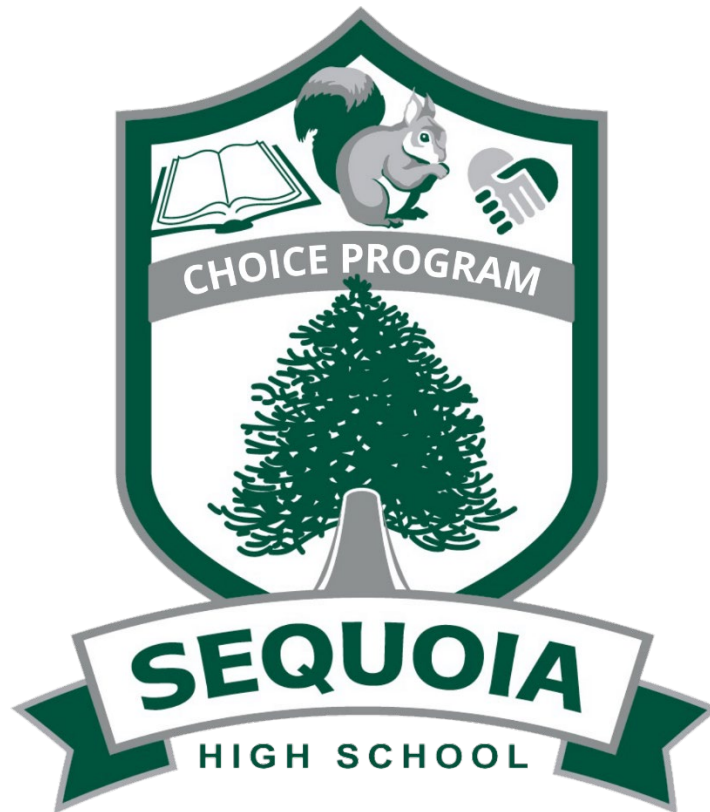


# Staff Handbook

2024-2025 School Year



**High School**  
**Online**  
**Options**

**PORT GARDNER**  
A K-12 Parent Partnership Program

Sequoia Hours of Operation	7:30 am – 3:30 pm Monday through Friday
School Address	3516 Rucker Ave. Everett, WA 98201
Sequoia Phone	(425) 385-5100
Port Gardner Phone	(425) 385-5150
Port Gardner Office Hours	9:00-3:00 Monday-Thursday, 9:00 – 12:00 Friday
HS Online Options Phone	(425) 385-5191
FAX	(425) 385-5102

#### **Non-Discrimination Policy**

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory, or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

#### **Title IX/Civil Rights Compliance Officer – Chad Golden**

3900 Broadway, Everett WA 98201  
425-385-4100  
[CGolden@everettsd.org](mailto:CGolden@everettsd.org)

#### **Section 504 Coordinator - Dave Peters**

3900 Broadway, Everett WA 98201  
425-385-4063  
[DPeters@everettsd.org](mailto:DPeters@everettsd.org)

#### **ADA Coordinator – Chad Golden**

3900 Broadway, Everett WA 98201  
425-385-4100  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)

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## Sequoia, Port Gardner, HS Online Options Staff

**Principal: Jack Roy**

### **Sequoia Staff (\*indicates HS Online Options teacher)**

Counselor

Office Manager  
Registrar  
Attendance Secretary  
OnlineHS Secretary  
English

Social Studies/PE  
Social Studies

Math/Science

Art  
Career and Technical Education

Special Education  
GOAL Program  
Career Center Specialist/ELL Support  
Library Learning Center Specialist  
Success Coordinator/Drug and Alcohol Counselor  
Success Coordinator  
Guided Study  
Foster Success Coordinator  
Child Care Specialists

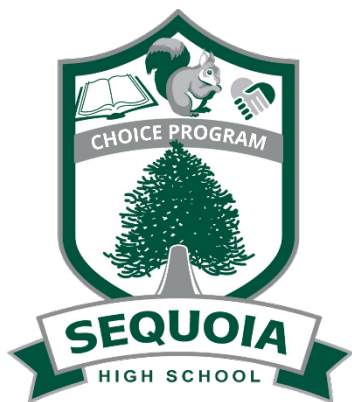
Para-Educator, Special Education  
Health Room Assistant  
IT Field Tech  
Nurse  
Campus Security  
Head Custodian  
PTSA President  
Psychologist  
Speech Language Pathologist  
Kitchen Manager

### **Port Gardner Staff**

Secretary  
Elementary School Teacher  
Elementary School Teacher  
Intermediate/Middle Teacher  
High School Teacher  
Middle School/High School Teacher  
Para Educator

Autumn Slater  
Liz Lahti  
Betsy Monroe  
Elvie Muya  
Barbara Marcum  
Judy Lennard  
April Simon  
Jo Anne Buiteweg  
Laura Wight\*  
Sherm Iversen\*  
Jonathan Stanley  
Erin Hawkinson  
Bona Park  
Maryke Haynes  
Rochelle Shultz  
Jeannie Thompson  
Mark Ryder\*  
Rhonda Hodgins\*  
Aimee Leggett  
Melissa Ferdinandus  
TBD  
Crystal Cameron  
Kimberly Conroy  
Tricia Schuldt  
Heather Reid  
Bruce Cappel  
Shelbey Kincannon  
Andrew Preston  
TBD  
Allison Camacho  
TBD  
Judy Lennard  
John Ruiz  
Nathanial "Skeeter" Kelley  
Audra Van Volkenburg  
Lina De Folo  
Connar Wint  
TBD  
TBD  
Linnea Wolff  
TBD

Megan Slaker  
Allison Hinds  
Celeste Johnson  
Jocelyn Sievers-Bailey  
Laura Wight\*  
Mark Ryder\*  
Mandy Trimble



**Sequoia High School is built on three major principles: choice, equity, and relationships.**

A high school of approximately 200 students, Sequoia offers a personal, family-like learning environment where students and their teacher-colleagues work side-by-side on a first name basis, to the single goal of empowering the individual student with a meaningful education. Students are assigned to advisory classes where teachers work with them as a team. The advisory faculty review individual student progress regularly. Intimate knowledge of student learning styles and close professional relationships between teachers and students develop as students work with the same teacher for their entire stay at Sequoia. Students also are assigned a Success Time to provide intervention and support in content areas.

**Choice:** Sequoia is a school of choice. Students give up the broad course offerings and extracurricular activities of a traditional school for this more personal, individualized approach. Each student formally "chooses" the school, agrees to work hard each day and support the principles of the school; each parent or significant adult in a student's life agrees to actively support the student's serious efforts; and the school pledges an education which will allow students to thrive in a changing world. In order to attend Sequoia, a student must complete all steps of the enrollment process. If all steps are completed, a student could be enrolled in our onboarding program.

**Equity:** Our second organizational principle concerns equity. Students work to gain mastery of learning at a pace that works with their life circumstances and meets them where they are at and moves to the next level. Each student is provided scaffolded support to meet rigorous standards and grow as a learner and person. Students graduate when they have met the Everett Public Schools credit requirements for a high school diploma.

**Relationships:** A small high school community of approximately 200 students, Sequoia offers a personal, family-like learning environment where students and their teacher-colleagues work side-by-side on a first name basis, to the single goal of empowering the individual student with a meaningful education. Students are assigned to Advisory classes where teachers work with them as a team. Advisory teachers review individual student progress regularly. Knowledge of student learning styles and close professional relationships between teachers and students develop as students work with the same teacher until they attain senior credits. At that time, they are assigned to a senior advisor who helps with planning for graduation and beyond.

**Mission Statement:** Sequoia High School is rooted in choice, equity and building relationships. We focus on individualization while holding students to high academic standards, preparing them for life as contributors to their communities.

# PORT GARDNER

## A K-12 Parent Partnership Program

[Port Gardner](#) is a support center for homeschooling families. Recognizing that parents are the primary educators, we provide them access to information, guidance, and resources to assist in their educational endeavors.

Port Gardner operates as an alternative school under WAC 392-121-182 Alternative Learning Experience Requirements. Students in this program are reported to the state as public-school students enrolled in an alternative learning home-based education program.

Port Gardner facilities are located on the Sequoia High School campus, in the annex just west of the main building.



We are committed to doing our best for each child. As we work together to accomplish this goal we will strive to: *"Celebrate successes, communicate, listen, respect, reflect" "Recognize individual strengths, share responsibility".*

Many students enjoy the freedom and flexibility that online learning provides, including 24/7 access to their course curriculum, their teacher, and classmates. With technology, computers and the Internet, students can learn virtually anytime, anywhere!

Everett Public Schools is excited to offer this opportunity for students through the district's O.net program.

[High School Online Options](#) program uses outstanding courses in combination with trained online instructors to provide a rich and rigorous learning environment, which is aligned with the Washington State Essential Academic Learning Requirements and district graduation requirements.

Courses taken online through OnlineHS.net count toward high school credit and are available to students in any of Everett's four high schools.

Additional information is available from each high school counselor, or the online [website](#).

## Calendar, Schedules and Phone Lists

All school staff are to adhere to their regularly scheduled workday. Staff who need to make adjustments to their day should report their absences using [Frontline for Employees](#). Personal absences for classified staff require preapproval. Staff requesting an adjusted schedule not through the absence reporting system must make arrangements through the Principal/Assistant principal and always check in/out of the main office if there is a schedule variation.

[SHS](#) school calendar. District calendars are available in the main office.

There will be three call back days for certificated staff. The call backs are as follows:

### Sequoia High School

Significant Adult Night	October 2	6:00-8:00
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Graduation	June 12	4:45-8:00
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### HS Online Options

Significant Adult Night	October 4	6:00-8:00
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Graduation	June 12	4:45-8:00
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### Port Gardner

Open House	October TBD	6:00-7:30
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Graduation	June 12	4:45-8:00
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## **Staff Work Schedules**

Staff are expected to work there assigned work schedule. Exceptions must be approved in advance by the building principal. Part time staff will have schedule agreed to based on assigned hours.

Sequoia High School- Teacher	7:50 am-3:20 pm
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Sequoia High School- Counselor	7:50 am – 3:20 pm
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Port Gardner	8:00 am-3:30pm
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HS Online Options	7:30 am-3:00pm
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Classified Staff	Assigned Hours
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## **Basic Operating Procedures**

### **Absence Reporting**

All substitute assignments are made either through the automated system (Frontline) or by the Substitute Office. **No job number, no job.** Be sure a job number has been assigned. Requests for job related absences need to be arranged by the Office Manager after the approval of the principal. If you enter your absence after 6:45 am please contact the office at 425-385-5100 and speak with a person

To report an absence – Frontline- Absence Reporting

Substitute Services Coordinator – (425) 385-4111 or HR (425) 385-4100

E-mail: [subservices@everettsd.org](mailto:subservices@everettsd.org)

If you arrange directly with a substitute to teach your class, please enter the absence in Frontline. We ask that all absences be entered by 6:45 am on the day of the absence. If you enter the absence after 6:45 am or a need arises during the day, please contact the office at 425-385-5100 to inform the Office Manager.

### **Address**

Please make sure that your current address and telephone numbers are on file in the office and remember to notify Office Manager in the event of any changes as well as enter in the [Employee Online system](#).

### **Advisory/Check and Connect**

Advisory class and Check and Connect are key features of Sequoia High School, as it helps students and teachers develop a more personal relationship than is possible in traditional schools and academic success. Every student is assigned to an academic advisor for as long as the student attends the school or until they move to Senior Advisory. The Advisory class meets as scheduled and emphasizes relationships, goal setting, connection, support, high school and beyond planning and study skills. Students are expected to make up incompletes, do homework, or participate in daily activities during advisory. At the beginning of each term, students must meet with their advisor to review academic progress and issues impacting learning.

### **After-Hours Building Use**

Staff members may use their classrooms, office spaces, and other school facilities after normal hours and on weekends for work related activities. In order to do so, they must contact the Office Manager for a security code at least 48 hours prior to the need. Remember the district may have previously scheduled events in the building. If you wish to use the facility for other than work related activities, it may be reserved via the [Community Services](#) office.

### **Attendance**

State Law and School Board Regulations require classroom attendance. Mandatory attendance exists in all classes. It is necessary to ensure the accuracy of the student's attendance if a parent, guardian, or the courts challenge the

accuracy. Staff are expected to enter attendance electronically each period. Students who are not present in your class should be marked absent unless you gave permission to work elsewhere. If you believe a student is scheduled in your class in error, please contact the registrar.

### **Bulletins and Announcements**

Weekly bulletins will be available in shared Canvas staff course and via email by Monday morning each school week. All staff members are expected to read it Monday for important information for the week. Daily an email will be sent with substitute announcements and any schedule changes/special events for the day. The goal is to have all information contained in the weekly bulletin however, at times timely information that cannot wait until the Monday bulletin will be sent using the Sequoia High School/Port Gardner email directory. All staff members are expected to check email on a daily basis.

### **Cell Phone Use**

It is requested that staff not use or answer cell phones for personal reasons in the presence of students. In an emergency situation where staff need to answer a call during a meeting, they should quietly exit the meeting. Cell phones should be off or on the silent/vibrate setting when teaching, working, or attending meetings and only used during urgent/emergent situations.

### **Classroom**

As a clean, well-organized classroom enhances the learning environment, teachers are expected to keep their room free of debris, including outdated or broken equipment and furniture.

### **Code of Conduct**

All teachers have the responsibility to know what is contained in the Code of Professional Conduct and are expected to follow the code. More information may be found at:  
<http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

### **Communication with Parents Regarding Student Progress**

In accordance with state law, teachers are required to keep an accurate, up-to-date record of their students' attendance, grades and are expected to communicate regularly with parents/guardians, in order to share information about student attendance and academic progress. WAC 392-121-182 states that teachers are required to have weekly contact with each student and assess progress for each student on a monthly basis.

### **Confidentiality of Student Records**

When sharing information about students' status, teachers are also expected to protect the confidentiality of student records. The Family Educational Rights and Privacy Act (FERPA) strictly regulates the release of information about students. Only a student's parent(s) or legal guardian(s) or appropriate staff may access the child's educational records; anyone else needs written permission from the parent/guardian. If a student is eighteen years old or older, he/she may authorize the release of records. However, unless a student is

emancipated or is no longer claimed as a dependent for income tax purposes, parent/guardians will be informed about progress.

### **Facilities Use**

Staff who want to schedule a school event in the gym or any other part of the school after 5pm or on weekends are required to send the office manager an email to reserve the facility through the community services office. Please have principal approval before planning an event. If you wish to use the facility for other than work related activities it may be reserved via the [Community Services](#) office.

### **FERPA**

In order to be eligible for FERPA and sign their own forms and notes, students must be court emancipated, no longer claimed as a dependent for tax purposes or an unaccompanied minor.

### **Food Service**

Staff lunchroom prices:	Breakfast:	\$2.00
	Lunch:	\$4.00 (without beverage)
		\$4.25 (with beverage)

### **Fragrance Free Environment**

All members of our school community are asked to refrain from spraying or wearing fragrant perfumes, lotions or other items with a scent due to chemical sensitivity. Fragrances are not permitted, to meet health needs of our learning community members.

### **Freedom of Expression**

The location designated for our school is on the east side of the main building in front of our flagpole. The designated times for this are

**Monday –Thursday 8:00-8:15, 12:45-1:00, & 2:55-3:15**

**Fridays 8:00-8:15 & 11:45-12:00**

### **Guest Teachers (substitute)**

Teachers are responsible for setting up a general folder for their guest teacher(s). The folder should include location of daily sub plans in the classroom, directions for recording attendance, instructions regarding emergency procedures, lesson plans, syllabi, and any other information that will help the guest teacher take over classes successfully. The office will print class lists for paper attendance each morning of an absence. Please inform the guest teacher that they are asked to assist in the main office during down time.

Each teacher is responsible for leaving **detailed** daily sub plans including specific instructions and information for the sub and preparing materials (including copies) in the event of an absence.

If assistance is needed in requesting a guest/substitute teacher, contact the Office Manager. A generic copy of your “guest teacher folder” or notes should be kept on file in the main office at all times. These should be submitted to the Registrar. Please make sure that this folder contains a generic (emergency) lesson plan, in case you are unable to develop a current one for the day(s) you are absent. Sub plans should be left by the teacher. If an emergency arrives and you need to email sub plans, please email office manager, registrar and principal with the plans and confirm via phone that they were received.

## Halls

Please help preserve a safe environment by monitoring the halls and classroom to ensure no student is being intimidated, harassed, or bullied by being present during passing time and listening for concerns at other times. Crisis counseling is available if a student needs to speak with the counselor or an administrator immediately.

## Hours

According to the current collective-bargaining agreement, certificated staff work a 7.5 hour day, which includes a duty-free lunch lasting forty minutes. Classified staff should adhere to the terms of their current contract, depending on their agreed upon work schedule. It is expected that all staff closely adhere to their start/end times. If you need to leave early or arrive last you must first get permission of the building administrator and then notify the office. If you have an unanticipated situation (ie traffic or morning emergency) and will be arriving late, call the office and report your anticipated arrival time.

## ID Badge

All district employees are required to wear district issued identification badge while on campus. All visitors/guests must have an ID badge. If you see someone in the building without an ID badge, please direct or contact the office immediately.

## Keys

A set of keys/door badge will be issued to each staff member. These keys are **not to be loaned to students**. Teachers will be expected to turn in their keys at the end of the school year or check them out for the summer. If your keys are misplaced, you need to notify the Principal and Office Manager immediately. Each Alternative Programs staff member will be assigned keys and asked to sign a document signifying the acceptance of the terms and conditions for the possession of keys. The terms and conditions are as follows:

1. Key(s) are NOT to be duplicated in any way.
2. Key(s) are NOT to be loaned or given to personnel other than the authorized signature in which they have been assigned.
3. Key(s) are to be RETURNED IN PERSON to the principal upon leaving the district’s employment or accepted by an authorized representative of Everett Public Schools.
4. Each staff member is responsible for the security of the keys assigned to them at all times. If the key is lost or stolen, the employee may be responsible for the cost of re-keying of the affected facility and/or facilities.

**Late Arrival/Early Dismissal/School Closure**

In the event school has a late start time due to weather conditions or other emergency circumstances, employees will be expected to arrive at school as close to the regular workday start time as is safe. In the event school(s) dismisses students early due to weather conditions or other emergency circumstances, employees will be expected to remain on-site until the supervisory and safety concerns of students have been met. In such situations, there shall be no reduction of the employee's pay or deduction of leave benefits.

To facilitate communication regarding school closures and schedule changes, teachers are asked to keep contact information updated in the employee online system for Blackboard automated phone calls. A Blackboard message will be sent by the Communication Department; however, it is posted immediately on the district webpage and social media.

**Learning Environment**

Please maintain a safe classroom and make sure that all windows, doors, and sight lines are unobstructed. All classroom furniture must be conducive to the learning environment. Couches and overstuffed chairs are not appropriate on campus.

**Leave Without Pay**

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

**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.

**Phone Tree**

Be sure to have your Staff Emergency Phone Tree with you for use at all times. Make sure the Office Manager has your current home and cell phone numbers and address on file. The phone tree will only be used in the event information needs to be communicated to all staff and a Blackboard automated call is not appropriate.

**Phone System and Voice Mail**

Information regarding use of the phone system and voice mail is available in the main office.

**Photocopying**

Due to unpredictable needs and workloads, the copy machine may not be available on demand. Students may not use the copier. The copier in the main Sequoia Office will have the ability to print color copies. We ask that staff be judicious in printing color copies and only use when they are critical for the learning process.

## **Public Disclosure Commission (PDC) Reminders**

The PDC prohibits against using any taxpayer funded equipment, services, supplies, or staff time to support or oppose any election issue. This means staff cannot use district email or electronic bulletin board systems, printers, copiers, district telephone system, staff time, district supplies or school buildings. The PDC laws are designed to protect from unfair use of public funds to include elections, it does not prohibit a staff person using personal equipment.

## **RAVE Panic Button**

An app is available to be downloaded to your smart phone called RAVE 911. This will allow you to contact 911 directly with location information as well as receive text message updates from the dispatch center in an emergency. If you wish to have the app available to download, provide the Office Manager your cell phone number.

## **Reporting Obligation**

RCW 26.44.030 designates professional school personnel as mandatory reporters. Professional school personnel "shall include, but not be limited to, teachers, counselors, administrators, childcare facility personnel, and school nurses." (RCW 26.44.020) When professional school personnel have reasonable cause to believe that a child or adult dependent or developmentally disabled person has suffered abuse or neglect, he or she must report such incident to the proper law enforcement agency or to Child Protective Services within forty-eight (48) hours. If you would like assistance or support in reporting suspected child abuse, contact the counselor or administrator. All reports to CPS must be documented on the [Child Abuse Reporting Form](#).

## **SafeSchools Reporting**

Our district is now using *SafeSchools Alert*, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration four different ways:

Phone:	855-637-2095
Text:	Text your tip to 855-637-2095
Email:	<a href="mailto:1350@alert1.us">1350@alert1.us</a>
Web:	<a href="http://1350.alert1.us">http://1350.alert1.us</a>

## **Staff Expectations**

- Staff are not authorized to send students off campus on errands.
- Staff need to notify the main office when they move their classrooms temporarily from one area to another.
- Staff should never leave a class unattended.
- Staff should not transport students in their own vehicles.
- Each classroom phone is an outside line. It is the teacher's responsibility to forward phones during class time to voice mail.
- Staff must check phone messages and e-mail daily.

	<b>Staff Expectations &amp; Norms</b>	<b>Work Session/Meeting Behavioral Expectations</b>
<b>Be Respectful</b>	➤ We respond to all forms of communication in a timely manner.	➤ We are mentally present when working together.
	➤ We go to the source to address conflict or when we have questions/concerns.	➤ We respect time by starting and ending on time and using time effectively.
	➤ We celebrate everyone's successes and accomplishments.	➤ We remove distractions.
	➤ We model behavioral expectations for students.	➤ We assume positive intent and listen with open minds and hearts.
	➤ We react to issues – not people.	➤ We use the “parking lot” or similar method for individual concerns and questions.
<b>Be Responsible</b>	➤ We assume the best intentions of all while holding each other accountable.	➤ We assume positive intent and listen with open minds and hearts.
	➤ We hold our students accountable.	➤ We use the “parking lot” or similar method for individual concerns and questions.
	➤ We regularly evaluate our practices to ensure equitable outcomes of student learning.	➤ We actively participate and contribute to the group.
	➤ We make and support decisions in the best interest of our students.	➤ We have our mics muted, cameras on, and our faces visible.
<b>Be Safe</b>	➤ We are aware of our digital footprint including confidentiality.	➤ We respect our history while being open to new ideas/concepts.
	➤ We stay home when sick/ill.	➤ We expect and accept non-closure.

### Staff Meetings

Certificated staff are expected to attend all staff meetings. If you are absent you will be expected to meet with the principal or department chair to learn the material that you missed. Staff meetings will be scheduled on the calendar for each program. Classified staff are welcome to attend staff meetings.

## Student-Staff Interactions

Staff members at Sequoia High School are committed to interacting with students, parents, and community members respectfully, acknowledging and honoring individual differences based on race, ethnicity, gender, age, religious affiliation, sexual orientation, physical ability, and other factors.

## Supervision of Students

Staff are expected to supervise their classrooms during school hours, except during lunch. Students should not be left unattended for any length of time for any reason. When not in their classrooms, staff are expected to lock their doors.

## Syllabus

**Teacher's Classroom Syllabus must include:**

- List of essential instructional materials.
- Timeline and methods for evaluating student progress.
- How this class meets district graduation requirements?
- Tardy and absence policy. In order to meet the requirement of state law, all teachers must speak to the school's attendance policy and potential adverse effects that non-attendance will have on the student's academic progress in your classroom syllabus.
- Items, personal property not allowed in class.
- Teacher's e-mail address ([jdoe@everettsd.org](mailto:jdoe@everettsd.org)).
- List and describe learning activities that will be graded and the grading scale (including due dates).
- Communication of Student Progress and Achievement
- On the first day of each term, students must receive a copy of the classroom syllabus and grading policy for each course. A copy of the course syllabus and grading policy is to be kept on file in the main office.

## Visitors and Guest Speakers

Only guests on school-related business will be allowed to visit. Staff who would like to invite a guest speaker to school should get prior approval from an administrator and inform the main-office staff. Guests and visitors should check in at the main office and receive a visitor badge. Visitor badges must be returned.

## Volunteers

All volunteers are required to complete a District volunteer application on the district web site **before** they will be allowed in the classroom. See the Office Manager for more information.

## Weather

Please refer to **Late Arrival/Early Dismissal/School Closure** previously mentioned. To facilitate communication regarding school closures and schedule changes, teachers are asked to keep a copy of the phone tree at home and to notify colleagues as necessary. Area radio stations will announce any school cancellations, delay of starting time, or early dismissal due to weather conditions or other situations. Information will be broadcast on local radio and television stations:



RADIO STATIONSTV STATIONS

KIRO 710 AM/FM

KOMO TV 4 News

KMPS FM 94.1/1300 AM

KIRO TV 7 News

KCMS 105.3FM

KING TV 5 News

KIXI AM

KCPQ TV 13 News

KMTT 103.7 FM

KUOW AM 94.9

KCMS 105.3FM

KNDD 107.7 FM

KLSY

KCIS 630 AM

Many of these stations maintain web sites. Information will also be available on our District's [website](#).

\*\*\*For a TWO-HOUR LATE START. Period 1 & 2 are CANCELLED. Period 3 is the start of the school day and will start 10 minutes late. Students arrive at school at 10:15am, class will begin at 10:20am, Period 3. Advisory period, Lunch and Periods 4-6 are at their regularly scheduled times. See [Bell Schedule](#) for our regularly scheduled class periods.

## Discipline

### Student Discipline

Every reasonable effort will be made by all staff members to maintain an orderly learning environment in the classrooms, hallways, and other areas of the school. If and when corrective action becomes necessary, staff members will intervene fairly, in a way that respects individual rights and treats all students equitably. Students will not be subject to disciplinary action due to their race, ethnicity, language of origin, gender, sexual orientation, physical ability, or other such traits.

### Student Handbooks

In addition to taking the responsibility for reading and understanding the [Student Responsibilities and Rights](#) Policies handbook, which is applicable to all Everett Public School students, Sequoia High School students are asked to read [Sequoia High School Student handbook](#). The Sequoia Way and [Technology Handbook](#) prior to the completion of Connected. A link to the student handbook will be on all student devices. This contract serves as an agreement and statement of commitment that students make in order to attend Sequoia High School. Port Gardner students are asked to read, understand and sign a [Port Gardner Handbook](#) prior to the completion of Connected. This contract serves as an agreement and statement of commitment that students make in order to attend Sequoia High School and Port Gardner.

### Intent

The staff at Sequoia High School/Port Gardner believes that respect in relationships is paramount to academic success and that discipline is a teaching opportunity. ***We believe that the intent of discipline is to teach students that they have a choice in how they behave. Behaviors of students are not judged as right or wrong but are assessed based on their appropriateness for a school / work environment. All disciplinary actions are taken in an attempt to do what is in the best interests of each student.*** We believe that each student has specific needs in order to be able to behave in a way that will allow them to be successful and contributing members of their communities.

The staff at Sequoia High/Port Gardner believes that it is the responsibility of all staff members to act as both role models and teachers of acceptable behavior in a school /work environment. Staff understands that they are the decisive element in their environment. Sequoia High/Port Gardner School believes that clear parameters have been established to assist students in choosing to be academically successful. Staff believe that the consistent use of this system is key to student success.

We believe that all discipline actions should have a rationale that can be explained to students, parents, and staff in a way that expresses our ultimate mission of providing a safe and secure environment for each student to meet academic expectations.

### Discipline Process

*Step 1:* Classroom teacher talks with the student one-on-one.

*Step 2:* Classroom teacher contacts significant adult via telephone to inform them of concerns and come up with a plan for improvement. Inform advisory teacher of the issue.

*Step 3:* Classroom teacher contacts the student's Advisory teacher and counselor to inform of issues and contact made with the significant adult. Staff members work together to develop a plan for improvement and outline next steps.

*Step 4:* The classroom teacher coordinates a meeting with the student, classroom teacher, counselor and significant adult. The advisory teacher should be informed/involved with the meeting as appropriate. All parties work together to develop a plan of action. A student may need to review the signed behavior contract and have expectations clarified at this time.

*Step 5:* The classroom teacher talks with the counselor or administrator through the student assistance team process where the next action steps will be decided.

***\*If a student's behavior is perceived as an immediate threat, harassment or safety issue, staff should make immediate contact with the administrator. Please remember in the event of significant discipline situation or when sending a student to the office please call x5100 to inform the office that a student is coming to the office for intervention. Please provide specific details to the person answering the call or send details in an email to the principal. Inform the office staff that you will send immediately the email to principal.***

### The Sequoia Way

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
<b>Interactions</b>	<ul style="list-style-type: none"> <li>Assume best intentions</li> <li>Listen and respect all perspectives</li> <li>Include all in discussion</li> <li>Develop respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>Use time wisely</li> <li>Take responsibility for your own actions</li> <li>If harm is caused, work to repair relationships</li> </ul>	<ul style="list-style-type: none"> <li>Report any concerns to a trusted adult at school immediately</li> </ul>
<b>Classroom (in person)</b>	<ul style="list-style-type: none"> <li>Cell phones silent and away from 8:20-2:55 except transitions, lunch, breakfast</li> <li>Use appropriate language, tone and volume</li> <li>Support a positive learning culture</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Be ready with organized materials</li> <li>Be your own advocate</li> <li>Be an engaged contributor to learning</li> <li>Be present</li> <li>Be true to your word</li> </ul>	<ul style="list-style-type: none"> <li>Be where you are supposed to be</li> <li>Be thoughtful and mindful in what you say</li> <li>Follow reasonable requests</li> </ul>
<b>Common Areas</b>	<ul style="list-style-type: none"> <li>Use appropriate language, tone and volume</li> <li>Address others appropriately (tone, pronoun, name, etc)</li> <li>Honor physical spaces and displays</li> <li>Be polite (please/thank you)</li> <li>Wear school appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after your self</li> <li>Be mindful of space that you are in and expectations of the space</li> <li>Use vending machines during passing times, breakfast or lunch</li> <li>Keep moving on the stairwells</li> </ul>	<ul style="list-style-type: none"> <li>Be where you are supposed to be</li> <li>Aware of others personal space</li> <li>Keep throughways clear</li> <li>Follow reasonable requests</li> <li>Maintain a walkable and respectful route to restrooms, elevators and classroom doors</li> </ul>

	<ul style="list-style-type: none"> <li>• Respect the fragrance policy</li> </ul>	<ul style="list-style-type: none"> <li>• Use restrooms for their designed purpose, only 1 person per stall</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a vape, e-cigarette and smoke free campus</li> </ul>
<b>Cafeteria (Lunch/ Breakfast)</b>	<ul style="list-style-type: none"> <li>• Be inclusive &amp; welcoming</li> <li>• Be polite (please/thank you)</li> <li>• Use appropriate language, tone and volume</li> <li>• Cell phones silent and away and headphones off in line</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after your self- including highchairs</li> <li>• Use share bin</li> <li>• Follow lunch line protocol including taking a complete meal</li> <li>• Be on time to your class</li> </ul>	<ul style="list-style-type: none"> <li>• Be in designated areas (lunchroom, library, classroom w/ staff, 2<sup>nd</sup> floor hallway along the lockers)</li> <li>• Wipe up spills</li> <li>• Follow off campus lunch protocol</li> </ul>
<b>Campus Arrival- Departure</b>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Use school appropriate language and volume</li> <li>• Be a good neighbor</li> <li>• Follow office expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Use designated entrance/exit</li> <li>• Follow sign-in/sign-out procedures</li> <li>• Visitors sign in office</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of surroundings (cars, people, children, crosswalks)</li> <li>• Drive in &amp; out at safe speeds</li> <li>• See something, say something</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Digital Citizenship</li> <li>• Use device for intended purpose</li> <li>• Follow staff direction/ lesson/task</li> </ul>	<ul style="list-style-type: none"> <li>• Bring your charged device</li> <li>• Hotspots for home use</li> <li>• Protect device from damage</li> <li>• Maintain updates</li> <li>• Return borrowed charger in same class period</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriately (social media)</li> <li>• Take care of your digital footprint</li> <li>• Consider where you leave your device</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Use appropriate language, tone and volume</li> <li>• Address others appropriately (tone, pronoun, name, etc)</li> <li>• Honor physical spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after your self</li> <li>• Be mindful of space that you are in and expectations of the space</li> <li>• Follow sign-in/sign-out procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Follow reasonable requests</li> </ul>

## Safety

### Accident Report Form

Staff, students, or volunteers who are injured are required to report the accident to the main office immediately and complete an Accident Report Form. Accident Report Forms are required by District policy. Forms should be completed immediately or as soon as possible. Forms are located on the district website.

Staff who have an accident or injury at work should immediately report the accident and complete the accident report form even if they do not believe they will need medical treatment. If you seek medical treatment the forms are all available online.

All students who have an accident or injury on campus should be sent to the health room to be seen.

### **Drills**

Monthly safety drills are completed. Each drill should be conducted as though the situation was real.

### **Emergency Plan**

Every classroom is equipped with emergency information and a clipboard on the wall near the main door and yellow backpack that includes evacuation routes, emergency procedures, red/green cards and information about lockdown, earthquake and other safety procedures. **It is important to familiarize yourself with the safety information on your clipboard.**

### **Entrance**

In the interest of their own safety, students at all times are expected to enter the school through the main doors only and must sign in at the main office upon arrival and sign out when they leave. Do not allow students to enter or exit via side doors. Please do not prop open any other doors on campus.

### **ID Badge**

All district employees are required to wear district issued identification badge while on campus. All visitors/guests must have an ID badge. If you see someone in the building without an ID badge, please contact the office immediately.

### **Safety**

It is the responsibility of ALL staff to ensure the safety of the campus. If you see or hear something unsafe, please immediately report to the office. In the event of a significant threat to school, staff or student safety, ANY staff member may initiate a lockdown by dialing \*067 (Pause) #0 and announcing lockdown or calling 9-911 directly from a phone or using the RAVE application.

### **Safety Concerns**

Any concerns regarding safety issues should be routed to the Safety Committee. The safety committee members are as follows: The Principal, Counselor, Campus Security Officer, Office Manager, and Head Custodian.

## **Organizations/Clubs/ASB**

### **Associated Student Body**

The Associated Study Body (ASB) at Sequoia High School is supervised by Maryke Haynes. Each Advisory class will elect two representatives to serve on the ASB. ASB representatives will meet on a weekly basis and follow the guidelines laid out in the Everett School District Policy and Procedure 3510.

**Athletics**

Students may participate in athletics at the Everett Public Schools high school in their designated area.

**Clubs**

All clubs are required to have a staff advisor and have the approval of the principal. District policies and procedures must be followed.

# District Policies and Procedures



District policies are adopted by the Everett Public Schools Board of Directors, based on state and federal laws and regulations. Procedures are developed by administrative staff to implement board adopted policies. Please review the [District Policies and Procedures](#) linked here.

The following District Policies and provide district staff our nondiscrimination, harassment, and complaint policies and procedures, as well as some of the most frequently referenced policies and procedures. Included are examples of how the policy/procedure might apply in a specific situation. All district policies and procedures can be accessed online at <https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-12851>.

## **Nondiscrimination Statement**

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

### **Executive Director Human Resources**

Chad Golden  
3900 Broadway, Everett  
98201  
425-385-4103  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)

### **ADA Coordinator**

Chad Golden  
3900 Broadway, Everett  
98201  
425-385-4104  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)

### **Title IX/Civil Rights Compliance Officer**

Chad Golden  
3900 Broadway, Everett  
98201  
425-385-4100  
[cgolden@everettsd.org](mailto:cgolden@everettsd.org)

### **Harassment, Intimidation or Bullying (HIB) Compliance Officer**

Dianna Mundel  
3721 Oakes Avenue, Everett 98201  
425-385-4260  
[Dmundell2@everettsd.org](mailto:Dmundell2@everettsd.org)

### **Section 504 Coordinator**

Dave Peters  
3900 Broadway, Everett  
98201  
425-385-4063  
[dpeters@everettsd.org](mailto:dpeters@everettsd.org)

Please refer to the [nondiscrimination policy](#) for further information on how to submit an informal or formal complaint. Staff needing information regarding translation services or transitional bilingual education programs can contact Chris Fulford at [cfulford@everettsd.org](mailto:cfulford@everettsd.org) or 425-385-4030.

**Everett Public  
Schools**

3900 Broadway, Everett,  
WA 98201  
425-385-4000  
[www.everettsd.org](http://www.everettsd.org)





## EVERETT SCHOOL DISTRICT NO. 2

### RESOLUTION NO. 1237

# Affirming our Commitment to Condemning Racism and Supporting Peaceful Protest

A **RESOLUTION** of the Board of Directors of Everett Public Schools in response to the death of George Floyd, condemning racism and supporting peaceful protest.

**WHEREAS**, on May 25, 2020 the life of George Floyd was tragically taken by four Minneapolis police officers; and

**WHEREAS**, the unjust death of George Floyd has highlighted the continued racism and unequal justice that still exists in our nation; and

**WHEREAS**, the students of Everett Public Schools have been exposed to this traumatic event through graphic visual displays of people in positions of authority committing violent crimes; and

**WHEREAS**, the subsequent public displays of both peaceful and violent demonstrations throughout our country, as well as displays of unprovoked violence by law enforcement at those demonstrations, have impacted the students and staff of Everett Public Schools; and

**WHEREAS**, the Board of Directors recognizes its responsibility to provide an environment which educates and teaches our students that we can and must uphold the rights and dignity of all members of our communities, and we must never enable those who would act otherwise; and

**WHEREAS**, as educators and educational leaders we are committed to action in assisting the Everett Public Schools community to process these events within our core values of Equity, Diversity, Collaboration, Respect, Integrity, Passion and Learning; and

**WHEREAS**, as we move forward and continue striving for social justice and racial equity, let these words by Rev. Martin Luther King Jr. be on the forefront of our minds "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Directors reemphasizes the importance of its board policies and the associated administrative procedures focused on each student's equitable access to education:

1. Mourns the death of George Floyd and joins the call for justice;
2. Supports Black students, staff and families during this time of turmoil;
3. Supports those in Everett Public Schools who wish to protest peacefully without fear of intimidation;

4. Does not support returning hate with hate or violence with violence;
5. Condemns acts of violence and damage to public and private property;
6. Commits to finding actionable ways to make our school district more just for everyone; and
7. Stands proudly for racial equality and safety for all of our students and staff; and

**BE IT FURTHER RESOLVED**, does hereby charge the superintendent to strengthen anti-racism and equity policies and training for all staff and students.

**ADOPTED** this 9th day of June, 2020, and authenticated by the signatures affixed below.

#### ATTESTED BY:

*Jan B. Saltzman*  
Secretary, Board of Directors

#### EVERETT SCHOOL DISTRICT NO. 2 Snohomish County, Washington

*Caroline Mason*  
Caroline Mason, President

*Pam LeSesne*  
Pam LeSesne, Vice President

*April Berg*  
April Berg, Director

*Traci Mitchell*  
Traci Mitchell, Director

*Andrew Nicholls*  
Andrew Nicholls, Director



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6/25/24

# 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.