



STAFF HANDBOOK



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(425) 385-5600

Commented [LDJ1]: Need to add staff attendance procedures, absence and sub procedures

Nondiscrimination Statement

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

Executive Director Human Resources

Chad Golden
3900 Broadway, Everett 98201
425-385-4103
cgolden@everettsd.org

ADA Coordinator

Chad Golden
3900 Broadway, Everett 98201
425-385-4100
cgolden@everettsd.org

Title IX/Civil Rights Compliance Officer

Chad Golden
3900 Broadway, Everett 98201
425-385-4100
cgolden@everettsd.org

Harassment, Intimidation or Bullying (HIB)

Compliance Officer

Danielle Mundell
3721 Oakes Avenue, Everett 98201
425-385-4260
Dmundell2@everettsd.org

Section 504 Coordinator

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

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ADMINISTRATOR EXPECTATIONS

You can expect your administrator to...

- Believe in your ability to facilitate the growth of students.
- Trust that you are using your talents to the greatest benefit of Jackson's students.
- Strive to build a relationship of mutual support with each of you.
- Support you in your efforts to do your job by.
- Listen to your ideas and concerns.
- Keep you informed of events that occur within the school and district.
- Give feedback to develop stronger and more effective instruction.
- Serve as a referral person when needed to deal with certain students.
- Provide feedback on your performance.
- Follow through on promises made.
- Work to maintain a perspective of school issues that takes into account the views of students, teachers, support staff, administration, school board, patrons, and parents.
- Hold you accountable to stated expectations and teaching to the State Standards.
- Hold myself accountable for helping you grow and develop by living up to my stated expectations.
- Believe that all adults are responsible for all students and that we need to build a partnership with our families and our community so that we will have a school based on cooperation and strong relationships.
- Provide the leadership as a life-long learner: engaging in, displaying, and modeling the behaviors I want the staff and students to adopt.

Your administrator expects you to...

- Focus the majority of your attention on our students:
 - Believe that all students can and want to learn.
 - Listen and be sensitive to the feelings and state of mind of students.
 - Strive to build positive relationships with students.
 - Show concern for the uniqueness of each student.
 - Encourage children to do their very best while in school.
 - Develop and follow through with specific expectations for students.
 - Keep parents informed of the positive as well as the areas of concern about their son/daughter's progress. Let parents know early if their son/daughter is not doing well. You will usually have stronger parent support if you keep them informed.
- Be collaborative with colleagues:
 - Use school time effectively.
 - Expect the best from students and staff.
 - Systematically monitor student progress.
 - Provide positive conditions for learning and teaching.
 - Meet regularly with grade-level or other team.
 - Share the responsibility for the total school environment through contributions of thought, time and energy at in-service meetings, committee meetings, and staff meetings.
- Be supportive of all Jackson staff members:
 - Look for and recognize the best in everyone.
 - Be sure your feedback to others is face-to-face.
 - Seek help from others who possess the appropriate expertise needed.
 - Continuously evaluate yourself.

- Keep learning and growing as a professional and in your ability to help students develop.
- Use all the resources within your power to ensure that Jackson is indeed a place where we are “Committed to Academic Excellence.”
- Refrain from using your voice or hands/feet to demean or potentially cause harm to a student.
- Stress to students the importance of keeping the school clean along with desks, textbooks, restrooms, and personal belongings.
- Respond to parent calls/e-mails within 24 hours after receiving contact
- Everett Public Schools Mission
- Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

THE MISSION OF JACKSON ELEMENTARY

Jackson Elementary is committed to academic excellence and ensuring that each student acquires the skills and knowledge needed to thrive as a lifelong learner and responsible citizen in a changing world.

EVERETT PUBLIC SCHOOLS VISION

Our students will lead and shape the future.

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

EVERETT PUBLIC SCHOOLS CORE VALUES

Our core values drive our actions and behavior.

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

JACKSON SILVERS CODE OF CONDUCT

- Respect self and others at all times; keep hands and feet to self.
- Attend school regularly and arrive to class on time.
- Be prepared to work with all required class materials.
- Listen and follow instructions of teachers and all school staff.
- Apply best effort to classroom activities and complete assignments on time.
- Respect and care for school and personal property.
- Treat all guest and substitute teachers with respect and courtesy.

OFFICE AND SCHOOL HOURS

School Schedule Office Hours: 7:30 am to 4:00 pm

Regular Schedule: 9:15 am – 3:30 pm

Learning Improvement Fridays 9:15 am – 2:15 pm

Early Release Schedule 9:15 am – 1:00 pm

ABSENCE REPORTING AND SUBSTITUTES

Certificated Contracted Work Time

The normal working day for full-time certificated employees shall be seven and one-half (7½) hours, inclusive of the duty-free lunch period, of no less than forty (40) minutes. Employees shall have the discretion to work the non-instructional portion of the workday on or off site except that the employee shall be on-site thirty (30) minutes before and after the student day to fulfill, on an as needs and timely basis, his/her responsibilities. The time before and after the student day shall include a 25 minute and a 30-minute period as scheduled for each secondary building and a 25 minute and 45-minute period as scheduled for each elementary building.

Therefore, at Jackson, certificated employees' contracted workday is 8:25-3:55.

Classified Work Schedules

Please refer to your individual schedule for your scheduled work time. If your workday starts at 8:45, the expectation is that you are ready to begin working at 8:45. This may mean that you will need to arrive before 8:45 and complete any preparations beforehand. If you are not able to get to work on time you must call the front office to let them know as soon as possible. Each classified employee is expected to take required lunches and/or breaks as scheduled, unless otherwise directed or allowed after conferring with an administrator.

In general, we refrain from 'comp time' for classified staff – working additional hours on one day so as to leave early on another day. Timesheets for additional hours worked can be available. All comp time or added pay time must be pre-approved by an administrator.

Report Absences Frontline - <https://login.frontlineeducation.com/> or Frontline's 24-hour access 1.800.942.3767.

Report your absences as soon as possible to ensure we can provide sub coverage!

Substitutes

Substitutes are a critical part of the smooth operation of the education program at Jackson Elementary 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.

1. Each teacher will complete a substitute procedure form to be kept in the office. Location of lesson plans, current seating charts, class lists, and other pertinent information should be clearly available.
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall make adequate plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals.
4. 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 Heather Harris. Staff are responsible for informing the district of any absence in Frontline, the office staff cannot call a substitute for you.

Leave Without Pay

Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken, Frontline has been updated to alert the employee that a Payroll Absence Verification Form is required for this type of leave to be taken (similar to how bereavement leave works).

Long-Term Leave & Work Restrictions

When an employee is on long-term leave (medical, personal, childcare, etc.) they may not work for the district or anywhere else for the duration of their leave, without prior approval from the Executive Director of Human Resources. They may not attend classes offered by the district attend LID, in-service or other professional development days, nor may they work as a substitute in any capacity.

Questions about absence reporting, please contact subservices@everettsd.org or benefits@everettsd.org

[Payroll Absence Verification](#) forms are available Docushare.

STUDENT ATTENDANCE

Attendance

Attendance is a critical component to our students' success at Jackson Elementary School. We expect all students to attend every day on time. School hours at Jackson are 9:15 a.m.-3:30 p.m. The first bell rings at 9:10 a.m. Instruction begins promptly at 9:15, at which time all students should be in his/her classroom. Student absences must be excused either by written note or phone call.

The state of Washington has a Compulsory Attendance Law, Chapter 28A.225RCW which requires parents to have their children, ages 8 through 18 in attendance. The law requires us:

1. To inform you in writing or by telephone whenever a child has one unexcused absence during any month.
2. To schedule a conference with you after two unexpected absences within any month.
3. To take steps to reduce or eliminate the absences. If an extended absence is being considered, please contact your child's teacher and the office for the *pre-arranged absence form* before leaving. This form can also be found here: <https://www.everettsd.org/domain/1774>

Letters informing parents/guardians of excessive absences and/or tardies will be sent home as required by Washington State Law. Students missing four or more hours in a day will be marked as absent for the entire day.

Tardy (Late arrival)

Students who arrive after the second morning bell (9:15) will be marked tardy and must come to the school office to receive a tardy slip to enter the classroom. Parents are requested to notify the office in the event their child will be late. Students who are chronically late miss many learning opportunities and disrupt the classroom. Students who arrive between 10 minutes and one hour after the beginning of school will be marked as having partial attendance. The same is true for students leaving 10 minutes early or more.

Dismissal

School ends at 3:30 PM. Students are expected to go directly home from school when classes are dismissed. Students going to a friend's house after school must make arrangements with their parents and a note or phone call must be received by 12:00pm in the main office. A clear understanding should exist between parents, school and child when a change in a regular pattern of dismissal is to occur. If a regular non-bus riding student wished to ride a school bus, a note must be sent to school and cleared through the school office. Often buses are loaded to capacity so it may be impossible to accommodate extra riders.

Student Appointments (doctor, dentist, etc.)

We discourage student appointments during the school day, because we believe that each school experience is valuable to a child, however, we do recognize the need for doctor and dental appointments and that sometimes emergencies occur. Because we are concerned about the safety of our students, please come to the office and sign your child out of school. All students leaving during the school day must be picked up in the office, not the classroom or cafeteria. Once a student has been signed out, the office staff will call for the student to meet parent in the office or give parent a pass to pick up their child on the playground if it is during recess time.

Early Dismissal

If it is necessary for a parent/guardian to pick their child up before the 3:30 p.m. dismissal time, a note must be written stating the specific date and time requested. Students who are dismissed during the school day must be signed out from the school office, by their parent/guardian, before leaving the school grounds.

Before/After School Activities

At various times throughout the school year students are given an opportunity to participate in specially

planned before or after-school activities. Participation in these is optional. Parents will be sent a written notice of activities and will need to sign a permission slip as well as provide transportation to school or home for their child/ren.

Delayed Start of School and Early Closures

Occasionally weather and other conditions require school delays or closure. Each family must have a plan of action in case students are dismissed before parents are home. Families should address these questions:

- What is the best route to and from home if your child cannot be dropped off at the normal bus stop?
- Where should your child go if he/she needs help?
- Who will care for your child until you arrive?
- Is there someone your child could call to calm fears?

Most area radio stations announce school cancellations, delay of starting time or early dismissal. Announcements are also made on several TV stations. Announcements are for one day only. Do not call the school, the administration office or the media about the school closure. Listen to the media. The district notifies the media of changes before 5:30 a.m. Information is also placed on the District Information line 425-385-4636 and website: <http://www.everett.k12.wa.us>.

Withdrawal of Students

Parents who are withdrawing their children from Jackson Elementary should let the school office manager know in advance. Parents will be asked to sign a withdraw form. Teachers should communicate plan to report student progress (report card) for all students who are withdrawn prior to the end of the Semester.

SCHOOL LEADERSHIP TEAMS AND ROLES

This section is updated on our new Leadership Teams matrix linked to in Canvas. Please refer there for up to date list of teams, roles, tasks, and other information.

EMPLOYEE CALENDARS FOR 2024-2025

All staff should routinely use their Outlook calendars for scheduling meetings and work-related appointments. Administrator and office staff will use Outlook calendars for events, meetings, and appointments to help with clarity.

All staff should add the Master School Calendar in Outlook – ask office staff for help – and keep it active on their Outlook calendar page. Staff members are expected to consult the School Master Calendar routinely to know what is coming up and for possible conflicts when planning events.

Staff considering scheduling an event which will be a change from the regular school program should discuss the activity with an administrator and receive approval, at which time the event will be added to the official School Master Calendar, which is kept by the office manager in the main office.

Events that will take place outside of the regular school day on the Jackson Campus require an approved Facilities Use Permit (FUP), which is available from Heather Harris or Cindy Hansen. A FUP must be submitted in time to effectively notify other organizations which use our campus.

Designated Meeting Nights for Jackson Elementary and all other elementary schools are the first and third Mondays, and second and fourth Thursdays of the month. Meeting on any other night requires approval of our middle and high schools.

Parent Teacher Conference Dates

Parent Teacher Conferences will be held in November and March. Students will be released at 1:00p.m. on these days.

Fall –

Spring –

Link to student [district calendar](#).

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 181-87-005 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, nonrenewal 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, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 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 181-86 WAC.

WAC 181-87-015 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 [181-86](#) WAC.

WAC 181-87-020 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 181-87-025 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 181-87-030 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 181-87-035 Education practitioner—Definition.

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

WAC 181-87-040 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 drop outs, graduates, and students who transfer to other districts or schools.

WAC 181-87-045 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 181-87-050 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.
- Assessments leading to certification.
- An education practitioner who aids, encourages, and/or abets another educator in any falsification or deliberate misrepresentation, including omission, of a material fact in conjunction with the acts listed above commits misrepresentation in the course of professional practice.

WAC 181-87-055 Alcohol or controlled substance abuse.

Unprofessional conduct includes:

- Being under the influence of alcohol, marijuana 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 pharmacy quality assurance commission, or a Schedule 2 controlled substance, as defined by the state pharmacy quality assurance commission, 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.
- The possession of marijuana or marijuana-infused product on school premises or at a school sponsored activity involving students if such possession violates Washington law or is contrary to written policy of the school district or school building.
- The use or consumption of marijuana or marijuana-infused products on school premises or at a school sponsored activity.

WAC 181-87-060 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 181-87-065 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.
- Professional service contract.

COLLECTIVE BARGAINING AGREEMENT

Please refer to the latest Collective Bargaining Agreement for your individual group. Current Agreements can be found [here](#).

CRISIS INTERVENTION PLAN

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

- Principal
- Assistant Principal
- Counselor
- Psychologist
- Nurse
- Faculty representative

Functions of the Crisis Response Team

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

Putting the Plan into Action

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

Plan Components

Administrator's responsibilities

- Contact the Central Office to report the event (Office of Associate Superintendent at 385- 4020 and the Executive Director of Area 1 at 385-4020.)
- Contact Crisis Response Team to arrange to meet ASAP to develop plan.
- Notify all staff using phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how
- Students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings.
- Contact district crisis team for additional counseling support, if needed.
- Assign extra secretarial help to the office.
- Provide a written statement for the secretaries to use with phone calls.
- Update the recording on the school's welcoming voice mail message.

- Instruct secretaries to keep a log of all (concerning) calls and inform them how to deal with the press over the phone.
- Keep visible, be available in the halls.
- Possibly arrange for a psychiatrist or “outside expert” to be at the school to lend support and help students and teachers. This expert may also speak to parents and faculty.
- Handle the media (with the assistance of Communications Office, at 385-4040.)
- Be sensitive to staff who have a difficult time dealing with the crisis and be prepared to relieve them.
- Emphasize facts, stop rumors.
- Keep staff informed through one person designated as rumor control person.
- Cancel scheduled activities as much as possible.
- Meet with full staff after school day to debrief.
- The principal or any school representative should visit the victim’s family at home to offer solace and support, return personal belongings and discuss a memorial service.
- Meet with Crisis Response Team to plan the next few days.

Counselor/social worker/psychologist responsibilities

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

Faculty responsibilities

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

Dealing with the Press

- Realize that it’s strictly business with the press. They are not necessarily our friends.
- Protect yourself, staff, students and parents.
- Notify the Central Office and Communications Office before talking to the press.
- Only one person on staff will speak with the press (principal, assistant principal)
- Develop a written statement.
- Be proactive – contact them before they contact you. Set location, time limits and restrictions about their access to staff and students.
- Do not give impromptu interviews, and none on the phone.

- Never talk “off the record”, as it does not exist. Remember item #1 – it’s a business for them.
- Tape record the interview. Have another staff member in the room. Have everyone identify him or herself on the tape, including the reporter. Make a copy of the tape for yourself, but don’t give one to the reporter.
- Don’t say, “No comment.” Say, “I don’t have enough information at this time to answer that question.”
- Don’t offer more than they ask.
- Use qualifying statement like, “It appears that...”
- Speak in a peaceful, calm, voice, using good eye contact.
- Keep the media away from staff and students. Insist that they not approach students on school property.
- Develop a script for the secretary to use when answering the phone. Have her keep a log of all calls.
- Advise students of 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.

ON THE JOB INJURIES

When employees are injured while on duty for the district the injury needs to be reported immediately to the employee's supervisor. Substitute employees, coaches, certificated and classified employees are required to complete an Accident/Incident Report for all injuries, regardless of whether medical attention was required or received. The Accident/Incident Report should be completed as soon as possible following the injury and submitted to the employee's supervisor. Employees have 12 months from the date of injury to seek medical attention. All claims are processed online.

If medical attention for an injury is required employees must file an L&I claim. Effective June 2013 all claims are filed electronically through Puget Sound Workers' Compensation Trust, the third-party administrator for all on-the-job injury claims for the district. To file a claim please go to the Puget Sound Workers' Compensation Trust website at: <http://www.pswct.org> and click on the box that shows: CLICK HERE to File An Online Claim. Once the claim is filed Human Resources is automatically notified electronically and will complete the process as well as send additional information to the employee.

It is extremely important that employees submit a copy of the completed Activity Prescription Form (or whatever paperwork the medical provider gives you) to Human Resources immediately after receiving treatment and following every appointment. This document can be faxed to the benefits office at 425-385-4135, scanned and emailed to benefits@everettsd.org or be brought to Human Resources in the CRC Building at 3900 Broadway.

Hints for filing an on-the-job injury claim online:

- Once you access the claim process you have a total of three hours to complete it. Be sure to have all the information necessary prior to beginning so you don’t get “logged out”. If you do not complete the process within the three hours you will have to start over.
- Be brief in your explanation of the injury and how it occurred – there is a limited number of characters allowed.
- DO NOT click on the red “X” on the upper left of your screen – this will close the screen and you will not have actually filed a claim. If you do click on the red “X” you will have to start the process over as the system does not save the information until the claim is actually submitted.
- Be sure to actually sign the claim form and provide your email address. Employees are encouraged to use their district email, especially if they do not have a private email account.

This process can be completed from any computer. Employees who do not have access to a computer or printer at home can use a district computer and printer.

Employees who need assistance with the process can call the benefits office at 425-385- 4115. Computers are available in Human Resources for employees who need assistance with completing the process online.

ATTENDANCE

The first eight days of school attendance will be taken in Gradebook and Enrollment will be taken on paper sheets per district policy; for tracking student enrollment. After the first eight days of school, teachers are responsible for having attendance done by 9:30 a.m.

COMMUNICATIONS

Contact between staff and students should always be professional and should also be in public and reasonably related to the student's progress in school. In all your interactions, it should be clear that your role as a staff member is separate from your role as a private citizen. Examples of interactions with students where this separation of roles becomes unclear include, but are not limited to, inviting students to your home for social gatherings, engaging in telephone, email, text messaging, or other communications with students that are purely social in nature and not related to school. If at any time you feel that a student is communicating with you in a manner that puts your professionalism at risk, contact your administrator immediately. Please refer to ESD policy 5253- Maintaining Professional Boundaries Between Employees and Students for more detailed information.

Telephone

Personal use of the telephone by staff should be kept to a minimum.

Personal cell phone usage – staff are discouraged from sharing their personal cell phone number with parents and engaging in phone or text conversations. Reminder that text messages to staff or community members about a student create a public record that is subject to public records request. Ask admin for support if needed.

Voice Mail

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

Mailboxes in Office

Teachers are requested to check their mailbox before and after school. Only emergency messages will be delivered to the classroom. Teachers should not send students to the office to retrieve mail.

Email & Teams

Email is considered a central form of communication in the Everett Public Schools. "All messages on the Everett Public Schools email system are considered to be Public Records. No privacy is guaranteed for any message sent on this system. Never send a message that you would not want to see appear in the newspaper, court records, etc. Email is also filtered for key words to identify unwanted threats, hate mail, etc. If you have private messages to send, you should use another communication system.

All staff are to check their email each day. Students nor substitute teachers should not be given teacher's password to access teacher's email or other electronic records.

Jackson Staff Newsletter

The Jackson Staff Newsletter is published on the first working day of the week and emailed. 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. The information in the Jackson Staff

Newsletter is for staff only; students and parents should not have access to this information.

Jackson Parent Newsletter

The monthly parent newsletter is sent out via Smore/ParentSquare. Information you wish to have included in a newsletter should be emailed to Heather Harris. We are going to send the newsletter out monthly by the 1st working day of each month.

Confidentiality

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

Public Relations

As staff members of Jackson Elementary School and employees of the Everett Public School we all share the responsibility of promoting a positive image of our school. Studies show that our community members put more faith in the comments of staff members than in our printed information or comments by students. Please use discretion when discussing issues and concerns with others in the community. When approached by reporters regarding sensitive or tragic incidents, refer the reporter to the administration.

Complaints

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

Non-custodial Parent Communication

The school may not discriminate in its communication with separated parents in regard to attendance and student progress unless a court order is received which limits such communication. ESD Policy states: "The Board, unless informed otherwise, assumes that there are no restrictions regarding nonresidential parent's right to be kept informed of the student's school progress and activities." [3610] In most cases families have identified one parent as the communication link with the school, but either parent has the right to information about a student unless legally restricted. In such a case, you will be informed by the counselors.

CURRICULUM

Instruction

The ESD 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

ESD 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] 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.

DISCIPLINE

JAE Behavior and Discipline Handbook – staff are expected to know and follow guidelines and processes in our schoolwide behavior and discipline handbook.

Goals of Discipline

The overall goal of all discipline at Jackson is to **instruct** students in the skills necessary for effective self-discipline and to encourage students to become self-managers. According to ESD 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."

In accordance with WAC 392-400-110(1)(e), the district has identified a continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations based on OSPI's [Behavior: Menu of Best Practices and Strategies](#). The District's [Discipline Matrix](#) provides best practices and strategies that may be administered across severity levels of behavior violations at the classroom level and administrative level. These include but are not limited to, behavior support and monitoring practices, restorative justice practices, social skills instruction, de-escalation, and trauma-informed approaches.

All school personnel are authorized to implement the best practices and strategies identified above, as well as building discipline standards. At least annually, school personnel will review the identified best practices and strategies, as well as building discipline standards. The district will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one (1) or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension.

Disciplining Special Education Students

Although the goal of discipline is for students to develop self-discipline, discipline for special education students has special parameters. According to ESD Policy 3300, "Prior to the imposition of a corrective action or punishment upon a special education student, the school principal and special education staff who have knowledge of the student's disability will determine if there is a causal relationship between the disability and the misconduct giving rise to the corrective action" [3300]

Communicating Discipline Concerns

Staff must keep others informed when there are discipline concerns developing with a student. Work closely with the behavior specialist, counselor, and with an administrator to develop appropriate, consistent interventions to address behavior concerns. Behavior concerns and events should be documented using the district's Issues and Referrals system. It is the teacher's responsibility to inform parents of on-going behavior concerns.

FACILITIES AND EQUIPMENT

Technology

Classrooms are furnished with computers, printers, overhead projectors, and other standard technology. To borrow other equipment, please contact the teacher-librarian.

SCHOOL LUNCH PROGRAM

Student Prices

Full Price Reduced

Lunch	\$3.00	K-3: Free/4-5: \$.40
Breakfast	\$1.25	K-5: Free

All student meals are free for the 2024-25 school year.

Adult Prices

Lunch \$4.90 w/o beverage/5.15 w/o beverage

Breakfast \$2.65

Lunchtime Expectations

- Jackson's goal is for students to enjoy a safe, friendly lunch period in a clean, orderly, and quiet environment. The following rules have been established to ensure that this goal is met.
- Teachers will walk students to the lunchroom from their classroom in an organized manner.
- Students will sit at a designated class location while eating. They may not sit on the tables.
- When finished eating, students will sit quietly until their table is dismissed by an adult to line up for the lunch recess.
- Once students go outside, they may not re-enter the building until the recess bell rings unless they have permission to use the restroom.
- No food or drink is permitted outside of the lunchroom.
- During lunch, the following areas are off limits to students:
 - All hallways
 - Classrooms (unless the teacher is present and is requesting students to return to room)

SECURITY

Visitors

All visitors must sign in and out through the front office. Please advise the front office if you are expecting a visitor to your classroom. We welcome and encourage visitors to our school, but we also establish and enforce procedures to ensure student safety. ESD Policy 4314

Volunteers

The following policies govern the use of volunteers: ESD 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." ESD Policy 5430P: "A volunteer works under the direction and supervision of a district staff member. Volunteers are required to complete a disclosure statement (5430P, page 3) as part of the volunteer screening process."

Please notify the front desk receptionist, the volunteer coordinator, if you have a volunteer or wish to have one. All volunteers must check in with the main office to pick up their identification badges.

Sonitrol Security System

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our building using the number provided to you by the administration. Instructions for use of the Sonitrol key panel are located in the Appendix. Never write your Sonitrol code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. Evergreen is charged for every false security alarm!

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 keys 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; taking into account the ages of your students, health and safety factors. The district provides staff with appropriate

equipment such as desks, chairs, filing cabinets, therefore, it should not be necessary for staff to bring in their own items.

For energy conservation purposes, the district prohibits microwave ovens, refrigerators, coffee pots and other small appliances in classrooms and offices except in locations which are approved by the work site administrator, e.g. staff rooms. If a staff member plans to bring a couch or large chair to school, he/she must see an administrator to complete a form before the furniture can be brought to school.

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

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.

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.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

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?

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 School Stands 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.

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 school 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)

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- 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: OCR@ed.gov
- Phone: 800-421-3481

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.

[DISTRICT POLICIES AND PROCEDURES](#)

Click the link above to access District Policies and Procedures