

PORT GARDNER

A K-12 Parent Partnership Program

Student & Parent/Guardian Handbook



2024-2025

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School website: <https://www.everettsd.org/portgardner>

Attendance: pgsattendance@everettsd.org

Alternative Learning Experience (ALE) website: <https://pgs.schooldata.net/v2/ale-sis/#/>

The Port Gardner Student and Parent Handbook is expectations and information specific to our school. Please refer to the Everett Public Schools Rights and Responsibilities for additional information on policies and procedures related to students. This handbook is current at the time of publication but may change as needed throughout the year. Please refer to the school website or Alternative Learning Experience (ALE) for the most current version of the handbook.

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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 are designated to handle questions and complaints of alleged discrimination: Executive Director of Human Resources, Equity and Access, District Title IX Officer, District Affirmative Action Officer, Section 504 Coordinator, and ADA Coordinator. They can be contacted in writing at 3900 Broadway, Everett WA, 98213 or by telephone at 425-385-4000. Everett Public Schools will also take steps to assure that national origin persons who lack English language skills can participate in all educational programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact Christopher Fulford at 425-385-4030 or cfulford@everettsd.org.

- **Executive Director of Human Resources / Title IX / Civil Rights Compliance Officer and ADA Coordinator**
[Dr. Chad Golden](#) p. 425-385-4100
- **504 Coordinator**
[Dave Peters](#) p. 425-385-4063

Port Gardner School Mission Statement:

Port Gardner School provides a rigorous K-12 education by creating a personalized Student Learning Plan, offering engaging weekly onsite classes, and developing partnerships with parent educators and students.

Shared Beliefs:

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”

School Colors: Blue, Silver, Black & White

Mascot: White Tiger

Port Gardner School Staff

Principal	Jack Roy	425-385-5190	jroy@everettsd.org
Middle/High School Teacher	Laura Wight	425-385-5182	lwight@everettsd.org
Intermediate/Middle Teacher	Jocelyn Sievers-Bailey	425-385-5187	jsievers-bailey@everettsd.org
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Registrar	Megan Slaker	425-385-5150	mmlaker@everettsd.org
Para Educator	Mandy Trimble	425-385-5180	atrimble@everettsd.org
Office Manager	Betsy Monroe	425-385-5101	bmonroe@everettsd.org

We welcome your email questions, please drop us a note, ask a question and give us feedback.

Port Gardner Contact Information

3516 Rucker Avenue

Everett, WA 98201

Ph. 425-385-5150 - Fax 425-385-5102

Website: <https://www.everettsd.org/Domain/1995>

Alternative Learning Experience (ALE):

<https://pgs.schooldata.net/v2/homeroom/#/>

Operating Guidelines

Enrollment & Student Learning Plans

The Port Gardner School 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 homeschool program.

The Port Gardner School recognizes parents and certificated teachers as educators of their children. Each student has a Written Student Learning Plan developed by the certificated teacher in partnership with the parent/educator to ensure high achievement for each child.

Application and Procedures

We work as partners with parents to plan and provide the best educational plan for each individual student. We look forward to partnering with you for the educational success of your student. Port Gardner is a choice school for students who reside in the Everett Public Schools (EPS) attendance boundaries. Students living outside EPS must have an approved Choice Transfer prior to enrollment.

First Semester Enrollment:

- Grades K- 8 Open Enrollment
- Grades 9-12 One semester of documented successful independent homeschool experience teaching a student age 8 or above or parent is a certificated teacher or enrollment in a similar ALE program in another district.

Second Semester Enrollment:

- Grades K-2 Open Enrollment
- Grades 3-12 One semester of documented successful independent homeschool experience teaching a student age 8 or above, or parent is a certificated teacher, or enrollment in a similar ALE program in another district.

Part-time Enrollment: Some subjects are not reflected on the student's WSLP

- At least 50% of the subjects on the WSLP.
- At least one core subject (Reading, Writing, Math, or Science on the WSLP) both remote and onsite.
- Part time students are not eligible for first round onsite class registration.
- A Declaration of Intent (DOI) and Part Time Student Status form must be on file.

Shared Students: PGS student shared with an EPS neighborhood school.

- Students will be part-time enrolled, and all guidelines apply to access classes/programs not offered at Port Gardner
- At least 50% of the subjects on the student's WSLP.
- Please contact your WSLP Certificated Teacher Advisor for information regarding shared schooling within the district.

Application and Procedures continued:

Families will:

- Complete appropriate Everett Public Schools enrollment paperwork
- Cooperatively develop a Written Student Learning Plan (WSLP) with your WSLP certificated teacher advisor
- Attend a Written Student Learning Plan (SLP) conference with their advisor for approval
- Register for Classes on ALE
- Understand that onsite weekly in-person contact is required for PGS students at minimum of one hour per week through class attendance.
- Participate in state-mandated and district assessments
- Complete a Volunteer Application with Everett Public Schools to stay onsite
- Complete monthly Progress Report for WSLP Certificated Teacher Advisor on ALE before due date.

New Families will complete the above, plus attend the following mandatory training sessions during their first semester:

- WSLP Orientation, Grade Level Curriculum Training, and Welcome to Port Gardner Classes

Class Scheduling

Smaller class sizes are part of PGS; class limits are generally 15 students depending on the subject. Classes at PGS are scheduled on a semester basis. Each semester families will register for classes and meet with a Certificated Teacher Advisor to finalize the Student Learning Plan. Class schedules are available for registration on ALE with priority registration given to returning full-time students who have met all program requirements, new full-time students, then part-time students. Returning families who fail to attend the Spring SLP appointment will result in the cancellation of their student's fall onsite class schedule. ALE class registration will re-open in the fall before WSLP meetings begin. Classes may only be dropped or added after the first-class session with WSLP Certificated Teacher Advisor approval.

Curriculum and Supplies

Curriculum and supplies are available to assist the parent educator in accomplishing the goals set forth in the approved Written Student Learning Plan. Materials identified from a Student Learning Plan meeting must be added in the materials and learning activities section of the WSLP. Materials are available through the EPS District adopted materials or PGS Library. If materials are needed that are not available through the library, please work with the SLP Advisor. Please be aware that all non-consumable items purchased by PGS are property of Port Gardner Library and will be checked out to you.

Onsite Classes

PGS offers core and elective classes for grades K-12. All PGS students enrolled at PGS must have one hour of in-person instructional contact with a certificated staff member through a weekly onsite class. All students must be enrolled in at least one core class (Reading, Writing, Math, or Science).

Student Learning Plans

Each student enrolled in the Port Gardner School has an individual *Written Student Learning Plan* (WSLP). All WSLPs are approved by the WSLP Certificated Teacher Advisor. On designated Progress Report days, the student, parent, and teacher are required to review the learning plan and assess progress. Each month Overall Student Progress is determined by the WSLP Certificated Teacher Advisor, and at the end of each progress month parents and students must comment on the Overall Progress on ALE.

Student Learning Plan Progress Reporting – Satisfactory & Unsatisfactory

Student Learning Plan Progress is reported on ALE monthly by the WSLP Certificated Teacher Advisor and the parent. Students who do not make sufficient Overall Progress in the reporting period will be put on an intervention plan within 5 days. If after follow-up on the intervention plan, Overall Progress is Unsatisfactory the following month or there is chronic Overall Unsatisfactory Progress throughout the school year, the student will be exited from the program. A few reminders:

- Parent-educators must provide offsite progress by the PR due date each month or unsatisfactory progress will be given for the course as there is no evidence for the WSLP certificated teacher advisor to review.
- Overall Unsatisfactory cannot be changed after completed. Unsat progress for an offsite and/or onsite course may result in an Overall Unsatisfactory progress for the month.
- If a student misses an onsite class, please follow the teacher's system for accessing missed activities. All work from absences must be completed by the progress reporting day to be included in that month's progress.
- If onsite classwork or assignments are not turned in for review on progress review date, the student will receive an unsatisfactory on their Progress Report.
- Students with missing work due to absences in an onsite class may receive an Unsatisfactory on the PR for that class for that month.
- Because our classes only meet 1-4 times per month, missing just one class can be up to 50% of class time that month. If a student does not want to receive an Unsatisfactory for an onsite class on PR day, he/she would need to make up the work before PR deadline. However, in unusual unforeseen emergency situations a WSLP Certificated Teacher may adjust class progress when work is completed.
- Students are expected to complete all onsite courses they sign up for. If a parent would like to drop a course after the deadline specified on the calendar, they must make an appointment with their student's SLP advisor to update the WSLP for the subject to be taught at home before dropping the class. No other onsite classes will be added until the following semester.

Student Learning Plan Changes

Any proposed changes to the approved Student Learning Plan, including adding or dropping a class, after the first day of classes each semester must be done through the WSLP Certificated Teacher Advisor. You must contact your WSLP Certificated Teacher Advisor for a meeting before you add or drop a class to your student's schedule. The meeting must take place before any WSLP changes can be made. Parent educators or WSLP certificate teacher advisor can request a meeting to review the plan at any time.

Staff and Family Responsibilities

Staff Responsibilities

The Port Gardner School Staff are here to provide the following services to families:

- Develop and approve the *Written Student Learning Plan*
- Help you select and use curriculum
- Ensure a quality education for your child
- Help you develop learning activities and teaching strategies
- Provide access to materials and tools for onsite and home use
- Assist with assessment of progress

Family Responsibilities

- Ensure weekly two-way certificated contact for your student by regularly attending an onsite class.
- Use the PGS attendance email or attendance phone line, 425-385-5105 to report an absence as soon as possible.
- When a class is missed, the parent and/or students immediately initiate two-way contact follow up with teachers regarding missed classwork or assignments using email or a phone call.
- Read ALE announcements and PGS Newsletter to stay informed of PGS happenings.
- Check mailbox on a weekly basis.
- Attend scheduled district and state assessments.
- Provide instruction and on time monthly progress reports for courses conducted at home.

Operating Guidelines – Day to Day on Campus Items

Absences & Tardiness

Attendance is important for successful learning. Absences and consistent tardiness will impact your child's Progress. Unsatisfactory progress will be given if your student is consistently late, has excess absences (excused or unexcused) and work is not completed. Please make every effort to schedule medical appointments on a day the child is not on campus. Once class has started, students need to report to the PGS Office for a tardy slip before going to class.

Onsite Class Attendance

Class attendance refers to attendance in any PGS class a student is enrolled in. Class attendance is expected at PGS and is essential to the academic achievement of every student. Each teacher has classroom expectations for attendance and takes attendance daily. Parents/Guardians and students are expected to contact teachers when absent and follow up with any missed assignments. Class attendance will affect only class progress, unless it is the only certificated class in which the student is enrolled; this class is then used to meet the weekly contact requirements.

Weekly Two-way Certificated Contact

All students enrolled in an ALE program must have weekly contact with a certificated teacher as outlined in the state rules- WAC 392-550-040. Weekly Contact is defined as two-way communication between teacher and student discussing some aspect of the WSLP. At PGS, students meet the weekly contact requirement by being enrolled in and attending a weekly core class taught by a certificated teacher. Students who are absent from all classes in a week must connect with their advisor or certificated teacher to establish two-way contact.

Weekly Contact may be excused by notifying the PGS Office of valid justification. Outside of extreme emergencies, failure to notify the office during the week of the missed weekly contact will result in an unexcused absence.

Planned Absences

If a family vacation or travel must occur while school is in session, please contact each of your student's teachers ahead of time to let them know of the absence dates. Be prepared to contact your student's advisors with two-way contact with an email communication for any full week in which we do not see the student onsite in a class. Missing class time can result in hands-on or in-person schoolwork not being able to be made up. Please note that missing assignments and class time could result in Unsatisfactory Monthly Progress. Chronic Overall Unsatisfactory Monthly Progress determinations can result in being exited from the program.

Truancy

The Truancy Law is often referred to as the "Becca Bill". The purpose of the law is to help stop truancy before it becomes a problem. Schools and families should work together as a team to ensure school attendance and student safety. However, if a student continues to miss weekly certificated contact, this law requires that schools and school districts take action for students enrolled in an ALE program. Port Gardner is an Alternative Learning Experience Program (ALE) and must comply with truancy guidance from the state.

Absence Reporting vs. Class Absence vs. Required Weekly Two-way Contact

Reporting an absence:

- Email pgsattendance@everettsd.org or call the Attendance Line at 425-385-5105 when your student is absent to excuse your student.
 - Student Name and/or Student ID:
 - Date(s) absent:
 - Reason for the absence:
 - Parent/Guardian name:
- If you leave a voicemail on the Attendance Line, please also provide a written note or email at pgsattendance@everettsd.org
- Continue to email or call each day your child is absent from class.

Class absence:

- When a student is absent from a class the parent/guardian or student must initiate contact with the teacher to gather any missed assignments.

Two-way contact for classes missed for one week:

- Weekly Contact is defined as two-way communication between teacher and student discussing some aspect of the Written Student Learning Plan (WSLP).
- Parents/guardians and students must initiate contact with the teacher or advisor during the missed week.
- Weekly Contact may be excused by notifying the PGS Attendance Line or Office of valid justification. Failure to notify the school during the week of the missed weekly contact will result in an unexcused absence.

School Day Attendance for Extracurricular & Afterschool Events

Port Gardner students are encouraged to participate in after-school activities. Each of these district-approved activities have specific rules & requirements established by the WIAA, coach, school administration, district policy and procedures. Students participating in extracurricular, events at school must be in attendance the day of the event in order to participate. Any unusual circumstances allowing attendance at an event on the day of an absence requires preapproval.

Birthday Parties and Other Celebrations

We want birthdays/celebrations to be happening; however, we do not want anyone to feel excluded from the fun. Please use the following guidelines for invitations or celebrations with classmates:

1. For events during school hours, please plan on celebrating your child's birthday during our scheduled break or lunch time, not during class time. This allows teachers to provide the maximum instruction during our class time.
2. Bring enough treats for the whole class. Please remember that we have students and staff with allergies. We are a nut free campus. All treats must follow snack guidelines.
3. When written invitations are involved, please use your personal time to hand out invitations. Do not use the family mailboxes to distribute items of a personal nature. If invitations are to be distributed at school, we ask that all students in the grade/class are invited so that no one feels excluded.
4. On October 31st costumes are optional. Costumes must not distract from classroom learning. All costumes and props must fit the school dress code. Your face must be seen and recognizable. No macabre type costumes.

Breakfast and Lunch

Breakfast and lunch will be available to all students at no cost due to our participation in the federally funded Community Eligibility Provision. As part of the enrollment packet, students and families must complete the Family Income Survey. The Family Income Survey will help maintain funding for other programs that rely on free and reduced information. The information collected in the survey is 100% confidential and will not be used for any other purpose. Port Gardner students will not need to fill out a Free/Reduced lunch form.

Breakfast is served from 9:00 am - 9:15 am. Lunch is served from 11:20-11:50.

Adult & sibling meals are available for \$4.50. The cafeteria does not handle cash so please create a prepay account online at www.mypaymentsplus.com

Lunch Guidelines

All PGS Families are welcome to come to the Cafeteria for lunch. Unless supervision has been pre-arranged by staff, PGS Students K-12 must be supervised by a parent/guardian during lunch time Mon - Friday.

Eating in the Cafeteria

- a) Remain in the gym at Port Gardner until 11:20 or arrive on campus at that time. This way when you arrive you will be able to go directly to the cafeteria.
- b) Walk at all times. Thank you for teaching the little ones the importance of this rule.
- c) Form a line along the back wall near the cashier's station.
- d) Enter your Student ID number and wait for the cashier to let you know that she has your number.
- e) Take all required food items. If there are items you do not want, you can place them in the share bin. (This is available for any student who needs more food to take.)
- f) After getting your food, just like in a restaurant, sit with your party until everyone is finished eating.
- g) If any of the students/children get up from the table, the responsible parent or adult must get up and stand to supervise with eyes on your children/student while they are in the Cafeteria.
- h) If you spill something, please clean it up or ask a staff member to provide assistance if it's a larger spill.
- i) Clear tables and exit the cafeteria with your party before noon. The Gym is available for students to play with parent supervision until afternoon class line up at 12:10.

Cell Phone Use

Cell phones can provide access to wonderful learning resources as well tools. However, when the use of the cell phone is not for educational purposes it can be a distraction or interfere with the learning environment. At PGS cell phones may be used as a learning tool when permitted by a teacher.

Students may not:

- text in class
- make a phone call or answer a phone call
- use Facebook, Twitter, Instagram, Snapchat or other social media
- take video or pictures of classmates and/or the instructor, unless given permission by the instructor.

In the event of an emergency the person needing to reach the student should contact the office for a message to be delivered to call immediately. The student would then be permitted to call.

Closed Campus Policy

All students are required to remain on campus for the entire school day. Students in their Junior year with 11 credits or more are allowed to leave campus for their lunch period only and must submit an Off Campus Form to the PGS Office or leaving with their parent/guardian.

Emergency Procedures

Each month we are required to practice emergency procedures including lockdown, earthquake, and evacuation/fire drills for the continued safety of our students. While more often than not any situation has been a drill or false alarm, it is important we practice each situation as though it is a real emergency. If you are present, follow the directions of school staff.

Earthquake

- If you are inside: go to the safest place- desk, doorway, etc. and Drop, Cover, Hold on.
- If outside: move to a clear area avoiding power lines, trees, vehicles, buildings, signs and other hazards. NOTE: The fire alarm may go off due to the movement of the ground, but you should not exit the building.
- Wait for the "ALL CLEAR" from School Staff or First Responders
- After it is determined clear you will be directed to the safest place based on the situation. This might include remaining in the current location, moving to gym or cafeteria, evacuation to Sequoia Field or alternative evacuation site.

Fire Alarm In the rare event of fire

- EVERYONE must exit the building. Evacuation Routes are posted by exit doors.
- Report to the designated evacuation area. Typically, this would be the field in front of Sequoia. Students will line up with their teacher and will remain with them.
- PLEASE NOTE: Parents and siblings on campus should line up with the Office Staff.
- Alternative Evacuation Sites- In the event a fire prevents safe access to the field, designated alternative evacuation locations are:
 - Doyle Park (35th and Grand) or
 - Norton Field (up the pathway to Norton Avenue)
- Staff carry a yellow emergency backpack and are in communication via radio.
- In a real event, staff will work with emergency responders to determine the safest plan. If it is determined to release for students for the day, we will have a formal check out procedure.

Lockdown There are two types of Lockdowns:

Lockout

Typically used when there is a situation outside of school or medical situation where the movement on campus needs to be restricted. In a lockout all doors are locked, no one is allowed to leave their current location, but regular instruction/activity continues.

Lockdowns Continued:

Full Lockdown

- Typically used when there is a substantial safety concern or threat to the campus. For instance, a person with a weapon or intruder inside the campus.
- In this type of emergency our Law Enforcement Partners recommend the strategy of “Run, Hide, Fight”
- RUN If you are able to safely run away from the situation without crossing paths with the danger that is the first response.
- HIDE If you cannot get out of the area safely, hide in the safest location, and if possible, place barriers in front of doors or windows. Close blinds and make yourself as quiet as possible. Do not open the doors for anyone. If a fire alarm goes off, unless you have reason to believe there is a fire you would NOT open the door for anyone.
- FIGHT As a last resort, fight the intruder.
- As details of the event become clear, staff or emergency responders will give further instruction.
- To help with communicating accurate information, we ask that staff, students and families only text that they are safe or where they are located. Do not communicate about the event, especially on social media.
- No one will be allowed to enter the buildings.

Shelter in Place

- In the event there is a chemical or hazardous spill or air quality circumstance we would be directed to Shelter In Place. All doors and windows would be secured, and ventilation system shut down. Students and staff will remain in the location that they are in unless specifically directed by staff to respond differently.

Student Release

- Whether a drill or real incident, if you come to pick up your child, you may find that the door is locked, and you will not be allowed access. If we are evacuated to the field, please report to that area. If we are in a lockdown, for your safety, please return to your vehicle and if possible, leave the premises. Please do not try and enter a building.
- In the event that the emergency is real, you will be contacted through our district Connect-Ed phone system, media and social media with specific directions on how to pick up your student.
- A drill typically lasts less than 10 minutes and doors will be opened as soon as it is complete.

Family Participation & Wearing a Volunteer Badge on Site

The success of the PGS relies on dedicated and committed parent educators. To assist in facilitating this success, all families enrolled are encouraged to volunteer. The online application is on the Everett School District's main website: <https://www.everettsd.org/domain/1452> When selecting which position in the application process choose "School Day Volunteers" Club leaders and PTSA Board members please choose "Extended Day Volunteer." Once you have completed the application and been approved (this takes about 2-3 weeks) you will be eligible to come on campus and volunteer.

Volunteers:

- Check in and sign in at the PGS Office and put on a volunteer badge before volunteering anywhere on campus.
- If you have another child/student with you who is not in class – please sign them in too.
- Please make arrangements with the teacher in advance if you would like to volunteer in the classroom.
- Wear the volunteer badge at all times.
- Return the badge to the PGS Office after volunteering and sign out.

Drop off & Pick Up Only:

- Parents just dropping off students and leaving do not need to get a badge.
- Parents/Guardians who choose to not fill out a volunteer application will be limited to 10 minutes onsite for drop/pick up, picking up mail, curriculum, etc.

On Campus Guests

If you are planning to bring a guest to campus, please make arrangements in advance and get permission from the teacher and principal. All visitors must check in at the PGS Office when they arrive on campus, sign in and get a visitor badge. School aged guests are not permitted to attend PGS classes or school day events.

Leaving Campus/Loitering

Students are expected to be in class during the hours that are reflected on their individual schedules. Students are not to be on campus if they do not have a class. A student shall be expected to leave school property and grounds in reasonable proximity thereto, at the end of their school day unless permission to do otherwise has been granted by school staff.

Mentor Program

PGS welcomes new families and wants to quickly bring them up to speed on the resources, procedures, and policies of the school. We have experienced parent educators available to answer your questions and help guide you through. If you would like to be mentored, please contact the PGS office.

Picture Day

Each year an individual picture day and retake day will be scheduled. Please refer to the PGS annual calendar for specific dates and the picture ordering packet for current pricing.

Individual Pictures

Each student will have a picture taken for yearbook. Families may choose to purchase individual photos by returning the picture packet to photographer by the deadline. Picture packages will be printed only for students purchasing by the deadline set by the photographer. A School ID card will be provided for each student at no charge. ID cards will not be printed or reprinted on retake day. Individual pictures will be taken outside of scheduled class times.

Retakes

Retakes will be available for students who missed picture day or would like a new photo taken. Students wanting retakes need to return original picture packet or purchase a new picture packet.

Progress Reporting Days

One Friday each month is progress evaluation day. On this day there will be no access to the classroom side or library to allow teachers to complete progress evaluations. If you have an emergency, please check in with PGS or Sequoia office.

Safety

Students in grades three and above are allowed to ride bicycles to and from school. Students are required to have helmets on at all times when riding bicycles, skateboards, etc.

Skateboards, scooters, roller blades, roller shoes and similar devices may not be ridden on district property. The district cannot be responsible for the loss or theft of these devices or any other student property. Students are responsible to secure all bicycles, scooters, etc. A bike rack is provided underneath the main stairs of Sequoia High School.

Shared Spaces

Port Gardner is one of four programs that reside on the same campus. We share with Sequoia High School, the Goal Program and OnlineHS. The gym, cafeteria and some classrooms are shared on a regular basis for things like high school level PE, Orientations, Picture Days, Blood Drives, testing, etc. While we work hard to keep schedules from conflicting there will be times that schedules or classrooms are changed to accommodate another program. We are asking for your flexibility on these days and to be aware that students and families may be asked to comply with the expectations of that particular event.

Staff Room

The staff room on the classroom side is reserved for PGS staff only. No students, guests, parent/guardians should enter the staff room. Teacher lunch is daily from 11:30-12:10 and teachers are not available during this time.

Student & Family Dress Code

Port Gardner students and parents may determine the student's personal dress and grooming standards, provided that the student's dress and grooming shall not detract from the school environment or educational objectives, create a health hazard to the student's safety or to the safety of others, create intimidation or threat of violence. If the student's dress or grooming is objectionable under these provisions, the staff shall request the student to make appropriate corrections. Therefore, we ask that the following guidelines for dress for all students, siblings and parents while at Port Gardner School.

- Shoes: Students and younger siblings should wear close-toed shoes and keep them on.
- Tank Tops: No tank tops unless the shoulder strap is 2 inches wide.
- No short, shorts: The fingertip rule is in place – the bottom hem of the shorts should not be shorter than the student's fingertips.
- No mid-drift showing- shirts should cover the full torso of the student.
- Undergarments: Undergarments should not be showing at any time.

Student Drop Off & Pick Up

- Drop Off for HS Level Students Grades 8 -12th, Tues & Thurs Classes Only: Students will go directly to their classroom H101 at either 9:15 or 12:15. Please note, when dropping of the student, parents/guardians are responsible for their student's supervision until the student is in the classroom.
- Pick Up for HS level students, Tues & Thurs Classes Only will be released at 2:30 and can go directly to the parking lot for pick up. Please note, parents/guardians are responsible for their student's supervision once the student leaves the classroom.
- Drop Off for Grades K- 8: Bring your student into the Gym to line up for morning classes between 9:00 and 9:10 a.m. and afternoon classes between noon and 12:10. Wait on the bleachers in the Gym until the students are picked up by the teacher.
- Pick Up for Grades K-8: Be in the Gym waiting for your student/s at 11:15 or 11:30 for morning classes and 2:15 or 2:30 for afternoon classes.

PGS Office hours are from 9:00 a.m. to 3:00 p.m. Monday – Thursday and 9:00 to noon on Friday. Do not arrive before 9:00 for morning classes. If a student is still here at 2:45, he or she will be taken to Sequoia to wait for parent pick up. There is no staff supervision on Friday during lunch. Families are welcome to stay until noon on Friday but must supervise their own children.

Student Supervision

Parents/guardians are responsible for the supervision of their own children when they are not attending a class, including directly before or after classes. A parent may designate another Port Gardner adult to be responsible for his or her children; however, the child must know who is responsible for him or her. The designated parent must be on the student's Emergency Contact List. Please contact the PGS Office with the name of who you have designated as the responsible parent ahead of time to be added as an Emergency Contact. If a parent/guardian is not waiting in the gym for the student at dismissal the student must wait in the designated area in the gym or PGS office. The pickup location is dependent on where there is staff supervision. Please note the following:

Student Supervision Continued:

Outside the Building: parents/guardians are responsible for supervising their students at any time when not in class.

- Keep your feet on the ground (not the planters or the flower beds, no tree climbing, hanging, or harming).
- Walk (everywhere in the courtyard, when going up or down the stairs, stay on the sidewalk).
- Use the picnic tables appropriately (sitting on the benches, clean up after yourself).

Inside the Building:

- Unless pre-arranged, all students must be supervised by a parent before & after school and during lunch.

Teacher Contact

We welcome teacher/parent communication. If you need to meet with a teacher there are specific times set up for drop-in:

K-5 students Mon – Fri, 11:15 to 11:30

K-5 students Mon –Thurs, 2:15 – 2:45

6-12 students Mon – Thurs, 2:15 to 2:45 or 2:30 to 2:45 depending on class end time.

Each of these times are dependent on the scheduled class days for that teacher. Meeting times are also available by appointment. There are several ways to set up an appointment with a teacher: the preferred method is email (email addresses are listed on the front of this handbook) or leave a note with the office staff.

Everett Schools & PGS – Services and Programs

Classes, Special Education and Extra Curricular Activities at Neighborhood Schools

Students who attend Port Gardner are eligible to take classes and participate in extracurricular activities such as athletics and music through their neighborhood school. Additionally, for eligible students, special education services will be provided at an appropriate school site. You may contact your WSLP Certificated Teacher Advisor or the building principal for more information.

Special Education Services

Classroom-level Supports

If any member of a student's academic team is concerned about a student's language or motor development, behavior, or acquisition of academic skills the first step is to contact the student's classroom teacher or WSLP Certificated Teacher Advisor. The parent educator and classroom teacher can problem solve and develop strategies to support student learning.

Building-level interventions

If classroom-level support is not effective and a student continues to demonstrate difficulties in language or motor development, behavior, or acquisition of academic skills, the student may be referred to the building-level intervention team. The intervention team, including the parent, will work to identify specific areas of need, develop appropriate interventions, assist in the implementation of interventions, and review intervention data. Recommended interventions are documented over a period of 6-8 weeks and then reviewed by the intervention team. If interventions are successful and student performance improves, the parent and classroom teacher continue to monitor progress. If interventions are unsuccessful and student performance does not improve, the intervention team uses the intervention data collected to revise the intervention plan. The revised interventions are implemented for an additional 6-8 weeks. After this time, the intervention team convenes again to determine if the revised interventions have improved student performance. The intervention team may then choose to revise interventions again or recommend pursuing additional services.

Federal Programs

504 Accommodation plans are provided for students with a documented medical diagnosis or disabling condition that presents a barrier to the student's successful participation in the educational setting. A team, which may include a parent, classroom teacher, counselor, and administrator, meet to discuss the needs of the student and develop any accommodations the student may need to allow them to successfully participate in the classroom. 504 plans are reviewed annually, or more frequently if needed, by the team. A 504 plan can be accessed through the counselor at Sequoia High School and Port Gardner School.

Special Education/Individualized Education Program (IEP) Services

After all classroom and building level interventions have been unsuccessful resulting in inadequate student progress, a referral may be initiated for special education evaluation. A referral may be made by any member of a student's educational team. If a parent wishes to initiate a referral, they must submit their request in writing to the Port Gardner principal. The referral request should include the specific areas of concern, a description of interventions, and the outcome of the interventions. The referral will be reviewed by a Multidisciplinary Team (MDT) including the parent, classroom teacher, administrator, special education teacher, school

Special Education/Individualized Education Program (IEP) Services Continued:

psychologist, and any other related services staff appropriate to the referral made (SLP, OT/PT, Vision specialist, etc.). Within 30 school days, the MDT will determine whether there is enough evidence to suggest a disability may be present and whether to recommend a special education evaluation. Students meeting state eligibility criteria, demonstrating a need for specially designed instruction (SDI), and presenting with skills adversely impacting their ability to access instruction in the general education program are recommended for an Individualized Education Program (IEP). More information about the special education eligibility process and parent rights and responsibilities are located in the Port Gardner office or at the OSPI website:

<https://www.k12.wa.us/student-success/special-education/guidance-families-special-education-washington-state/parent-and-student-rights>

Port Gardner Dual enrollment process (Special Education Services and Port Gardner)

1. The Port Gardner registrar will notify the Principal and School Psychologist that a student receiving special education services is inquiring about enrolling at PG.
2. The School Psychologist will obtain special education records for the student for review by the Port Gardner staff team.
3. The parent contacts the student's current case manager to schedule an IEP team meeting that includes a representative from Port Gardner. An IEP team meeting is convened to review the educational program.
4. If the student's special education services can reasonably be provided by the student's assigned school, while also being enrolled at PG, the registration process at PG can proceed.
5. Special services department will determine the location where services will be provided. The PG registrar will notify the parent to enroll the student in the special education services at the student's assigned school for special education services.
6. When the special education services are scheduled with the assigned school, the student's PG classes will be scheduled around those services.
7. The PG School Psychologist will confirm with the assigned school providing special education services that the student is appropriately enrolled.
8. The PG School Psychologist will provide copies of the student's accommodations to the PG teachers.
9. The assigned school providing special education services will notify the PG team of any changes to the student's IEP including changes in accommodations and invite the PG team to any future IEP or evaluation meetings.
10. The PG School Psychologist will maintain all special education records (including student accommodations) in the Sequoia office.

Online HS

Students in grades 9 -12 are eligible for Online HS classes through Everett Public Schools. These classes will be part of the WSLP. To enroll, contact the high school WSLP Certificated Teacher Advisor for more information.

Running Start

Students in the 11th or 12th grade are eligible for Running Start classes through the community college. You may contact the high school WSLP Certificated Teacher Advisor or the Sequoia Counselor for more information. Fall registration typically begins in February/March. There are important deadlines for forms and registration for each college. Please be sure to pay attention to those deadlines.

Sno-Isle Skill Center

Students in the 11th or 12th grade are eligible for Sno-Isle Skill Center classes through the Everett Public School housed at the Sno-Isle Campus in the Mukilteo School District. You may contact the high school WSLP Certificated Teacher Advisor or the Sequoia Counselor for more information. Fall registration typically begins in February/March of the previous year. There are important deadlines for forms and registration for each college. Please be sure to pay attention to those deadlines. There is school bus transportation from Port Gardner/Sequoia daily to Sno-Isle.

Part-time Enrollment

Washington Administrative Code (WAC) 392-121-182 allows for part time enrollment of independently homeschooled students through alternative learning programs. You must fill out a Declaration of Intent to Homeschool and a Part-time Student Status Application. Part-time students are eligible for classes on a space available basis. Part time students must be enrolled in a core academic class both remote and onsite.

Career/College Center

The Career Center is located in the Library at Sequoia High School. It is open Monday through Friday during posted hours and at additional times by appointment. Students can access career computer programs and other information about jobs, colleges, scholarships, financial aid, Sno-Isle and more. Students and families in grades 6-12 have access to Naviance. Please see your advisor for more information.

Counseling Service

Guidance counseling services are available for students at Port Gardner through the counselor at Sequoia High School. You may call 425-385-5110 to set up an appointment.

Graduation Requirements

Your WSLP Certificated Teacher Advisor and our high school counselor are available to help with your student's graduation requirements. Please contact your advisor or call 425-385-5110 to schedule an appointment with the high school counselor. Students earning a diploma will receive a Sequoia High School diploma. For more detailed information about the Everett graduation requirements, please go to the following website: <https://www.everettsd.org/graduation>

Probation/Exiting the Program

Families may be placed on contract for not following the Port Gardner School Guidelines.

Reasons to be placed on contract are listed below:

1. Failure to attend student learning plan meetings.
2. Failure to document learning through scheduled progress reports.
3. Failure to have two-way certificated weekly contact.

Families that are placed on probation will need to meet with the administrator to discuss the circumstances.

Students in Need of Clothing and Shoes

If your student needs shoes or clothes, please contact your WSLP Certificated Teacher Advisor, the Sequoia Counselor, or Principal to find out about available programs for free or reduced clothing and shoes.

Student Records

Everett Public Schools takes very seriously its duty to protect student records and privacy. Student transcripts and other education-related records are protected by multiple security measures. Only those teachers, administrators, and other staff who work directly with the student and have an educational need to know about the student have access to individual student records. Staff members are expected to maintain confidentiality about information contained in a student's records.

Vision and Hearing Screening

Vision and Hearing Screening dates will be determined in October. The purpose is to recognize, at the earliest stages, any deviation from normal so that the need for treatment can be determined.

Assessment

Students enrolled in the Port Gardner School are required to participate in state and district mandated assessments. The state assessments assess critical state standards, including higher-level thinking, communication, reasoning, problem solving and application of knowledge and skills in new situations. PGS is held accountable by the state for the progress of students enrolled our program and is required to use state and district assessments to show student progress. Details of student assessments will be given at our orientation, grade level curriculum trainings, and WSLP conferences. When enrolling at PGS, parent educators are expected to partner with us in this way by having their student participate in these assessments.

K Washington Kindergarten Inventory of Developing Skills (WaKIDS) is given at the beginning of the school year and provides a snapshot of where kindergartners are in their development early in the school year as it measures student knowledge, skills and behaviors that have shown to predict future school success. This includes six areas of development and learning: social and emotional, physical, language, cognitive development, literacy, and mathematics.

K-2nd Oral Reading Fluency (ORF) is given in the Fall, Winter, and Spring (kindergartners in the Spring only) and provides you with data for accuracy, rate, comprehension, and expression.

K-2nd Random Automated Naming Task is given along with one of the ORF sessions each year. This is required by the WA State Dyslexia Law for Early Literacy Screening.

K-8th i-Ready Reading Diagnostic is a computer adaptive assessment given in the Fall, Winter (including K), and Spring (K-2 and 6-8). It identifies students' strengths and areas for growth in Reading. The diagnostic determines proficiency levels for these reading domains: Phonological Awareness • Phonics • High Frequency Words • Vocabulary • Comprehension: Literature and Informational Text. i-Ready will then give your student personalized lessons and games to help fill in any gaps and support instruction.

1st-8th i-Ready Math Diagnostic is a computer adaptive assessment given in the Fall and Winter (and option of Spring) that identifies students' strengths and areas for growth in Math. The diagnostic determines proficiency levels for these math domains: Numbers and Operations • Algebra and Algebraic Thinking • Measurement and Data • Geometry. i-Ready will then give your student personalized lessons and games to help fill in any gaps and support instruction.

3rd-8th & 10th Smarter Balanced Assessments (SBA) are online assessments administered in the Spring for English Language Arts (ELA) and Mathematics. Students take the SBA in grades 3-8 and 10, in compliance with state and federal law.

5th, 8th & 10th Washington Comprehensive Assessment of Science (WCAS) is given in the Spring and measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards. It fulfills the federal requirement that students be tested in Science once at each level: elementary, middle, and high school.

7th-12th World Language Assessment provides students with an opportunity to earn high school credit by demonstrating fluency in reading, writing, speaking, and listening in a language other than English.

Assessment Continued:

High School Exams – Port Gardner HS students will be assessed at the Sequoia campus for:

- PSAT
- SAT
- SBA - ELA & Math
- WCAS

If there are extenuating circumstances to the point that a parent wishes to refuse testing for their student for the required State or District testing, he or she must first schedule a meeting with the Student Learning Plan Advisor and/or Principal to discuss options and the consequences of refusal. If the decision is made to refuse testing, the parent submits the completed written refusal form stating the desired refusal. Any refusal is on a per test basis. Return the form to the PGS staff member with whom you met or the PGS Secretary within the testing window.

Please refer to the PGS Calendar for the specific dates and the Everett School District Assessment page for more information: <https://www.everettsd.org/Page/29112>

Class Schedule K-5

Monday – Thursday at PGS		Friday at PGS	
9:15 -11:15	AM Session	9:15-11:15	AM Session
11:15 – 11:30	Parent Contact and book check out with Mrs. Johnson	11:15 – 11:30	Parent Contact
11:20-11:50	Lunch		
12:15-2:15	PM Session		
2:30-2:45	Parent Contact		

*Class Schedule 6-12**

Monday – Thursday at PGS		Friday at PGS	
9:15 -11:30	AM Session	9:15-11:15	AM Session
11:20-11:50	Lunch		
12:15-2:30	PM Session		
2:30-2:45	Parent Contact		
*Mrs. Wight’s ELA Classes follow the K-5 schedule			

Early Release Schedule

Please refer to the Everett School District Calendar. We follow the High School Early Release Schedule.

Monday – Thursday at PGS		Friday (same as normal)	
9:15 – 11:15 or 11:30	AM Session	9:15 -11:15	AM Session
No PM Session			

Late Start/Emergency Closure Schedule

Please refer to Everett School District’s website <https://www.everettsd.org/> listen for media announcements or call our district information line 425-385-4636.

Two-hour delay: a.m. session will be cancelled, p.m. session as usual.

Port Gardner Partnership Agreement

Parent/Guardian Agreement:

1. I understand that I am the parent educator of my children and that I am in partnership with Port Gardner School to reach all of the Student Learning Plan goals.
2. I will attend all *Student Learning Plan* conferences, document student progress each month by the deadline, and meet the agreed upon requirement of weekly contact for instructional purposes.
3. I understand that the success of the school relies on the partnership of dedicated and committed parent educators/guardians and PGS Staff. To assist in facilitating this success, parents are encouraged to participate in volunteering at Port Gardner.
4. I understand that students enrolled in the Port Gardner School will participate in state-mandated and district assessments.
5. I understand that I am responsible for the supervision of my own children when they are not attending a class, including directly before or after classes and lunchtime.
6. I understand that my child's attendance is critical to academic success and have reviewed the EPS district and PGS calendars for planning family trips outside of scheduled school and SLP days. Any pre-planned absences require contacting the attendance line and my student's teachers at least one week prior to the absence.
7. I understand that excessive absences, excused or unexcused, can lead to Overall Unsatisfactory progress. Excessive means absent half or more of a month of the class.
8. I will check my personal email and school mailbox at least weekly to ensure I receive information from the school.
9. I will check the Alternative Learning Experience (ALE) website at least weekly and read the weekly PGS newsletter on a regular basis to stay current on news and class information.
10. I understand I may be asked to stay onsite if student progress or behaviors are of concern.

Student Agreement:

1. I will follow all school rules.
2. I agree to stay in areas with adult supervision during breaks and lunchtime.
3. I will not leave the school while my parent/guardian is not present.
4. I agree to play safely during unstructured times.
5. I understand that it is a privilege to stay onsite (with staff supervision) without a parent/guardian
6. If I have any difficulty following the rules of this handbook, I understand that my parent/guardian will be asked to stay onsite with me.
 - I have read the Port Gardner Parent & Student Handbook and agree to abide by the points listed above in order to maintain a physically and emotionally safe environment for all members of the Port Gardner School community.
 - I also agree that my children are aware of the details of this agreement.

Go here to submit the Parent/Student Agreement: <https://forms.office.com/r/D9Trc6c2BK>

Annual Notice Regarding Discrimination, Harassment, Intimidation and Bullying:

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.