

# ***Everett Staff Handbook***

## ***2024-2025***



### **Everett High School**

### **“School of Champions”**

2416 Colby Avenue, Everett WA 98201

Phone: (425) 385-4400 Fax: (425) 385-4402

Website: <https://www.everettsd.org/everetthigh>

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# Table of Content

## Curriculum and Instruction

- [Classroom Syllabus and Course Expectations](#)
- [Use of Video/Electronic Media](#)
- [Instruction on Controversial Issues](#)
- [Guest Speakers](#)
- [Use of the Library](#)
- [Field Trips](#)

## Maintaining a Safe and Inclusive Environment

- [Code of Professional Conduct](#)
- [Staff Dress Expectations](#)
- [Personal Electronic Devices \(PED\)](#)
- [Maintaining Professional Staff/Student Boundaries](#)
- [Harassment, Intimidation or Bullying of Students](#)
- [Student Dress](#)

## Attendance

## Student Support

- [Homework Help During CHAMPS](#)
- [Special Education](#)
- [504](#)
- [Students of Concern](#)
- [ML Grading Practices](#)

## Communicating Student Progress

- [Assignment Make-up Policy](#)
- [Reassessment Policy](#)
- [Incomplete Grades](#)

## Professional Responsibilities

- [Duty to Report](#)
- [Reporting an Absence](#)
- [Lesson Plans](#)
- [Learning Improvement Fridays \(LIF\)](#)
- [Leaving Campus](#)
- [Professional Development](#)
- [Leave Without Pay](#)
- [Long-Term Leave & Work Restrictions](#)

## Important Information

- [Address/Phone Changes](#)
- [Keys](#)
- [Parking](#)
- [Personal Belongings](#)
- [Personal Use of School Resources](#)
- [Audio Visual Equipment \(Digital Cameras, Infocus machines, Interactive Panels\)](#)
- [Copying/Printing](#)
- [Technology Repair](#)
- [Fines](#)
- [Graduation](#)
- [Sunshine Fund](#)
- [Blue and Gold Club](#)

## Resources

- [Calendar Links](#)
- [Master Calendar](#)
- [Instructional Leadership Team \(ILT\)](#)
- [Important Phone Numbers](#)

## Curriculum and Instruction

### Classroom Syllabus and Course Expectations (see [EHS template](#))

Teachers are expected to communicate with both students and families frequently. At the start of every new course, a comprehensive syllabus should be made available to students on CANVAS. A copy of the course syllabus and course expectations must also be given to the assessing administrator 48 hours prior to the first day of class. All teachers should use the EHS Course Syllabus Template. Using the [EHS template](#) provides a consistent experience for our students and parents.

A teacher's classroom syllabus and course expectations must include:

- Course description that includes the following: expected outcomes of the course, outline of units, and expected timelines for each semester.
- A list of activities detailing the kind of learning students will have to look forward to.
- Explanation of grading policy, grading scales, and list of interventions you will be attempting for struggling students.
- All grades should be based directly on material that was taught and should not include any material for which students did not receive instruction.
- Other classroom rules (i.e., "Be respectful, be engaged, be prepared. REP Everett...")
- Description of our new cellphone policy.
- Guidelines for make-up work.
- Teacher's school phone number (385-4xxx) and the best time to call, as well as teacher's email address (jdoe@everettsd.org).
- The classroom syllabus should include how parents can regularly check student's grades online and that parents and students can expect updates at least once a week. It is an expectation that all teachers use the LMS system to track student progress and achievement.
- The classroom syllabus should also be posted on the teacher website, if the teacher has one.

### Use of Video/Electronic Media

All videos or electronic media shown in class must be previewed by the teacher (for the teacher's protection), related to the curriculum, and have a positive impact on student learning/achievement.

According to School Board Procedure [2311P](#) (page 6), no "NC-17" or "X" rated videos/films may be shown to any student.

In selected cases, "R" videos may be shown to students in grades 7-12 if previewed in total and **approved in writing by the principal**. In some cases, where the overall film is considered to be of sufficient educational value, it may be appropriate to show the film, but to skip scenes which, in the judgment of the principal, are not appropriate for students.

#### Instruction on Controversial Issues (*see [2331/2331P](#)*)

Teachers shall confer with the principal or designee and immediate supervisor before scheduling programs or speakers, which would generally be considered controversial. When controversial speakers or programs are presented, reasonable opportunity will be given to proponents of opposing points of view to express their side of the question.

#### Guest Speakers (*see [2321P](#)*)

1. Speakers are to be invited with the knowledge and approval of the principal or designee at least one (1) week in advance of the scheduled date.
2. The principal has full responsibility for all speakers.
3. Speakers should enhance and enrich the instructional program. The reason for inviting the speaker and rationale is to be submitted to the appropriate person (principal or designee).
4. In the event that a speaker is an elected official or a candidate for political office, the school shall follow the “Guidelines for School Government and Democracy Experiences”.
5. Parents/guardians should be notified as appropriate.
6. Every effort will be made to present both sides of controversial issues.

#### Use of the Library

The library hours are typically 7:00 am – 3:30 pm, Monday – Thursday, and 7:00 am – 1:00 pm on LIF days.

#### Basic Procedure:

- Individual students may use the library at any time with a written pass from their teacher.
- Small groups may use the library with a pass and a phone call prior to the visit @ X4408.
- Whole classes may reserve the library by calling ahead in advance @ X4408.
- It is helpful if students are carrying their EHS I.D. card with them to check out books.

Please help us by:

- Communicating your needs with library staff in advance, and
- Monitoring your students

#### Field Trips (*see [2320P](#)*)

Field trips are opportunities for students to participate in activities and gain experiences that cannot be duplicated in the classroom or on the school site. The board of directors encourages appropriate, carefully planned field trips that lead to new learning or reinforce what has been already learned at school. For field trip forms click [HERE](#).

## Maintaining a Safe and Inclusive Environment

Teachers are responsible for maintaining a healthy classroom environment that allows all students to learn.

### *Code of Professional Conduct*

As educators, we are held to a higher than average ethical and moral standing in the community. As such, it is paramount that all teachers and staff learn the Code of Professional Conduct that governs our professional behavior and discipline.

State of Washington OSPI site <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

### *Staff Dress Expectations*

Staff will wear appropriate school attire, including shoes. Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe would disrupt or interfere with the school environment, activities, and/or educational process. School officials will work with staff to communicate descriptions of dress considered disruptive to the educational process.

### Personal Electronic Devices (PED) (*see 3246P*)

- **During class time:** Cell phones/PED must be turned off and stored away to keep the focus on learning.
- **Between classes, during lunch, before school and after school:** Students can use their cell phones/PED but are encouraged to disconnect and engage with peers.
- **If you or your student need to communicate with one another during class time urgently:** Students can request to use their cell phone in the office for urgent communication with parents/guardians. Parents/guardians should call the school office to communicate with their student on an urgent matter.
- **Disciplinary action:** If a cell phone/PED is out or used during class, it will be confiscated and returned at the end of the day. Repeated violations may lead to further consequences.
- **Special accommodations** will be made if a PED is part of a student's Individualized Education Plan (IEP), 504 Plan, or Individual Health Care Plan (IHP). This will be a team decision and staff will be notified of any exception.

### Tier 1 – Ongoing

- Post the "No Cell Phone" Signs (Provided in your mailbox)
- Teach cell phone expectations and procedures; include it in your syllabus.

## Procedure:

- 1<sup>st</sup> Infraction: Restate and prompt the cell phone expectations.
- 2<sup>nd</sup> Infraction: Restate and provide 2nd verbal warning.
- 3<sup>rd</sup> Infraction: Teams/message Debbi Crevier with name and student number of the student. She will enter the infraction into Student Conductor to generate an automatic email to families.
- 4<sup>th</sup> Infraction: Teams/message Debbi Crevier with the name and student number of the student and your room number. Inform the student that a staff member will be coming to the room to pick up their cellphone. Debbi Crevier will enter the infraction in Student Conductor and arrange for a staff member to pick up the phone. An administrator will contact a parent/guardian. Student may pick up phone at the end of the school day from the main office. Do not engage in a power struggle with the student. Simply state the fact. If they become disruptive, call x4400 for admin/security assistance.

## Maintaining Professional Staff/Student Boundaries (*see 5253/5223P*)

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

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor or human resources whenever they suspect or question whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy. A staff member who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another staff member is required by law to report such abuse or misconduct to the appropriate school administrator.

Unacceptable conduct includes, but is not limited to:

- Inappropriate physical contact with a student;
- Comments or actions directed to a student or students that could be considered harassment, such as speech intended to intimidate or belittle a student or persistent attention, without legitimate educational purpose;
- Showing pornography to a student;
- Singling out a particular student or students for personal attention and friendship;
- Socializing where students are consuming alcohol, drugs, or tobacco;
- Encouraging students to confide their personal or family problems or information about their relationships, unless doing so is related to an assigned employee duty. If a student initiates such discussions, employees are expected to exercise caution and ensure that the discussion has legitimate educational purpose, and if necessary, refer the student to appropriate guidance/counseling staff;
- Sending students on personal errands that do not have legitimate educational purpose;

- Banter, allusions, jokes or innuendos of a sexual nature with students;
- Disclosing inappropriate personal information about private matters to students;
- Addressing students or permitting students to address employees with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining personal contact with a student outside of school by phone, email, instant messenger or internet chat rooms, social networking web sites, cards, or letters without including the parent/guardian, unless such contact is for the purpose of conducting legitimate school business, such as assigning or clarifying homework assignments or conveying schedule information.
- Exchanging personal gifts, cards or letters with an individual student;
- Socializing or spending time with students outside of the school day or school-sponsored events, except as required by educational responsibilities or as participants in organized community activities, unless the employee is also a parent and the social contact with the student is a result of the student's relationship with the employee's child;
- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Invading a student's privacy, (e.g., walking in on the student in the bathroom).

#### Harassment, Intimidation or Bullying of Students (*see 3204/3204P*)

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

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

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

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

#### Student Dress (*see 3224*)

Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

1. A health or safety hazard shall be presented by the student's dress or appearance;
2. Damage to school property shall result from the student's dress; or

3. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purposes of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of obscene, sexual, drug, alcohol or tobacco-related messages, or gang-related apparel.

### Attendance (see [Attendance](#))

Teachers hold an important role in helping our students succeed. Teachers, because of their unique position and relationships with kids, have the power to effect change much more than other staff. Below are teacher responsibilities regarding attendance.

#### Key Teacher Responsibilities:

1. Take attendance during the first 10 minutes of the period and enter it in gradebook.
2. Students who arrive late should have a pass. Implement tardy policy (After bell and < 50% of class) according to the class syllabus. Insist students have a slip from Student Conductor.
3. Track period attendance and assign discipline as indicated under Attendance Discipline Procedures (see below), ensuring parent communication.
4. Direct students to turn in all excuse notes within 48 hours to the Attendance Office during passing or lunch. If a teacher feels it's necessary to collect a note (student is unable to walk to office, etc.), the teacher can collect the note, but must turn it into the Office on the same day received.
5. Communicate with the Attendance Secretary and Assistant Principal regarding repeated truancy concerns via email.
6. Monitor and require all students to use sign-in/out sheets for all student movement (tardy, leaving early, restroom). This greatly assists the school in determining skipping, vandalism, etc.
7. Communicate unexcused absences to parents/guardians.
8. Notify students and their parents/guardians when students are falling behind academically and indicate whether attendance is a factor.
9. Provide make-up work which will be significant to the student's academic growth and achievement.

#### Attendance Discipline Procedure

##### Unexcused period absences (skipping or > 50% of class)

When a teacher determines that a student has an unexcused absence from class and has a reasonable suspicion that the student skipped their class (present in all other periods), the teacher will assign discipline as outlined below.

- 1st Occurrence: Warning. Conference with the student.
- 2nd Occurrence: Warning. Conference with student and call parent. Advise of detention to come.
- 3rd Occurrence: Assign a detention using the Detention form (triplicate) and contact the parent.
- All further Occurrences: Write a discipline referral to the appropriate alpha administrator.



## Student Support

### *Homework Help During CHAMPS*

On certain designated CHAMPS periods student can arrange to get help with a teacher. The following procedure should be followed.

Step 1: The student approaches their teacher about getting help during CHAMPS.

Step 2: The teacher goes into Student Conductor and prints out (see below) a Hall Pass that has the date and time the student is scheduled to meet with them. The teacher gives the Hall Pass to the student.

Step 3: The student shows the Hall Pass to their CHAMPS teacher and then uses the pass to get help.

### *Special Education*

Teachers are responsible for reviewing and complying with accommodations and modifications listed in the IEPs of their students prior to the start of instruction. This includes any modified grading. Any questions or concerns should be made to the student's case manager.

By Federal law general education teachers need to attend the annual IEP meetings for students in their class or communicate with the case manager in advance of the meeting. Teachers will be notified by email with an "Invitation to An IEP Meeting."

### *504*

Teachers should review and follow the 504 plans for any 504 students on their class list. Any questions or concerns can be made to the student's counselor.

### *Students of Concern*

When teachers have a concern about a student's academic or mental/emotional/physical well-being, they are encouraged to contact the student's counselor with their concerns. The teacher and counselor may decide to refer the student to the Student Study Team (SST) for closer evaluation. The SST may determine the student needs further evaluation or testing and/or make a referral to the Special Ed Evaluation Team or 504 Team.

### *ML Grading Practices*

Grading High School Students who are multi-language learners should be based on their Language Acquisition Levels. Please use the [ML Grading Practices](#) link for further details.

## Communicating Student Progress

Teachers should update student grades online every week. Directions on how to access students' grades online need to be included in your classroom syllabus, as well as on your website and Canvas.

Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. Grades and attendance records must be turned into the Registrar's Office at the end of the school year. An explanation of the marking system must be included.

Canvas should also contain your Course Syllabus, contact information, and relevant course information.

Careful thought and consideration should be given to grading policies, assignments, assessments (both formative and summative), and differentiated practices. The primary purpose of grading is to communicate progress toward and mastery of standards.

For consistency and fairness to students, teachers are encouraged to develop consistent grading practices within their departments, and with teachers who teach the same classes.

#### *Assignment Make-up Policy*

Students have the legal right to make up all assignments and activities missed due to an excused absence. However, in alignment with the principles of grading for learning, staff members are encouraged to allow students to make up their work, regardless of the reason for absence, in order to meet the objectives for the course.

Absent students (or their parents) should access their missed work through Canvas or by contacting the teacher directly. Teachers should drop off printed materials at the front desk and inform the student and parent.

#### *Reassessment Policy*

All students will have the opportunity to retake summative assessments during the semester. Formative assessments, assignments, and end-of-semester or course final exams are at the discretion of the teacher.

Retakes do not have to apply to long-term, multi-step assessments such as research papers, projects, presentations, or performances. In many of these cases, students receive feedback on each step of the process and have multiple opportunities to redo portions of the paper or project before final submission.

Prior to reassessment, students must provide evidence that relearning has occurred by completing a reassessment plan, including the required formative and corrective work as determined by the teacher.

Students must complete reassessments within a reasonable amount of time, allowing for re-teaching/relearning to take place. Reassessment plans should be submitted by students requesting a retake opportunity within 7 school days of receiving a grade on the original assessment and prior to the last two weeks of the current term.

Students may be reassessed on a portion of the summative assessment, the entire summative assessment, or in a completely different format, as determined by the teacher.

All laws, statutes, and policies pertaining to IEP, or 504 accommodation plans remain in place and must be followed.

### *Incomplete Grades*

Incomplete grades may be issued under the following circumstances:

1. A student is experiencing a health emergency (this includes mental health) and was making satisfactory progress prior to the emergency.
2. A teacher may exercise professional judgment when a student who was making satisfactory progress throughout the semester appears to need more time to complete a final project/paper/exam or master a concept or skill.

### **Process for Issuing an “I” Grade**

Teachers who wish to issue an incomplete need to discuss with student, parent /guardian and IEP Case Manager (if appropriate). Grade change forms can be picked up from the Registrar or completed digitally and must include parent/guardian and student signatures or date/time of contact. A copy of the form (hard or digital should be sent to student, parent/guardian, counselor, registrar, records secretary. Once all signatures and information are collected, copies should be made for the counselor, Records Secretary, and student.

### **Changing an “I” Grade**

When a grade of “I” appears on a semester report card, it means that the student has not yet completed the required work to earn credit for the class. The teacher should clearly communicate to the student and parent/guardian what needs to be completed in order to complete the course. A suggested timeline is 25 days. A teacher may extend the incomplete timeline to allow more time to demonstrate learning and submit a grade change to the registrar. If the student has not completed the necessary work to earn credit, the “I” will automatically change to an “F” at the end of the semester unless a request is made in advance.

The IEP team will document how and when an “I” grade will be changed in a student’s special education classes. IEP teams will record the length of the time the “I” grade will remain. Documentation with a Notice of Action is required. The case manager assigning the “I” grade will be responsible for tracking the student’s progress toward completion of the class.

As a reminder, a teacher can at any time submit a grade change for student who demonstrates mastery whether the grade is an I, NC, or F.

### *Professional Responsibilities*

*Duty to Report (see [3421](#))*

Child Protective Services—1.866.829.2153

RCW 28A.400 requires both certificated **AND** classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator.

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

#### *Reporting an Absence*

Report absences through Frontline Education. A link for Frontline Education can be found on the top bar of the Chrome browser, under “Managed bookmarks.”

<https://app.frontlineeducation.com/select/?orgId=58938>

#### *Lesson Plans*

Each teacher shall prepare daily and long-term lesson plans. Per the EEA contract, lesson plans should be available to an administrator if asked for.

#### *Learning Improvement Fridays (LIF)*

The work of Admin LIFs are directed by administration. The work of Employee LIFs are employee directed. Teachers are encouraged work collaboratively on standards-based units of instruction. This includes creating common formative and summative assessments.

#### *Leaving Campus*

If a staff member must leave campus during their working day, he/she is to notify the Office Manager before leaving. To ensure proper supervision of students, all substitutes and class coverage will be arranged by the office. Teachers may not schedule their own class coverage. Please contact the main office secretary regarding any substitute questions.

#### *Professional Development*

Staff can access professional development through Frontline Education. The link to Frontline for Employees (or Substitutes) can be found on Chrome under the Managed bookmarks heading at the top of the page.

### *Leave Without Pay*

Any leave without pay must be pre-approved by Human Resources prior to the leave being taken. Frontline Education 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 a 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.

### *Important Information*

#### *Address/Phone Changes*

Contact phone numbers, emergency numbers, and emergency contact information should be updated on a regular basis with the principal's secretary and the health room.

#### *Keys*

Room keys are issued through the Office Manager. Keys should never be given to students. Do not ever leave your keys unattended. All keys must be accounted for and signed off at the end of the school year. **Report lost or misplaced keys to the Office Manager immediately.**

#### *Parking*

All staff members must park in the approved street or parking lot spaces reserved for Everett High School. Please do NOT park in non-designated parking spaces. **The City of Everett enforces parking regulations on the street.**

#### *Personal Belongings*

A limited number of personal items which are in good taste, such as knickknacks, family photos, and small electronics such as a small radio, are acceptable.

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

#### *Personal Use of School Resources*

State law prohibits staff members from using school resources for their own personal use. This is considered a "gift of public funds."

#### *Audio Visual Equipment (Digital Cameras, Infocus machines, Interactive Panels)*

Do not exchange, trade, or give equipment that is assigned to you to another teacher. Any equipment moves must first be cleared through an administrator. All surplus equipment containing a district tag number should go through the main office so it may be removed from the inventory.

Report missing AV equipment immediately.

#### *Copying/Printing*

Classroom printers are for teacher use only. The toner cartridge will print about 5000 copies. The cartridge is expected to last for the entire year.

Copiers in the Print Shop (main office building) should be used to print multiple copies of an item. There is a teacher copier(s) for staff use.

Run all large orders through the Print Shop staff. The Print Shop requires 48 hours advance notice for work order requests. Other Print Shop services include lamination, cutting, shredding, and hole punching.

#### *Technology Repair*

Please contact Helpdesk for any technology related problems. Contact an administrator if you are having trouble resolving an issue.

#### *Fines*

All teachers are expected to report student fines to the School Treasurer. In the event the student does not make proper restitution, transcripts and/or diplomas will be withheld. In some instances, a student may make restitution through a voluntary work program or request a fee waiver.

#### *Graduation*

Graduation will be June 14 and staff members are encouraged to attend the ceremony.

#### *Sunshine Fund*

The remembrance fund is used to acknowledge the EHS staff during times of hospitalizations, deaths, births, weddings, and retirements. Money or checks should be given to Emily Fowler.

#### *Blue and Gold Club*

*At Everett High School we have many champions. However, many times students go unrecognized, or they are unable financially to participate fully in extracurricular programs. That is why the Blue and Gold Club was created.*

The Blue and Gold Club was formed in 1980 by a group of interested alumni, parents, Everett High School teachers and administrators. The members are dedicated to providing financial assistance to needy EHS students, affording them the opportunity to participate in school related activities, as well as recognizing outstanding student achievement in academics, athletics, and school related activities. Some of the programs that have benefited are: Athletics, Band, Drama, Choir, German Club, Kodak, Students Against Destructive Decisions, and academic excellence. In addition, Blue and Gold sponsors athletic awards for individual winners in all twenty sports and academic achievement awards such as high SAT scores. The goal of the Blue and Gold Club is to strive to promote participation in school and extra-curricular activities with special emphasis on assisting financially disadvantaged students.

Staff members who see a student in need of assistance should fill out the Blue and Gold Financial Assistance Request. This request form may be completed by any EHS staff member responsible for the program or activity or the parent/guardian for the student who is in need of the assistance. Requests must be submitted to Blue and Gold in order to be considered via [form](#). Remember, do not put any individual student information on the Blue and Gold form. All staff are welcome to become members or donate. Donations for the Blue and Gold Club may be mailed to: Blue and Gold, PO Box 1194, Everett, WA 98206.

## Resources

### *Calendars Links*

- [Athletic Schedules](#)
- [Cultural and Religious Calendar](#)
- [EEA Calendar](#)
- [Employee Calendars](#)
- [Payroll Calendar](#)
- [Continuous Improvement Collaboration Calendar \(Staff Meetings\)](#)
- [Student Calendar](#)

Current School Activities and events can be found on the Main EHS Staff Calendar in Outlook. You will access this calendar by going to your Public Folders in Outlook. [Access Directions](#)

### *Master Calendar*

Staff members must see the Office Manager to check the availability of dates for an event and then fill out a master calendar event form. The Office Manager will submit the form to an administrator for approval. If approved, the event will be placed on the master calendar.

### *Instructional Leadership Team (ILT)*

The Everett High Leadership Team meets on dates determined by the Team. The purpose of the Instructional Leadership Team is to facilitate the improvement of teaching and learning at Everett High School. In addition, the ILT will develop a meaningful School Improvement Plan (SIP) and participate in the Instructional Reviews each year. The SIP team is composed of the

team leaders from each department, the leaders of the action teams, one parent representative and one student representative and the administrative team as follows:

### Instructional Leadership Team Leaders

Admin	Kelly Shepherd, Sabrina Cordova, Melvin Bustamante, and Jamie Street
CTE/CE	Tammy Price
Paraeducators	Jen Selders
Counseling	Brianna Smith
ML	Ashley Potter
English	Katie Gaynier
Fine Arts	
Library	Deb Payne
Math	Keri Austin
Office	Emily Fowler / Joanna Chavez
Para	Nick Reed
PE	Tara Tri
Science	Katie Hawke
Social Studies	Melissa Karmil
Special Education	Jessica Raney-Mutale and Kate Cain
World Language	Eldred Vidal Vazquez

### Important Phone Numbers

Asst Principals	Discipline – Alpha	Phones
Dr. Melvin Bustamante	A - GR	425-385-4489
Jamie Street	GU - OL	425-385-4492
Sabrina Cordova	SJ - Z	425-385-4491
Counselors		
Gretchen Stiger	A—CON	425-385-4421
Jessen Schilaty	COO - GR	425-385-4420
Belinda Zintzun	GU - LI	425-385-4423
Briana Smith	LJ - OL	425-385-4424
Jaime Burton	OM - SI	425-385-4422
Colin Eggers	SJ - Z	425-385-4501
Item	Who does it	Phone
ASB Purchase / Fines	Shauntina Pope	4417
Assistant Principal Scheduling	Jillian Ramirez	4438
Athletics	Jodie Sievers	4426
Attendance	Kim Cortright	4419
AVID	Lizzy Scott	4504
Blue and Gold Contact	Rich White	
Career Center	Jen Selders	4474



Counseling (registration, appointments)	Patty Osborn	4410
Intervention Specialist	Shawna Clark	4425
ML Success Coordinators	Chandra Keagle /Nurjis A	4404 / 4403
Facilities Use	Emily Fowler / Joanna Chavez	4409
Field Trips	Emily Fowler	4400
Grading/FTE/Report Cards	Allisa Szalda	4418
Grade Changes	Allisa Szalda	4418
Health Room / Nurse	Kaelah Joyner / Aimee Dunbar	4406 / 4412
IEP conferences	Admin divided by discipline alpha	
Interpreters	Emily Fowler	4409
Keys	Joanna Chavez / Emily Fowler	4401 / 4400
Library/Textbooks	Deb Payne / Arlene Tucker	4488
Locker Distribution	Shauntina Pope	4417
Off Campus Permit	Jillian Ramirez	4438
Parking – Staff	Joanna Chavez	4401
Parking – Student	Shauntina Pope	4417
PE Waivers	Tara Tri	
Print Room (Laminating only)	Becky Kippenhan	4493
PTA	admin@everetthighpta.com	PTA mailbox
Running Start	Patty Osborn	4410
W/D, Transcript Requests (Hold Harmless/GED/DSHS)	Melissa Murphy (Registrar)	4415
Staff Bulletin	Kelly Shepherd / Joanna Chavez	4490 / 4401
Subs	Joanna Chavez / Emily Fowler	4409
Sunshine Committee	Emily Fowler	
Textbooks	Deb Payne / Arlene Tucker	4408
Web Site	Joanna Chavez / Emily Fowler	4401 /4400

## District Policies and Procedures

# 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](mailto: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](mailto: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](mailto: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](mailto: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)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto: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](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto: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](mailto: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](mailto: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](mailto: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.