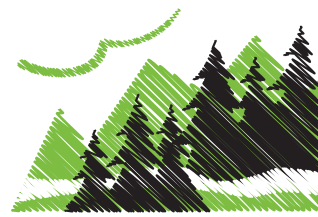


STRATEGIC PLAN 2023-2028



SNOHOMISH
SCHOOL
DISTRICT



Every
Student *thrives*

SUPERINTENDENT'S MESSAGE



The 2022-2023 school year was marked by the development of the Snohomish School District Strategic Plan. This five-year roadmap brings intentionality to the everyday work of education, as it not only provides the opportunity to look forward, but also guides our steps along the way.

Through an intensive process, hundreds of students, staff, parents/guardians, and community members came together to share their voices. From their input, a 26-member Strategic Planning Committee diligently worked to draft Strategic Plan framework elements including the district mission statement, vision statement, core values and our ongoing commitments to our students, staff, families, and community. They based their work in the traditions of Snohomish and coupled that with a shared vision for our future.

Driven by the Action Plan which puts the Strategic Plan into motion, this document is meant to be a guiding document. Its power lies in three key components.

- Strategic Plan – This central document includes the district mission statement, vision statement, core values, and our ongoing commitments (Teaching & Learning Excellence, Family & Community Engagement, Student & Staff Well-Being, and Resource Management).
- Action Plan - These are the achievable goals that, as the name implies, put action to the Strategic Plan.
- Reports provided to the Board of Directors - It is through providing these reports on project status and planned work ahead that we hold ourselves accountable and are able to adjust and meet the needs of our students.

The Strategic Plan is exciting as it allows us to share our vision with our community. This vision will bring together a partnership with our community, families, staff, and students. It will guide our steps, determine best use of resources, and place student learning on the forefront.

I look forward to sharing our progress with you and partnering with you along the way. Together, each of us plays a critical role in helping ensure that “every student thrives.”

Kent Kultgen
Superintendent



Every
Student *thrives*

OUR MISSION

To create an educational community that ignites a passion for learning where every student is known and empowered.

OUR VISION

Every student thrives.

OUR CORE VALUES

- Student-Focused
- Culture of Belonging
- Equity
- Accountability

Our Commitments



Teaching & Learning Excellence



Family & Community Engagement



Student & Staff Well-Being



Resource Management

The Snohomish School District is committed to the important work that all district leaders, staff, and partners undertake to support all students. Each commitment is informed by our core values and is dependent on the important work of the other commitments.



Teaching & Learning Excellence

We believe that effective teaching and learning is rooted in authentic relationships and strong instructional methodology. Through this framework of excellence, our district will ensure that each student is inspired to learn, supported to succeed, and challenged to discover their path to success in their post-secondary endeavors.

To create the conditions that promote a passion for lifelong learning, we as a community will:

- A. Recruit, train, and retain high-quality staff.
- B. Utilize relevant, evidence-based curricula that align and exceed state standards.
- C. Provide relevant professional development to meet the needs of the district, and professional learning communities.
- D. Use a Multi-Tiered Systems of Support to ensure each student receives the tools and resources they need, when they need them.
- E. Provide transformative teaching and learning for each student according to their strengths and needs.
- F. Deliver rigorous, high-quality, data- and trauma-informed instruction.
- G. Ensure academic and social-emotional learning is relevant to students' lives and futures.
- H. Ensure equitable and accessible opportunities for every student.
- I. Build a culture of learning for our staff, students, and community, by providing opportunities and pathways for growth and advancement.
- J. Engage and challenge students in courses responsive to their interests, goals, and needs.
- K. Strengthen post-secondary planning and counseling for each student and their family.




Family & Community Engagement



Each student, staff member, family, and our community are welcomed as partners for student academic and social-emotional success. We share the mutual responsibility to create a positive, equitable, caring environment for our children to thrive.

We know powerful and trusting relationships are created when we:

- 
- A. Create opportunities to seek and value staff voice as experts in education.
 - B. Collaborate with our community to build strong schools where students reach their full potential.
 - C. Engage in open and meaningful two-way communication.
 - D. Value and celebrate the cultures represented in our schools and community.
 - E. Create equitable and easily accessible experiences for all families.
 - F. Provide communication that is timely, clear, direct, in multiple modalities, and in the languages spoken by our students, families and community.
 - G. Ensure communication is inclusive and easily accessible for students and families, who participate in various programs (examples include Running Start, AIM High School, Sno-Isle TECH, etc.).
 - H. Continue to seek feedback from students, staff, and community to create a culture of belonging that contributes to the continuous improvement of the district.
 - I. Foster opportunities to create, maintain, and expand partnerships with businesses, organizations, and professionals.
 - J. Engage in consultation with local tribes to ensure the history and culture of the first peoples of this community are honored.
 - K. Create opportunities for events and activities that bring schools and the broader community together.

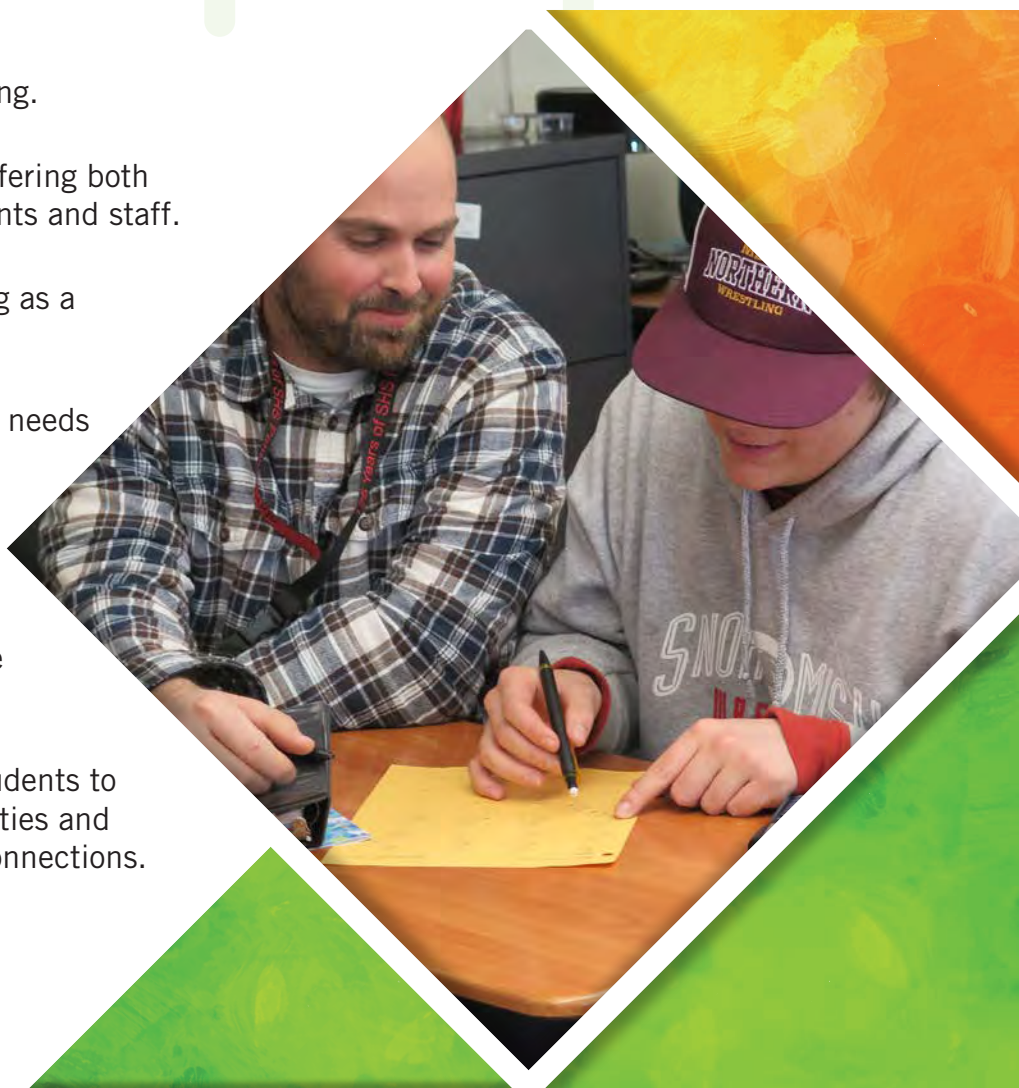


Student & Staff Well-Being

We are committed to building a welcoming and nurturing community where staff and students are valued and feel safe.

We believe it is vital to create and maintain relationships that value acceptance, inclusivity, and diversity, by:

- A. Recognizing the importance of teacher efficacy and the impact their expertise and daily interactions have on each individual student.
- B. Cultivating a culture of belonging.
- C. Prioritizing mental health by offering both resources and support to students and staff.
- D. Ensuring whole-child well-being as a foundation for learning.
- E. Attending to individual student needs through a trauma-informed, resilience-oriented lens.
- F. Developing awareness, knowledge, and appreciation for one's own identities and the identities of others.
- G. Expanding opportunities for students to access and participate in activities and athletics to promote positive connections.





Resource Management

We will ensure equitable allocation of resources (time, money, people, relationships, and space) at all levels of the district. Decisions are informed by data and best practices in consideration of student and staff needs, safety, and accessibility.

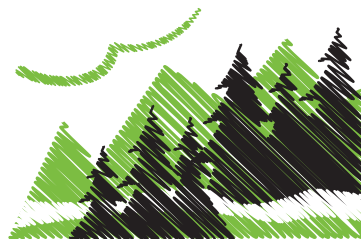
We will accomplish this by:

- A. Investing in staff professional development.
- B. Providing comprehensive student support services (examples include special education services, multi-language learners, Title programs, early learning/ECEAP/developmental preschool, etc.).
- C. Responsibly staying current with leading technology.
- D. Engaging in a transparent and clear management process that builds trust with all district stakeholders.
- E. Practicing good stewardship and exercising fiscal responsibility of our resources.
- F. Ensuring opportunities and access are maximized for all students.
- G. Proactively building a sustainable foundation for the future.
- H. Investing in safety and emergency preparedness.
- I. Enhancing the quality, availability, and management of food options and services.
- J. Systematically addressing district transportation needs.
- K. Anticipating and planning for facility needs.
- L. Leveraging creative and innovative approaches to resource management.
- M. Developing partnerships and relationships to support Strategic Plan goals.



ACTION PLAN

PLAN 2023-2028



SNOHOMISH
SCHOOL
DISTRICT



Every
Student *thrives*



Our *Mission*

To create an educational community that ignites a passion for learning where every student is known and empowered.

Our *Vision*

Every student thrives.

Our *Core Values*

- Student-Focused
- Culture of Belonging
- Equity
- Accountability

Our *Commitments*



Teaching & Learning Excellence



Family & Community Engagement



Student & Staff Well-Being



Resource Management

The Snohomish School District is committed to the important work that all district leaders, staff, and partners undertake to support all students. Each commitment is informed by our core values and is dependent on the important work of the other commitments. On the following pages are the specific actions we are taking to reach our commitments. The action items in this document are specific, actionable, realistic, and time bound. Each year we will analyze data and update our action items. We will monitor our ongoing progress toward meeting goals and focus on continuous improvement.

Every Student *thrives*

Our Actions

- Create an onboarding process to welcome and support new staff.
- Create department professional development topics that align with the district goals.
- Provide clarity with the pre-referral process within Multi-Tiered Systems of Support (MTSS), roles for staff within this system, collaboratively define intervention opportunities with staff.
- Build relationships with both local and out of state universities that enroll a diverse student body. Publish vacancy notices on a wide variety of external sites and hiring early in the process. Annually track and review overall employee retention metrics as a gauge to employee satisfaction and to monitor causes of turnover.
- Collaborate with Teaching & Learning Services to ensure new paraeducators complete Fundamental Course of Study (FCS) totaling 28 hours within their first school year of employment. Through Vector Solutions train staff to fulfill mandatory training requirements for school employees. Support opportunities for staff to join organizations like the Washington Association of School Business Officials (WASBO) organization and participate in their conferences, on-demand classes and support gaining their professional certification.
- Provide training and resources in alignment with the state cultural competency, diversity, equity, and inclusion (CCDEI) standards to current staff for development with a focus towards individual capacity to lead equity work and maintain inclusive spaces for students, families, and staff.
- Provide support to Human Resource Services in recruitment efforts such as job description language, reviewing job boards for postings, participating in career fairs, providing resources, and conducting bias awareness training, and participating as a member of hiring teams where needed and appropriate.
- Engage in partnerships with community members and organizations, including local and county level behavioral health service providers to assess, monitor, and provide timely access to resources for students. Establish and maintain relationships with schools and community to understand and identify specific needs based on community demographics to facilitate timely provision of resources to support student learning.
- Review proportionality data with teams to identify areas for growth and advancement including enrollment, achievement, and referrals.
- Build organizational commitment, capacity, and systems for the Washington state Multi-Tiered Systems of Support (MTSS) Model, which includes the following components: Team Driven Shared Leadership; Data-Based Decision Making; Family, Student, and Community Engagement; Continuum of Supports; Evidence-Based Practices.
- Create and communicate a data report that provides a snapshot of our student's academic and social emotional learning standing. Through using both recent and trend data, this snapshot will also indicate progress.
- Utilizing the Danielson Framework for Teaching, develop and grow instructional leadership in our principals.
- Develop a multi-year professional development plan, including training for paraprofessionals, based on a needs assessment and feedback from stakeholders. This plan will utilize the train the trainer method to create experts, and further the support through embedding our mentor program.
- Develop intervention teams and multi-disciplinary teams in every building. These teams will progress monitor and define entrance and exit criteria for tier two and tier three intervention programs.
- Embed in our system the use of data to inform decision making. The Plan-Do-Study-Act process will guide decision making and continually improve supports.
- Ensure all students have access to a viable curriculum by aligning and defining clear learning expectations for courses and grade levels. Using the WA Learning Standards and adopted curriculum, we will ensure consistency of expected instructional standards, including SEL and technology.



- Evaluate, assess, and develop graduation pathways and high school and beyond planning and implementation.
- Support inclusive teaching practices, such as universal design for learning (knowing your students and their strengths and plan accordingly and pro-actively with supports) and trauma-informed practices, so all students can be productively challenged and supported in the classroom, including highly capable students, Multi-lingual students, students with varying physical, behavioral, and social, abilities.
- Evaluate through both quantitative and qualitative data, support, and development of summer learning programs. Including, but not limited to, summer academy, credit recovery, and Grad Alliance.
- Develop our multilingual learner (MLL) program. Providing professional development to grow our MLL teachers' ability to coach and support general education teachers.
- Develop district Language Access Plan.
- Evaluate, review, and develop curriculum adoption procedures to ensure our curriculum is culturally relevant and accessible to all students.
- Create and develop our Transition to Kindergarten program.
- Implement the technology plan, including moving to cloud based devices for all students, upgrading teacher presentation stations, and developing our Digital Learning Leaders.
- Through the one-to-one computer strategy, gains will be made to enhance equitable and accessible opportunities in educational technology for all students. Through professional development, staff will better utilize educational technology to create more avenues for learning and align teaching methods with current cultural trends. Through staff and student voice, create a feedback loop to assist in assessing the one-to-one program.
- Forecast budgets out three years into the future to ensure the financial resources to recruit and retain staff.



Our Actions

- Create opportunities for staff to give feedback to elevate and value their voice and professionalism.
- Calibrate roles of the IEP team and how meaningful conversations can support collaboration and student/families feeling seen, heard, and valued.
- Ensure staff have access to translation for all IEP documents.
- Migration of district's web platform from Blackboard to FinalSite, which offers an easier content management system, a more intuitive portal for users, translatable in multiple languages and improved ADA compliance and accessibility.
- Adjust locations of summer Kids' Café meal deliveries under federal requirements so that students, families, and community can be served.
- Use various communication tools to get information out in a very timely and targeted fashion. (Example: Smore is ADA compliant and delivers news in 100+ languages). Provide training and support for district-adopted communication tools. Build relationships by engaging with our communities through meaningful communication. Identify and adopt districtwide communications best practices.
- Through partnering with the Student Advisory Council, create a known process/system of communication between the district and students. The best strategies should be ones that create known systems that organize existing communication avenues.
- Develop and expand partnerships with agencies, organizations, churches, and individuals in the community to provide programs, support, and services for families and students. Identify mutually beneficial opportunities to address the needs and priorities of our community. Provide an intentional strategic focus while identifying and participating in community outreach, events, and activities.
- Identify and utilize strategies to gather ongoing input and feedback from students, parents, community, and staff.
- Work collaboratively with SEA and PSE to address issues in a proactive and solution-oriented manner that benefits employees and the district.
- Bargain agreements with SEA and PSE that support staff and students while also being financially responsible and working within the resources allocated to the district. Support a systematic approach to staffing levels based on student enrollment and current funding from the state.
- Create training materials for principals and their interview teams to overcome unconscious bias and stereotypes during the interview process.
- Maintain a presence on campus and in the community to support staff, students, families, and community on engagement and methods for identifying and communicating with building and district leadership. Attend staff meetings and professional development to establish relationships and channels for communication. Hold office hours for one-on-one or small group conversations.
- Provide students, staff and community access through interpersonal interactions, training, and online resources to improve cultural awareness and responsiveness.
- Improve awareness of diversity in community demographics to facilitate access for all families.
- Collaborate with Communications to access and deliver information to students, staff, and families.
- Meet with student organizations, groups, building administration, the Board, and the Student Advisory Council to support two-way communication between our students, community, and district leadership.
- Collaborate with SVIE (Skykomish Valley Indian Education) to review resources, promote events, and support activities.



- Engage in conversations with students, families, and staff to create a space for shared meaning and activities to improve awareness and understanding of individual and organizational needs for belonging in the service of student learning.
- Build organizational commitment, capacity, and systems for the Washington state Multi-Tiered Systems of Support (MTSS) Model, which includes the following components: Team Driven Shared Leadership; Data-Based Decision Making; Family, Student, and Community Engagement; Continuum of Supports; Evidence-Based Practices.
- Utilizing the Danielson Framework for Teaching, develop and grow instructional leadership in our principals.
- Develop a multi-year professional development plan, including training for paraprofessionals, based on a needs assessment and feedback from stakeholders. This plan will utilize the train the trainer method to create experts, and further the support through embedding our mentor program.
- Develop intervention teams and multi-disciplinary teams in every building. These teams will progress monitor and define entrance and exit criteria for tier two and tier three intervention programs.
- Embed in our system the use of data to inform decision making. The Plan-Do-Study-Act process will guide decision making and continually improve supports.
- Develop our multilingual learner (MLL) program. Providing professional development to grow our MLL teachers' ability to coach and support general education teachers.
- Develop district Language Access Plan.
- Implement the technology plan, including moving to cloud based devices for all students, upgrading teacher presentation stations, and developing our Digital Learning Leaders.
- Through the one-to-one computer strategy, gains will be made to enhance equitable and accessible opportunities in educational technology for all students. Through professional development, staff will better utilize educational technology to create more avenues for learning and align teaching methods with current cultural trends. Through staff and student voice, create a feedback loop to assist in assessing the one-to-one program.
- Explore opportunities to enhance student learning with business, philanthropic, and community partners such as the Snohomish Education Foundation.



Our Actions

- Calibrate roles of the IEP team and how meaningful conversations can support collaboration and student/families feeling seen, heard, and valued.
- Articulate program definition, criteria for students to access and exit specific programs so that the curriculum and strategies used can best support each student's unique needs.
- Launch Golden Apple, an employee recognition program that will recognize staff members quarterly for creating an educational community that ignites a passion for learning where every student is known and empowered. Staff recognized for their student-centered service to students, staff, families and/or community. Promote and celebrate roles across the district. Acknowledge and celebrate staff through awards, recognitions, and accomplishments.
- Use Sno News, the district's monthly staff newsletter, to deliver the Superintendent's monthly message and other news relevant to district employees. Use Highlights & Happenings staff email as a bi-monthly topic wrap-up following School Board meetings.
- Through partnering with the Student Advisory Council, create a known process/system of communication between the district and students. The best strategies should be ones that create known systems that organize existing communication avenues.
- Foster a sense of community and connection among our new hires by providing in-person orientations for certificated, classified, and substitute staff.
- Implement Policy 5515 Workforce Secondary Trauma. Regularly share employee assistance program (EAP) resources to all staff, and provide staff opportunities to participate in yoga, CPR/first aid certification, flu vaccine clinics to promote physical and mental health.
- Inform staff of the voluntary SmartHealth wellness program offered by the Health Care Authority.
- Through CCDEI, support staff in identifying personal voice and self-efficacy as inclusive practices and internal resources to support professional development.
- Work with staff in CCDEI focus area of "understanding self and others" to engage students, families, and community in activities to develop awareness of self and others.
- Engage in conversations with students, families, and staff to create a space for shared meaning and activities to improve awareness and understanding of individual and organizational needs for belonging in the service of student learning.
- Provide SEL resources to students, staff, and families, through a blend of curriculum, campus activities, and community partnerships connected to mental and behavioral health. Use tools, such as Panorama and Healthy Youth Survey data to assess student awareness and well-being.
- Provide resources to promote awareness of trauma-informed practices, impact of trauma, and developing/maintaining resiliency.
- Build organizational commitment, capacity, and systems for the Washington state Multi-Tiered Systems of Support (MTSS) Model, which includes the following components: Team Driven Shared Leadership; Data-Based Decision Making; Family, Student, and Community Engagement; Continuum of Supports; Evidence-Based Practices.
- Create and communicate a data report that provides a snapshot of our student's academic and social emotional learning standing. Through using both recent and trend data, this snapshot will also indicate progress.
- Develop a multi-year professional development plan, including training for paraprofessionals, based on a needs assessment and feedback from stakeholders. This plan will utilize the train the trainer method to create experts, and further the support through embedding our mentor program.
- Develop intervention teams and multi-disciplinary teams in every building. These teams will progress monitor and define entrance and exit criteria for tier two and tier three intervention programs.



- Support inclusive teaching practices, such as universal design for learning (knowing your students and their strengths and plan accordingly and pro-actively with supports) and trauma-informed practices, so all students can be productively challenged and supported in the classroom, including highly capable students, Multi-lingual students, students with varying physical, behavioral, and social, abilities.
- Evaluate through both quantitative and qualitative data, support, and development of summer learning programs. Including, but not limited to, summer academy, credit recovery, and Grad Alliance.



Our Actions

- Provide support to Human Resource Services in recruitment efforts such as job description language, reviewing job boards for postings, participating in career fairs, providing resources, and conducting bias awareness training, and participating as a member of hiring teams where needed and appropriate.
- Through CCDEI, support staff in identifying personal voice and self-efficacy as inclusive practices and internal resources to support professional development.
- Work with staff in CCDEI focus area of “understanding self and others” to engage students, families, and community in activities to develop awareness of self and others.
- Build organizational commitment, capacity, and systems for the Washington state Multi-Tiered Systems of Support (MTSS) Model, which includes the following components: Team Driven Shared Leadership; Data-Based Decision Making; Family, Student, and Community Engagement; Continuum of Supports; Evidence-Based Practices.
- Utilizing the Danielson Framework for Teaching, develop and grow instructional leadership in our principals.
- Develop a multi-year professional development plan, including training for paraprofessionals, based on a needs assessment and feedback from stakeholders. This plan will utilize the train the trainer method to create experts, and further the support through embedding our mentor program.
- Develop intervention teams and multi-disciplinary teams in every building. These teams will progress monitor and define entrance and exit criteria for tier two and tier three intervention programs.
- Embed in our system the use of data to inform decision making. The Plan-Do-Study-Act process will guide decision making and continually improve supports.
- Evaluate, assess, and develop graduation pathways and high school and beyond planning and implementation.
- Develop our multilingual learner (MLL) program. Providing professional development to grow our MLL teachers’ ability to coach and support general education teachers.
- Develop district Language Access Plan.
- Implement the technology plan, including moving to cloud based devices for all students, upgrading teacher presentation stations, and developing our Digital Learning Leaders.
- Forecast budgets out three years into the future to ensure the financial resources to recruit and retain staff.
- Develop a budget that provides for individual professional development as well as district provided professional development.
- Work with all stakeholders to align needs with financial resources.
- Enter into discussions with the Board and stakeholders about forecasting future budgets and decisions the need to be made now.
- Work with Chartwells and district stakeholders to leverage the requirements of the contract to best serve nutritional and satisfying meals.
- Analyze current practices to develop improvements that will positively impact the recruitment and retaining of transportation staff. Utilize efficient routing systems and student bus cards with the Traversa Ride 360 app.
- Partner with the Operations department to prioritize and fund facility and maintenance needs through creating a timeline of maintenance and Capital projects.
- Convert financial information into graphs to improve transparency so all stakeholders can quickly see the financial state of the district.
- Create a multi-year professional development plan that is specific to each employee group, their professional development needs, and the needs of the department and district.
- Review the previous school year budget and expenses, identify areas where we can improve fiscal responsibility and set goals for the following year.



- Research, assess, and analyze energy consumption at all district buildings and identify ways to save utility costs.
- Provide training and resources in alignment with the state cultural competency, diversity, equity, and inclusion (CCDEI) standards to current staff for development with a focus towards individual capacity to lead equity work and maintain inclusive spaces for students, families, and staff.
- Provide regular communication to offer clarity with current topics within the Special Education Services department.
- Provide professional development with compliance expectations for Safety Net. Create a budget process so building staff are clear on what and how the district will approve purchases.
- Partner with our Transportation department to collaborate with the routing of Special Education Services students and learn more about innovative options.
- Create branded district annual report to include mission/vision statement, strategic plan commitments/foundations, assessment data, demographic data, etc.
- Communicate activities and steps that help ensure the safety and security of all. Included are posters, flipcharts, and other messaging. Develop, refine, and strengthen protocols for emergency communications.
- Adjust locations of summer Kids' Café meal deliveries under federal requirements so that students, families, and community can be served.
- Use Sno News, the district's monthly staff newsletter, to deliver the Superintendent's monthly message and other news relevant to district employees. Use Highlights & Happenings staff email as a bi-monthly topic wrap-up following School Board meetings.
- Use various communication tools to get information out in a very timely and targeted fashion. (Example: Smore is ADA compliant and delivers news in 100+ languages). Provide training and support for district-adopted communication tools. Build relationships by engaging with our communities through meaningful communication. Identify and adopt districtwide communications best practices.
- Invest in safety and emergency preparedness.
- Express appreciation and gratitude for community support of our schools. Work with buildings, departments, and groups to highlight activities and achievements with our community. Examples include banners, computer stickers, and social media blasts. Provide multiple communication options to strengthen staff/parent/student communication and increase community pride, confidence, and support.
- Collaborate with Teaching & Learning Services to ensure new paraeducators complete Fundamental Course of Study (FCS) totaling 28 hours within their first school year of employment. Through Vector Solutions train staff to fulfill mandatory training requirements for school employees. Support opportunities for staff to join organizations like the Washington Association of School Business Officials (WASBO) organization and participate in their conferences, on-demand classes and support gaining their professional certification.
- Work collaboratively with SEA and PSE to address issues in a proactive and solution-oriented manner that benefits employees and the district.
- Bargain agreements with SEA and PSE that support staff and students while also being financially responsible and working within the resources allocated to the district. Support a systematic approach to staffing levels based on student enrollment and current funding from the state.
- Implement a migration strategy for the Business/HR product suite of Qmlativ (examples include web-based HR/payroll system) to ensure preparedness and a smooth transition.
- Create efficiencies in human resources processes with the creation of digital forms and online workflows.
- Use online advertising—job sites, social media, and paid ads on relevant websites, to recruit regular and substitute bus drivers.
- Provide training and resources in alignment with the state cultural competency, diversity, equity, and inclusion (CCDEI) standards to current staff for development with a focus towards individual capacity to lead equity work and maintain inclusive spaces for students, families, and staff.



LEADERSHIP

The Snohomish School District Strategic Plan affirms our long-standing commitment to each and every child.

Together, each of us plays a critical role in helping ensure that every student thrives.



Snohomish School District Leadership: (from left) Superintendent Dr. Kent Kultgen and Board of Directors Dr. Sara Fagerlie, Sarah Adams, Jay Hagen, Shaunna Ballas and Josh Seek

Students



Support Staff



Teachers



Families



Administrators



Community

Partners



School Board

Snohomish School District
1601 Avenue D
Snohomish, WA 98290
www.sno.wednet.edu



**SNOHOMISH
SCHOOL
DISTRICT**

The Snohomish School District 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: Civil Rights Coordinator, Title IX Coordinator and ADA – Darryl Pernat, 1601 Avenue D, Snohomish, WA 98290, 360-563-7285, darryl.pernat@sno.wednet.edu; Section 504 Coordinator and Harassment, Intimidation and Bullying – Shawn Stevenson, 1601 Avenue D, Snohomish, WA 98290, 360-563-7282, shawn.stevenson@sno.wednet.edu.