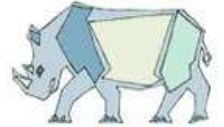
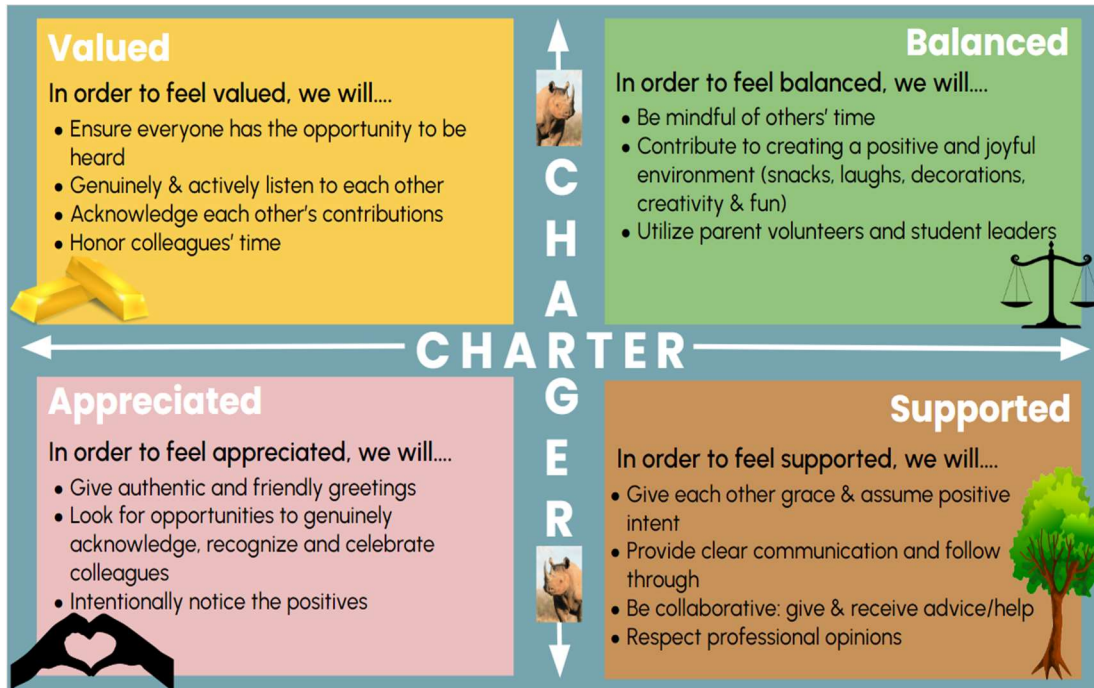




Jefferson Elementary School



2024-25 Staff Handbook



425-385-7400

Fax: 425-385-7402

Website: www.everettsd.org/jeffersones

Steve Hopkins

Principal

(425) 385-7490

Ally Nichol

Assistant Principal

(425) 385-7491

As part of their annual Vector training, staff will acknowledge reading and understanding the contents of this handbook, including the district policies ([click here](#)). This handbook can be found in the General Information folder of the Google Drive Jefferson Staff Folder. Changes will be highlighted in the weekly Courier newsletter.

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Guiding Statements

Mission statement

At Jefferson Elementary School, we achieve high standards by providing a meaningful and relevant education, preparing each of our students to be healthy, well-rounded lifelong learners and responsible citizens in a changing society.

Vision statement

The Jefferson school environment is one in which all learners will grow and succeed with the support of our staff, families, and community. We will respect and learn from diverse viewpoints. Our rigorous teaching practices will be both reflective of and responsive to the academic, physical, and social/emotional needs of our students. We will embrace communication between staff, families, and community as we work to create the best learning opportunities for all.

Core values

As educators at Jefferson, we value:

- **A comprehensive education:** We provide our students with a rigorous, well-rounded education that includes the arts, English/language arts, humanities, mathematics, the sciences, technology, and health through ongoing assessment that informs and drives instruction.
- **Shared decision-making:** We are collectively involved in making decisions that directly impact our school community.
- **Teaching to the whole child:** We support our students' social/emotional, cognitive, creative, and physical development in our teaching.
- **High expectations:** We hold ourselves and our students to high standards of performance and behavior.
- **Integrity:** We are honest, ethical, and respectful of others, and we foster those traits in our students.
- **Accountability:** We establish clear goals, measure progress, and take responsibility for results, and we teach our students to become responsible, self-motivated learners.
- **Collaboration:** We partner with families and our diverse community to support our students' learning, and we teach our students to work cooperatively with others to accomplish goals.
- **Diversity:** We appreciate, respect, and learn from diverse viewpoints, and we teach our students to do the same.
- **Lifelong learning:** We challenge ourselves to continue our own professional and personal development, and we instill a love of learning and a growth mindset in our community of learners.

Collaboration norms

- I will make student needs and interests my number 1 priority.
- I will accept responsibility, take accountability, and publicly support team/staff decisions.
- I will be present and prepared for all meetings.
- I will treat others as equals by demonstrating mutual respect.
- I will listen with the intent to understand, ask questions for clarification, and respect diverse viewpoints.
- I will share openly and honestly, to push others' thinking.
- I will focus on solutions, instead of admiring the problem.
- If there is an issue, I will speak directly to those involved.

List of Documents that Change Annually

The path to these frequently accessed documents is: Google drive → [Jefferson staff folder](#).

- Assembly seating charts
- Evaluations
- Map with phone numbers
- Master and specialist schedule
- Meetings calendar & call-back information
- Morning/afternoon supervision schedule
- Shared leadership (building committee) information
- Staff list

Operations and Expectations

Absence reporting for staff

Absences should be reported in advance through Frontline Absence Management online or by phone. To call the system, dial 1-800-942-3767. You'll be prompted to enter your ID number (followed by the # sign) and then your PIN number (followed by the # sign). If reporting your absence after 7:30 a.m., please put the absence into the system and then call the front desk to let us know you will be out. Because it's a busy time of day and voicemail/e-mail isn't always checked, it's helpful if you continue calling until you talk to a live human.

Attendance (students)

Student attendance is to be taken by 9:30 a.m. each school day using the online system. If a student arrives in class after 9:15 a.m. without a tardy slip, please send them back to the office to get one. Taking attendance accurately ensures that parents do not receive phone calls when their child is, in fact, at school. Over the last few years, the district has made significant changes to attendance policies and procedures, including how absences are reported and excused, to align with state law. Please direct families with questions to the office. If families report absences to you, please forward to/notify the office.

Before- and after-school supervision

We are implementing a new before-school supervision plan to be discussed during August LID. This will shift where students line up during arrival. In the afternoon, teachers are expected to walk students out of the building.

Classified staff information

In addition to expectations outlined in collective bargaining agreements, please adhere to the following guidelines:

- **Work hours:** You are expected to start and end work at your scheduled time unless you have prior approval from Steve or your supervising teacher to adjust your hours on a given day. In addition, please make sure you are in your assigned supervision and group instruction areas on time.
- **Signing in and out:** If you leave campus during the school day (whether returning or not), sign out on the clipboard in the staff work room. This way we know where you are in case of drills or emergencies.
- **Lunch and breaks:** Working through lunch and breaks is not allowed. Prior approval is needed to extend your lunch break (and, therefore, your workday) beyond a half-hour.
- **Comp time:** Prior approval is required both to bank and to take comp time. In situations where this is not possible (such as staying late with a student who was picked up late), please e-mail Steve and your teacher by the following day to ask how compensation for extra time worked will be provided (comp time or pay). If comp time is to be taken, it needs to happen very soon after it is banked.
- **Cell phone use:** With the exception of your lunch and break times, you should not be using your cell phone during the workday, with the exception of on-site or family emergencies.
- **Personal work:** With the exception of your lunch and break times, you should not be engaged in personal/non-district work during the workday. You also need to understand that any work done on district computers (including personal work) is subject to open records request laws as well as district monitoring. You should not print personal materials on district printers.

Communications

Staff **cell phone** numbers should not be provided to students or a student's family members.

E-mail is a central form of communication. All staff are expected to check their e-mail daily, and to respond in a timely fashion (generally considered to be within 24 hours on workdays). It is always wise to remember that your e-mail is subject to open records laws, so ask yourself if you would be comfortable with your message being publicly published before you send it. (The same goes for all written work-related communication, whether conducted on a work computer, a personal computer, or a cell phone. Texts, too!)

Staff members are expected to read the **weekly staff newsletter**, The Courier, which is e-mailed each Friday or over the weekend. Events for the week and important news items are included, with the goals of avoiding multiple e-mails throughout the week or needing to handle nuts and bolts in staff meetings. Past issues are in the Courier folder of the Jefferson Staff Folder.

Walkie-talkies should be used only for necessary, brief communication. Make contact with your intended partner prior to delivering the message. For example, first transmit "Steve to office." Wait for a response such as "Go ahead Steve," and then deliver your message. Keep transmissions professional, stick to the facts, and remember that anyone nearby any radio can hear you – staff, students, and parents.

Decision-making

Shared decision-making strengthens the work of the school. Our shared decision-making model shows the extent to which different staff have input, influence, and consensus-level involvement over decisions affecting our work. The matrix can be found in the General Information folder of the Jefferson Staff Folder.

Discipline (Positive Behavior Interventions & Supports – PBIS)

All staff members are expected to use the PBIS framework and materials consistently to encourage and recognize expected behaviors, and to address undesired behaviors. Resources are available in the PBIS folder within the Jefferson Staff Folder. This includes the discipline flow chart, outlining when and what may occur if a student is sent to the office (flow of communication).

The foundation of PBIS is the teaching of clear expectations, and the frequent positive recognition of students for meeting those expectations. Each year, staff will teach "common area expectations" for hallways/entryways, waiting in line, bathrooms, the cafeteria, the playground, buses, assemblies, and the office area/health room during the first 10 days of school using common charts/documents that can be found in the PBIS folder.

Student behavior incidents are tracked electronically using the Issues & Referrals system. Please input issues or referrals into TAC (or complete the paper version for those who do not have TAC access) as soon as you are able to do so following the incident. If the behavior is such that it can no longer be safely managed at that moment, please call the office to have someone come provide support.

Emergency procedures

All staff are responsible for reviewing procedures for lockdown, fire/evacuation, and earthquake drills prior to the first day of school each year, and for teaching them to students each year. These procedures can be found in the safety folder within the Jefferson Staff Folder. You can support safety for all by ensuring that updated

rosters (provided by the office) are placed in your emergency backpack each month, and that you let the assistant principal know if any items are missing from your backpack.

Evaluations

Detailed information on evaluation timelines and procedures are available in each collective bargaining agreement. Certificated teaching staff should also refer to the TPEP handbook, which is located in the Jefferson Staff folder → Evaluation/Observation Resources. Watch for an e-mail from administrators with more details in mid-September.

Facilities and equipment

Classrooms and offices

- Per the fire code, nothing may be stored on top of high cabinets, or hung from the ceilings.
- Please use blue painters' tape (rather than regular masking tape or duct tape) on all surfaces (walls, floors, etc.). Masking tape adhesive does permanent damage!
- As a general rule, district-provided furniture belongs to rooms, not to people, and should stay in place.
- Paper cutters may not be left out in classrooms at any time. If you have one, it needs to be stored in a cabinet that students cannot access.
- Classrooms and offices should reflect student learning and work, balancing the creation of a welcoming, personalized environment with student needs for a neat and orderly classroom that is not overly distracting or stimulating. Care should be exercised as to the decorations, equipment, and furniture that are brought from home, taking into account students' ages and health/safety factors. The district provides staff with appropriate furniture and technology items, so rarely should staff bring in their own large items.
- For energy conservation purposes, the district prohibits microwave ovens, refrigerators, coffee pots and other small appliances in classrooms and individual offices.

Lamination: Staff should drop off their lamination requests in the box in the staff workroom. Due to the high cost of laminating material, lamination should be reserved for items that will be used over and over, or for those items that will be up on the wall for a long period of time. Individual student projects should not be laminated.

Property damage reports: Please see the Office Manager if you experience significant damage to property.

Staff lounge and workroom: Students are not allowed in either of these rooms at any time. It is the responsibility of every staff member to clean up after themselves when using either room. In the workroom and office area, be aware that parents are often within earshot, so hold confidential conversations elsewhere.

Storage: To create equitable storage opportunity and minimize excess materials from taking up space, each teacher is provided with storage cabinets in the hallways. No teacher property is to be stored in the basement. Please discard or take home unused personal materials and ask to surplus outdated district materials.

Field trips

Along with district policy, staff should adhere to the following timelines and procedures:

- **Trip approval:** At least 30 days in advance of the trip, obtain a Field Trip Request form from Heidi (Office Manager). Complete all information and turn the form into Steve's basket to be approved.
- **Bus scheduling:** After Steve approves the trip, the Office Manager will order the bus and print a copy of the approval form for the Health Room.
- **Permission slips:** Teachers need to fill out and print/copy both student and parent permission slips. The parent/supervisor permission slip is separate from the chaperone volunteer clearance, which must also be completed.
 - All student permission slips are due to the health room five school days prior to the trip.
 - All adult supervisor slips are due to Holly five school days prior to the trip.
- **Chaperone volunteer clearance:** Teachers are responsible for telling volunteers they must have clearance. Holly is responsible for checking clearance.
- **Picking up backpacks the day of:** The morning of the trip, please see Holly by 8:45 to get your supplies for the trip. We want every teacher carrying a backpack that will include all permission slips for your class, any medicines your students may have, and all health care plans.
- **EpiPens and inhalers:** If a student has one of these “rescue medications,” a teacher or other trained district employee must be with them at all times because these are considered life-saving medicines. It is not enough to be able to get ahold of you by cell phone in the event that the medication needs to be administered; every second counts. The only exceptions are: 1) If that student’s parent is their chaperone, in which case the parent may carry and administer the medication; or 2) If that student has doctor’s orders authorizing them to self-carry. Other parent chaperones cannot carry or administer these medications.
- **Bus seating:** The Health Room Assistant needs to know in advance if students from multiple classes will be split between more than one bus, because permission slips need to be on the same bus as each student. If this is to be the case, she will provide a set of permission slips for each bus.
- **Returning backpacks after the trip:** Please turn in backpacks as soon as possible after returning to school. They need to be signed back in and locked up, so should not just be left on the health room desk. If Hope (HRA) is not at her desk, please ask Julia Johnson (the building nurse) or the office staff for assistance.

Finances

Before **charging a fee** for any activity, item, or event, discuss your plan with Steve, and once approved, connect with Heidi, the Office Manager, about proper money-handling guidelines.

See [policy 5215](#) and [5220](#) around **conflicts of interest**, including staff members tutoring students.

Food in classrooms

Teachers may choose whether to have a daily **snack time**. Snacks can be an important part of helping students stay focused and attentive. Consider the following in planning whether your class will have a regular snack time:

- How are you ensuring students are not sharing food, and that there are no peanut/tree nut products in nut-free classrooms, or other life-threatening allergy exposures?
- How are you ensuring equal access to snacks for students on free/reduced lunch?
- How are you ensuring any snacks you are providing to students meet district nutrition policy guidelines? The same applies if parents are sending in snacks to be shared by a class.

Per district policy, each classroom may have three **celebrations** per year involving food (including sugary treats). All food should be store-bought rather than homemade due to the potential for cross-contamination.

Classroom teachers have three options when it comes to food for **birthdays**:

1. Teachers may elect to observe birthdays with food during their three classroom celebrations per year.
2. Teachers may allow students to bring fruits and/or vegetables to be eaten during the regular class snack time as a birthday celebration.
3. Teachers may mark the occasion of students' birthdays without food or may choose not to celebrate birthdays at all.

Teachers should provide information on their snack and birthday celebration plans to families each fall.

Flower and balloon deliveries for students will not be accepted.

Injuries

Staff members who are injured at school should see Heidi for information on how to make an online report.

If **students** experience significant injuries at school, the nurse will determine whether a report must be made.

Security

Safeguard your **keys and badge**, and report loss or theft to Steve immediately.

Wear your **badge** whenever you are on campus.

When you are on campus **outside of custodial hours**, use the sign-in/out clipboard located on the exterior office counter. If you are the last to leave, arm the building using the Sonitrol keypad by the front doors.

Staff members' children who attend at Jefferson

Having the family together is a great benefit, but staff members whose children attend school at Jefferson are asked to put their professional roles first when at school by following these guidelines:

- Students are not to enter the staff room or workroom.
- Students are not to be left in the office during meetings.
- Students are to proceed to their morning line-up areas by 9:00 a.m. to begin the day in their classroom communities.
- Students are not to be present within meetings of any kind (staff, IEP/504, LIF, etc.).

Student Handbook

Staff should familiarize themselves with the Student Handbook. Changes made year-to-year will be communicated via the Courier or other means. The handbook can be found in the General Information folder in the Jefferson Staff Folder.

Substitutes

Substitute jobs are more likely to be filled when subs in our building feel welcomed and well supported. Teachers should leave detailed plans that include the basics (schedule, contacts, etc.), academic plans for the day, as well as a few extra activities that will be successful, and student information that will support

substitutes and students in navigating the day successfully. When they check in at the front desk, substitutes will receive a basic packet of information – building map, staff list, master schedule, and emergency plans. Teachers do not need to duplicate these in their plans but should provide any class-specific details.

Substitutes

Substitute jobs are more likely to be filled when subs in our building feel welcomed and well taken care of. Teachers should leave detailed plans that include the basics (schedule, contacts, etc.), academic plans for the day, as well as a few extra activities that will be successful. When they check in at the front desk, substitutes will receive a basic packet of information – building map, staff list, master schedule, and emergency plans. Teachers do not need to duplicate these in their plans but should provide any class-specific details.

Substitute Shortage Coverage

When there is no substitute to cover for a classroom teacher, the following specialists will cancel their own classes and rotate to cover for the shortage:

- Winter Graham (Instructional coach)
- Hannah Kegley (counselor)
- Shauna Rowe (PE)
- Ellen McClure (library)
- Andrea Aguilera (art)
- Debrah Rockwell (music)

Administrators and the office manager will coordinate coverage each day, and the office manager will track both the date and amount of time specialists are pulled to sub. Timely communication is important, and if someone is pulled to cover a classroom, the above staff members will be notified no later than 8:25am.

There will be “wiggle room” to account for special events, activities, or circumstances. For example, if it is the music teacher’s turn to cover a class but she is getting students ready for a concert the following week, we may pull the next specialist on the list.

If specialists miss their own planning time while covering a class, they should fill out timecards to compensate for missed planning time.

When there is no sub for a specialist, classes will be canceled, and teachers should fill out timecards to compensate for missed planning time.

Volunteers/Visitors

All visitors and volunteers must sign in at the front desk and wear a volunteer badge or visitor sticker. If you see someone in the halls without a badge or sticker, please ask them to go back to the front desk to get one. Although this can feel a bit awkward, it helps keep our students and staff safe.

Volunteers should not be in the building before 8:30 a.m. or after 4:00 p.m. unless they are working directly with a teacher or other staff member.

Regular volunteers, along with field trip chaperones, should complete the EPS volunteer application that can be found on the Everett Public School District site. Holly can verify if a volunteer has been approved.

Weather-related emergencies

Staff will be notified of late starts or closures via the district Communications department. In the event of a late start, employees are to make all safe efforts to arrive at work at the usual time.

District policies and procedures

[Click here](#) to review the 2024-25 District Policy and Procedures. As part of their annual Vector Training, staff will acknowledge reading and understanding the contents of this handbook, including the [District Policy 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, 425-385-4260.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within five school days unless you agree on a different timeline. If your complaint

involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

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

What is sexual harassment?

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

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

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

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

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination or about sex discrimination, including sexual harassment:

Civil Rights/ Title IX Coordinator: Chad Golden, Assistant Superintendent Human Resources, 425-385-4100, CGolden@everettsd.org, PO Box 2098, Everett WA 98213

Concerns about disability discrimination:

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

Concerns about discrimination based on gender identity:

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

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

What happens after I file a discrimination complaint?

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

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

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

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

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

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

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination [Procedure 3210P](#) and the HIB [Procedure 3204P](#) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

- Website: <https://www.oeo.wa.gov/en>

- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: OCR@ed.gov
- Phone: 800-421-3481

Our Schools are Gender-Inclusive

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

Our schools will:

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

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

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