



# **Crossroads High School 2024-2025**

Crossroads encourages a desire for life-long learning in a safe and supportive environment that prepares and empowers students academically, socially, and emotionally.

## **Student and Parent Resource Guide**

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# **Granite Falls School District Handbook**

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**District Policies and Procedures**

**District Handbook**

## **Crossroads High School**

**Our Mission:** Crossroads encourages a desire for life-long learning in a safe and supportive environment that prepares and empowers students academically, socially, and emotionally.

### **Crossroads Core Values**

**Personal Expression and Experience:** We affirm the uniqueness of each individual, respect their inherent worth and dignity, and value their potential and ways of existing in the world. We are committed to understanding how personal, cultural, and historic aspects of identity contribute to and enrich our school community and to nurturing the intellectual, physical, emotional, social, and civic potential of each student.

**Inclusive Teaching and Learning:** We examine and revise our curriculum and teaching practices as necessary to ensure that we are effective in reaching every student. We are committed to learning to recognize and understand the range of needs and learning styles among our students, and to hone their skills in building and sustaining an inclusive classroom. We believe that inquiry-based, passion-driven learning is deeper learning and engages students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning.

**Self-Reflection and Exploration:** Our staff help our students learn to reflect on their learning and connect it to their life experience and to question their cultural viewpoints and assumptions. We are committed to exploring our school culture to better understand the experiences of students and adults from diverse backgrounds and to challenge our own practices.

## **Principal's Message**

Welcome to Crossroads High School! Thank you for taking the time to learn about Crossroads High School. We are proud to offer a welcoming and supportive learning environment tailored to students who thrive in a smaller, close-knit school setting. At Crossroads, every student is known and valued, and we are committed to helping each succeed.

As an internationally accredited “school of choice” within the Granite Falls School District, we provide students with opportunities to discover their passions, plan for their futures, and prepare for a wide range of educational and career pathways beyond high school. Our dedicated team of educators, in partnership with the community, offers innovative and flexible learning experiences that foster perseverance, personal growth, and excellence. Together, we guide students on their unique journeys to becoming responsible and productive citizens.

If you visit Crossroads, you will see that learning is a choice—and at Crossroads, we choose success every day. In our rapidly changing world, students need more than a high school diploma to seize the opportunities ahead. If you’re ready to work hard, collaborate, think creatively, and share your achievements, Crossroads may be the perfect place for you.

If you have questions or would like to schedule a visit, we would love to hear from you! Please call us at 360-283-4407 to arrange a tour. School visits for interested students and families are available by appointment.

We look forward to welcoming you to Crossroads High School!

Warmly,

Bridgette McVay, Principal

C onnect

A ppreciate

R espect

E

xcellent

# Crossroads Block Bell Schedule

## Monday, Tuesday & Thursday Schedule

1st Period	8:25-9:15
Breakfast Break	9:15-9:25
2nd Period	9:25-10:25
3 <sup>rd</sup> /CC	10:30-10:45
4th Period	10:50-11:40
Lunch	11:40-12:10
5th Period	12:15-1:00
6th Period	1:05-1:55

## Wednesday Schedule

1st Period	8:25-9:05
Breakfast Break	9:05-9:15
2nd Period	9:15-10:05
3rd Period	not on Wednesday
Lunch	10:50-11:20
5th Period	11:25-12:05
6th Period	12:10-12:50

**Crossroads High School 2024-2025**

**Faculty & Staff**

**Principal:**

Bridgette McVay

[bmcvay@gfalls.wednet.edu](mailto:bmcvay@gfalls.wednet.edu)

**TOSA: (ALE Specialist/Teacher of Special Assignment)**

Tracy Orr

[torr@gfalls.wednet.edu](mailto:torr@gfalls.wednet.edu)

**School Counselor:**

Kathleen Neis-

[kneis@gfalls.wednet.edu](mailto:kneis@gfalls.wednet.edu)

**Office Personnel:**

Savana Nieman – Office, ASB & Attendance Secretary

[snieman@gfalls.wednet.edu](mailto:snieman@gfalls.wednet.edu)

Beth Morrison – Crossroads Registrar

[bmorrison@gfalls.wednet.edu](mailto:bmorrison@gfalls.wednet.edu)

Cheryl Berg – Open Doors Registrar/Secretary

[cberg@gfalls.wednet.edu](mailto:cberg@gfalls.wednet.edu)

**Health Staff:**

Tashina Garcia – Health Room Attendant

[tgarcia@gfalls.wednet.edu](mailto:tgarcia@gfalls.wednet.edu)

**Teaching Staff:**

Robynn Barth  
Nikki Bowlden  
Lori Carlson  
Halen Davis  
Dwayne Johnson  
Kayla Land  
Tracy Orr  
Liz Panagos  
Myra Perkins  
Cindy Reynolds  
Jeremy Rose  
Laurie Roughton  
Michele Taylor  
Andy Thor

[rbarth@gfalls.wednet.edu](mailto:rbarth@gfalls.wednet.edu)  
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[athor@gfalls.wednet.edu](mailto:athor@gfalls.wednet.edu)

**Support Staff:**

Elizabeth Fisk- Paraprofessional  
Brooke Claxton – Case Manager  
Marco Diaz – Case Manager  
DeAnna Haviland – Open Doors Case Manager [OBJ]

[esullivan@gfalls.wednet.edu](mailto:esullivan@gfalls.wednet.edu)  
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[mdiaz@gfalls.wednet.edu](mailto:mdiaz@gfalls.wednet.edu)  
[dhaviland@gfalls.wednet.edu](mailto:dhaviland@gfalls.wednet.edu)

**Student Support Advocate: [OBJ]**

Jillian Hardy

[jrhardy@gfalls.wednet.edu](mailto:jrhardy@gfalls.wednet.edu)

**Custodial Staff:**

Debbie Mathis

[dmathis@gfalls.wednet.edu](mailto:dmathis@gfalls.wednet.edu)

**Kitchen Staff:**

Marianne Gresli  
Lyudmila Onishchuk

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[lonishchuk@gfalls.wednet.edu](mailto:lonishchuk@gfalls.wednet.edu)



## If You Need Help

Absences	Office Secretary
Address/name Changes	Registrar
Athletic Events Times	Athletics/Activities Secretary at GFHS
ACT Test	Counseling Office
ASVAB (Military Test) <sup>[OBJ]</sup>	Counseling Office
BECCA Bill	Office Secretary
Bell Schedules	Main Office
Building Use	Office Secretary
Bus Routes	Office Secretary
College Applications	Counseling Office
College Information	Counseling Office
Community Service	Registrar
Counseling Appointment	Counseling Office
Deliveries	Main Office
Discipline Issues	Principal
Early Dismissal	Office Secretary
Electronic Devices	Office Secretary
Enrollment Registration	Registrar
Financial Aid (FAFSA)	Counseling Office
Fines/Fees	Office Secretary/Registrar
Free/Reduced Lunches	Office Secretary
Graduation Cap/Gown	Registrar
Graduation Ceremony	TOSA
Graduation Status	Counseling Office
ID Card for Students	Office Secretary
Illness/Health	School Nurse/Health Room Attendant
Lost and found	Office Secretary
Parking	Office Secretary
Picture Pick-Up	Office Secretary
Questions/General	Office Secretary
Records/Files	Registrar
SAT Exam	Counseling Office
Schedules/All Changes	Counseling Office
Scholarships	Counseling Office
Social Security	Student Support Advocate
Sports/Insurance	Athletics/Activities Secretary at GFHS
Staff Directory	Main Office
Tardies	Office Secretary
Transcripts	Registrar
Truancy	Principal/Office Secretary
Withdrawal	Registrar
Yearbook Purchases	Office Secretary

The following items may contain only portions of actual Board Policy. Complete policies can be found on the district website at [www.gfalls.wednet.edu](http://www.gfalls.wednet.edu). Policies listed below may be subject to change due to the current School Board Policy review.

### **Academic Integrity**

Students are expected to behave honorably regarding academics. This is to include refraining from all forms of cheating including academic dishonesty and plagiarism. Violations may result in loss of credit on assignment. Violations will also result in guardian contact/conference and documentation in the student's discipline file. Chronic or extreme cases may result in further district discipline.

Drivers Education is offered through Granite Falls High School for a fee. Please contact the high school office for details. Students successfully completing an approved defensive driving class may earn .5 elective credit.

### **Activities Offered**

Students may participate in sports through Granite Falls High School or Lake Stevens High School.

National Honor Society

Voices of Youth

Music Club

Sources of Strength

FBLA (Future Business Leaders of America)

FFA (Future Farmers of America)

### **Adult Students**

Under the national [Family Educational Rights and Privacy Act of 1974](#) (also called the Buckley Amendment), parents have the right to access a student's school records and block the release of information to third parties. These rights turn over to the student at age 18. This means parents may not be contacted by the school about their child's affairs once they turn 18. This also allows an 18-year-old to dismiss themselves from school and become responsible for their attendance. Parents can still request access to school records by showing the student is dependent for income-tax purposes.

### **Alternative Learning Experience-Washington State**

Crossroads High School aligns with Washington State Alternative Learning Experience (ALE) rules. Courses or grade-level coursework where some or all instruction for the course takes place independent of the regular classroom, schedule, or school setting. Instead of daily classroom attendance, compliance with Chapter 392-550 WAC is expected. The ALE rules govern how students must progress to maintain active enrollment in the program.

**Weekly Contact:** Students must have weekly personal contact with their instructors. Direct personal contact shall be for instruction, review of assignments, testing, reporting of student progress, or other learning activities. Students must maintain contact with their certificated teacher at least once a week. To meet this requirement students, need to complete assignments/tests/activities posted to CANVAS (or other assigned curriculum) that a teacher grades or provides instructional feedback or one of the following:

- Face-to-Face with teacher
- Google Meet/ZOOM with teacher
- Phone call with teacher
- Email exchange with teacher (if all other options are not possible or if arranged with teacher)
- Text Message with teacher
- Zoom meeting with teacher

At Crossroads High School, we care about your success and well-being. One of the advantages of Crossroads High School is that it allows for a more flexible learning environment with the ability to create innovative schedules that meet student needs. At the same time, ALE rules require students to make regular academic progress in their courses. To meet the laws associated with ALE (Alternative Learning Experience) we must complete monthly progress checks, these progress checks are based on making progress toward academics and/or social-emotional learning standards. If a student has 20 days (four weeks) of no contact with their teacher a drop from the program is required. How it works:

- Each month, your Check and Connect teacher will rate your progress based on your individual goals
- Students receive either an **S (Satisfactory)** or a **U (Unsatisfactory)** rating.
- Intervention plans must be created for any student not earning satisfactory progress
- Intervention plans must be created and shared by the Check, Connect teacher within five days

If you receive an **S**, you will continue with your current program. If you receive a **U**, you will work with your Check and Connect teacher to develop and implement specific interventions that are designed to help you get back on track, these interventions could include urinalysis testing. However, if you receive three **U** ratings in a row, a significant program change may be necessary.

Program changes could include adjustments within the Crossroads program, transfers to Open Doors, transfers to out of district programs, or, in some cases, students returning to their school of origin. Our goal is to support you every step of the way and ensure you have the tools you need to succeed!

### **Attendance**

Attendance is a critical building block for student learning. If students are not present, it is more difficult for them to engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support. Crossroads uses specific strategies to improve student attendance beginning with building positive relationships, checking daily attendance, attendance calls, attendance letters, attendance barrier assessment and other tiered interventions. Please contact Savana at 360-285-4407 for concerns about attendance or to report an absence. Make sure to give your student's full name, date of absence, and a contact number when leaving a message.

Students absent 20 consecutive days of school will be withdrawn from Crossroads High School in accordance with Washington State Law. Withdrawn students wishing to re-enroll at Crossroads will have to apply for re-admission to the program.

The state of Washington compulsory attendance and truancy laws apply to Alternative Learning Experience (ALE) programs, such as Oak Harbor Virtual Academy (OHVA), WAC 392-

550-040. This law requires a student to have valid justification for missing ALE weekly contact for truancy.

Students must maintain contact with their instructor at least once a week. To meet this requirement students, need to complete assignments/tests/activities in class or posted to CANVAS; AND one of the following:

- Face-to-Face meeting with teacher
- Google or zoom meeting with teacher
- Phone call with teacher
- Email exchange with teacher (if all other options are not possible or arranged with teacher)
- Text message with teacher

Truancy Action Requirements in ALE Settings:

When	Action/Response
<b>After 1 missed weekly contact without valid justification</b>	<b>Inform</b> the student's parent/guardian by a notice <b>via direct personal contact</b> whenever the student has missed weekly contact without valid justification. The notice should inform the parent/guardian of the potential consequences of additional missed weekly contacts. ( <a href="#">WAC 392-550-040</a> )
<b>After 2 consecutive or 3 cumulative missed weekly contacts without valid justification</b>	<b>Schedule a conference</b> with parent/guardian and student for the purpose of <b>identifying barriers</b> to the student's regular attendance and the <b>supports and resources</b> that may be made available to the family, and the <b>steps to be taken</b> so that the student is able to eliminate or reduce his/her absenteeism. The conference may take place in person, by phone, or through interactive video communication. ( <a href="#">WAC 392-550-040</a> )  <b>Develop a data-based intervention plan</b> to eliminate or reduce student absences.  Convene the IEP or 504 team, if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary.
<b>At 5 consecutive or 6 cumulative missed weekly contacts without valid justification</b>	<b>File truancy petition</b> with Office of Juvenile Court. <b>The court must stay the petition.</b> <b>Refer parent and child to a community engagement board (CEB)</b> or other coordinated means of intervention. ( <a href="#">WAC 392-550-040</a> )

### Assemblies

Assemblies are a regularly scheduled part of the curriculum and, as such, are designed to be educational as well as entertaining experiences. Assemblies provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that students be respectful and appreciative. Talking, whispering, whistling, stamping of feet, using technology, and booing are discourteous. Yelling may be proper at Pep Assemblies. Students who behave inappropriately will be asked to leave the assembly and may result in additional disciplinary actions.

### Assessments

All Granite Falls School District students must take both local state assessments. Crossroads High School students will take these tests on campus during their school's designated testing window or at an otherwise specified location, date, and time. More information on assessments can be found at the Office of the Superintendent of Public Instruction (OSPI) website: [www.k12.wa.us](http://www.k12.wa.us).

### **Closed Campus**

All students must exit campus through the office. Students under 18 must have a parent or guardian to excuse their departure from school and sign out through the office.

### **Driver's Education**

Drivers Education is offered through Granite Falls High School for a fee. Please contact the high school office for details. Students successfully completing an approved defensive driving class may earn .5 elective credit.

### **Driving Privileges and Parking at Crossroads High School**

Parking is a privilege not a right. Students are asked to be respectful of this privilege. Students must have a valid driver's license, insurance, and a parking pass displayed in their windshield to park on campus. Forms are available in the office. Parking on campus provides school administration the authority to search vehicles as determined through "reasonable suspicion". Student parking on campus may be revoked at any time. Students must always be safe, responsible and respectful.

### **Registration Information**

Granite Falls School District provides online enrollments for all NEW students and online annual registration updates for all current students. You can find a direct link by going to the district's website <https://www2.nwrdc.wa-k12.net/scripts/cgiip.exe/WService=wgranits71/skyenroll.w>.

What to bring to register your child for school:

High School

- Students transferring from another school district should bring a withdrawal sheet or transcript from their previous school:
  - Students transferring from Lake Stevens School District must have a referral from their LSSD counselor.
  - Students transferring from Granite Falls High School must have a referral from their LSSD counselor.
- Proof of immunization as required by state law
- Child's Birth Certificate
- The Crossroads counselor or Admin TOSA will assist students with class selection

\*Without proof of immunization at the time of registration, your child may not be able to attend class until the requirements are met.

Students who are homeless and eligible for McKinney-Vento Services may enroll in school immediately even if they do not have all listed records or documents. Contact the McKinney-Vento Liaison at 360-691-7717 for more information or assistance with enrolling a homeless student.

### **Restorative Practices**

Crossroads High School staff use a wide range of intervention measures to address both behavioral and academic concerns. We strive to use restorative practices, conflict resolution, peer-mediation, and counseling, rather than over-relying on exclusionary methods of discipline, such as suspension. Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Restorative approaches help our school staff prevent or deal with conflict before it escalates; build relationships and empower community members to take responsibility for the well-being of others; improve safety by preventing future harm; offer alternatives to suspension and expulsion; offer a supportive environment that can increase learning; increase the social skills of those who have harmed others; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; provide students with opportunities to be accountable to those they have harmed; and enable them to repair the harm to the extent possible.

Taking a restorative approach to discipline changes the fundamental questions asked when a behavioral incident occurs. Instead of asking who is to blame and how will those engaged in the misbehavior be punished, the restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

A restorative approach emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability.

### **Student Government**

The Student Council consists of the elected ASB officers and class officers and representatives, one elected class representative for every Check and Connect classroom. ASB Elections are held at the end of the previous school year. Student Council designations are completed at the beginning of each new school year. The Student Council meets at least once every month. The instructor/advisor is Kayla Land

### **Textbooks/Supplies**

All textbooks, Chromebooks and other school property are loaned to students by the School District. Students are charged for property not returned or returned damaged or showing excessive wear. Allowance will be made for normal wear.

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### **Granite Falls School District Programs**

Crossroads High School students can take part in various programs designed to enhance and support their learning experiences. These programs include:

- **Running Start:** Offered through Everett Community College, this program allows students to earn both high school and college credits simultaneously.
- **Career and Technical Education (CTE) Courses:** CTE courses provide students with the chance to gain valuable skills and earn college credits while still in high school.
- **Sno-Isle TECH Skills Center:** This program is available to students seeking specialized training in career and technical fields.

The high school counselor is available to help students and parents in selecting the program that best aligns with each student's goals and aspirations. Please note that all ALE (Alternative Learning Experience) site-based program rules outlined above apply to these programs.

### **CROSSROADS Flexible Learning Option (FLO)**

Crossroads offers a limited number of courses with a remote option where students and families work with a certificated teacher to develop a *Written Student Learning Plan (WSLP)* that includes credit bearing classes and a specific number of homework hours. The courses offered require weekly in-person contact time. However, students will need to connect virtually once a week with their advisor (certificated teacher) if they cannot connect in-person. Teachers are also available to meet with students during office hours, Friday mornings, and from 2:30-7:00 pm Tuesday nights. Instructional interaction between the teacher and student includes one-on-one assistance, review of assignments, formative and summative assessments progress monitoring, and educational facilitation. Instruction in this program will encompass weekly face to face contact, both synchronous and asynchronous remote instruction, and active progress monitoring.

### **Granite Falls School District Re-entry**

The Granite Falls School District Re-Entry Program is designed to support students who require a temporary placement to complete academic credits for the remainder of a term. Students may be referred to the program for assorted reasons, including late enrollment, court-mandated attendance, behavioral challenges, or other circumstances that hinder their success in a traditional educational setting.

Participants must attend school on campus twice a week, engaging in a blend of academic coursework and social-emotional learning activities. Academic courses are selected based on recommendations from the student's school counselor. To guide their progress, students and their parents/guardians collaborate with a certificated teacher to develop a Written Student Learning Plan (WSLP) and commit to a defined number of weekly homework hours.

Decisions about a student's readiness to transition back to Granite Falls High School or the Crossroads High School block program are made collaboratively between the student and program staff.

### **GRANITE FALLS SCHOOL DISTRICT OPEN DOORS ACADEMY**

The Granite Falls Open Doors Academy provides a unique, personalized educational experience designed to help students who qualify reengage and rediscover their educational path to graduation. The program targets students who have dropped out of school or made a significant detour on the road to graduation. The Open Doors Center for Reengagement will offer a custom-designed program of online and in-class sessions to help students progress toward becoming college and/or career ready. We offer students the opportunity to earn their GED (high school equivalency) through a partnership with Goodwill or Everett Community College, and/or work on their associate degree and high school diploma.

### **Participation In Commencement**

To participate in the Crossroads High School graduation exercises, students must have completed all CRHS, and State of Washington diploma requirements. It is understood that the final responsibility for the credit and course requirement for graduation rests with the student and parent. The administration, counselors, and advisors are ready to assist any student or parent at any time regarding their status as far as meeting requirements for graduation.

### **Granite Falls School District Nondiscrimination and HIB Policy**

## **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 school's 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

<https://www.gfalls.wednet.edu/cms/lib/WA50000744/Centricity/Domain/42/3207F1-%20student%20formal%20report%20form.pdf>

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- **Rachel Quarterman, Executive Director of Student Services** 205 N Alder Ave, Granite Falls, WA 98252, [rquarterman@gfalls.wednet.edu](mailto:rquarterman@gfalls.wednet.edu) 360-691-7717 that supports prevention and response to HIB.

### 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 5 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 2 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
- 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 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 website at <https://www.gfalls.wednet.edu/Page/236> or the district’s *HIB Policy #3207 and Procedure #3207P*.

## 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.

*To review the district’s Nondiscrimination Policy #3210 and Procedure #3210P or visit <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public>*

### 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.

To review the district's Sexual Harassment Policy #3205 and Procedure #3205P or visit <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public>

### 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:

Civil Rights Coordinator: **Emily Moore, Executive Director of Teaching and Learning**  
205 N Alder Ave, Granite Falls, WA 98252, [emoore@gfalls.wednet.edu](mailto:emoore@gfalls.wednet.edu) 360-283-4507

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: **Jennifer Harmon, Director of Human Resources**  
205 N Alder Ave. Granite Falls, WA 98252 [jharmon@gfalls.wednet.edu](mailto:jharmon@gfalls.wednet.edu) 360-283-4309

Concerns about disability discrimination:

Section 504 Coordinator: **Rachel Quarterman, Executive Director of Student Services**  
205 N Alder Ave. Granite Falls, WA 98282, [rquarterman@gfalls.wednet.edu](mailto:rquarterman@gfalls.wednet.edu)

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: **Emily Moore, Executive Director of Teaching and Learning**  
205 N Alder Ave, Granite Falls, WA 98252, [emoore@gfalls.wednet.edu](mailto:emoore@gfalls.wednet.edu) 360-283-4507

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
- 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 Granite Falls School Board of Directors 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 Sexual Harassment Procedure #3205P

### 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 #3207P 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: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- 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 School is Gender-Inclusive**

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

To review the district's Gender-Inclusive Schools Policy #3211 and Procedure #3211P, visit <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Emily Moore, Executive Director of Teaching and Learning, Gender-Inclusive Schools Coordinator  
205 N Alder Ave. Granite Falls, WA 98252  
[emoore@gfalls.wednet.edu](mailto:emoore@gfalls.wednet.edu)  
360-691-77174

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information for Board Policy #3211 on the following webpage: <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public>