATION**

### **Daily:**

Daily Bulletin will be sent out the day before with ALL student announcements. This will be sent by Janelle.

### **Weekly:**

Friday morning bulletin will include reminders, weekly events, and upcoming dates. This will be sent by Laura.

### **Monthly:**

Heatherwood Outlook Calendar will need to be added by each individual staff member. It is updated regularly. In addition, a monthly snapshot calendar will be sent via email by Alysia Stauffer and posted in on the bulletin board in the mail room.

|  |  |
|--|--|
| <u>Laura Wellington</u>  | <u>Chris Doll</u>  |
| <b><u>Principal</u></b>  | <b><u>Assistant Principal</u></b>                                |
| <u>Discipline/IEP: All Students L-Z</u>                          | <u>Discipline/IEP: All Students A-K</u>                          |
| <u>Master Schedule</u>   | <u>Safety/Security/Drills</u>                                    |
| <u>Staffing</u>  | <u>Assessments: WLA/SBA/WCAS, i-Ready, WIDA</u>                  |
| <u>Budgets</u>   | <u>Athletic Director</u>   |
| <u>Disciplinary Appeals</u>                                      | <u>Attendance: BECCA/CDU</u>                                     |
| <u>School Improvement Plan Lead (SIP)</u>                        | <u>MTSS/PBIS</u>   |
| <u>Instructional Review/Action Plan Lead (IR)</u>                | <u>Equity, Diversity, and Inclusion (DEI)<br/>Committee Lead</u> |
| <u>T Minus 8 Plan Lead (T8)</u>                                  | <u>Bus Drivers/Transportation</u>                                |
| <u>Staff Meetings/Professional Development Lead</u>              | <u>Natural Leaders Lead</u>                                      |
| <u>Communications: Newsletters, Social Media,<br/>Blackboard</u> | <u>Student Handbook</u>  |
| <u>PTA</u>   | <u>ML</u>  |
| <u>Family Engagement</u>   | <u>IEP/504 Management</u>  |
| <u>Facilities</u>  | <u>Student Success Time/Interventions</u>                        |
| <u>Staff Handbook</u>  | <u>KIT</u>   |
| <u>Staff Recognition</u>   | <u>Supervision Schedule</u>                                      |
| <u>Volunteers</u>  | <u>Technology</u>  |
| <u>New Teacher Support</u>                                       | <u>AVID</u>  |
| <u>ASB/Activities/Assemblies</u>                                 | <u>CTE</u>   |
| <u>Grading, Course<br/>Expectations/Syllabi/Homework</u>         | <u>Canvas</u>  |

| <u>Department Supervision/Evaluation</u> | <u>Department Supervision/Evaluation</u> |
|--|--|
| <b><u>Electives</u></b>                  | <b><u>SPED</u></b>                       |
| <u>Monica Camp</u>                       | <u>Chandler Fornia</u>                   |
| <u>Gintare Seiger</u>                    | <u>Samantha Purgatori</u>                |
| <u>Melanie West</u>                      | <u>Mike Zhang</u>                        |
| <u>Lesley Moffat</u>                     | <u>Abby Krajewski</u>                    |
| <u>April Musselman</u>                   | <b><u>MLL</u></b>                        |
| <u>Karlee Thomas</u>                     | <u>Nikki Mills</u>                       |
| <u>Nikki Stevenson-Bonilla</u>           | <u>Erin Lee</u>                          |
|  | <b><u>ELA</u></b>                        |
| <b><u>Social Studies</u></b>             | <u>Andrea Keener</u>                     |
| <u>Sean Proudlock</u>                    | <u>Monte Scholz</u>                      |
| <u>Gregory Zinkgraf</u>                  | <u>Allegra Bozorth</u>                   |
| <u>Anita Ramirez</u>                     | <u>Kim Lien</u>                          |
| <u>Sam Blair</u>                         | <u>Jenna Pratt</u>                       |
| <u>Carter McCoy</u>                      | <u>Krystal Mead</u>                      |
| <b><u>Science</u></b>                    | <u>Chris Allen</u>                       |
| <u>Brian Corbett</u>                     | <b><u>CTE - Electives</u></b>            |
| <u>Sue Wilson</u>                        | <u>Romes Curtiss</u>                     |
| <u>Parker Hansen</u>                     | <u>Sarah Walker</u>                      |
| <u>Stacy Matthews</u>                    | <u>Kristie Rickert</u>                   |
| <u>Briana Mendoza</u>                    | <b><u>Math</u></b>                       |
| <u>Billie Lanigan</u>                    | <u>Doug D'Ault</u>                       |
| <u>Linda Anderson</u>                    | <u>Bart Kelly</u>                        |

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b><u>Lifetime Fitness</u></b>       | <u>Cody Decker</u>                   |
| <u>Richard Burgess</u>               | <u>Kayla Brown</u>                   |
| <u>James Brown</u>                   | <u>Shauna Harris</u>                 |
| <u>Reija Watson</u>                  | <u>Elona Loewen</u>                  |
| <u>Penny Wilder</u>                  | <u>Mandy Wallenberg</u>              |
| <u>Brad Aeschliman</u>               |                                      |
| <b><u>Supervision/Evaluation</u></b> | <b><u>Supervision/Evaluation</u></b> |
| <b><u>Assistant Principals</u></b>   | <b><u>CSO</u></b>                    |
| <u>Chris Doll</u>                    | <u>Kristi Blackmer</u>               |
| <b><u>Counselors</u></b>             |                                      |
| <u>Myra Flor Arpin</u>               | <b><u>ML Para</u></b>                |
| <u>Jocelyn Smith</u>                 | <u>Toni Watkins</u>                  |
| <u>Jana Freeman</u>                  | <b><u>SPED Paras</u></b>             |
| <b><u>Library</u></b>                | <u>Shauna Burk</u>                   |
| <u>Taylor Calderon</u>               | <u>Swati Banerjee</u>                |
| <u>Sara Hooper</u>                   | <u>Contract 1:1</u>                  |
| <b><u>Front Office</u></b>           | <u>Amy Zhang</u>                     |
| <u>Alysia Stauffer</u>               | <b><u>Front Office</u></b>           |
| <u>Christine Crise</u>               | <u>Courtney Holden</u>               |
| <b><u>Custodians</u></b>             | <u>Janelle Jaeger</u>                |
| <u>Evan Wyatt</u>                    | <b><u>Instructional Para</u></b>     |
| <u>Tom</u>                           | <u>Dylan Boling</u>                  |
| <u>Roma</u>                          | <b><u>Lunch Supervision</u></b>      |
| <u>Rhys</u>                          | <u>Rafael Harris</u>                 |

| <b><u>Kitchen Staff</u></b> | <b><u>Coaches/Asst. Coaches</u></b> |
|-----------------------------|-------------------------------------|
| <u>Jana Stevenson</u>       |                                     |
| <b><u>HRA</u></b>           |                                     |
| <u>Pam Greene</u>           |                                     |

### **Front Office Support Responsibilities**

| <b>Alysia Stauffer<br/>Office Manager</b>       | <b>Christine Crise<br/>Registrar/Counselor Asst.</b> | <b>Courtney Holden<br/>Attendance and Athletics</b> | <b>Janelle Jaeger<br/>Office Assistant</b> |
|---|--|---|--|
| Principal's<br>Mail/Calendar                    | Counselor Support                                    | Attendance/VoiceMail                                | Front Counter and office support           |
| Office Staff<br>Meetings                        | Student Records                                      | Athletics Registration                              | Webmaster                                  |
| Building Budgets                                | Master Schedule                                      | Athletic Staff Support                              | Supply Order Support                       |
| Finance/ Purchasing                             | Student<br>Enrollment/Withdraw                       | Community Truancy Board                             | Discipline Records                         |
| Accounting                                      | Student Progress Reports                             | Answering Phones                                    | Attendance Backup                          |
| Payroll   | Student<br>Scheduling/Placement                      | Athletic Calendar Support                           | Student Lockers                            |
| Fines/Fees                                      | Grading/Report Cards                                 | Parent Conference Set Up                            | Orientation Support                        |
| Travel Requests                                 | Develop Timelines for<br>Grading                     | Becca Letters, Petitions,<br>Reports                | Display Case                               |
| Guest Teachers                                  | School, District and State<br>Reports                | Truancy/Weapons Report                              | Staff list                                 |
| Tracking/Collecting<br>Field Trip<br>Money      | Answering Phones                                     | Detention<br>Scheduling/Supervision Backup          | Bridging Certificates, Programs            |
| Parent Conference<br>Set Up                     | Transfer Process                                     | Evaluation/Observations                             | Student Recognition                        |
| Grants, Special<br>Programs                     | Health Room Support                                  | Health Room Support                                 | Office support                             |
| Tracking Building<br>Keys, building<br>tracking | Cumulative Files                                     | Front Counter Support                               | OSPI, Discipline Reports                   |

|                             |                                   |                            |                                   |
|-----------------------------|-----------------------------------|----------------------------|-----------------------------------|
| Bell/ <u>Door</u> Schedules | ELL & KIT Liaison                 | Display Case               | Answering Phones                  |
| Orientation                 | Grade Level Transition            | Student Support            | Event Scheduling Assistant        |
| Supply Orders               | Parent Conference Support         | Academic Intervention      | 1 <sup>st</sup> Day Packet Assist |
| ASB Budgets                 | Incoming 5 <sup>th</sup> grade    | OSPI Attendance Reports    | InTouch Receipting                |
| State Testing               | H.S. Transition                   | Security Officer Liaison   | Office TA Supervision, Mail       |
| Answering Phones            | Data support for Admin            | Input Field Trip Forms     | Field Day Assist                  |
| Coordinates Picture Day     | SOTM pictures/display/invitations | Bus Driver meeting support | Sub Folders                       |
| School Calendar             | Orientation Support               | Volunteers support         | School Calendar Support           |
| Support where needed        | Front Counter Support             | 504 meeting set up         | Volunteer Coordinator             |
| Open/Close School           | Open/Close School                 | Open/Close School          | Open/Close School                 |

## **CODE OF PROFESSIONAL CONDUCT**

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

### **WAC Chapter 180-87— Professional Certification**

#### **Acts of Unprofessional Conduct**

#### **WAC 180-87-005 Purpose.**

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

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

The public policy goals of this chapter are as follows:

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

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

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

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

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

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

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

#### **WAC 180-87-025 Exclusivity of chapter.**

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

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

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



prospectively from such effective date.

**WAC 180-87-035 Education practitioner—Definition.**

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

**WAC 180-87-040 Student—Definition.**

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

Any student who is under the supervision, direction, or control of the education practitioner. Any student enrolled in any school or school district served by the education practitioner.

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

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

**WAC 180-87-045 Colleague—Definition.**

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

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

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

- Statement of professional qualifications.
- Application or recommendation for professional employment, promotion, certification, or an endorsement.
- Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- Representation of completion of in service or continuing education credit hours.
- Evaluations or grading of students and/or personnel.
- Financial or program compliance reports submitted to state, federal, or other governmental agencies. Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
  - Good moral character or personal fitness.
  - Acts of unprofessional conduct.

- Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

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

Unprofessional conduct includes:

- Being under the influence of alcohol or of a controlled substance, as defined in [chapter 69.50 RCW](#), on school premises or at a school-sponsored activity involving students, following:
- Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
- A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
- The education practitioner has had a reasonable opportunity to obtain such assistance.
- The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.
- The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

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

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

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

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

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

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

**CRISIS MANAGEMENT, INCIDENT COMMAND, CRISIS RESPONSE TEAM**

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

- o Principal
- o Assistant Principal
- o Counselors
- o Psychologist

- o Nurse
- o Faculty representative

### **Functions of the Crisis Response Team**

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

### **Putting the Plan into Action**

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

### **Plan Components**

#### **Administrator's responsibilities**

- o Contact the Central Office to report the event (Office of Assistant Superintendent at 385-4020 and the Executive Director of Area 2—Larry Fleckenstein at 385-4023)
- o Contact Crisis Response Team to arrange to meet ASAP to develop plan
- o Notify all staff using a phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings
- o Contact district crisis team for additional counseling support, if needed
- o Assign extra secretarial help to the office
- o Provide written statement for the secretaries to use with phone calls
- o Update the recording on the school's welcoming voice mail message
- o Instruct secretaries to keep a log of all concerned calls and inform them how to deal with the press over the phone
- o Keep visible, be available in the halls
- o Possibly arrange for a psychiatrist or "outside expert" to be at the school to lend support and

help

students and teachers. This expert may also speak to parents and faculty.

- o Handle the media (with the assistance of Communications Office, at 385-4040)
- o Be sensitive to staff who have a difficult time dealing with the crisis and be prepared to relieve them
- o Emphasize facts, stop rumors
- o Keep staff informed through one person designated as rumor control person
- o Cancel scheduled activities as possible
- o Meet with full staff after school day to debrief
- o The principal or any school representative should visit the victim's family at home to offer solace and support, return personal belongings and discuss a memorial service
- o Meet with Crisis Response Team to plan the next few days

#### Counselor/social worker/psychologist responsibilities

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

#### Faculty responsibilities

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

### Dealing with the Press

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

## **EPS EXPOSURE PROCEDURES**

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

### What you must do if exposed:

1. Immediately wash the exposed area with soap and water for at least ten seconds.
2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.
3. Call Human Resources at (425) 385-4100 with a report of the incident. The Exposure Incident Report Form must be faxed to the Human Resources Department at (425) 385-4135 and the completed original must be sent to Human Resources via district mail. A confidential medical evaluation and follow-up with U.S. HealthWorks, 3726 Broadway, Suite 101, Everett, (425) 529-0300, will be set-up immediately. The health care provider at U.S. HealthWorks, will determine if treatment is necessary. The evaluation will be at no cost to the employee.

If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to the U.S. HealthWorks for testing at the same time the employee is sent for a medical evaluation. If the

source of blood or other body fluid exposure is a child, it will be necessary to request that the parent/guardian have the child tested.

An exposure is considered an on-the-job injury. Complete an Employee Accident Report Form and Self-Insurer Accident Report Form (SIF-2) and return both completed forms to Human Resources. (All original forms are available in your building's main office or Human Resources.)\_The Human Resources Department must maintain required records for at least the duration of employment plus 30 years\_.

## **AFFIRMATIVE ACTION AND NONDISCRIMINATION**

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

## **ANIMALS IN SCHOOLS**

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

## **ASB GUIDELINES**

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

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

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

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

## **ATTENDANCE**

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

### **Absences and Tardies**

Teachers need to enter absences/tardies on-line at the beginning of each class period.

**Staff are responsible for recording attendance in LMS each period. Students should never be permitted to enter attendance on the computer. Please make sure your passwords are protected at all times.**

### **Make-Up Work**

Teachers will provide make-up or alternate assignments as necessary for students to demonstrate achievement of the class objectives whether the absences are excused or unexcused. Students are expected to complete those assignments within a reasonable time period.

**Release of Students and Early Dismissals (Policy 3441)**

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



### **Becca (Excused and Unexcused Absences)**

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

- o After 1 unexcused absence: The school must notify the parent/guardian regarding the absence by phone or in writing. Dates must be documented and included in truancy petitions.
- o After 3 unexcused absences: The school should set up a conference with the parent/guardian and the child. Documentation including who was/was not present, issues discussed, WARNS assessment paperwork and any/all follow-up plans must be attached to Truancy Petitions.
- o After 5 unexcused absences in one month: the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community reengagement board or file a petition and affidavit with the juvenile court alleging a violation.
- o After 7 unexcused absences in one month or 15 unexcused absences in a school year: A Truancy Petition must be filled out completely and sent to Student Services. Court intervention should be the last step to reduce the number of unexcused absences.

At Heatherwood, the Attendance Secretary initiates the Becca process, with oversight from the Assistant Principal. Questions should therefore be directed to Emily or Belinda.

## **COMMUNICATIONS**

### **Telephone**

Personal use of the telephone by staff should be kept to a minimum. Long distance phone calls using the SCAN system must be school-related. "The State Auditor says that the SCAN line should not be used for personal calls regardless of the fact that the District is reimbursed for the personal calls." [memo from Byron Viger, 8/15/96]

### **Voice Mail**

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

### **Mailboxes in Office**

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

## **Email**

Email is considered a central form of communication in the Everett Public Schools. All messages on the Everett Public Schools email system are Public Records. No privacy is guaranteed for any message sent on this system. *Never send a message that you would not want to see appear in the newspaper, court records, etc.* Email is

also filtered for key words to identify unwanted threats, hate mail, etc. If you have private messages to send, you should use another communication system.

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

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

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

### **E-mail on district computers**

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

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

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

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

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

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

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

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

### **Public access to staff e-mail**

Almost all documents generated by school district staff on district time are public information. That means any

member of the public can request and receive a copy of most e-mails. The confidentiality of electronic mail cannot be assured. It should be treated the same as a written postcard. The public can and has, requested.

printouts of staff e-mails related to a variety of issues. (42.17.310) The same laws that pertain to verbal public discussion of personnel and students also pertain to e-mail: such discussions are also not allowed via e-mail. Use e-mail only to say those things you would say to everyone or be willing to say if you are called to testify in a legal case.

### **E-mail etiquette**

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

### **Answering e-mail**

General guidelines:

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

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

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

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

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

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

**Staff Newsletter:** Newsletter is published on the first working day of the week and posted to Canvas. Staff members are responsible to read the newsletter carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is included. If you must print it, keep your copies in a secure location. Past issues will remain posted to Canvas for your reference throughout the school year.

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

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

### **Confidential Communication**

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

### **Public Relations**

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

### **Complaints Concerning Staff**

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

### **Non-custodial Parent Communication**

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

## **CURRICULUM**

### **Instruction**

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

### **Curriculum Guides**

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

**\*Teachers must send home a letter at the beginning of each course containing (at minimum): an overview of**

**the course content, the essential academic learnings, student expectations, grading procedures, grading scale, standard texts and student interventions. The letter must also explain how parents can contact you by both phone and email.**

## **HOMEWORK POLICIES AND GUIDELINES**

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

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

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

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

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

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

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

### **Homework Request Policy**

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

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



## **DISCIPLINE AND STUDENT INTERVENTION**

### **Student Behavior and Academic Intervention**

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

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

### **Academic Intervention**

The staff at Heatherwood Middle School believes that all students can reach and/or exceed standard when the proper support is provided. When a student is demonstrating below standard understanding of a specific concept or skill, additional academic support is needed. At Heatherwood we recognize that each student is an individual and might require different support. After data collection, discussions with the student and parents, teachers can offer a variety of academic support options. At Heatherwood we offer several academic support opportunities to support students both during and outside of the school day.

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

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

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

### **Behavioral Intervention**

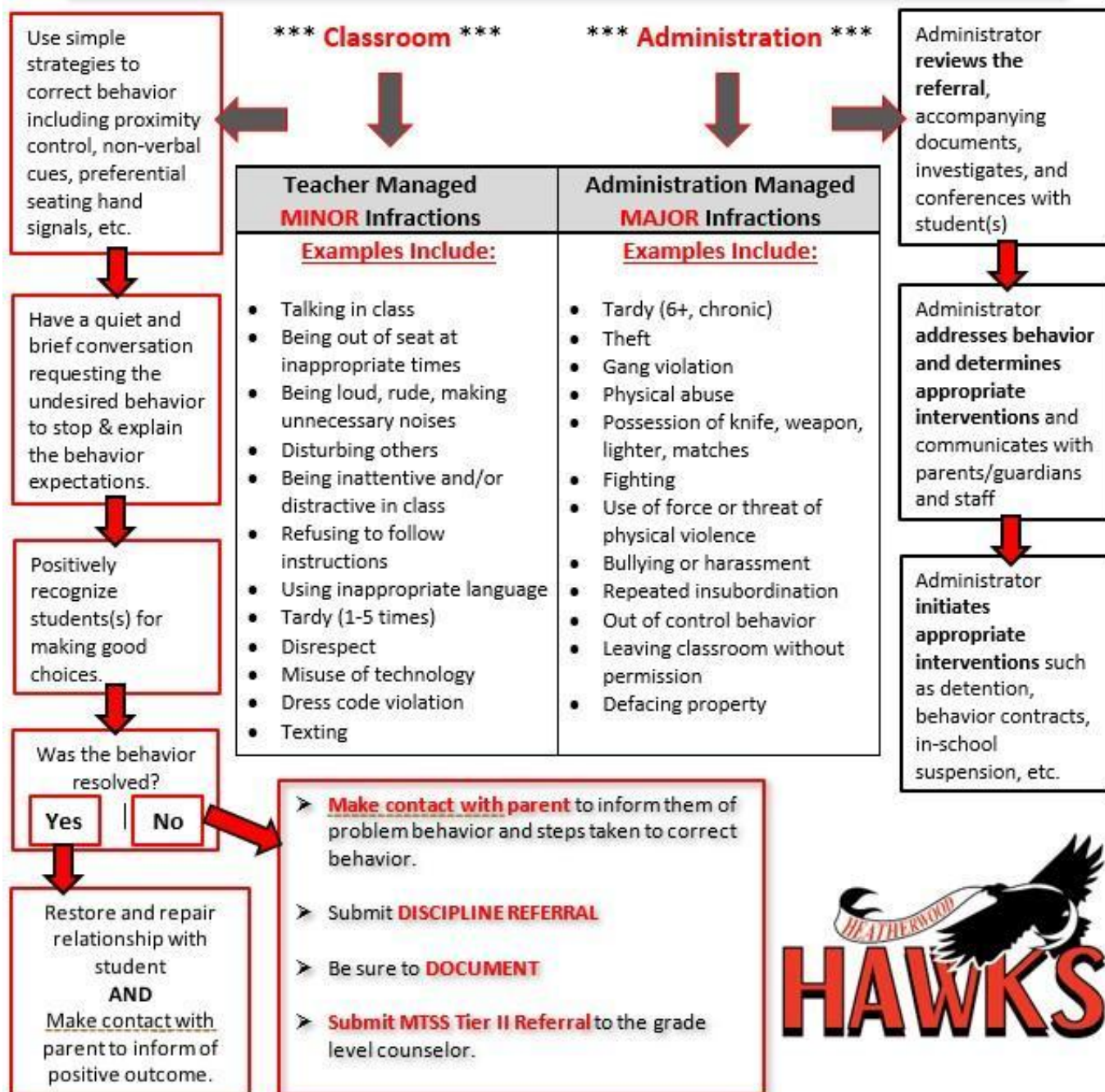
The Heatherwood staff believes in creating a school climate that is both safe and supportive through positive behavior interventions. All students benefit from learning clear academic and behavioral expectations as well as the behavior intervention systems that we have in place to best support a positive school climate.

Throughout the 2021-22 school year, a PBIS team will be meeting to discuss best practices in relation to behavior intervention at Heatherwood. Heatherwood's current behavior interventions and honor level system are listed below. An updated model including restorative justice practices will be provided after the PBIS team determines modifications/revisions to our current system. Please utilize the behavior intervention flow-chart to determine best practices for supporting kids behaviorally.

## Heatherwood Middle School Student Behavior Management Flow Chart

### Creating a Positive Culture in the Classroom by using Proactive Management Strategies

- ✓ **BUILD** Positive Relationships with Students
- ✓ **TEACH** Behavior Expectations
- ✓ **REINFORCE** Positive Behaviors
- ✓ **PROBLEM SOLVE** with Students
- ✓ **ELICIT** Family Support
- ✓ **REVIEW** 504 or IEP Accommodations/Modifications



### **Restorative Justice Practices**

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

### **Restorative Questions:**

When challenging behavior:

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

right? When someone has been harmed:

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

### **Infractions (Honor Level System)**

Infractions, part of the honor level system, should be given to students who demonstrate behavior violations with regard to school expectations. Please use the Behavior Intervention Flow Chart to inform when you should issue an infraction.

**\*\*NOTE:** We know that the relationship between student and teacher is crucial when implementing classroom management and discipline throughout the school. In addition, we also know that this relationship can be damaged when a student is sent to the office to deal with normal classroom occurrences instead of working through a situation with the teacher. The administration is here to support the teacher, student and what is best for the learning of all kids.

### **Teacher Rights and Responsibilities**

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

- “The teacher shall have the right and it shall be his/her responsibility to maintain good order and

discipline in the classroom at all times.”

- “A teacher may use such appropriate action as is necessary to protect a student, himself/ herself, or others from physical abuse or injury.”

- The teacher has the right to temporarily remove a student from a classroom in accordance with Policy [3300](#) and [3300P](#).

If considering removing a student temporarily from a classroom, the teacher has several options: (1) provide a time-out area for a removed student by placing him/her within sight or hearing; (2) place the student with another teacher; (3) notify the office and send the student there. Please remember to send a referral to the office. Except in emergencies, teachers must take one or more forms of other discipline before temporarily excluding a student. [3300] (CBA 5.07, D-4)

### **Communicating Discipline Concerns**

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

### **DRESS CODE**

Student dress will be regulated to preserve a beneficial learning environment and to assure the safety and well-being of all students. Dress that presents a health or safety hazard, damages school property, or dress that will result in substantial disruption of the educational process is prohibited as per Everett Public Schools policy 3224. Students will wear appropriate school attire, including shoes. Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe could disrupt or interfere with the school environment, activities and/or the educational process.

#### **Guidelines for appropriate dress:**

| <b>Item</b>  | <b>Guideline</b>   |
|--------------|--|
| Shirt/Top    | Shirts must have straps<br>Fabrics must be solid (not transparent or see-through) Shirts must not reveal undergarments |
| Pants/Bottom | Fabrics must be solid (not transparent or see-through) Bottoms must not reveal undergarments                           |
| Footwear     | Should provide adequate safety for the classroom activities May not have wheels<br>No slippers                         |
| Accessories  | No bandanas  |

Clothing and accessories that promotes, references, or depicts obscene, sexual, drug or alcohol related messages; or displays gang-related symbolism will not be allowed. Clothing and accessories cannot create an atmosphere in which a student, staff member, or other person's well-being is hindered by undue pressure, behavior, intimidation, or overt gestures/threats of violence.

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

## **DRUG-FREE WORKPLACE**

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

## **EMERGENCY PROCEDURES**

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

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

## **FACILITIES AND EQUIPMENT**

### **Furniture**

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

### **Technology**

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

### **Taking Equipment Off Campus**

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

### **Property Damage**

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

### **Privately-Owned Property**

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

### **Gifts**

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

## **FINANCES**

### **Use of School Resources**

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



## **Tutoring**

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

## **No Personal Gain from Students**

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

## **Fees**

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

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

## **Cash Handling**

Cash handling should be conducted centrally by the appropriate personnel (i.e. the office manager and/or registrar). **At no time should staff handle cash transactions in isolation and without approval from the principal.** Here are some basic policies to remember when working with cash:

- Before charging a fee for any school activity, item or event, discuss your plan with an administrator and receive approval. State laws and district policies are very strict concerning fund raising in public schools.
- Far in advance, obtain receipt books and tickets from the office. Arrange to have a cash box prepared for you.
- Always count the money received and issue a receipt or ticket immediately.
- When writing a receipt, always include the date, whether it is cash or check, a brief description and your signature. Never throw any part of a receipt away! If a mistake is made on a receipt, write VOID across all copies.
- Checks must be made to Heatherwood Middle School (no 3rd party checks). Separate checks must be written for different funds (ASB or General).
- It is ILLEGAL to give back cash if a check is written for more than the amount required. Never cash a check outright.

## **Collecting Money from Students**

Great care must be taken with any monies collected from students. EPS Policy states: “A proper accounting is made of all monies received by staff for supplies and materials.” [\[3520\]](#) No money may be collected without the approval of the principal. Money collected should be receipted daily by the Office Manager, who must deposit it promptly. **Money must never be left in the classroom nor given to students to deliver to the office.**

## **Fund Raising**

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

## **Requisitions and Purchase Orders**

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

### **Technology Repair Procedures**

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

### **FRAGRANCE-FREE WORKPLACE**

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

### **GRADING AND PROGRESS REPORTS**

#### **Assessment**

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

#### **HMS Grading Scale:**

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

|   |       |   |     |
|---|-------|---|-----|
| D | 60-67 | 1 | 1.0 |
| F | 50-59 |   |     |

## **GRADEBOOK**

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

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

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

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

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

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

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

## **Retake Policy**

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

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

- ***Staff are expected to update and upload grades to LMS every two weeks at minimum to assist***

*parents in partnering with us for the student's benefit. Accurate and up-to-date information is vital to this effort. It is recommended staff update and upload grades to LMS every week.*

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

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

### **Progress Reports**

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

### **Report Cards**

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

## **HARASSMENT, INTIMIDATION & BULLYING POLICY**

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

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### **Intervention and Reporting of Harassment, Intimidation and Bullying**

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

All complaints of harassment, whether formal or informal, will be addressed and appropriate corrective, disciplinary and remedial actions will be taken, up to and including suspension and/or expulsion, against any

student found to have violated this policy.

## **INSTRUCTIONAL RESOURCES**

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

### **Textbooks**

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

### **Core Materials**

EPS [Policy 2311P](#) states: “Core instructional materials are those materials that form the principle teaching and learning resources of a curriculum area or course. Core instructional materials are intended for use district-wide by every teacher of the curriculum area with every student each year. Core instructional materials are adopted directly by the school board.” The district maintains lists of approved materials in the Academics Office: (425) 385-4085.

### **Supplemental Materials**

EPS Policy states: “Supplemental instructional materials are those used regularly to support, expand, enrich and/or individualize core instructional materials to meet the specific needs of students, but are not intended to supplant the core instructional materials. Approval of supplemental instructional materials is delegated to the program administrator or school administrator with input from the program administrator or school administrator with input from the program administrator as designated by the superintendent.” [\[2311P\]](#) It is the teacher’s professional responsibility to have a rationale for use of supplemental material based on the essential learnings and the district’s learning goals. Teachers should inform the administration of supplemental materials purchased if they are expected to be controversial. Be especially aware of the rating on any video used.

### **Controversial Materials**

EPS Policy states: “A staff member planning to use a learning resource which might possibly be questioned should notify his/her building administrator. Materials which include use of profanity and/or sexually explicit material shall be considered against criteria of literary merit, relevant curriculum objectives and the age of students in the school.” [\[2311P\]](#); see also [2331P](#) for Controversial Issues] Teachers must inform the administration and request parent approval in order to use videos not rated for a middle school audience. Have alternate equivalent assignments available for times when parents object.

### **Controversial Issues**

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

### **Guest Speakers**

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

### **Academic Freedom**



EPS [Policy 2330](#) addresses the rights of teachers and students. “Education is fostered in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration for the rights of

students and the community. Teachers are entitled to exercise academic freedom subject to accepted standards of professional responsibility.”

### **Pledge of Allegiance**

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

### **Copying-General**

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

### **Bookbinding**

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

### **Copyright Compliance**

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

### **Copyright Laws and Videos**

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

- The rental or purchase of mass-market video recordings DOES NOT carry with it the right to show it outside the home (Section 202). Mass-market video recordings may be shown, without a license, in the home to a normal circle of family and its social acquaintances because such showings are not public.
- Mass-market video recordings may be shown, without a license, in certain narrowly defined “face-to-face” teaching activities (Section 110.0) because the law makes a specific, limited exception to such showings. There are not other exceptions. (It is a violation to show such videos in schools for recreation, reward or recess).
- All other showings of mass-market video recordings are illegal unless they have been authorized by license. Even “performances in ‘semipublic’ places such as clubs, lodges, factories, summer camps and schools are “public” performance subject to copyright control.” (Senate Report No. 94-473, page 60; House Report No. 94-1476, page 62)
- Businesses, institutions, organizations, companies or individuals wishing to engage in non-home

showings of mass-market video recordings must secure licenses to do to—regardless of whether an admission or other fee is charged.

- (Section 501). This legal requirement applies equally to profit-making organizations and non-profit institutions (Senate Report No. 94-473, page 59; House Report No. 94-1476, page 62)

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

### **PBS Television Programs**

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

### **ACCEPTABLE USE OF THE EPS NETWORK**

- All use of the system must be in support of the goals and objectives of the district. The district reserves the right to prioritize use of and access to the system.
- Any use of the system must be in conformity with state and federal law and district policies and guidelines. Use of the system for commercial solicitation is prohibited. Use of the system for charitable/non-profit purposes must be approved in advance by the Superintendent or designee.
- The system constitutes a public facility and may not be used to support or oppose political candidates or ballot measures.
- The system shall be used in a manner that does not disrupt the operation of the system by others. System components, including hardware and software, shall not be destroyed, modified or abused in any way.
- Use of the system to harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited. Users are responsible for the appropriateness and content of all material they transmit or publish on the system. Further, hate mail, harassment, discriminatory remarks, or other antisocial or unprofessional behavior is expressly prohibited.
- Use of the system to access, store or distribute obscene or pornographic material is prohibited.
- Subscription to mailing lists, bulletin boards, chat groups, commercial on line services and other information services must be pre-approved by the employee’s supervisor and Director of Information Systems and Technology.
- Users may not share their account ID or password with another person or leave an open session unattended or unsupervised. Account owners are ultimately responsible for all activity in their account.
- Users shall not seek information, or modify files, data, or passwords belonging to other users. User shall not attempt to gain unauthorized access to the system.
- Communicators must not be encrypted to avoid security review.
- Users are required to change passwords every 90 days. Users must avoid using easily guessed passwords.

### **Personal Security**

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

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

### **General Use**

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

### **LESSON PLANS**

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

### **RELIGION AND SCHOOLS**

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

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

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

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

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

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

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

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

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

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

## **SECURITY**

### **Disruption of School Operations**

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

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

### **Smoking on Campus**

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

### **Sonitrol Security System**

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

If it is necessary for you to enter the building after hours, on the weekend or during holidays, you must disarm the system: code into our building using the number provided to you by the administration. Never write your Sonitrol security code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police and officers will be sent to the school immediately.

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

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

Open the Sonitrol Box.

Push the far-right arrow.

Enter your access code.

Press enter (#).

The WAIT light will illuminate briefly, then go off.

The OFF light will illuminate. This means the system is off and you are cleared to enter.

Sign in to indicate that you are in the building.

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



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

Open the Sonitrol  
Box Enter your  
access code.

Press AUTO ON

Press ENTER (#)

The WAIT light will illuminate briefly, then go off

The ON light will illuminate. This means the system is now on. The pad will begin to “beep” slowly.

Leave the school immediately through the designated Entrance/Exit door

### **Keys**

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

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

### **Personal Belongings**

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

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

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

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

## **SEXUAL HARASSMENT**

See the harassment district policy [3205/3205P](#) on page 4 of the attached district policies and procedures.

Staff members are expected to act promptly to correct problems related to student to student sexual harassment without adversely impacting the victim. Staff should report the incident(s) to the counselor(s) and the administrator(s) promptly. Issues of sexual harassment or discrimination involving adults must be reported immediately to an administrator.

## **STUDENT INTERVENTION TEAM (SIT) and ROUND TABLE MEETINGS**

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

## **STUDENT SAFETY**

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

### **Contact with/Touching Students**

- Safe touch areas include shoulders, upper back, head, arms and hand, but you should be careful NEVER to touch a student when disciplining him or her. This could be interpreted by others as hitting, pushing, or grabbing, even when the touch is done lightly.
- Touch all students in the same manner.
- Do not engage in lingering touches, massaging, or any other touch that may be perceived as sexual in nature.

### **Verbal Communications**

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

### **Written Communication**

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

### **Extracurricular Activities**

- Avoid seeing your students outside of school-sponsored activities.

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

### **Duty to Report**

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

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

## **STUDENT ACTIVITIES**

### **Performances**

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

### **Parties**

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

## **STUDENT RECOGNITION**

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

## **STUDENT ORIENTATION**

### **Introductory Letter to Parents**

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

number, your school voicemail number, your school email address and the best times to reach you.

### **Safety Rules and Policies**

According to EPS [Policy 6503P](#), “Students shall be oriented to the school setting the first week of school. Students shall be informed of designated areas for specific activities.” Teachers should frequently review fire and emergency procedures as well as classroom rules and procedures. All Science, PE, UA and other staff working with potentially dangerous machinery or materials must develop a full set of guidelines to protect their students’ safety. These safety rules must be posted and copies sent home with students for review with their parents.

## **STUDENT WELFARE**

### **Safety**

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

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

### **Accidents**

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

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

### **Medication**

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

### **Neglect or Abuse**

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

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



**PE Injuries**

If a PE injury occurs, the student must tell the appropriate PE teacher who will determine if the injury requires ice or other attention.

## **Suicide**

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

## **GUEST TEACHERS**

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

- Each teacher will complete a substitute procedure form to be kept in the office. Location of lesson plans, class lists and other pertinent information should be clearly available.
- All staff shall maintain up-to-date rosters for each class and keep them in a place where a guest teacher can locate them easily.
- “Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals.” (Collective Bargaining Agreement 10.03)
- Preferred guest teachers can be requested through the district’s automated substitute calling program. Staff with questions about this system should ask for help from the Office Manager.

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

## **STUDENT SUPERVISION**

All staff is expected to conduct all school programs and operations in a manner that recognizes the health and safety of students. Each staff member must always be in the classroom or at any other assigned station or must make sure that another teacher is temporarily in charge. Each staff member shall be alert to any physical hazards that may exist in the causalities, program or schedule of his/her school and report them to the principal. All safety rules and hygienic standards in the educational and activity programs of the school shall be enforced. Any time volunteers or aides are working with students they shall be advised of their authority to insist upon students following established rules.

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

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

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

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

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

### **Responsibility to Supervise**

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

### **Workday**

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

At Heatherwood Middle School, during our time of virtual teaching and learning, the normal workday for

certificated staff is from 7:40 am-3:10 pm, except for those days with modified work schedules or when a

workday extension has been scheduled.

## **REPORTING**

### **(from Everett Public Schools, Human Resources Department) CERTIFICATED EMPLOYEES: YOUR OBLIGATION TO REPORT CHILD ABUSE**

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

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

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

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

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

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

#### **You should not conduct your own investigation.**

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

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

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

Sexual misconduct includes, but is not limited to:

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

Legal References: Chapter 26.44 RCW  
2 SSB 6220, Laws of Washington (2004)

Everett Board Policy 3421 and 3421P

**(from Everett Public Schools, Human Resources Department) CLASSIFIED EMPLOYEES: YOUR OBLIGATION TO REPORT CHILD ABUSE**

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

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

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

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

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

You should not conduct your own investigation.

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

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

Sexual misconduct includes, but is not limited to:

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

## **TECHNOLOGY**

### **Technology Objectives**

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

- Inquire, think critically and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.

- Technology at Heatherwood is only to be used to support the above objectives. Heatherwood follows the Acceptable and Appropriate Use guidelines set forth by Everett Public Schools.

## **TELEPHONES/CELL PHONES**

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

## **TOBACCO USE**

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

## **VISITORS**

### **Visitors and/or Disruption of School Operations**

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

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

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

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

If the principal or designee determines that the visitor should be ordered to leave the campus or virtual school environment or have his/her future access restricted, the principal or designee shall attempt to communicate that information to the visitor in person or by telephone. Following an attempt at oral communication, the



principal or designee may issue a trespass notice in written form. A copy of the notice should be provided to the Deputy Superintendent for Teaching and Learning (Dr. Peter Scott) within 24 hours of its issuance.

### **Disruption at School Activities**

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

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

## **VOLUNTEERS**

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

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

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

Exceptions to the clearance requirement are made for

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

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

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

## **WEATHER**

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

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

**Notification of Late Start Schedule**

Staff will not be called if school will be starting late, unless the late start applies only to Heatherwood or other

selected schools in the Everett Public Schools. This fact makes the next paragraph especially important.

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

#### **Radio and Television Stations**

| Television |    |
|------------|----|
| KOMO       | 4  |
| KING       | 5  |
| KIRO       | 7  |
| KCPQ       | 13 |

| AM Radio |      |
|----------|------|
| KVI      | 570  |
| KOMO     | 1000 |

| FM Radio |      |
|----------|------|
| KNKX     | 88.5 |
| KUOW     | 94.9 |
| KIRO     | 97.3 |

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

# District Policies and Procedures



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

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

## **Nondiscrimination Statement**

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

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

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

**Title IX/Civil Rights  
Compliance Officer**  
Kevin Allen  
3900 Broadway, Everett  
98201  
425-385-4100  
[kallen@everettsd.org](mailto:kallen@everettsd.org)

**Harassment, Intimidation or Bullying (HIB)  
Compliance Officer**  
Danielle Mundell  
3721 Oakes Avenue, Everett 98201  
425-385-4260  
[Dmundell2@everettsd.org](mailto:Dmundell2@everettsd.org)

**Section 504 Coordinator**  
Dave Peters  
3900 Broadway, Everett  
98201  
425-385-4063  
[dpeters@everettsd.org](mailto:dpeters@everettsd.org)



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



**Everett Public Schools**

3900 Broadway, Everett, WA 98201

425-385-4000 [www.everettsd.org](http://www.everettsd.org)

## RESOLUTION NO. 1237

# Affirming our Commitment to Condemning Racism and Supporting Peaceful Protest

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

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

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

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

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

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

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

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

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

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

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

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

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

## ATTESTED BY:

*[Signature]*  
Igor B. Saltzman

Secretary, Board of Directors

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

*[Signature]*  
Caroline Mason, President

*[Signature]*  
Pam LeSesne, Vice President

*[Signature]*  
April Berg, Director

*[Signature]*  
Traci Mitchell, Director

*[Signature]*  
Andrew Nicholls, Director



3900 Broadway, Everett, WA 98201  
425-385-4000 • [www.everettsd.org](http://www.everettsd.org)  
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## **Diversity, Equity, Inclusion, and Belonging**

### **Policy 0010**

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

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

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

The board commits to:

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

This policy establishes that our district shall:

- See diversity, inclusion, and equity as connected to its mission and critical to promoting the well-being of the staff, students, and communities it serves.
- Dismantle any inequities within its policies, systems, programs, and services, and to consistently update and report on organizational progress.

- Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of the Everett Public Schools community.
- Ensure disciplinary actions are undertaken without bias and/or disproportionality.
- Implement hiring processes that proactively support the district's commitment to hiring, recruitment, and retention of highly qualified staff of color and that promote and honor other aspects of a diverse workforce.
- Provide professional development to staff and students in anti-racist practices, equitable practices, culturally responsive teaching practices, eliminating microaggressions, and bias awareness.
- Expect all employees to embrace equity, inclusion, and belonging, and to express these in values in workplace interactions and everyday practices.
- Develop reporting, investigation, communication, and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions.
- Model diversity, inclusion, and belonging for all students and employees to foster an inclusive environment to achieve equitable outcomes.
- Practice and encourage transparent communication in all interactions.
- Commit time and resources to expanding more diverse leadership within our leadership, staff, and advisory bodies.
- Build a sense of community and belonging among staff to increase retention.
- Create an environment where all families have a sense of belonging and inclusion.
- Review this policy on an annual basis to ensure the commitment to equity, diversity, inclusion, and belonging remains at the forefront of our work.

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

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

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

### Policy 2152

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

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

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

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

#### **Procedure**

**2152P**

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

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

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

#### **Determination of Effective Accommodation**

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

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

## **Student Interest Survey**

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

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

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

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

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

## **Annual Building Program Review**

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

## **Record Retention**

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

## **Information and Inquiry**

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

Any person having an inquiry concerning Everett Public Schools implementation of the state and federal statutes and regulations should contact the district's Title IX/Civil Rights Compliance



Officer or the district administrator in charge of student athletics.

## Prohibition of Harassment, Intimidation or Bullying

### Policy 3204

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

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

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

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

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

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

### **Behaviors/Expressions**

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

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

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

### **Training**

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful

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

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

## **Retaliation/ False Allegations**

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

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

## **Compliance Officer**

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

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

### **Procedure**

#### **3204P**

##### **A. Introduction**

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

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

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

## B. Definitions

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

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

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

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

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

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

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

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

## C. Behaviors/Expressions

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment refers to any malicious act, which causes harm to any person's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted youth including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

## D. Relationship to Other Laws

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

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

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

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

#### E. Prevention

##### 1. Dissemination

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

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

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

##### 2. Education

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

##### 3. Training

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

##### 4. Prevention Strategies

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

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

## F. Compliance Officer

The district HIB compliance officer will:

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

The district Harassment, Intimidation or Bullying Compliance Officer is:

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

## G. Staff Intervention

All staff members will intervene when witnessing or receiving reports of HIB. Minor incidents that

staff are able to resolve immediately, or incidents that do not meet the definition of HIB, may require no further action under this procedure, other than tracking, to ensure they are not repeated.

#### H. Filing an Incident Reporting Form

Incident Reporting Forms may be used by students, families, or staff to report incidents of HIB. A sample form is provided on OSPI's School Safety Center website:

<https://www.k12.wa.us/sites/default/files/public/safetycenter/bullyingharassment/pubdocs/samplehibincidentreporting.pdf>.

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

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

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

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

##### Status of Reporter

###### 1. Anonymous

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

###### 2. Confidential

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

###### 3. Non-Confidential

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

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

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

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

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

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

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

- a. Upon receipt of the [Incident Reporting Form](#) that alleges unresolved, severe, or persistent HIB, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of HIB occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k1wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

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

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

- c. Within two (2) school days after receiving the [Incident Reporting Form](#), the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on HIB.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve their parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of HIB. If professional school personnel suspect that a student is subject to abuse or neglect, they must follow district [Policy 3421](#) for reporting such cases to Child Protective Services or law enforcement.



The investigation shall include, at a minimum:

- An interview with the complainant;
  - An interview with the alleged aggressor;
  - A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- e. The principal or designee may determine that other steps must be taken before the investigation is complete.
- f. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- g. No later than two (2) school days after the investigation has been completed and submitted to the HIB compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
- The results of the investigation;
  - Whether the allegations were found to be factual;
  - Whether there was a violation of policy; and
  - The process for the complainant to file an appeal if the complainant disagrees with results. Because of the laws regarding the confidentiality of student records (FERPA), the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If the district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve their family.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of HIB. Retaliation is prohibited and will result in appropriate discipline.

#### K. Other Resources

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

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

#### L. Other District Policies and Procedures

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

### **Sexual Harassment of Students**

#### **Policy 3205**

It is the policy of Everett School District to maintain a learning environment for students that is free from all forms of discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities

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.

## **Policy Review**

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

### **Procedure**

#### **3205P**

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

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

## **Notice**

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

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

## **Staff Responsibilities**

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

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

## **Confidentiality**

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

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

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

## **Informal Complaint Process**

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

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

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

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

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

### **Formal Complaint Process**

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

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

Kevin Allen

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

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

Phone: (425) 385-4100

The Executive Director of Human Resources is:

Chad Golden

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

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

Phone: (425) 385-4100

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

- B. The allegations of sexual harassment shall:

1. be written;
2. be signed by the complainant or the complainant's parent/guardian;
3. describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to discrimination;



4. clearly indicate a desire for the district to investigate the allegations; and
  5. be filed with the compliance officer or executive director of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.
- C. Upon receipt of the complaint, the district's compliance officer, the executive director of human resources, or designee will provide the complainant a copy of [Policy 3205](#), [Procedure 3205P](#) and [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint.
- D. Before initiating the investigation, the district shall provide written notice of the allegations to both the complainant and the alleged aggressor prior to any discussions or interviews, and provide sufficient details known at the time and sufficient time to prepare a response. Specifically, the written notice must include:
- citations to the complaint process set forth in the district's [Policy 3205](#) and [Procedure 3205P](#);
  - allegations with sufficient details (identity of parties, conduct alleged to constitute sexual harassment, date, location, implicated policies, etc.);
  - a statement indicating the responding party is "presumed not responsible" until a determination is made;
  - notice to the right of an advisor of their choice, who may be an attorney;
  - notice that the parties may request to inspect and review relevant evidence; and
  - a reminder of the district's policy not to make false statements or intentionally submit false information.

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

The investigation process shall:

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



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

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

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

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

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

### **Mediation of Complaints**

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

### **Disciplinary Action**

The district will take such disciplinary action as it deems necessary and appropriate to end harassment and to prevent its reoccurrence. Such disciplinary action will be consistent with state and

federal law, and in compliance with district discipline policies and procedures. When appropriate, the district shall provide, or continue to provide, supportive measures for individuals involved in the complaint.

### **Protection Against Retaliation**

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

### **Training and Orientation**

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

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

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

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

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if the person does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or

- conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

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

### **Reports to the Board**

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

### **Policy and Procedure Review**

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

## **Nondiscrimination**

### **Policy 3210**

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

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

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

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

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

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

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

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

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

## Procedure

3210P

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

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

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

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

investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the Title IX/Civil Rights Compliance Officer.

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

### **Informal Complaints**

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

### **Formal Complaints**

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

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

The Title IX/Civil Rights Compliance Officer is:

Kevin Allen

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

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

Phone: 425-385-4100

The executive director of human resources is:

Chad Golden

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

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

Phone: 425-385-4100

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

B. The allegations of discrimination or discriminatory harassment shall:

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

C. Upon receipt of the complaint, the district's Title IX/Civil Rights Compliance Officer, the executive director of human resources, or designee will provide the complainant a copy of [Procedure 3210P](#) in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the Title IX/Civil Rights Compliance Officer or the executive director of human resources shall provide the superintendent/designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.

D. The superintendent/designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the



reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time the district responds to the complainant, the district will send a copy of the response to the office of the superintendent of public instruction.

- E. The response by the superintendent/designee will include:
1. A summary of the results of the investigation;
  2. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
  3. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
  4. Notice of the complainant's right to appeal under [WAC 392-190-005](#), including where and with whom the appeal should be filed.
- The district's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.
- F. Corrective measures necessary to correct any noncompliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the district's written response to the complainant, unless otherwise agreed to by the complainant.

### **Level Two – Appeal**

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

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

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

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



extension for good cause. Complaints may be submitted by mail, fax, email or hand delivery.

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

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

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

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

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

## **Level Four – Administrative Hearing**

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

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

## **Mediation of Complaints**

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

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

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

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

## **Preservation of Records**

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

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

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

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

### 3213P

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

The goals of the meeting are to:

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

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

### Key Definitions/Terms

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

### Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with

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

### **Official Records**

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

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

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

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

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

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

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

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

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) ([20 U.S.C. §1232](#); [34 C.F.R. Part 99](#)). Parents have the right under FERPA to request their student's records and if requested, the district will provide the student's educational

records to the parent according to [Policy 3600](#) and [Procedure 3600P](#), Student Records. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so, or (2) the student has authorized such disclosure.

### **Restroom Accessibility**

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

### **Locker Room Accessibility**

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

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

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

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

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

### **Dress Codes**

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

### **Other School Activities**

In any school activity or other circumstance involving separation by gender (i.e., class discussions,

field trips, and overnight field trips), students will be permitted to participate in accordance with the gender identity they consistently assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

### **Training and Professional Development**

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

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

### **Discrimination and Harassment Complaints**

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

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

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



## Complaints to Board Members Concerning Staff

### Policy 4312

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

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

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

### Procedure

#### 4312P

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

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

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

## Affirmative Action and Nondiscrimination

### Policy 5010

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

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

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

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

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

## **Procedure**

**5010P**

### **Affirmative Action**

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

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

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

### **Nondiscrimination**

The district shall provide equal employment opportunity for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion and training. The district shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an

undue hardship on the operation of the district program. District employees shall be free from harassment based on legally protected attributes or characteristics.

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

### **Informal Complaints**

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

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

### **Formal Complaints**

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

The executive director of human resources is:

Chad Golden

Everett School District No. 2

3900 Broadway

P.O. Box 2098

Everett, WA 98201

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

Phone: (425) 385-4100

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

B. The allegations of discrimination shall:

1. Be written;
2. Be signed by the complainant;
3. Describe the specific acts, conditions, or circumstances alleged to violate the district's policies or obligations with regard to sexual harassment; and
4. Be filed with the executive director of human resources within one (1) year after the occurrence that is the subject of the complaint, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under [Chapter 392-190 WAC](#) or related guidelines.

C. Upon receipt of the complaint, the district's executive director of human resources or designee will provide the complainant a copy of Procedure 5010P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. The district will promptly and thoroughly investigate the complaint. Following completion of the investigation, the executive director of human resources shall provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a written report.

D. The superintendent or designee shall respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint by the district, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI. At the time, the district responds to the complainant, the district will send a copy of the response to the Office of the Superintendent of Public Instruction.

E. The response by the superintendent or designee will include:

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

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

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

### **Mediation of Complaints**

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

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

### **Preservation of Records**

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

## **Sexual Harassment**

### **Policy 5160**

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

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

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

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

All such complaints will be promptly investigated and, where appropriate, immediate corrective action will be taken to end sexual harassment and prevent its recurrence. Corrective action may include disciplinary action, up to and including suspension or termination, against those who violate the sexual harassment policy and support and/or assistance, as appropriate, for individuals who have been subjected to sexual harassment. Disciplinary actions shall be in compliance with collective bargaining agreements and state and federal law. To the highest degree possible, allowing for a fair investigation, complaints will be treated in a confidential manner. Retaliation against employees or

volunteers shall not occur because they have made complaints of sexual harassment to management.



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

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

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

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

## **Procedure**

### **5160P**

#### **Complaint Procedure**

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

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

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

#### **Confidentiality**

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

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

If the complainant still requests their name not be disclosed to the alleged aggressor or that the district not investigate or seek action against the alleged aggressor, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory



environment for all staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have their name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

### **Informal Complaints**

At the employee/volunteer's option, attempts will be made to resolve complaints of discriminatory harassment informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discriminatory harassment of an employee/volunteer may be reported to the staff members' supervisor, the Affirmative Action officer, or the executive director of human resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's Affirmative Action Officer or executive director of human resources.

The supervisor must provide the complainant with a copy of the district's [Board Policy 5160](#) and this procedure, and notify the complainant of the right to file a formal complaint under that policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, in accordance with Title VI of the Civil Rights Act of 1964.

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

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

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

### **Formal Complaints**

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

The Executive Director of Human Resources is:  
Chad Golden  
Everett School District No. 2  
3900 Broadway

P.O. Box 2098  
Everett, WA 98201  
cgolden@everettsd.org  
Phone: (425) 385-4100

B. 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.

C.

D. 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.

E. 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.

F. 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.

G. 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).

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.

H. 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.

I. 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.

J. 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

2. conduct occurred in the district's education program or activity;
3. Whether the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines;
4. If the district failed to comply with [Chapter 392-190 WAC](#) or related guidelines, the corrective measures deemed necessary to correct the noncompliance; and
5. 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.

- K. 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.
- L. Any party may appeal the superintendent or designee's decision to a hearing officer designated by the district to hear the appeal by filing a written notice of appeal with the superintendent on or before the tenth (10<sup>th</sup>) calendar day from the date the parties received the superintendent or
- M. designee's response. The hearing officer shall not have been involved in the initial complaint or investigation.
- N. 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.

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.

D. 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

- E. 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.
- F. The parties and district may agree to extend the complaint timelines to pursue mediation.
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School employees and volunteers are required to maintain professional and appropriate boundaries in their relationships with students that are consistent with legal and ethical standards of care.

### **Reporting Violations**

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

Staff members should:

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

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

### **Boundary Invasion**

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

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board's policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being "overly touchy" with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos, taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
- C. Any kind of flirtatious or sexual communications with a student;
- D. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student 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. 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;
- G. Exchanging or providing personal gifts, cards, or letters with an individual student;
- H. 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;
- I. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
- J. Providing a student with information or views about other students or staff members without a legitimate professional purpose;
- K. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct;
- L. Unnecessarily invading a student's privacy, (e.g., walking in on the student in the bathroom or a hotel room on a field trip);
- M. Being alone with an individual student out of the view of others; and/or
- N. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student's parent/guardian and an administrator are informed and have consented.

### **Investigation and Documentation**

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

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

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

### **Disciplinary Action**

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

## **Training**

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

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

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

### **District Policies and Procedures**

#### **SERIES 1000 – BOARD OF DIRECTORS**

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

#### **SERIES 2000 – INSTRUCTION**

| <b>Policy/<br/>Procedure</b> | <b>Title</b>         | <b>Description</b>   | <b>Situation to apply</b>   |
|------------------------------|----------------------|--|---|
| <a href="#">2105/2105P</a>   | Educational Research | Procedures and guidelines for staff and other individuals to conduct research activities/projects in Everett Public Schools. | <ul style="list-style-type: none"> <li>All proposals for educationally related research conducted in EPS are to be submitted to the assessment and research department to initiate the approval process. This shall include research by district staff, as well as out-of-district agencies.</li> </ul> |

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| <a href="#">2125P</a> | Web-based Resources and Other Online Educational Services | The availability of innovative online technologies to engage students in relevant learning opportunities. | <ul style="list-style-type: none"> <li>• Before providing/piloting web resources</li> <li>• Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program</li> <li>• Before notifying parents of approved web service not part of</li> </ul> |
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|                       |                                      |  | an adopted instructional program  |
| <a href="#">2145P</a> | Suicide Prevention                   | Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors or have attempted to harm themselves.          | <ul style="list-style-type: none"> <li>• While assessing the risk of student's mental health</li> <li>• In the event a student suicide occurs or is attempted</li> <li>• When looking for suicide prevention resources</li> </ul>   |
| <a href="#">2150P</a> | Co-Curricular Program                | Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students.   | <ul style="list-style-type: none"> <li>• Before implementing a new co- curricular activity.</li> <li>• While reviewing the qualifications/criteria for a co- curricular program.</li> <li>• Cross-reference to <a href="#">2150</a>.</li> </ul>   |
| <a href="#">2151P</a> | Interscholastic Athletics/Activities | The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students. | <ul style="list-style-type: none"> <li>• When a new coach has been hired.</li> <li>• When assessing a student's eligibility for athletics/activities.</li> <li>• When a parent/guardian has questions regarding a student's eligibility.</li> <li>• When a guardian requests to transport a student to/from an event.</li> <li>• If a student is found potentially in violation of the code of conduct.</li> <li>• When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport.</li> <li>• If a student of the opposite gender requests to participate in an interscholastic program.</li> </ul> |

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| <a href="#">2153P</a> | Student Group Meetings (Limited Open Forum)                  | Groups of secondary students want to organize for co-curricular or non-curricular purposes and hold meetings in school facilities.  | <ul style="list-style-type: none"> <li>• When a non-curriculum group requests principal recognition of co-curricular status.</li> <li>• Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities.</li> </ul>  |
| <a href="#">2210P</a> | Special Education and Related Services for Eligible Students | Students whose disabilities adversely impact educational performance and who require specially designed instruction. Ensure that disabled students are identified, evaluated, and provided with appropriate educational services. | <ul style="list-style-type: none"> <li>• When reviewing insurance or funding for student's special education provisions and services.</li> <li>• Before engaging with parents/guardians on the student's Individual Education Plan (IEP)</li> <li>• Before referring a child for special education and related services. (Child Find)</li> </ul> |

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|                            |   |   | <ul style="list-style-type: none"> <li>• Before transitioning a student to special education services or vice versa.</li> <li>• Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing.</li> </ul>  |
| <a href="#">2211/2211P</a> | Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 | Ensure that disabled students within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. | <ul style="list-style-type: none"> <li>• Before accommodating a student with disabilities(s) or impairment(s) in any school service/program.</li> <li>• Before disciplining, a student recognized to have a disabling condition.</li> <li>• When referencing or complying to Section 504 and/or IDEA.</li> <li>• When placing a student in a program not operated by the district.</li> <li>• Before taking action to resolve a legal dispute regarding a student with disabilities.</li> </ul> |

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| <a href="#">2311P</a> | Selection and Adoption of Instructional Materials | Procedures for adoption and approval of instructional materials.  | <ul style="list-style-type: none"> <li>• Before implementing a social studies adoption.</li> <li>• Before establishing a Curriculum Review Committee.</li> <li>• Before establishing an Instructional Materials Committee or adding a new member.</li> <li>• Before deciding upon a referral for the school board to review.</li> <li>• If an affected staff member would like to appeal a materials decision.</li> <li>• For parents to challenge a curriculum or excuse a student from participation in curriculum.</li> <li>• Videos shown to students must have high educational merit, meet relevant and meaningful curriculum objectives, and be appropriate for the particular student audience.</li> </ul> |
| <a href="#">2320P</a> | Field Trips                                       | Field trips are natural extensions of the curricular, co-curricular, and interscholastic programs and are opportunities for students to participate in activities and gain learning experiences that cannot be duplicated in the classroom or on the school site. | <ul style="list-style-type: none"> <li>• To obtain approval from building administration to organize/plan.</li> <li>• Before making financial arrangements.</li> <li>• Before planning and communicating to parents/ guardians.</li> <li>• Before approving a volunteer adult supervisor.</li> <li>• While reviewing the plausibility of a disabled student participating.</li> </ul>  |

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|  |  |  | <ul style="list-style-type: none"> <li>• When transportation is required through staff members or non- employee drivers.</li> <li>• When preparing for student health care needs, insurance and emergencies.</li> <li>• When experiencing issues with a student on a field trip.</li> </ul> |
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| <a href="#">2321P</a>      | Guest Speakers                             | The district may provide for the use of guest speakers and have procedures for their use and approval including notification of parents/guardians.  | <ul style="list-style-type: none"> <li>• Before requesting a guest speaker.</li> <li>• Before the approved guest speaker visits the classroom.</li> <li>• Information for guest speakers to read relating to the topic of government and democracy.</li> <li>• Speakers that are elected or are running for office</li> <li>• Cross reference: <a href="#">2321</a> and <a href="#">2331</a></li> </ul>   |
| <a href="#">2331/2331P</a> | Controversial Issues                       | The district offers courses of study to afford learning experiences appropriate to the level of student understanding.  | <ul style="list-style-type: none"> <li>• Before presenting a controversial topic or class to students.</li> <li>• Obligation for staff to be fair and impartial while facilitating classroom discussions</li> <li>• Before allowing a controversial speaker to present.</li> <li>• In the event a student does not wish to attend a controversial presentation.</li> </ul>  |
| <a href="#">2340P</a>      | Religious-Related Activities and Practices | The district complies with the United States and Washington State constitutions, federal and state law, and the decisions made by the respective courts in making decisions regarding religious-related activities and practices. | <ul style="list-style-type: none"> <li>• Before instructing in a discipline that may have a religious dimension.</li> <li>• If student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs.</li> <li>• Before planning an activity focused on a holiday.</li> <li>• If a student engages in devotional activity during school programs or in activities before or after school on site.</li> <li>• If a parent/student is aggrieved by practices or activities conducted in the school or district.</li> </ul> |
| <a href="#">2410/2410P</a> | High School Graduation Requirements        | Graduation requirements have been established to ensure students are prepared for post-secondary education, training and career with 21st century skills and the foundations needed for lifelong learning.                        | <ul style="list-style-type: none"> <li>• Before the class of 2021 starts grade 9.</li> <li>• Before implementing a new secondary course study.</li> <li>• When reviewing a student's graduation requirements.</li> </ul>  |

**SERIES 3000 - STUDENTS**

| <b>Policy/<br/>Procedure</b>      | <b>Title</b>  | <b>Description</b>   | <b>Situation to apply</b>  |
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| <a href="#"><u>3122P</u></a>      | Attendance  | Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Teachers will keep a record of student absences and tardiness.   | <ul style="list-style-type: none"><li>• Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.</li></ul> |
| <a href="#"><u>3204/3204P</u></a> | Prohibition of Harassment, Intimidation or Bullying | The district maintains a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation and bullying   | <ul style="list-style-type: none"><li>• Reference for steps to take to identify, report, and address HIB and for staff interventions.</li></ul>  |
| <a href="#"><u>3205/3205P</u></a> | Sexual Harassment of Students                       | The district maintains a learning environment for students that is free from all forms of discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere. | <ul style="list-style-type: none"><li>• Definition of harassment, complaint process and corrective actions.</li></ul>  |
| <a href="#"><u>3210/3210P</u></a> | Nondiscrimination                                   | The district provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program.  | <ul style="list-style-type: none"><li>• Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined.</li></ul>  |

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| <a href="#">3213/3213P</a> | Gender-Inclusive Schools | The district provides an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. | <ul style="list-style-type: none"> <li>• Definitions and specific steps for compliance with local, state and federal laws concerning transgender students.</li> </ul> |
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| <a href="#">3224/3224P</a> | Student Dress                                 | Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance.  | <ul style="list-style-type: none"> <li>• When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives.</li> </ul>   |
| <a href="#">3231P</a>      | Searches of Students and Their Property       | Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.  | <ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee.</li> </ul>  |
| <a href="#">3232P</a>      | Searches of Lockers, Desks, and Storage Areas | A student's locker, desk, or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.   | <ul style="list-style-type: none"> <li>• Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee.</li> </ul>   |
| <a href="#">3235/3235P</a> | Protection of Student Personal Information    | Education data collected by contracted school service providers is an important component for improving student achievement. District employees play a role in ensuring that school service providers use student personal information in a responsible and ethical manner consistent with privacy protections required under federal and state law. | <ul style="list-style-type: none"> <li>• District employees will consult with the superintendent or designee and/or school or district business officer to verify that any such contract aligns with <a href="#">Chapter 28A.604 RCW</a>, the Student User Privacy in Education Rights (SUPER) Act, as well as any relevant guidelines listed in this procedure.</li> </ul> |

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| <a href="#">3244/3244P</a> | Students Riding School Buses or Other District | The denial of the privilege of riding the bus is reserved for the principal or their designee. | <ul style="list-style-type: none"> <li>• When a student's conduct on a school bus merits corrective action.</li> </ul> |
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|                            | Provided Transportation                  |   |   |
| <a href="#">3245/3245P</a> | Technology                               | To help ensure student safety and digital citizenship in appropriate, ethical online activities, students will be educated about appropriate use of district technology and online behavior.  | <ul style="list-style-type: none"> <li>• Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have been used inappropriately.</li> <li>• Inappropriate actions with other individuals on websites; cyberbullying awareness and response.</li> </ul> |
| <a href="#">3246P</a>      | Personal Electronic Devices              | The district provides students with the technology they need during the school day to access digital and online learning experiences. However, students may use personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices while on school property or while attending school-sponsored or school-related activities subject to procedures established by the superintendent. | <ul style="list-style-type: none"> <li>• Guidelines and expectations for students for proper use of PEDs on district property, and disciplinary actions for violations of district policy.</li> </ul>   |
| <a href="#">3300/3300P</a> | Student Discipline                       | Rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment.   | <ul style="list-style-type: none"> <li>• Guidelines for staff authority regarding student discipline and behavioral expectations.</li> </ul>  |
| <a href="#">3318</a>       | Discipline of Special Education Students | Guidelines for the discipline of students with an Individualized Education Program (IEP) or related services.   | <ul style="list-style-type: none"> <li>• When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion.</li> </ul>  |

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| <a href="#">3319/3319P</a> | Use of Physical Restraint and Isolation with Students | Physical restraint and isolation of a student should be avoided; however, on occasion it may be necessary to use physical restraint or to isolate a student to preserve the safety of students and staff. | <ul style="list-style-type: none"> <li>• Definition of physical restraint and isolation, and district process for its use.</li> </ul>  |
| <a href="#">3332/3332P</a> | Teacher Responsibilities and Rights                   | General provisions and procedures for teachers' rights and responsibilities for student behavior expectations.  | <ul style="list-style-type: none"> <li>• Defining student behavior expectations and teacher's rights, responsibilities and authority to maintain classroom order.</li> </ul> |

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| <a href="#">3400/3400P</a> | Student Welfare          | Staff are to conduct all school programs and operations in a manner that recognizes the health and safety of students.   | <ul style="list-style-type: none"> <li>• Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students.</li> </ul>   |
| <a href="#">3401/3401P</a> | Social Emotional Climate | Everett Public Schools supports and promotes school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students. | <ul style="list-style-type: none"> <li>• Social emotional climate definitions.</li> <li>• Framework of school and classroom climate improvement process: <ul style="list-style-type: none"> <li>✓ Guiding principles and essential elements</li> <li>✓ Develop a planning team</li> <li>✓ Analyze data</li> <li>✓ Develop a strategic communication plan and a integrated improvement action plan</li> </ul> </li> </ul>            |
| <a href="#">3416/3416P</a> | Medication at School     | Guidelines for the appropriate and authorized storage, administration, and monitoring of prescribed or non-prescribed medication on school grounds.  | <ul style="list-style-type: none"> <li>• When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school.</li> <li>• Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian.</li> <li>• Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school.</li> </ul> |

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| <a href="#">3418/3418P</a> | <u>Animals in Schools</u>                    | <u>Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program.</u>   | <ul style="list-style-type: none"> <li>● <u>Guidelines and restrictions for introduction of animals at school.</u></li> </ul>  |
| <a href="#">3421/3421P</a> | <u>Child Abuse, Neglect and Exploitation</u> | <u>Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered</u><br><br><u>abuse or neglect.</u> | <ul style="list-style-type: none"> <li>● <u>Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation.</u></li> </ul> |
| <a href="#">3530/3530P</a> | <u>Student Fundraising Activities</u>        | <u>The solicitation of funds from students, staff and citizens</u><br><br><u>must be limited since students are a captive</u>  | <ul style="list-style-type: none"> <li>● <u>Guidelines and expectations to follow for student fundraising activities.</u></li> </ul>   |

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|                       |                 | audience and since solicitation can disrupt the program of the schools.  |  |
| <a href="#">3600P</a> | Student Records | The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner. | <ul style="list-style-type: none"> <li>Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records.</li> </ul>   |
| <a href="#">3610P</a> | Child Custody   | Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of his/her child, to visit with his/her child, or to remove his/her child from the school premises.      | <ul style="list-style-type: none"> <li>Defining rights of non-custodial parents to have access to the classroom, school-sponsored activities, and teaching materials. Guidelines for visits and/or releasing student to non-custodial parent.</li> </ul> |

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

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

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| <a href="#">4205</a> | Use of Tobacco, Nicotine Products and Delivery Devices | To protect students from exposure to the addictive substance of nicotine and to set a smoking-free example for students, employees, students and all community members have an obligation as role models to refrain from the use of tobacco and tobacco-like products on district property. | <ul style="list-style-type: none"> <li>Guidelines to enforce the district's policy for no smoking cigarettes, electronic cigarettes, cigars or any other use of tobacco or tobacco- like products at schools, district buildings, district property and district-owned vehicles.</li> <li>Cross reference: <a href="#">Policy 5140</a></li> </ul> |
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| <a href="#">4207</a>  | <a href="#">Regulation of Firearms and Dangerous Weapons on School District Property</a> | It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district property, district-provided transportation or areas of other facilities being used exclusively for school district activities unless specifically authorized by state law. | <ul style="list-style-type: none"> <li>School or district officials will promptly notify the student's parents/guardians and the appropriate law enforcement agency of known or suspected violations of this policy.</li> </ul> |
| <a href="#">4310</a>  | Contact with School/District Staff   | Certificated staff working at school sites shall be available to consult with parents, citizens, or students for one-half hour before and after the school day.  | <ul style="list-style-type: none"> <li>Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct.</li> </ul>                    |
| <a href="#">4312P</a> | Complaints to Board Members Concerning Staff   | The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.  | <ul style="list-style-type: none"> <li>Process to follow for filing/expressing a complaint regarding a staff member.</li> </ul>   |

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| <a href="#">4314/4314P</a> | Visitors, Animals on District Property and/or Disruption of School Operations | Visits to schools by parents/guardians, other adult residents of the community, and other educators are welcome. In order to manage the risks associated with the presence of dogs or other animals on district property, the superintendent will establish guidelines governing such activity. | <ul style="list-style-type: none"> <li>• Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program.</li> <li>• Restrictions applying to dogs and other animals on district property.</li> </ul>   |
| <a href="#">4340/4340P</a> | Public Access to District Records   | The district shall afford full access to public records concerning the administration and operations of the district in accordance with the Public Records Act. Access to student records is primarily controlled by the Family Educational Rights and Privacy Act FERPA (20                    | <ul style="list-style-type: none"> <li>• When a parent or community member requests to see or be provided copies of district records beyond their normal access online or in regular school communications.</li> <li>• Public Records Office<br/>CRC – 3900 Broadway<br/>425-385-4188/425-385-4172 (Fax)<br/><a href="mailto:publicrecords@everettsd.org">publicrecords@everettsd.org</a></li> </ul> |

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|                            |   | U.S.C. § 1232g. 34 CFR Part 99).  |   |
| <a href="#">4411/4411P</a> | Working Relationships with Law Enforcement, the Department of Children, Youth and Families, and the Local Health Department | The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Therefore, district staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities. | <ul style="list-style-type: none"> <li>• Protocols for interviews of students by law enforcement, CPS and the county health department on school grounds. Parameters for when a parent must be notified of such actions by the school administrator.</li> </ul> |
| <a href="#">4412</a>       | Political Relationships with Governmental Agencies  | The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.   | <ul style="list-style-type: none"> <li>• Guidelines for staff to engage in political activity or who hold elective or appointive public office.</li> </ul>  |

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

| <b>Policy/<br/>Procedure</b> | <b>Title</b>   | <b>Description</b>   | <b>Situation to apply</b>   |
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| <a href="#">5010/5010P</a>   | Affirmative Action and Nondiscrimination   | The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices. | <ul style="list-style-type: none"> <li>• Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA)</li> </ul> |
| <a href="#">5140</a>         | Tobacco or Tobacco-Like Products Use Policy<br>Cross reference:<br><a href="#">Policy 4205</a> | Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles.     | <ul style="list-style-type: none"> <li>• Employees are subject to this policy, which includes rented or leased facilities to other agencies.</li> </ul>   |

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| <a href="#">5150</a> | Drug-Free Workplace | The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana (cannabis) per the Drug-Free Workplace Act of 1988. | <ul style="list-style-type: none"> <li>• Employees, patrons subject to this policy. Workplace includes any district building, property, district-owned vehicle, other district-approved vehicle used to transport students, off-district property during school-sponsored or approved activity, event, or function.</li> </ul> |
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| <a href="#">5160/5160P</a> | Sexual Harassment | All employees and volunteers will be provided a | <ul style="list-style-type: none"> <li>When an employee or volunteer reports unwelcome sexual favor requests, other verbal or</li> </ul> |
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|                            |   | work environment free from sexual harassment.  | physical conduct of a sexual nature as a condition of employment, in employment decisions or it substantially affects the individual's work performance.   |
| <a href="#">5161</a>       | Civility in the Workplace                         | The board commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics.    | <ul style="list-style-type: none"> <li>Board of Directors, employees, parents, volunteers, contractors and visitors are subject to this policy when uncivil conduct or other forms of disruptive behavior interferes with an employee's ability to accomplish their work and a school's ability to educate its students.</li> </ul>              |
| <a href="#">5215</a>       | Conflicts of Interest                             | The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest.  | <ul style="list-style-type: none"> <li>Any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest that interferes with the objective exercise of his/her district duties or for gain/advantage by virtue of his/her position in the district.</li> </ul> |
| <a href="#">5225/5225P</a> | Technology  | Use of technology is to improve performance and achievement for all students and employees, and increase productivity and efficiency in day-to-day operations. | <ul style="list-style-type: none"> <li>Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology.</li> </ul>  |
| <a href="#">5253/5253P</a> | Maintaining Professional Staff/Student Boundaries | All employees will maintain the highest professional, moral and ethical standards in interactions with students.   | <ul style="list-style-type: none"> <li>When an employee's behavior has no legitimate educational purpose, has the potential to abuse the relationship between the employee and the student, or violates legal and ethical standards of care.</li> </ul>  |

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| <a href="#">5270</a>       | Disciplinary Action and Discharge | The superintendent or designee may take disciplinary action against an employee in accordance with any applicable contract or bargaining agreement or state law. | <ul style="list-style-type: none"> <li>• Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators, who conduct themselves on or off the job in ways that negatively impact their effectiveness on the job, or engage in certain other negative behavior and conduct, may be subject to disciplinary action or discharge.</li> </ul> |
| <a href="#">5320/5320P</a> | Leaves of Absence                 | Consistent with the law, leaves of absence for non-represented employees may be granted.   | <ul style="list-style-type: none"> <li>• Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical.</li> </ul>   |

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| <a href="#">5320.9/5320.9P</a> | Family, Medical, and Maternity Leave | Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations. | <ul style="list-style-type: none"> <li>• Applies to all employees who have worked for the district for at least twelve (12) months, and at least 1,250 hours over the previous twelve (12) months, except female employees who are eligible for leave for any period of pregnancy-related illness or disability.</li> </ul> |
| <a href="#">5406/5406P</a>     | Shared Leave Program                 | The district has established and administers a leave sharing program in which qualified employees may donate accrued leave.            | <ul style="list-style-type: none"> <li>• The purpose of the Shared Leave Program is to provide a mechanism to allow employees to donate annual (vacation) or sick leave to eligible fellow employees in a manner consistent with state law and regulations.</li> </ul>  |

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

| <b>Policy/<br/>Procedure</b> | <b>Title</b>  | <b>Description</b>  | <b>Situation to apply</b>   |
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| <a href="#">6114P</a>        | Gifts   | Individuals and organizations in the community may wish to contribute additional supplies, equipment or monetary donations to enhance or extend the instructional program.  | <ul style="list-style-type: none"> <li>• Procedure for staff to follow if money or another type of gift is donated to a school or staff member.</li> </ul>  |
| <a href="#">6213P</a>        | Reimbursement for Travel Expenses                     | Travel expenses incurred by employees and board members on approved travel may be reimbursed.   | <ul style="list-style-type: none"> <li>• Procedure for staff to follow during approved district travel.</li> </ul>  |
| <a href="#">6225P</a>        | Food and Beverage Consumption                         | Staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances the district may expend funds for food and non-alcoholic beverages consumed by staff and others while in the conduct of district business. | <ul style="list-style-type: none"> <li>• Procedure for staff to follow when purchasing/providing food for school or district meetings.</li> </ul>   |
| <a href="#">6505P</a>        | Video Security on School District Grounds or Property | The district is committed to maintaining a safe and positive environment for students, staff and visitors.  | <ul style="list-style-type: none"> <li>• It is necessary to use video security on district property to ensure the safety of school staff, students and visitors; to protect district property; and to aid in the enforcement of district</li> </ul> |

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| <a href="#">6531</a> | Care of District Property | Staff shall ensure buildings, equipment, furniture and motor vehicles are not abused. | <ul style="list-style-type: none"> <li>• District provided equipment, furniture, etc. should be maintained and treated with care.</li> </ul> |
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| <a href="#">6540P</a> | School District's Responsibility for Privately-Owned Property | The district shall not make reimbursement for loss or damage to a staff member's personal equipment or material brought to school unless evidence can be shown that it was necessary or highly desirable for use in the school program.  | <ul style="list-style-type: none"> <li>• If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage.</li> </ul>  |
| <a href="#">6550P</a> | Data Security and Privacy                                     | This policy provides guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safe-guarding the security of the data and the privacy of our students, staff and the district as an organization. | <ul style="list-style-type: none"> <li>• Staff members with access to personally identifying student information should consider themselves data users and are responsible to ensure the security of data. This procedure outlines obligations to ensure privacy of student information online following FERPA, COPPA and CIPA.</li> </ul> |
| <a href="#">6571P</a> | Lending of District-Owned Equipment and Books                 | This policy provides that school equipment may be removed from school property by students or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities.   | <ul style="list-style-type: none"> <li>• If school equipment is to be used off the school site by a staff member, they must have prior approval from the principal and will be fully liable for loss or damage.</li> </ul>   |