

Volunteer Manual



The possibilities for volunteering are practically limitless. Students learn from adults who are good role models and who bring different perspectives and experiences into their lives.



Letter from Superintendent

Thank you for volunteering!

Each person who helps a child learn is someone who makes a difference in that child's life. Schools are safe, nurturing places for students to grow and learn, and the work you do makes that environment even more rich and meaningful.

This manual is designed as a partnership tool. It includes basic information and tips for working with students. It also includes some very important legal information that all school staff and volunteers must understand and abide by to ensure that students and adults in our schools are safe.

Be sure to say "hi" and introduce yourself when we meet in a school or office; I'd like to thank you personally for your gift of time. You are modeling generosity and involved citizenship for our students – qualities we know are important for their futures as they become citizen leaders in their communities.

Sincerely,



Dr. Ian B. Saltzman, Superintendent

*Our students will lead
and shape the future.*

Table of Contents

<u>Volunteer opportunities</u>	<u>2</u>
<u>The benefits of volunteering</u>	<u>3</u>
<u>Required training for volunteers</u>	<u>4</u>
<u>Required orientation for volunteers</u>	<u>5</u>
<u>Tips for sparking curiosity and learning</u>	<u>6</u>
<u>Characteristics of successful volunteers</u>	<u>7</u>
<u>Guidelines for safe interactions with students</u>	<u>8</u>
<u>Your safety</u>	<u>10</u>
<u>Legal requirements for volunteers and staff</u>	<u>11</u>
<u>Protection from harassment, intimidation, and bullying</u>	<u>12</u>

Volunteer opportunities –

there are so many ways you can make a difference

The possibilities for volunteering are practically limitless. Students learn from adults who are good role models and who bring different perspectives and experiences into their lives. Use the list below to spark a volunteer idea that matches your interests – or share it with someone you know whose talents and enthusiasm would be great assets in a school.

- Help in classrooms, library, office, food service, nurse's office or on the playground
- Work with small groups – for example, in reading, writing, math or spelling
- Set up or take down projects for science, history, art or writing displays
- Help with field trips, parties or special events
- Chaperone school dances
- Share your talents and experiences, interests or career in a classroom presentation or career fair or with a robotics club
- Help with all-school events (vision screening, science fair, art display, track meets, field days)
- Help the Science Resource Center compile science kits for classrooms
- Join the school PTA, booster club or special committees
- Become an art docent or science docent
- Become a Big Brother or Big Sister for a student
- Help with the Everett Public Schools Foundation

Students learn from adults who are good role models and who bring different perspectives and experiences into their lives.



The benefits of volunteering – *everyone gains from your giving*

Who knows the difference we can make by giving some time and talent to help others? The act of volunteering in schools helps students, schools and the community.

Benefits to students

- Increases learning and academic success
- Shows and tells students that adults consider them important
- Sets a good example for students about volunteering
- Adds more eyes and ears to focus on students
- Generates more advocates for students, schools and education

Benefits to school and school staff

- Promotes positive partnerships
- Expands understanding of instruction and learning
- Builds outside support for schools and education
- Increases communication and trust with school and families
- Frees up teacher time for working with students
- Increase time students are on task

Benefits to community and businesses

- Increases positive community visibility
- Generates wider understanding of schools and education
- Fosters understanding of school accomplishments and challenges

- Inspires support and resource possibilities for schools
- Helps strengthen the community by nurturing future citizen leaders

Benefits to those who volunteer

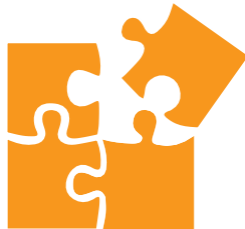
- Sparks insights into how schools work
- Engenders understanding of students
- Builds trust with school staff
- Lessens communications barriers between home and school
- Creates sense of making a difference
- Increases self-confidence and builds job skills

The act of volunteering
in schools helps students,
schools and the community.



Required training for volunteers

All volunteers are required to review the Volunteer Manual each year.



Volunteer overnight chaperones, club advisors, activity/program boosters and volunteer athletic coaches are required to complete a one-time online training.

Volunteer overnight field trip chaperones will receive overnight field trip volunteer training annually by the school, department or program ([2320P](#))

Volunteer athletic coaches must also meet Washington Interscholastic Activities Association (WIAA) training requirements, including first aid, and head injury and concussion management training ([3424P](#) and [2151P](#))

Before becoming a volunteer, you will receive specialized training.



Required orientation for volunteers

Someone where you are volunteering will orient you to the school and your volunteer opportunities and responsibilities. Use this checklist to keep track of information.

My volunteer checklist

- D** Staff contacts for this assignment, phone numbers & emails (who can answer questions; who to contact if you will be absent or late)



- D** School or office hours (you might also find it helpful to have a map or school calendar)

- D** I understand the school's rules for adults and students.
- D** I understand the school's evacuation drills and safety procedures.
- D** I understand where and how to sign in and out and that doing so is a requirement.
- D** I understand wearing a volunteer badge is a requirement.

Questions to ask:

- Are there special needs or circumstances I should know about the students or people with whom I am working?
- What should I do if I have an urgent question and the teacher is teaching or the people I need are in the middle of a meeting?
- What supplies are okay for me to use, and where will I be working on projects?
- Is it okay for me to use equipment or to be in the staff lunchroom? (Sometimes this is the only location for staff to go when discussing confidential issues.)
- What are the school or office expectations for how I should dress?
- Who should I contact if there is a discipline issue? (Volunteers are not responsible for discipline.)
- Can I take photos of students? (Always ask this question before taking photos.)
- What do I do if I am injured while volunteering? (Full details about this are in the section entitled *Your safety – Two things to do if you are injured.*)
- With whom can I speak if I have questions about legal requirements for volunteers? (See the specifics about state and federal laws volunteers and staff are obligated to follow in the sections entitled *Legal requirements for volunteers and staff.*)

Tips for sparking curiosity and learning

Samples of words of encouragement

- *I can tell you worked really hard on that!*
- *You are getting so much better each time!*
- *I appreciate what you did*
- *You did a great job of handling that situation*
- *I see that you...*
- *Tell me more*
- *How about that?*
- *You are working*
- *Good thinking. Very creative. How impressive!*
- *Now you've got the hang of it!*
- *That's a great observation*



Encouraging students with words and gestures can help them explore and understand. Let them know you hear, accept and respect what they have to say. Encourage them to say more.



Characteristics of successful volunteers



Enjoy students and have patience with young people and adults



Take pride in volunteering



Exhibit great sense of humor – at appropriate level for students and at appropriate times



Show enthusiasm and optimism



Follow through and show initiative



Respect others and the wide array of school roles and responsibilities others have

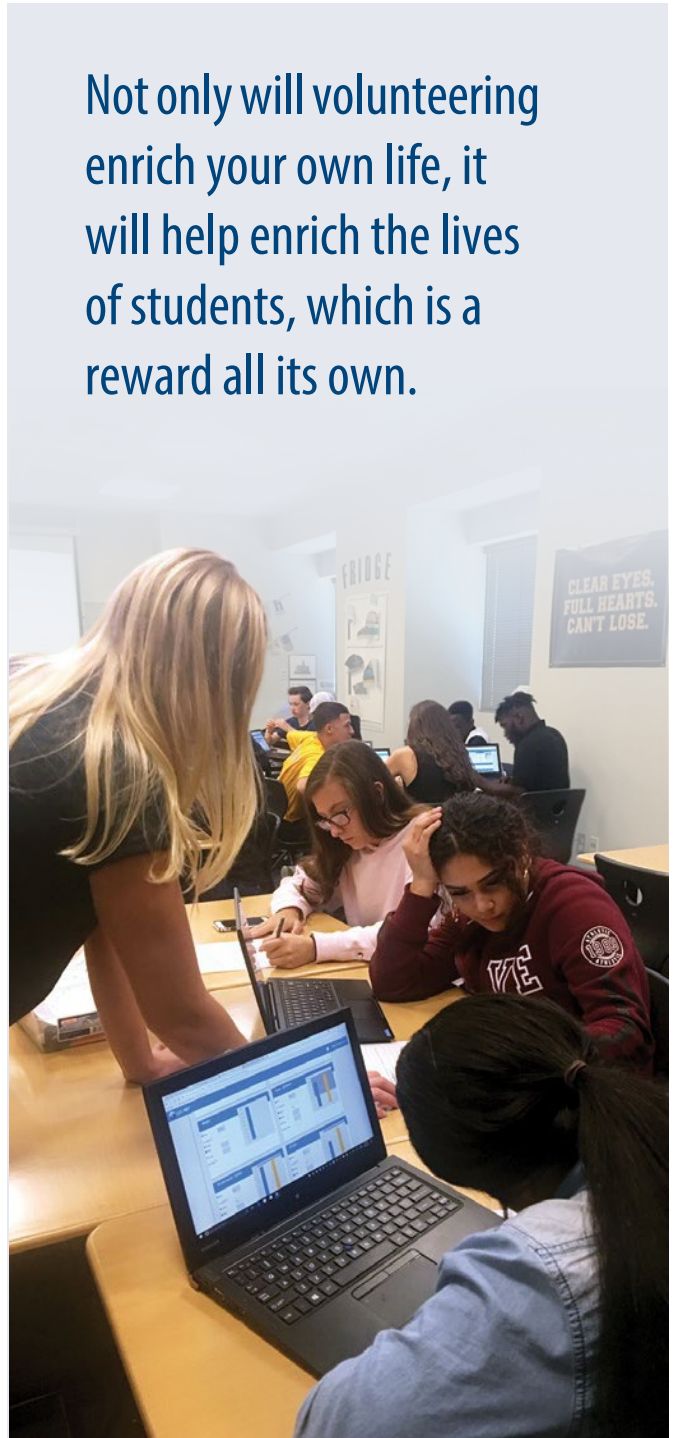


Learn from others and are open to new ideas and suggestions



Understand the importance of being a part of a team

Not only will volunteering enrich your own life, it will help enrich the lives of students, which is a reward all its own.



Guidelines for safe interactions with students

Protecting persons under 18 years old from abuse and sexual harassment is a critical aspect of court action and case law today. Professional and personal boundaries and relationships among students and adults are legally defined ([5253P](#)).

These guidelines for Everett Public Schools volunteers emphasize an abundance of caution. If you have questions about a situation or circumstance during your volunteer time, it is important you share those questions or concerns with a school principal, teacher or office manager.

Playing it safe

Touching children carries a risk. A volunteer can be accused of impropriety, unnecessary physical contact or sexual harassment. Being alone with a student can prompt an allegation of inappropriate behavior.



Volunteers must work with students in proximity to and within sight of other adults.

A finding of sexual harassment is just cause for losing volunteer privileges or even legal action.

Exercising good judgment

School volunteers and staff must use good judgment when interacting with students.

Consider students ages:

- **Grades K-3** While you can work to avoid touching students, it is virtually impossible to avoid all contact with students of this age. Use caution and limit your touches of students to arms, backs and shoulders.
- **Grades 4-9** Students this age are very conscious of their sexuality. Safeguard students' personal boundaries by not patting knees, putting arms around shoulders, hands or waist. Girls this age may be very sensitive about being touched on the back over their bras.
- **Grades 10-12** Very little touching is acceptable with this group. It is inappropriate and not your role as a volunteer to counsel students of this age, especially about sexual, personal or romantic matters.

Keep in mind:

- Males should consider and monitor their behavior very carefully, as the majority of accusations of inappropriate behavior are against men.
- Some individuals and people from some cultures are uncomfortable with touch of any kind. If a student indicates discomfort in any way, you should avoid physical contact, except in cases where touching is necessary for the student's safety.

Some areas of caution

Some actions, even without improper motive, can create problems. **Do not:**



- Ask a single student to come early to set up for a class or activity.
- Give a gift at school to a student.
- Sign a yearbook with personal inscriptions or nickname.
- Make a request such as, “Give me a hug,” or “Come sit on my lap.”
- Touch in a lingering way, such as shoulder or neck massages.
- Touch one gender differently than another.
- Comment on a student’s dress or appearance.
- Be alone with a student behind closed doors or other area that is not visible to passersby.
- Spend an overly long time with individual students or groups of students.
- Allow a student to develop a personal interest in you.
- Invite students for social activities outside of school.
- Make sexist or sexual comments or innuendos or jokes with double meaning.

Confidentiality is a legal requirement

Any information you learn at school about students or adults is confidential ([3600P](#)).

A good rule of thumb is treat information about others at school in the same way you would want them to handle that information if it were about you or your family.

Report breaches of confidentiality to a school administrator or teacher.

Student photos – check first before taking photos

The Family Educational Rights and Privacy Act ([FERPA](#)) allows every public school parent the right to prevent photographs at school and school sponsored activities being taken of students in that family. School staff and volunteers are obligated to abide by the federal law. Please get permission before taking any student photos.

Using personal electronic communication devices



Volunteers may use personal wireless/Wi-Fi electronic communication devices, as long as those devices do not pose a threat to academic integrity, disrupt the learning or work environment or violate the privacy rights of others ([5225P](#)). Electronic communication devices shall not be used to violate the confidentiality or privacy rights of another individual. This includes taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.

Keeping schools drug and alcohol free

The district prohibits reporting to the workplace under the influence of alcohol, illegal drugs and/or controlled substances including marijuana ([5150](#)) or using tobacco and tobacco-like products on school district property ([4205](#))

Your safety

Two things to do if you are injured:



1. Seek immediate first aid help and/or call 911. This might be your own action or the response of other adults or students with you.
2. Report the incident to a staff member as soon as possible. Your report should go either to the staff supervising your volunteer time or to a staff in charge of the school or program where you are volunteering.

If you are injured while volunteering, district staff will:

- Give you immediate assistance and may call 911 as a precaution.
- Fill out a district injury report form. Staff will get your signature and forward it to the district risk management staff.

You should know:

- We value your volunteer time and experience and the difference you make for students.
- The district does not have specific insurance coverage for volunteers should you be injured while supporting student activities or programs.
- Therefore, before you volunteer, please review your health care policy and/or homeowner's policy to determine what coverage is available if you are injured while volunteering.

The district's safety program helps ensure students, staff, visitors and volunteers are as safe as possible when in schools or in school-related activities, as well as at and in transit to off-campus activities.



Legal requirements for volunteers and staff

School employees and volunteers help ensure student safety. When everyone is familiar with and abiding by legal requirements, the student safety net is stronger. District policies and procedures are in line with state and federal laws that protect students and adults.

Policies and procedures are summarized here and can be read in full by following the hyperlinks to online documents.

As a volunteer, you are a **mandatory reporter**. This means, ***if you see something, say something***.

*If you see something,
say something.*

You must report child abuse or neglect ([3421P](#))

- If you are concerned a student may be the victim of physical or sexual abuse, share your concerns with a school or district administrator.
- If you become aware of possible adult-student, student-adult or student-student abuse or neglect, ***you are legally obligated to report it.***



You must act to prevent harassment, intimidation and bullying ([3204P](#))

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- physically harms another student or damages their property; or
- has the effect of greatly interfering with another student's education; or
- is so severe, persistent, or significant that it creates an intimidating or threatening educational environment for other students.

This can take many forms such as, slurs, rumors, name-calling, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, and hazing.

You must act to prevent sexual harassment ([3204P](#) and [3205P](#))

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is either an explicit or implicit term of:

- an individual's employment or volunteer service;
- is a basis for decisions affecting a person; or
- has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive work environment.

Protection from harassment, intimidation, and bullying

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our schools' process for responding to it.

Our schools protect students from harassment, intimidation, and bullying.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's [reporting form](#) to share concerns about HIB, but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report.

No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer who supports prevention and response to HIB: Dani Mundell, DMundell2@everettsd.org, 425-385-4260.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within five school days unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within two school days. This response should include:

- a summary of the results of the investigation;
- a determination of whether the HIB is substantiated;
- any corrective measures or remedies needed; and
- clear information about how you can appeal the decision.

What are the next steps if I disagree with the outcome?

The Family Educational Rights and Privacy Act ([FERPA](#)) allows every public school parent the right to prevent photographs at school and school sponsored activities being taken of students in that family. School staff and volunteers are obligated to abide by the federal law. Please get permission before taking any student photos.

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal against the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s HIB [Policy 3204](#) and [Procedure 3204P](#).

Our schools stand against discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

Click on the links to review the district’s Nondiscrimination [Policy 3210](#) and [Procedure 3210P](#).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

Click the link to review the district's Sex Discrimination and Sex-Based Harassment of Students Prohibited [Policy 3205](#) and [Procedure 3205P.1](#).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination or about sex discrimination, including sexual harassment:
Civil Rights/ Title IX Coordinator: Chad Golden, Assistant Superintendent Human Resources, 425-385-4100, CGolden@everettsd.org, PO Box 2098, Everett WA 98213.

Concerns about disability discrimination:
Section 504 Coordinator: Dave Peters, Director of Student Services, 425-385-4063, DPeters@everettsd.org, PO Box 2098, Everett WA 98213.

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Joi Odom Grant, Director Diversity, Equity, and Inclusion, 425-385-4000, jgrant@everettsd.org, PO Box 2098, Everett WA 98213.

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response.

This response will include:

- a summary of the results of the investigation;
- a determination of whether the district failed to comply with civil rights laws;
- any corrective measures or remedies needed; and
- notice about how you can appeal the decision.

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination [Procedure 3210P](#) and Sex Discrimination and Sex-Based Harassment of Students Prohibited—Grievance Procedure [Procedure 3205P.1](#).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your

school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination [Procedure 3210P](#) and the HIB [Procedure 3204P](#) to **fully resolve your complaint**.

Who else can help with HIB or discrimination concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: <https://www.oeo.wa.gov/en>
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

Our Schools are Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school.

Our schools will:

- Address students by their requested name and pronouns, with or without a legal name change.
- Change a student's gender designation and have their gender accurately reflected in school records.
- Allow students to use restrooms and locker rooms that align with their gender identity.
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity.
- Keep health and education information confidential and private.
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender.
- Protect students from teasing, bullying, or harassment based on their gender or gender identity.

Click to review the district's Gender-Inclusive Schools [Policy 3213](#) and [Procedure 3213P](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Joi Odom Grant, Director Diversity, Equity, and Inclusion, 425-385-4000, jgrant@everettsd.org, PO Box 2098, Everett WA 98213.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

In Washington, all students have the right to be treated consistent with their gender identity at school.



You must act to keep schools safe places to learn and grow

To safeguard that environment, school staff and volunteers are asked to be alert to and to report any activities that threaten the safety or well-being of others.

Reporting

If you believe you or a student have experienced harassment of any kind, immediately:

- Contact a school or district administrator
- Call 855-637-2095
- Email 1350@alert1.us
- Report online <http://1350.alert1.us>
- and complete an Harassment, Intimidation and Bullying Incident Reporting Form located at (<http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-35840/HIBIncidentReportingForm.pdf>)

Thank you!

Your time as a volunteer is valued by our district's students, teachers and staff! If you have ideas to share or questions about our volunteer program, please visit the district's volunteer website: www.everettsd.org/volunteer



volunteer@everettsd.org



425-385-4100





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:

Assistant Superintendent Human Resources

Dr. Chad Golden
3900 Broadway, Everett WA 98201
425-385-4100
CGolden@everettsd.org

Gender-Inclusive Schools Coordinator

Joi Odom Grant
3900 Broadway, Everett WA 98201
425-385-4000
JGrant@everettsd.org

Title IX/Civil Rights Compliance Officer

Dr. Chad Golden
3900 Broadway, Everett WA 98201
425-385-4100
CGolden@everettsd.org

ADA Coordinator

Dr. Chad Golden
3900 Broadway, Everett WA 98201
425-385-4100
CGolden@everettsd.org

Section 504 Coordinator

Dave Peters
3900 Broadway, Everett WA 98201
425-385-4063
DPeters@everettsd.org

Harassment, Intimidation or Bullying (HIB) Compliance Officer

Danielle Mundell
3721 Oakes Avenue, Everett WA 98201
425-385-4260
DMundell2@everettsd.org

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