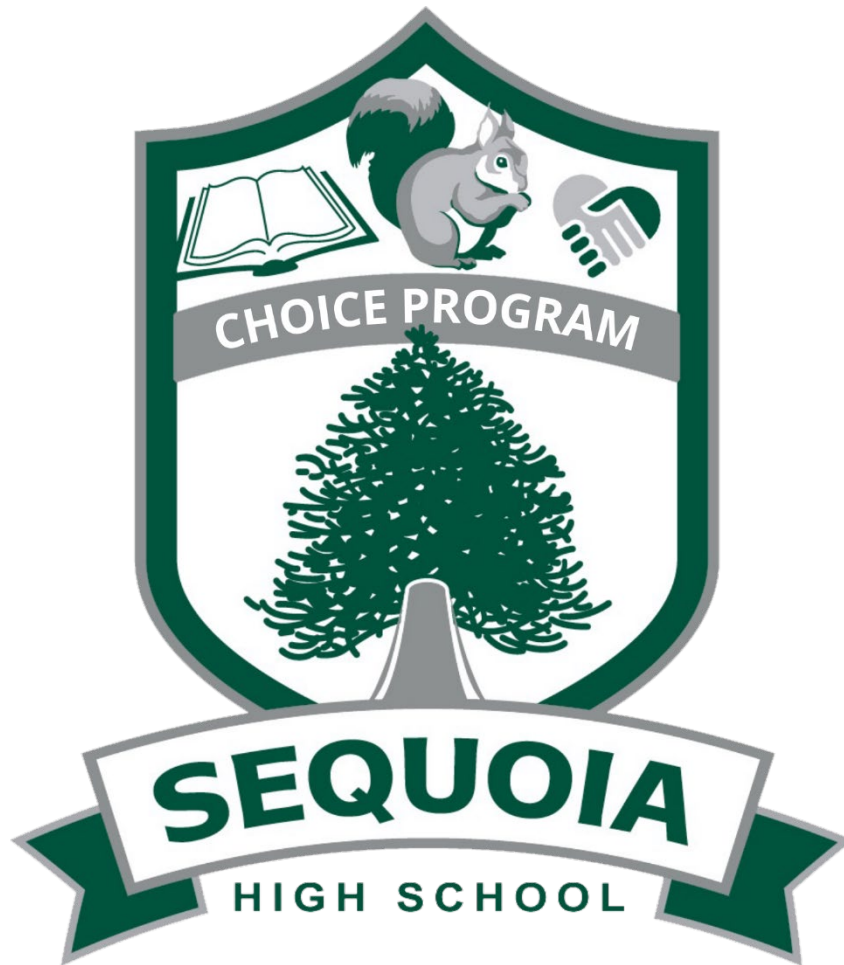


# Sequoia High School Student Handbook 2024-2025



3516 Rucker Avenue

Everett, WA 98201

Phone: (425) 385-5100

Attendance (425) 385-5105

Attendance Email: [SequoiaAttendance@everettsd.org](mailto:SequoiaAttendance@everettsd.org)

Fax: (425) 385-5102

Office Hours: 7:30am – 3:30pm

Monday - Friday

[Staff Directory](#)

## **Everett Public Schools**

The Sequoia Student Handbook includes 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. The Sequoia High School Student Handbook is accessible online at <http://www.everettsd.org/domain/1564>, in print, and via a link on student issued district tablets. Print copies of the handbook are available upon request at our office.

## **Sequoia's Mission:**

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.

**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:

**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)

# 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> <li>Respect the fragrance policy</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> <li>Use restrooms for their designed purpose, only 1 person per stall</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> <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> <p>Updated 7/23/21</p>



# Attendance

## Attendance:

Sequoia High School holds high expectations for its students. In order to achieve these high standards, regular attendance is expected. Washington State Law and Everett Public Schools Board Policy require that all students attend school and make minimum academic progress to maintain their academic standing within the school. Attending regularly positively impacts the student's ability to make monthly academic progress and stay on track to graduate. Students must make academic progress to stay enrolled or a change in program may occur.

Students are required to attend all Orientation days. Any excused absences must be pre-approved by the school principal (or designee).

### **Leaving Campus during School Hours:**

Students are expected to stay on campus once they arrive on campus until the end of their individualized scheduled day. Students needing to leave campus during their school day require permission from parent/guardian and checking out directly with an office staff person. **Sequoia is a closed campus and students are expected to remain on campus for lunch.**

### **P rearranged Absences:**

Families should not schedule vacations or travel while school is in session. If a family vacation or travel must occur while school is in session, it must be prearranged prior to the absence and approved by the principal (or designee). Pursuant to item policy, the principal (or designee) may excuse up to five (5) school days for a prearranged absence per student each school year. Assignments requested for a prearranged absence will be provided to the student or parent if requested five (5) school days prior to the absence.



# Academics

### **Application and Procedures:**

Any student living in the Everett School District who is a high school student (grades 9–12), and will be able to complete all high school credits and requirements by the time she/he turns 21 is welcome to enroll at Sequoia High School. Students should fill out the [enrollment forms](#) by visiting the district [enrollment website](#). Students who are currently under suspension or expulsion from another school may attend Sequoia **only after the conditions of the re-entry requirements of her/his home school have been met**. Every student entering Sequoia High School is required to complete an enrollment meeting and onboarding program, prior to the term she/he enters school.

Students who have a 504 Plan or Individualized Education Plan should provide a copy to Sequoia if applicable. Students with an Individualized Education Plan (IEP) are permitted to enroll at Sequoia as long as Sequoia is able to meet the individual learning needs of the student. An IEP must be reviewed prior to the student attending Sequoia. Students who live outside of the Everett School District boundaries must have an approved Choice Transfer prior to beginning the onboarding program and families are encouraged to contact the school with any questions about the enrollment process.

### **Advisory:**

All students are enrolled in Advisory for the entire time they are enrolled at Sequoia High School. Advisory meets Monday - Thursday and is taught by the student's academic advisor. Students are expected to attend advisory each day. Attendance will be taken daily. Advisory emphasizes goal setting, study skills, developing school success strategies and tracking academic progress. Students are expected to make up incompletes, complete homework, and/or participate in daily activities or lessons. On Mondays and Thursday's students may work with content area teachers on incompletes or current classes. On Tuesdays and Wednesday's students will engage in new lessons on post high school planning/success, emotional literacy, financial literacy, technology literacy. *Attendance is required for all students.* Students who do not attend Advisory may be placed on intervention plan and could be withdrawn from school for not making progress if they fail to comply with the terms of the intervention plan.

### **Appointment Day/Onboarding:**

After successful completion of Orientation/Onboarding, all students will be assigned a teacher to be their academic advisor. Students and teachers will also meet to discuss progress eight times a year on Appointment Day. Appointment Day is required to review progress and schedule classes for the upcoming term. Students report to their advisory classroom at 8:20 am. Students need to arrive on time and remain in class for the required time. Students who pass all their enrolled classes will be scheduled for classes and dismissed at 11:30 AM. All other students will remain to complete missing work and then be scheduled after lunch. Students are required to attend Appointment Day to schedule classes and stay enrolled for the next term.

### **Dress Code**

Student dress must not interfere with the educational environment. Adherence to the district dress code is enforced. No exposed undergarments are allowed nor clothing representing illegal/illicit activity. (ie. drugs, alcohol, gang activity, hate groups etc.)

## **Commencement Exercises:**

Students who have completed all graduation requirements will be invited to participate in the commencement ceremony. Graduates are expected to attend Graduation practice to participate in ceremony. All school and district rules apply at the practice and ceremony.

## **Grades:**

Sequoia High School does not use conventional letter grades to assess student progress. All work must be completed at a mastery level of at least 80% in order to receive credit at the end of the class. An incomplete class will appear on a student's transcript as an "I". Incompletes that are not finished will be converted to a no credit or "NC" mark on the student's transcript. All credits that are earned will receive a "P" for passing grade. Courses where credit has not been earned will be given an "NC". A .25 credit is awarded at the end of each term for passing grades.

## **Homework:**

The academic program at Sequoia High School is designed to include both in-school and independent work. The system was developed to allow students to meet individual needs while progressing toward graduation. Homework is required to achieve normal academic progress and stay in good standing as a student. Students should expect 4 hours of homework per week for each class in which they are enrolled. This means that a student enrolled in 5 classes can expect 20 hours of homework per week. Homework support is provided. Students should talk with their Advisory teacher about days and times for each class.

## **Intervention Plan:**

Students enrolled at Sequoia High School progress toward graduation by working at their own pace. Students must earn .75 credits per term to remain on track to graduate at a four-year pace. This is considered satisfactory academic progress at Sequoia High School. Students must make satisfactory progress each term or they will be placed on an intervention plan. Unsatisfactory progress is defined as not passing .50 credits (2 classes) per term. While on an intervention plan, students must meet the requirements of the plan to make progress. Students who do not make satisfactory academic progress while on an intervention plan for two consecutive months will be offered an alternative course of study. (WAC 392-121-182 Alternative Learning Experience Plan).



## **Physical Education Logs:**

Students may create a fitness goal, develop plan, and track to earn PE credit. Students must document 90 hours/5400 minutes with their advisor to earn .5 credit. Students must be enrolled during the times activity hours are logged. Hours must be completed in the same academic year. Students should earn a minimum of .5 PE credit per year until the graduation requirement is met.

## **Restroom Usage**

Restrooms should be used during passing periods and lunch. Students should not be in the restroom during the first 10 minutes or last 10 minutes of a class period. Stalls are designed for 1 person at a time.

## **Remediation:**

Students who have successfully enrolled in Sequoia and completed Orientation and Onboarding who do not make satisfactory progress for two consecutive terms will be given an opportunity to follow a designed educational credit recovery program for one term to be re-enrolled into classes. If a student does not meet the terms of the credit recovery plan, they will be enrolled in the comprehensive high school in the service area in which they reside.

## **Significant Adult Night:**

Throughout the year we will host Significant Adult Nights. This gives the adults in that student's life an opportunity to become familiar with our schedule, calendar, and other program components. We encourage adults to attend and ask any questions that they may have about our program. If your student chooses to enroll in our program, future adult involvement is welcomed through our Port Gardner/Sequoia Parent Teacher Student Association (PTSA).



# Activities

## **Associated Student Body:**

The Associated Student Body (ASB) is a formal organization of students that is formed with the approval of the school district Board of Directors. Vending machine revenues fund the ASB program at Sequoia High School. The organization offers students leadership opportunities. ASB meetings occur monthly. According to the ASB charter, each Advisory class will elect two representatives to attend each meeting who will serve for one school year. From this group of representatives who served the previous school year, a President, Vice-President, Secretary, Treasurer and Communications Representative will be voted into office each spring to comprise the executive board. Each advisory in the fall will identify a Student Representative to attend ASB meetings and provide communication between the advisory class and the ASB.

## **Athletics:**

All students enrolled at Sequoia High are eligible to participate in school athletics at their attendance boundary school (Cascade, Everett, or Jackson High Schools). Students must meet all WIAA eligibility requirement as well as any school district requirements for participation. Information is available on our district website at <https://www.everettsd.org/Page/199> or contact the athletic district office at the school or Sequoia High School's office.

## **Extra-Curricular Activities:**

All students enrolled at Sequoia High School are eligible to participate in any school activities. If an activity is not offered at Sequoia High School a student may participate at their attendance boundary school (Cascade, Everett, or Jackson High Schools). Students must meet all WIAA eligibility requirement as well as any school district requirements for participation. Contact the Sequoia Office for more information.



# 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. It is important we practice each situation as though it is a real emergency so that we are prepared to respond appropriately. In any emergency, it is critical to follow the directions of school staff or emergency responders.

## **Cell Phone/Social Media:**

During an emergency, students and staff are asked to not use cell phones or other social media unless directed with a factual message. We request this to ensure accurate information is released and that any response by first responders are not compromised.

## **Earthquake:**

In the event of an earthquake, *Stop, Drop and Cover*. Go to the safest place- desk, doorway, and cabinet etc. and wait for the all clear from Principal (or designee) or First Responders. Do not exit the building until the earth has stopped moving and it has been determined it is clear to exit to the safest place which might include the Sequoia Field, Doyle Park, field behind school on Norton or other safe location.

## **Fire Alarm:**

When the fire alarm goes off, evaluate the situation, and immediately exit the buildings if you believe the situation is a potential fire. Note a fire alarm may ring in an earthquake or other situations where it would not appropriate to evacuate for your safety. Walk away from the building to either the North or South side of the Sequoia building as indicated on the evacuation maps in each classroom. If your designated route is barricaded or unsafe; follow the closest alternative route. Enter soccer field in front of Sequoia and line up by teacher in designated area. If the alarm occurs during passing time or lunch; proceed to the previous class

period teacher. If you are not assigned to a teacher during that period; report to the office area at the south end of the lines. Please stay in your assigned line as each person will need to be accounted for. In the event that we need to evacuate to a secondary location, please follow the directions of staff or first responders.

### **Intruder:**

In the event of an active-violent intruder inside the campus; Run, Hide, Fight. If you are inside the building and you can *RUN* away. If you are outside the building; stay outside and move away from the building and call 911. If you cannot safely leave the area, *HIDE*, secure classrooms, block the door with furniture, move away from windows and doors and call 911. Do not open door unless a confirmed rescuer. If there are no other options *FIGHT*, take actions against the intruder.

### **Lockdown:**

In the event of a lockdown, the doors will be locked, and students will be secured in the building away from windows and doors. If a fire alarm goes off during a lock down, unless you see or smell fire, you would not exit the building unless directed by school staff or law enforcement. No one will be allowed to enter the buildings. If you are just arriving on campus, for your safety, please return to your vehicle or another safe location. Please do not try and enter a building. Whether a drill or real incident you will find that the door is locked, and you will not be allowed access. In a drill situation, it typically lasts from 3-7 minutes. Doors will be opened immediately at the end of the drill.

### **Student Release:**

In any emergency situation, students must wait to be released and signed out to a family member or significant adult or approved by Principal (or designee). Please do not leave campus without following the sign out process as we will need to ensure the safety of all students. In an emergency we will only release students to those people listed as your emergency contacts. It is recommended that you check to ensure that information is accurate.



# Services

## **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. Sequoia students will not need to fill out a Free/Reduced lunch form.*

## **Career Center:**

The Career Center is located in the library. The library is open Monday through Friday 8:30am-2pm to contact the Career Specialist or schedule an appointment. Students are encouraged to login to [Naviance](#) to access transcripts and other resources for college and career readiness. Contact the Career Specialists about jobs, colleges, scholarships, financial aid, Sno-Isle, and more.

## **Child Care Center:**

Children of a currently enrolled students in good standing may attend the full-licensed daycare. The daycare center accepts children from one month to 24 months old. Application packets are available from the Daycare either in person or by calling 425-385-5120. Prior to bringing a child to the daycare they must be enrolled in the program.

## **Health Room/Vision Screening:**

Upon request, Snellen screening (E chart) is available in the Health Room for any difficulty with distance vision.

**Library:**

Students and classes are encouraged to use the library. The library is open from 8:30am-2pm every day. The library is open during lunch for students to check out books and work quietly. Students using the library during their scheduled class periods, need permission from the teacher of the scheduled class that period.

**Picture Day:**

School pictures will be scheduled annually. Each student will have their picture taken. No hats or head coverings, except for medical or religious reasons, will be allowed in school pictures. Students will have an option to purchase pictures on Picture Day. Students will receive a Student ID card.

**Transportation:**

ORCA cards are available for students who live within the Everett School District service area and live more than one mile from the school. ORCA cards are distributed in the office during passing time, lunch, and at the end of the day.



# Technology

## **Personal Electronic Devices:**

High school students who choose to bring cell phones and other PEDs to school may only use their cell phones and other PEDs during transition periods, at lunch and before/after the school day. The Sequoia School Day is 8:20am-2:55pm. Students are expected to silence their cell phones and other PEDs before entering a classroom or other learning environments such as the library.

## **Technology/Tablets:**

Each enrolled student will be provided a district issued tablet. The student is responsible for the security and care of the device. The student must return the device if they withdraw from school or they will be assigned a fine for the cost of the device. Please refer to the [Technology Handbook for Students and Parents](#) for detailed information about technology.

### ***What if I forgot to bring the laptop to school?***

If a student forgets to bring their laptop to school, the student may miss out on laptop-related instructional activities that day. Please help us help your student bring their charged laptop to/from school daily! Each school has a very small number of "loaner" devices. Priority for these loaners goes to students who experience equipment issues outside of their control. *Students that do not bring their laptop to school will be considered unprepared for class and may have to make adjustments during the lesson in order to participate. For example, they may need to hand write a response that will need to be submitted electronically at a later time. Makeup work may result from these necessary adjustments.*

### ***What if my laptop is lost or stolen?***

If a student's laptop is lost or stolen it is important to immediately (the next school day) report the loss or theft to the principal (or designee). If the device is stolen, please submit a police report and bring the case number when reporting to the office.



## **Fragrances**

### **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.



## **Annual Notice Regarding Discrimination, Harassment, Intimidation and Bullying.**

\*See Next Page



# **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.