

## MESSAGE FROM PRINCIPAL

Dear Families,

Welcome to the 2022-2023 school year at Seaview Elementary School! We are thrilled to serve and provide our students with another year of academic and social growth. Seaview continues to be a Leadership school and will continue to provide students with leadership opportunities and having students track their learning progress.

In order to ensure that Seaview Elementary School information and expectations are clearly communicated we have created this Family Handbook as a reference tool for parents and students regarding our school policies, procedures, and schedules. Our handbook is to complement the more comprehensive [Edmonds School District Family Handbook](#). Please review both to familiarize yourself with the procedures and expectations outlined to help us establish a positive and focused learning environment for the students of Seaview. Your understanding and support of our procedures is crucial to our success in creating a positive and safe learning climate.

Other communication sources such as school and classroom letters and our school website at [edmonds.wednet.edu/sve/](http://edmonds.wednet.edu/sve/) also help families to stay current about many different aspects of our school such as curriculum, classroom happenings, school activities, and PTSA events.

Thanks again for taking the time to review this handbook with your child. Please contact us if you have any questions/suggestions about its contents. Open communication and dialogue with the families we serve is very important to us! Working together we can make this a fantastic year and educational experience for your child.

Heather Pickar, Principal

### SEAVIEW'S MISSION STATEMENT

**Developing leaders to S.W.I.M. on their own!**

**Strive for success**

**Work together**

**Inspire Others**

**Make a Difference**

**SCHOOL COLORS:** Blue and White

**SCHOOL MASCOT:** Seaview Shark

### DAILY SCHEDULE

**Safety Alert: Please note that there is no supervision before 7:40 and after 2:30.**

**Students do not arrive until 7:40 a.m. and leave campus at 2:30 p.m.**

7:30 Breakfast Only  
8:00 School Begins/Morning Announcements

**A.M. RECESS** 9:45-10:00 Primary (K-3)  
10:05-10:20 Intermediate (4-6)

**LUNCH** 11:00-11:20 K, K, K  
11:25-11:45 1, 1, 1, 2, 2, 3, 3, PIS  
11:50-12:10 4, 4, 4, 5, 5, 6, 6, IIS

**LUNCH RECESS** 11:25-11:40 K, K, K  
11:45-12:00 1, 1, 1, 2, 2, 3,3, PIS  
11:30-11:45 4, 4, 4, 5, 5, 6, 6, IIS

**P. M. RECESS** 1:00-1:15 Primary (K-3)  
1:15-1:30 Intermediate (4-6)

**SCHOOL ENDS** **2:30** **School Ends**

**SAFETY PATROL:** 7:40 – 8:00 Morning 2:25 - 2:40 Afternoon

**EARLY DISMISSALS:** All students are dismissed at 11:00 on early dismissal days. Lunch is served before students are dismissed.

# Table of Contents

<b>Message from Principal.....</b>	<b>1</b>
<b>Daily Schedule.....</b>	<b>1</b>
<b>Staff Contacts.....</b>	<b>3</b>
<b>Leadership-The 7 Habits of Happy Kids.....</b>	<b>4</b>
<b>Registration, Attendance Policies.....</b>	<b>5, 6</b>
Attendance Guidelines	
Appointments/Vacations/Early Release	
Registration	
Transfer/Withdrawal	
Change in Student/Family Information	
<b>Student Safety and Well Being.....</b>	<b>6, 7, 8, 9, 10, 11, 12, 13</b>
Accidents/Illness	
Weapons and Violence Policies	
Military Family Status	
Guidelines for Student Expectations	
Seaview Behavior Matrix	
Safety Guidelines/Playground Rules	
Bicycle/Skateboard Safety Guidelines	
Assembly/Lunch Room Expectations	
Dress Code	
Cell Phone/Electronics Policy	
School Bus Conduct/Field Trip Rules	
<b>Parent Involvement.....</b>	<b>13, 14, 15, 16, 17</b>
Conferences/Report Cards	
Parties	
Homework Policy	
PTSA and Volunteers Equal Educational Opportunity	
Visiting School	
Student Placement/Class Adjustments	
Lost and Found	
Skyward Family Access	
Volunteer Expectations	
Sexual Harassment policy with student complaint process.....	<b>17</b>
<b>Student Life.....</b>	<b>18</b>
Instrumental Music	
Outdoor School	
ASB	
Clubs	
Clothes For Kids	
Lunch	

**STAFF CONTACTS**  
**SEAVIEW STAFF LIST**  
*(Dial 425-431 and the Ext.# below)*

**PRINCIPAL** – Heather Pickar X7387  
**OFFICE MANAGER** – Leslie Bennett X3450  
**STUDENT INT. COOR.**- Alex Richards X3502  
**OFFICE SUPPORT** -Eileen Kelliher X3519

**MAIN OFFICE** – 425.431.7383  
**ATTENDANCE LINE** – 425.431.3517

<b>Grade</b>	<b>Teacher</b>	<b>Room</b>	<b>Extension</b>	<b>Voice-mail</b>
K	Kristina LaBore	D-3	3476	3476
K	Amy Rust	D-2	3497	3497
K	Julie Greathouse	D-4	2401	2401
1	Brian Kelly	A-3	2959	2959
1	Tricia Alseth	B-2	1201	1201
1-2	Jana Cuenca	D-5	3479	3479
2	Tanya Farrow	D-6	3494	3494
2	Kristie Terwilliger	B-6	1560	1560
3	Erin Mustach	A-6	3492	3492
3	Suzannah Johnson	B-4	3495	3495
Primary Intensive Support	Suzanne Fisher	A-4	3493	3493
4	Kathrine Lowery	A-5	3483	3483
4	Brian Monroe Jones	C-2	3267	3267
4	Erin Wagner	C-3	2223	2223
5	Catherine Mathias	C-6	1189	1189
5	Ryan Holmes	C-5	3474	3474
6	Rick Roark	B-5	3470	3470
6	Jaime Perry	B-3	3491	3491
6	Nancy Losvar	B-3	3491	3491
Intermediate Intensive Support	Jacob Nam	C-4	3487	3487
Learning Lab	Emily Larsen	B-4	3481	3481
Learning Lab	Rebekah Henderson	L-1	2392	2392
Learning Support	Tesa Gagliardi	F-07	1096	1096
LMS	Cory Fortin	Library	1187	1187
Nurse	Kaitlin Catlin	F-11	1608	1608
Counselor/Psych.	Donata Nibarger	F-11	1893	1893
Counselor/Psych	Mary Woerner	F-03	1232	1232
SLP	Marilyn Harmon	Unit A	1071	1071
SLP	Hannah Castillo	Unit B	1938	1938
ELL	Karen Tsutumi	Unit D	xxxx	xxxx
Band (T/Th)	Lance Ellis	MPR	3041	3041
Str/Orch (T/Th)	Ian Alvarez	Art/Science	2043	2043
Vocal Music	Heather Mullins	Music	3488	3488
P. E.	Maria Jackson	Gym	2940	2940
Food Service	Hiroe Ball	Kitchen	3460	3460
Custodians	(Day)Barb Wall/ (Night) David Rawas	MPR	3461	3461
Para educators	Kelley Reeves	Elise Gordon		
	Jackie Studioso	Melissa Marts		
	Diane Hoffmann	Mary Lynn Uyeno		
	Kevin Raines	Cathy Warnock		
	Janie Johnson	Buck Stewart		
	Chelsea Marbet			

**Seaview Elementary is a Leadership School**  
**We strive to be Super Sharks**

**Being Safe**

**Being Respectful**

**Being Responsible**

**Being Engaged**



## **SEAVIEW ELEMENTARY ATTENDANCE AND REGISTRATION GUIDELINES**

Good attendance is essential for student success. The attendance procedures at Seaview Elementary are designed to help students and parents recognize the importance of regular and prompt attendance and promote an environment of safety for the students by knowing their whereabouts during the school day.

Please call by the morning of the absence. An attendance line (425-431-3517) is available 24 hours a day. Please leave your child's name, teacher's name, and the reason for the absence. If a call is not received, a robo call will be initiated to remind families to verify the whereabouts of the student and the reason for the absence.

School district policy allows for notification of absence/tardy within two days of the student's return to school. This can be done by call, note, or in person in the office.

Any student arriving after 8:00am should check in at the main office. An attendance slip will be given to the student which they give to their teacher upon entering their classroom. This lets the teacher know that the student has checked in at the office and the attendance record will be adjusted.

The criteria listed below guide schools in determining what is an excusable absence or tardy. Having a parent simply excuse a child's absence or tardy does not make it "excused" under district policy and state law.

- Illness, health condition, or medical appointment.
- Medical, dental or other appointment that cannot be scheduled before or after school.
- Court or judicial proceeding.
- Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious cultural instruction.
- Family emergency, including but not limited to, death or illness in the family.
- A prearranged absence or tardy.
- Vacations during school days are discouraged and require prior principal approval via the "**Request for Excused Absence**" form. These are available in the Seaview office or online on the Seaview website.
- Oversleeping is an unexcused tardy/absence.
- A large number of excused absences due to illness may require a doctor's note.

The school tracks unexcused absences, excused absences, and tardies. Parent/guardians will receive written letters notifying them of the absences. Letters will be sent requesting a conference to discuss absences. The goal is to help students reduce absences and tardiness.

### **Why Attendance Matters**

Students who miss school are not able to contribute to their classes, miss valuable instruction, and may drop out of school later and limit their future education and career opportunities.

### **What does Washington State law say about attending school?**

Washington state compulsory law (RCW 28A. 225), states that all children under the age of seventeen (17) are required to attend school. The "Becca Bill", is in place to support schools and families. Schools and families should work together as a team to ensure school attendance and student safety. If a student has unexcused absences, the law requires that schools and school districts take the following action:

1. Inform parent of state and district attendance policy.
2. Notify parents of unexcused and excused absences.
3. After the second unexcused absence, the school can schedule a conference to meet with parent/guardian and student.
4. Schedule a conference after five (5) unexcused absences and enter into a written truancy agreement with the family.
5. File a petition with the courts after the 7th unexcused absence in a month or 10th unexcused absence in a year

**APPOINTMENTS: Please**, do not make morning doctor, dental or orthodontist appointments. This time is dedicated to reading and math instruction. We discourage early dismissals from school, and request that doctor or dental appointments are made after school hours or on non-student days. If this request is unavoidable, we ask that a written excuse be sent to the teacher that morning. In this way, the teacher can plan for the child's absence. Parents finding it necessary to pick up their child early **must check with the office first and sign the student out**.

**VACATIONS:** A school calendar has been provided to assist families in planning vacations during school breaks. If you must take a vacation while school is in session of longer than 2 days, please submit to the office a “**Request for Excused Absence**” form which is available on the SVE website and in the office at least two weeks prior to your student’s absence. The classroom teacher will note the student’s academic progress and whether the planned absence will have a negative impact on their learning. The principal will make final decisions for vacation applications. (ESD Board Policy #8125.)

**EARLY STUDENT RELEASE:**

We discourage having dental or doctor appointments during school hours or having the students excused for other reasons. This is disruptive to teaching and learning in the classroom. If however, due to scheduling conflicts, you must take your child out of school early, please check them out in the office.

**REGISTRATION:** To register a new student at Seaview, please check the SVE or ESD websites under the enrollment tab or come to the office to pick up registration forms. Proof of residency, the child’s immunization records, the child’s birth certificate and your current information is needed to register.

**TRANSFER/WITHDRAW:**

If you plan to move during the school year, please notify the school office immediately to allow for a smooth transition and transfer of school records. All books must be returned to the classroom and library before you leave.

**CHANGES IN ADDRESS/TELEPHONE NUMBERS/EMERGENCY NUMBERS, Etc:**

It is the parent’s responsibility to make sure that all emergency information is current. Please notify the main office **AS SOON AS POSSIBLE** with all address and/or phone changes including work/cell numbers and emergency contacts. Some information can be updated in [Skyward Family Access](#).

**STUDENT SAFETY AND WELL BEING**

**ACCIDENTS / ILLNESS:** If a child is ill or injured at school, he/she will be given emergency first aid treatment, and parents will be called. If parents cannot be reached at home, the emergency contact person listed on the registration form will be called. If no one is available to come for the students, we will use our best judgment on whether to call 911 or to keep the child in the health room. **Please remember to update your emergency phone numbers.**

**WEAPONS POLICY:** Edmonds School District Board Policy #8220 (Section III, Exceptional Misconduct), RCW 9.41.250, RCW 9.41.280 prohibit the possession of weapons or other dangerous objects, including toy or facsimile weapons on school property. “It is unlawful for any person to carry onto public or private elementary or secondary school premises ... any firearm or dangerous weapon as defined by law.” This includes school transportation and areas of non-school facilities while in use for school activities. The law further stipulates that any violation of the above by an elementary or secondary student constitutes having to do specifically with firearms could result in expulsion and notification of law enforcement officials.

- Look-alike (toy) weapons may be treated with the same severity.
- A student carrying a dangerous weapon may be expelled; a student carrying a firearm must be expelled.
- The school must notify law enforcement officials and the parent/guardian when this statute has been violated.

Students who possess a weapon or carry, exhibit, display or draw any weapon or any item apparently capable of inflicting bodily harm in a manner which, under the circumstances, intimidates another or warrants alarm for the safety of others will be subject to discipline up to and including expulsion. “Possession” includes, but is not limited to, having a weapon on district property or at a district-sponsored event located: (a) in a space assigned to a student such as a locker or desk; (b) on the student’s person or property (such as on the student’s body, in his/her clothing, purse, backpack or gym bag); or (c) under the student’s control or accessible or available, such as hidden by the student. Any student who is determined to have carried a firearm onto school property or to a school sponsored event shall be expelled for no less than a year in accordance with RCW 28A.600.420.

## **NOTIFICATION OF THREATS OF VIOLENCE OR HARM:**

By Washington state law and by Edmonds School District policy, the issuing of a threat against individuals or against district property will be taken seriously. Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means. Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property or to harm students, employees, volunteers, patrons or visitors.

Staff, students, volunteers, and others involved in school activities have the responsibility to report any threats of violence or harm to designated school officials. Persons found to have made threats of violence or harm will be subject to relevant district discipline policies and may be referred to appropriate community agencies, including law enforcement and mental health services.

### **Are you a Military Family?**

Schools in Washington State are charged with ascertaining student's family active military status. This is required by RCW 8A.300.505)2)(b) and further defined in Substitute Senate Bill 5163. If the military status of a parent/step-parent changes (i.e. becomes active or retirement from the service occurs,) please contact the office and we will update your information.

## **GUIDELINES FOR STUDENT BEHAVIOR**

In following our **Seaview Behavior Expectations Matrix** core values and desiring to promote good citizenship while on campus and/or representing Seaview in outside settings such as field trips or competitions we agree to the following standards of behavior in all areas of our school:

**Be Respectful**

**Be Responsible**

**Be Ready to Learn**

**Be Safe**

As part of our building citizenship skills learning we have a Student Intervention Coordinator (SIC), who works with our students throughout the day. The SIC supervises recess, lunchroom and is often working with students in their units. During this time students who are having some behavior choice difficulties may need 1:1 support to develop problem-solving skills. They must state what happened, how the problem could have been resolved differently in a peaceful, respectful manner, and then ask the teacher, parents and principal to sign his/her **Action Plan**. "Reteaching" takes place, helping the student learn safe and respectful choices.

Sometimes students make choices that interfere with their own or others' chances for success or safety. When a student's behavior does not meet the classroom and schoolwide expectations listed above and more clearly defined in the Seaview "Being a Leader" Behavior Expectations, the following outline is a guide for how student discipline will be handled at Seaview.

**(See our "Being A Leader" around school (shown on the following pages) for details related to different areas around the school.)**

<b>Level 1 – Incidental Violations</b> Remind/Redirect/ Reteach	<b>Level 2 – Minor Violations</b> TimeOut/Buddy Classroom/Action Plan	<b>Level 3 – Major Violations</b> (Referred/Recorded/ Conduct Report)	<b>Level 4 – Illegal Violations</b> (Referred/ Recorded/ Suspension Paperwork)
<p><b>Examples:</b> (Not all behaviors are listed. This list is a representation of the types of behaviors in this category.)</p> <ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Loud voices/yelling</li> <li>▪ Off-task behavior</li> <li>▪ Noise Making</li> <li>▪ Not following directions</li> <li>▪ Out of seat</li> <li>▪ Disruptive (e.g. Talking out in class)</li> <li>▪ Breaking cafeteria rules</li> <li>▪ Breaking playground rules</li> <li>▪ Breaking restroom rules</li> <li>▪ Chewing gum or eating without permission</li> <li>▪ Not following dress code</li> <li>▪ Talking out in class</li> <li>▪ Teasing others</li> <li>▪ Excluding others</li> </ul>	<p><b>Examples:</b> (Not all behaviors are listed. This list is a representation of the types of behaviors in this category.)</p> <ul style="list-style-type: none"> <li>▪ Repeated level 1 incidents</li> <li>▪ Name Calling</li> <li>▪ Disrespect toward other students</li> <li>▪ Lying, Cheating</li> <li>▪ Not following directions of guest teacher</li> <li>▪ Inappropriate language</li> <li>▪ Spitting</li> <li>▪ Defiance</li> <li>▪ Throwing objects</li> <li>▪ Writing, drawing or talking about weapons or acts of violence</li> </ul>	<p><b>Examples:</b> (Not all behaviors are listed. This list is a representation of the types of behaviors in this category.)</p> <ul style="list-style-type: none"> <li>▪ Repeated level 2 incidents</li> <li>▪ Physical Aggression, rough play</li> <li>▪ Misuse of or destruction of materials</li> <li>▪ Internet Misuse</li> <li>▪ Skipping class</li> </ul>	<p><b>Examples:</b> (Not all behaviors are listed. This list is a representation of the types of behaviors in this category.)</p> <ul style="list-style-type: none"> <li>▪ Exceptional Misconduct (such as)</li> <li>▪ Fighting</li> <li>▪ Vandalism</li> <li>▪ Theft</li> <li>▪ Forgery</li> <li>▪ Assault</li> <li>▪ Threats</li> <li>▪ Repeated incidents of bullying, harassment or intimidation</li> <li>▪ Weapon possession</li> <li>▪ (Etc. – as defined by district policies &amp; procedures)</li> </ul>

Being A

## Leader in our Lunchroom



Looks like....

- Sitting up straight at the lunch tables
- Eating your own food respectfully and allowing those around you to do the same
- Getting up from the table only after you've been given permission
- Using the same type of manners you would at a restaurant
- Cleaning up your area when you are finished
- Eyes on the speaker and voices off when someone is speaking to the group

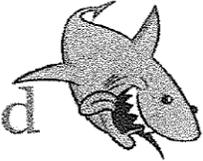
Sounds like...

- Polite, kind, respectful conversations
- Talking using restaurant-level voices
- Good manners like "Please," "Thank You," and "Excuse Me"

Created by Seaview Elementary Students and ASB Members

Being A

## Leader on our Playground



Looks like....

- Students synergizing—playing with and helping each other
- Being proactive—responsible for yourself
- Think win-win—find solutions where everyone wins
- Sharpen the Saw—have fun, get fresh air and move
- Being safe on the playground equipment
- Being a good sport—friendships are more important than winning at a game at recess
- Careful use of our recess equipment so others can use it

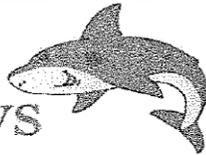
Sounds like...

- Kind and inclusive language
- Using Kelso's Choice when solving a problem
- Conversation voices, laughing, and having fun

Created by Seaview Elementary Students and ASB Members

Being A

## Leader in our Breezeways



Looks like....

- Walking feet
- Hands to yourself
- Staying to the right side of the walkway
- Smiling at others passing by
- Paying attention to the person in front of you
- Holding the door for others

Sounds like...

- Walking silently to respect the learning going on around you
- Saying "excuse me" if trying to get by someone in your path
- Whispering "Hello" or "Hi" if someone says it to you

Created by Seaview Elementary Students and ASB Members

Being A

## Leader in the Morning while waiting for class



Looks like....

- Standing in line waiting for your teacher to let you in
- Quiet, safe feet
- Hands to yourself

Sounds like...

- Talking quietly
- Using kind and respectful words

Created by Seaview Elementary Students and ASB Members

Being A

## Leader on our Buses



Looks like....

- Following bus rules and driver directions
- Sitting on your bottom, facing forward at all times
- Keeping your area clean – if you drop it, pick it up
- Reporting problems to the driver right away
- Keeping hands, feet, and objects to yourself
- Treating others the way you would like to be treated
- Include others – share your seat

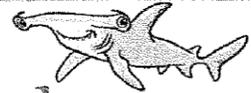
Sounds like...

- Talking quietly
- Using kind and respectful words

Created by Seaview Elementary Students and ASB Members

Being A

## Leader in our Parent Pick up



Looks like....

- Waiting for your ride quietly in the assigned area staying off walls and rails
- Walking to your car using crosswalks
- Keeping eyes on the traffic while watching for your car
- Keeping backpack on
- Listening carefully and following directions

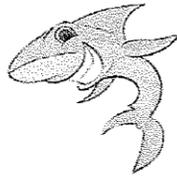
Sounds like...

- Kind, positive language
- Talking quietly

Created by Seaview Elementary Students and ASB Members

Being A

## Leader in our Office



Looks like....

- Using walking feet and voice off when entering
- Waiting patiently for your turn
- Making eye contact with office teachers
- Being respectful of what is going on in the office

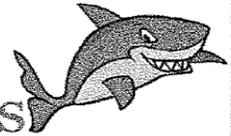
Sounds like...

- Using Good manners like "Please," "Thank You," and "Excuse Me"
- Quiet, clear, confident voice when you ask for something

Created by Seaview Elementary Students and ASB Members

Being A

## Leader in our Restrooms



Looks like....

- Taking care of your business, washing your hands, and going back to class quickly
- Respecting the privacy of others
- Respecting the property such as the stalls, mirrors, soap, hand driers, and floors
- Cleaning up after yourself—flushing, paper towels in garbage

Sounds like...

- Quiet voices
- Quiet feet

Created by Seaview Elementary Students and ASB Members

## ADDITIONAL SAFETY GUIDELINES AND EXPECTATIONS FOR RECESS

### **STUDENTS WILL....**

1. follow directions or instructions given by adults in charge.
2. avoid rough play on the playground and school grounds. (i.e. any sort play fighting, wrestling, pushing, pulling shirts/jackets, throwing rocks, bark chips or sticks, snowballs or other objects, kicking, spitting, keep hands/feet to self, etc.).
3. play in designated areas. (Stay away from all fences.)
4. speak kindly to each other. (profanity, teasing, and name calling are not allowed.)
5. not chew gum or eat food or candy on the playground. (Gum is also not permitted in the classrooms.)
6. stay on the playground during recess. (Request a pass to use the restroom or go to the office. No hanging out in the courtyard, in units, or in classrooms.)
7. stop play, return equipment, and walk to line quietly when the bell rings or instructed by the adult in charge
8. take turns on equipment and honor safety rules.
9. follow playground and game rules for safety. (Limited # of students per basketball hoop, use tennis, Nerf, and playground balls for fliers up, one hand on the bars at all times, no sitting on top of any bars with the exception of the spider toy, 2 per section on spider toy, jump ropes for jumping only, one person on slide at a time, slide sitting down and facing forward, NO running up slide, NO tag in Big Toy or bark area, NO jumping from top of Big Toy, NO throwing bark, NO standing or jumping off picnic tables, NO piggy back rides, carrying other students, etc.)
10. Rules for games as explained in P.E. will be posted

### **IF IN DOUBT, ASK PLAYGROUND TEACHERS!**

#### **CONSEQUENCES:**

- Students who do not follow playground rules will be given verbal warning, have time-out at the wall, and/or will be given an Incident Report referral to our SinC to Problem Solve together as well as “reteaching” of the rules.
- An **Action Plan** may be created as needed and must be signed by a parent, and returned to school before the student is allowed to return to recess privileges.
- After three **Action Plans** have been completed a **Conduct Report** will be completed by a staff member and an additional consequence will be assigned. If a student accumulates three **Conduct Reports** they will receive appropriate consequences and the parents will be invited to a conference with the principal, SinC and teacher where a **Behavior Plan** is developed.

#### **BICYCLE / SKATEBOARD SAFETY GUIDELINES:**

1. All riders should wear protective headgear.
2. All bicycles should be locked and parked in the assigned areas.
3. **Students must walk bikes/skateboards/scooters/roller blades at all times on school property.**
4. **Skateboards, bikes, scooters, and roller blades are not to be used on school grounds at any time.**
5. Ride on the right-hand side of the road (with traffic).
6. Use the crosswalks when crossing the street at school.
7. Ride single file and use extreme caution when approaching children walking to and from school.
8. Do not ride or walk bicycles past buses that are loading or unloading.

#### **ASSEMBLY EXPECTATIONS:**

1. Students will enter the gymnasium quietly, watching for directions from their teacher. Hats/caps are not to be worn during assemblies.
2. Students will respond to the appropriate signal: “May I have your attention, please.”
3. Students will show appropriate listening behavior by sitting up and looking at the speaker.
4. Students will show appropriate appreciation by clapping at the end of a performance.
5. Students will exit quietly, watching for directions from their teacher.

#### **ASSEMBLY APPRECIATION AND CONSEQUENCES:**

1. Classes will be recognized at each assembly for good behavior.
2. A student who is not fulfilling his/her expectations will be removed from the group by a teacher.
3. If a student continues to misbehave, s/he will be dismissed from the assembly to the office and will not be invited to the next assembly.

#### **LUNCH TIME EXPECTATIONS:**

1. Students will enter the Sharks Café quietly, get their lunch, and find their class table.
2. Students will remain seated until their lunch is finished and they have permission to leave the cafeteria.
3. Students will use appropriate voices so that only close neighbors can hear you.
4. Just as in a restaurant, students will mind their manners! Hats are not to be worn in the lunchroom.
5. Students will clean their area and take care of their garbage when they are finished eating.

**Student DressCode - ESD Policy 3224 : We recognize that each student’s choice of dress and appearance is an expression of personal style and individual preference. Therefore, a student's decision regarding their appearance will not be interfered with, unless the choice impedes the learning environment or school safety. Clothing worn to school (including any school activity/event) should be comfortable and appropriate for the learning environment. Clothing appearance should not be offensive to others.**

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

[Link Student Dress Procedure](#)

[Link Student Dress Basic Principle](#)

**RECESS ATTIRE:** Seaview staff would like your cooperation with children requesting to stay in at recess, as this represents a supervision problem for us. During very cold or stormy conditions, all the children will stay inside. Because we have few covered areas your child needs to have a heavy sweatshirt, sweater or coat when there is a drizzle or light rain. **Please dress your child according to daily weather. All children should have a hat or hooded jacket and appropriate shoes during rainy conditions.** Please be sure to label clothing with your child's name for easy retrieval if it becomes misplaced.

**CELL PHONE/ELECTRONICS POLICY:** All cell phones carried by students must be turned completely off and may not be used during school hours (7:30-2:30) on school grounds. Use outside of these times is permissible as long as it does not create a disruption such as interrupting a program or concert. Use includes calling, text messaging, photography and other functions. Phones must be turned off and remain in backpacks or in an otherwise unobtrusive place. Parent-student phone contact during school hours can take place through the use of the school telephones as has been the past procedure. The policy may be altered during a time of extreme all-school emergency. **The school is not responsible for any phones or electronics brought to school.**

Violation of the policy will generate typical in-school consequences, and will include confiscation of the phone until the end of the school day at which time the student may pick up the phone in the office. At the second offense and all subsequent offenses, a parent will have to come to school to pick up the cell phone.

**STUDENT CONDUCT ON SCHOOL BUSES:** Student conduct shall be maintained on district school buses in order to provide for safe and efficient transport of students. Bus drivers shall have the responsibility and authority to maintain discipline on school buses and to recommend disciplinary action, if necessary. Student's misbehaving on the bus may result in a conduct report being filed by the driver, parent involvement, and/or suspension from the bus. Student misconduct on a school bus may, depending upon seriousness and/or frequency, be sufficient cause to discontinue provision of transportation to a student. Parents of a student who damages a school bus will be responsible for restitution to the school district.

**RULES AND REGULATIONS FOR STUDENTS RIDING BUSES:** These rules and regulations have been established for the safety of students riding school buses.

Prior to loading

1. Students are to be at their designated bus stop five minutes before pickup time.
2. At the bus stop, while waiting for the bus, students are to stay off the traveled portion of the roadway and respect private property.
3. Students are to cross the street in front of the bus and not behind it.

While on the bus

4. Upon entering the bus, students are to go directly to their seats, sit down facing forward, with their feet out of the aisle, and remain seated.
5. Students are under the supervision of the bus driver and must obey the driver at all times.
6. Students are to conduct themselves in a manner that will not distract the driver and not disturb other riders on the bus.
7. Students are to ride only their regularly assigned bus and leave the bus at their regular stop. To ride another bus or get off at a different stop requires the written permission of a parent or guardian.
8. Students should open bus windows only if the driver gives permission. Hands, head, legs, etc. are to be kept inside the bus at all times. No objects are to be thrown or passed through open windows or doors.
9. Items not allowed on the bus include all forms of animal life (except Seeing Eye dogs), firearms, weapons, knives, breakable containers, flammables, and all other articles, which could adversely affect the safety of the bus and passengers.
10. Standards for student conduct on buses shall be the same as standards for student conduct in all other school sponsored activities.

**FIELD TRIP RULES**

1. The bus driver has the responsibility for the safety of the students while they are on the bus.
2. Students must stay seated and facing the front of the bus.
3. Appropriate behavior and voice levels are to be used on the bus at all times and controlled by the teacher. The driver will notify

- the teacher when the students are too loud.
4. The bus must be left clean and neat.
  5. Passengers may open windows, with the bus driver's permission only, but may not stick or throw anything out of the window.
  6. Loading and unloading of equipment only will be allowed through the emergency doors and with the driver's prior permission.
  7. All trips must have an adult representative of the school district accompanying the students on the buses.
  8. Lunches or other types of food are to be eaten off the bus, if possible, and weather permitting. This should be a joint decision between the driver and the teacher.

**BUS ARRANGEMENTS-** When a student (at parent request) is to go home with another student, they must have a district bus card filled out by the office. Please check in with the office when this situation arises.

## **PARENT INVOLVEMENT**

**CONFERENCES/REPORT CARDS:** Parent-teacher conferences are scheduled once each academic year at the end of October. Students will be dismissed early (11:00) on those days. Lunch is served at school prior to dismissal. At these conferences, participants are encouraged to share any suggestions or problems they might have regarding the student's Seaview learning experiences. We encourage all parents to attend these conferences. We feel that an involved parent is the greatest asset a student can have in his/her academic, social, and emotional growth. Parents are given an interpreted report on their child's academic progress toward grade level standards during the school year, at the end of each semester.

*A parent may also schedule a conference with a teacher and/or specialist at any time during the school year to discuss a particular concern. Please call the office for an appointment or leave a message on the teacher's voicemail/email.*

### **CLASSROOM PARTIES**

Birthday parties in classrooms may be celebrated with non-food treats and favors for students. No food is allowed as part of a birthday celebration. See teacher for appropriate non-food items that are allowed. Food may be served at three classroom celebrations (such as seasonal, cultural or curriculum related) per classroom per year. The theme and time of year of the party is up to the discretion of the classroom teacher. If food is served it must meet the "[Food Safety Guidelines For Room Parties](#)" published by the Snohomish Health District. Due to the prevalence of students with severe food allergies, foods with nuts or tree nuts are strongly discouraged.

**HOMEWORK POLICY:** In all grades (K-6), our homework consists of reading, math and other subject areas as needed. Homework will vary, depending on the grade level of the student. Generally, our expectations for time spent on daily homework should equal approximately 10 times their grade level. Therefore, Kindergarten and 1st Grade would spend 10 minutes, 2nd grade 20 minutes, and so on. Usually this time will include math homework that comes home daily and is completed nightly and returned to school the following day. If you are finding that homework is consistently taking longer than the suggested time please communicate with staff so that we can work together to come up with solutions for your child. In addition to this time we expect that students are spending an average of 20 minutes daily reading, to provide them with additional practice beyond the classroom and build their fluency. The reading may include independent reading of "just right books," being read to, shared reading, choral reading, etc. Unfinished work that is not completed here at school within your student's classroom may also come home throughout the school year. If unfinished work becomes a regular occurrence, communication with our staff is very important.

We believe that the value of homework comes from the connection made between home and school, the practice that it can provide to students, and its ability to reinforce attributes such as responsibility, perseverance, and organization. Homework that is given is a continuation of the learning taking place daily in the classroom. We would ask that your child practice this homework independently and apply what he or she has learned in class. During this time, it is beneficial to ask your student about what he or she is learning, ask he/she to communicate his/her thinking as work is completed and show your interest in the learning taking place. It is always important to coach and support your child with homework as well as encourage him or her to work independently. If a student is reporting that he/she does not have any homework or assignments on which he/she should be working, a parent should contact the child's teacher, as this might be an inaccurate perception on the child's part.

Finding a comfortable, well lit, quiet space to complete homework is a great way to provide your child with an effective setting for completing his or her homework. Also, finding a regular, consistent time to complete homework will also help homework to become a nightly routine. We thank you for your support of our homework policy and for the care and encouragement you share with your child through the never ending learning process.

### **PTA:**

- Support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children.
- Assist parents in developing the skills they need to raise and protect their children.
- Encourage parent and public involvement in the public schools of this nation.

### **PTA EXECUTIVE BOARD**

**President:** Bridgette Laneville  
**Vice Pres:** Casey Auve  
**Secretary:** Tanya Hauser  
**Treasurer:** Sue Lopez

**VISITING SCHOOL:** Parents are welcome and encouraged to visit school. Classroom visits that are planned in advance are most successful. In fact, School Board Policy requires that prior arrangements be made. **For the protection of children, all parents and other visitors are required to check in at the school office when coming to the school** and wear an identification label. The School Board has the following agreement with its employees regarding visiting school:

It is recognized by the parties that the patrons of the District have the right to observe the educational program of the District. Patrons visiting a classroom shall obtain the approval of the principal. The time shall be arranged after the principal has conferred privately with the employee.

When you are bringing items forgotten by your child (e.g., lunches, books, money, etc.), please bring them to the school office. We will call at an appropriate time and make sure your child receives the item. This will ensure less interruption of the classes and we will know the identity of all adults who are on the school grounds. You will find the office of the Principal always open for visitation or consultation. Since the schedule of the Principal is not a set one, it is always advisable to telephone or email first.

**NO DOG (PET) POLICY:** In the interests of safety and health, family pets of any kind are not allowed in school buildings, or in District vehicles. No pets will be allowed on District grounds when programs are in session, from one half hour before program start time until one half hour following program dismissal. Pets are not allowed at school sponsored events.

**VOLUNTEERS:** Volunteer programs are offered through the school and PTA. ESD strongly encourages parent participation but require that for safety, you first complete a WSP background check and submit proof of COVID vaccination. The approval process is managed at the district level. Please visit the ESD website or click this [link](#) for more information. Volunteers must review ESD policies regarding Sexual Harassment ([3205](#)) ([3505P](#)) and Harassment, Intimidation, and Bullying ([3207](#)) ([3207P](#)) as well as Volunteer Expectations. Hard copies are available in the SVE office for review. The Volunteer Expectations are also found on page 15 of the Seaview Family Handbook as well as the Sexual Harassment Student Complaint Process beginning on page 23.

**SECOND HOUSEHOLDS:** Parents who do not reside with their children and want to keep informed of their progress and school activities are encouraged to contact their child's teacher. Copies of report cards, testing scores, teacher letters and other requested information can be mailed/mailed if the parent provides the teacher with self-addressed stamped envelopes or email address for this purpose.

**STUDENT PLACEMENT:** The process for placing students in classrooms or for placing students when classrooms are reorganized has some unique characteristics at each school that depend upon the staff, principal, and needs of students and families. **Class assignments are tentative and may be changed due to actual enrollment numbers.**

1. Teachers complete placement cards for students in their classrooms in the spring of each year. Those cards help the school to organize information about student academic performance, special needs, and other characteristics important in the placement process.
2. In the spring parents will be informed of the process to provide input about classroom selection for their child. This process does not include a request for a certain teacher, but provides opportunity for other input about the educational needs of the child. Staff will consider such input and determine its relevance to the educational program.
3. Staff members meet to form classes. This may be done by grade level. It often involves the teachers who have worked most closely with the students:
  - Students with IEPs (special education) may be distributed evenly among available classes because of the extra workload that may be required in managing their program.
  - Gender balance (girls and boys) is considered.
  - Students who should be separated from each other for various reasons are considered.
  - Students are randomly distributed based on academic performance, social skills, learning styles, study skills, etc.
  - Other professionals (counselor, specialists) may give input before the class is finalized.
  - Parent input may be incorporated.
  - The final decision is made by the building principal who is responsible for the formation of a learning environment that balances the needs of all students.

**LOST AND FOUND:** Clothing and other items found on the school grounds are displayed in the multipurpose room Please **label your child's clothing** and call the office if valuable items are missing. **We discourage students from bringing personal items (toys, sports equipment, etc.) to school. All electronics (CD's, radios and cell phones) are to be kept at home or in backpacks during the school day. The school cannot be responsible for the loss of or damage to students' personal items.** Students are encouraged to turn in money found on the school grounds. We also encourage students to carry less than \$5.00 to school.

**FOR THE 21-22 SCHOOL YEAR-PLEASE FOLLOW THE SIGNS POSTED FOR DRIVERS/WALKERS**

**PARKING LOT ETIQUETTE:** Parents, as a matter of safety, have your students wait for you on the sidewalk, rather than walking out into the lanes of the parking lot to meet you. It is difficult for drivers pulling out to see children cutting through the lot, especially without a taller adult along.

Also, some drivers may not be aware that there are three cross-hatched (///) handicapped parking spots in the second row from the school. These must not be blocked at any time.

Please remember to honor the cross walks and obey the school speed zone. We encourage families to carpool and help ease traffic congestion.

We all can help make Seaview's parking lot safe and people-friendly!



## VOLUNTEERS IN EDMONDS EDUCATION SYSTEM EXPECTATIONS FOR VOLUNTEERS

**TRUST** is virtually important for volunteers to share with the students and school staff with whom they work. The following is a list of ways you can establish and maintain trust when working in a school:

- **BE CONSISTENT.** Make a time commitment that is really workable for you.
- **ARRIVE ON TIME.** Remember, the students expect you, and the teachers depend on you. Notify the office as far in advance as possible when you know you must be absent.
- **SIGN IN AND OUT** each time you are at the school.
- **WEAR YOUR VOLUNTEER NAME BADGE** whenever you are in the school.
- **RESPECT CONFIDENTIALITY.** Students and their specific problems should not be discussed outside of school. Volunteers are also encouraged to not use students' names out of school. Be professionally discreet.
- **DRESS APPROPRIATELY.** Please do not wear clothes that are revealing or that display inappropriate slogans or logos. Some schools do not allow baseball caps.
- **LEAVE DANGEROUS MATERIALS AT HOME.** Schools are drug- and weapon-free zones. Even pocketknives and mace are considered weapons.
- **RESPECT DIFFERENT CULTURES AND BELIEFS.** Please do not bring personal, religious, or political agendas with you to school.
- **SHOW RESPECT TO TEACHERS AND OTHER STAFF.** Realize that your relationship to school staff requires mutual respect and confidence.
- **ATTEND RELEVANT TRAINING SESSIONS** hosted at the school for volunteers whenever possible.
- Remember that a school is a dynamic, ever-changing place with no two days alike. Your plan that worked yesterday may not be good today. Be flexible and keep a sense of humor. Laugh and enjoy yourself. We appreciate your support and time commitment.

## STUDENT LIFE

**INSTRUMENTAL MUSIC FOR 5TH AND 6TH GRADE STUDENTS:** Instrumental instruction is offered to interested elementary pupils in beginning and advanced band and stringed instruments. There is no charge for this instruction; however, families are expected to rent or purchase the instrument used. See the instructor regarding scholarships and borrowing instruments.

**CLUBS:** Every year Seaview has a variety of after school opportunities for students. Offerings vary due to student interest and availability of advisors/instructors. Offerings have included: MOVE 60, Art, Spanish, Chess, Ceramics, and Boeing Workshops.

**CLOTHES FOR KIDS:** Clothes for Kids is available in the School District. All students who are on the free and reduced lunch program are entitled to receive clothing. If you wish to donate children’s clothing, please call 431-7285 or 431-7383 for specific information. They are located at 16725 52nd Ave. W, Lynnwood. All unclaimed lost and found items are donated to Clothes For Kids at the end of each school year.

**SEAVIEW SECOND STEP AND RESPONSIVE CLASSROOM PROGRAMS:**

At Seaview we promote proactive, healthy habits, and positive responsive strategies to use within our learning environment and school community on a daily basis. Students and staff learn and model these skills when making personal choices, setting goals, working with teams, inside and outside our classrooms. We would like Seaview and the Seaview community to be a place, which insures a safe, caring and tolerant learning environment. Edmonds School District curriculum supports Pro-social/anti bully curriculum taught with “real-life” problems solving strategies that are practiced to support all students in problem solving as a lifelong skill.

**LUNCH:** Hot lunches and milk will be available to students. Milk is served with hot lunch. Milk may be purchased separately. Adults are always welcome to have lunch at school. If you are planning to purchase an adult meal, please call the office in advance.

**We support good nutrition. We encourage soda pop not be brought to lunch and lunchables with soda pop not be brought as a lunch option, as well.**

The lunchroom is operated on a cash basis. Cash or checks made payable to the Edmonds School District (note your child(ren)’s name(s), on the check) as well as credit card payments are accepted. Meal payments can be made on-line through the In-Touch On-line payment system. The link can be found on the Seaview and ESD websites. Use your Skyward Family Access log-in and password to access this system. Records are kept of lunches served to each child, and notices are sent home when the child has only 2-3 lunches left.

Student Breakfast.....	\$1.50	Milk .....	\$.60
Student Lunch.....	\$3.00		

**FREE AND REDUCED MEALS:** Application forms for free and reduced breakfast and lunch are available in the office throughout the school year. If your family situation changes, an application may be submitted.



**Strive for Success  
Work Together  
Inspire Others  
Make a Difference**

## **Procedure - Sexual Harassment of Students Prohibited**

### **Procedure Sexual Harassment of Students Prohibited**

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

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

### **Title IX Coordinator, Investigator, and Decision-maker**

The district will designate and authorize one employee to act as “Title IX Coordinator” to coordinate the district’s state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.

The Title IX coordinator’s name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district’s nondiscrimination statement.

Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents in general or individually, and will receive training on the definition of sexual harassment under Title IX and state law, the scope of the district’s education program or activity, how to conduct an investigation and grievance process and informal resolution process and how to serve impartially. District investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

District decision-makers must also receive training on any technology to be used during hearings if the district provides for a hearing, and on issues of relevance of questions and evidence.

Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district’s website .

### **Notice of Sexual Harassment Policy and Procedure**

- Information about the district’s sexual harassment policy and complaint procedure will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook. This notice will be provided in a language that each parent and guardian can understand.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at 20420 68<sup>th</sup> Ave W, Lynnwood, WA 98036.

### **Responding to Notice of Sexual Harassment**

The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment. This includes informal and formal reports made to any staff member.

Upon notice of possible sexual harassment, staff will always notify the Title IX Coordinator. In addition, in the event of an alleged sexual assault, the employee will immediately inform law enforcement and/or Child Protective Services and notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of

supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

**Supportive measures** must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures may include:

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

In response to notice of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects

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

A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for individual alleged to have engaged in sexually harassing conduct.

### **Confidentiality**

- The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.
- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the District's Title IX Coordinator for evaluation.
- The Title IX Coordinator should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

### **Retaliation**

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

### **Formal Complaint Process**

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

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized.

#### **Filing of Complaint**

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

### **Determining Whether to Incorporate Additional Title IX Complaint Procedures**

The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.

Under Title IX, the term “sexual harassment” means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
- conduct that creates a “hostile environment,” meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- “sexual assault,” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant’s legal guardian, or by the Title IX Coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district’s educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation implementing the additional Title IX procedures.

If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation without implementing the additional Title IX procedures.

### **STANDARD COMPLAINT PROCESS**

Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure in a language the complainant can understand. The Title IX Coordinator or designed will investigate the allegations.

#### **Investigating a Formal Complaint**

- Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the investigator will compile a full written report of the complaint and the results of the investigation.

#### **Superintendent’s Response to a Formal Complaint**

- The superintendent or their designee will respond in writing to the complainant and the respondent within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named respondent or respondent(s), the coordinator will provide the respondent(s) with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

### **Mediation - Standard Complaint Process**

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

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

- 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

### **STANDARD COMPLAINT PROCESS WITH ADDITIONAL TITLE IX REQUIREMENTS**

The following sections outline the process the district will take to respond to complaints of sexual harassment under state law and Title IX.

#### **Acknowledging a Formal Title IX Complaint**

The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will offer supportive measures to both parties.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent(s) and complainant:

- A copy of the school's discrimination complaint procedure in a language the parties can understand.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

#### **Investigation of a Title IX Formal Complaint**

The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law.

The district adopts preponderance of the evidence/clear and convincing evidence as the standard or proof it will use in reaching decisions regarding complaints.

The district's investigation of a Title IX complaint must:

- Include a prompt and thorough investigation into the allegations in the complaint.
- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.
- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

### **Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX**

A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline and the associated student discipline regulations for emergency expulsion.

### **Title IX Informal Resolution Process**

At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent; the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, the district provide reasonably prompt time frames for the informal resolution process; and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual

harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process. The district will not offer an information resolution process unless a formal complaint is filed.

## **Superintendent's Response to a Formal Title IX Complaint**

At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date.

The superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- A summary of the results of the investigation;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- If sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and
- Notice of the parties' right to appeal to the school board and the necessary filing information.

The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

At the time the district responds to the parties, the district must send a copy of the response to the office of the superintendent of public instruction.

Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy. **Continue "State Complaint Process with Additional Title IX Requirements" at Level Two - Appeal to Board of Directors.**

### **Level Two - Appeal to Board of Directors**

#### **Notice of Appeal and Hearing**

- If the complainant or respondent(s) with the superintendent's or designee's written decision, the disagreeing party may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- If the complaint involves a named respondent, the District will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.
- The district will ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- The district will ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination.

#### **Board Decision**

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The written decision will describe the result of the appeal and the rationale for the result.

- The decision will include notice of the complainant’s right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.
- The decision will be provided in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.

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

#### **Filing of Complaint**

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors’ decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district’s complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

#### **Investigation, Determination and Corrective Action**

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

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

### **Level Four - Administrative Hearing, State Requirement**

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

#### **Other Complaint Options**

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

##### *Washington State Human Rights Commission (WSHRC)*

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

#### **Investigation Recordkeeping**

The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.

The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

### **Training and Orientation**

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

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

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

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

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

Adoption Date: