

2026-2027

Student & Family Handbook

Welcome to the 2025-2026 school year at Lincoln Elementary!

This student and family handbook is full of important information for a successful school year. Please take time to read it together as a family because it contains our school policies and rules.
Thank you for partnering with us to promote academic rigor and emotional well-being for students.

HSD Mission Statement

“The Hoquiam School District will provide a high quality education for all, tailored to the unique abilities of each student to ensure their successful life pursuits.”

Lincoln Elementary Mission Statement

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance & inclusion, and excellence.

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Important Contact Information for Lincoln Elementary School

Main Office - 7:45am-3:30pm
360-538-8250

Attendance Line
360-538-8250 press 1
lincoln.attendance@hoquiam.net

Lincoln Elementary School
700 Wood Ave
Hoquiam, WA 98550

Hoquiam School District Website
www.hoquiam.net

Hoquiam School District Facebook
https://www.facebook.com/HoquiamSchoolDistrict

Lincoln Elementary Website
https://www.hoquiam.net/o/les

Hoquiam Elementary Parent Teacher Organization
https://www.facebook.com/hoquiamelementarypto

Principal
Jason Ihde
360-538-8255
jihde@hoquiam.net

Office Coordinator
Tracey Brownrigg
360-538-8250
tbrownrigg@hoquiam.net

Elementary Counselor
Kristi Kellogg
360-538-1724
Kristi.Kellogg@hoquiam.net

Lincoln Elementary & Hoquiam School District Staff

Certificated Staff -
2nd Grade
Jean Cole
Jeanne Marll

3rd Grade
Brianna Ravenel
Derrick Lewis

4th Grade
Kelly Jones
Kelly Bonnelle

5th Grade
Andrea Andrews
Becka Jones

Specialist
Physical Education - Cindi Lu Strode
Elementary Music - Grace Littke

Special Education
Resource Room - Carolyn Johnsen
Lifeskills - Kianna Miller
Lifeskills - Alex Steinfeld

Title/Learning Assistance Program

Multilingual Program Coordinator
Shannon Ramsey

Classified Staff
Head Custodian Rich Kapatsos
Night Custodian Shane Stone

Kitchen
Head Cook Cindy Carigan
Asst. Cook Taylor Boyle

Para Education Staff
Penny Bertelsen
Debi Jahner
JoAnn McMinn
Dutchess Savage
Melisa Sund
Becky Johnson
Scott Smith
Gracie Stemkoski
Evelyn Heyd
Kassie Denegar
Heather Stoney
Connie Severson
Melanie Bridges
Deanna Sisco-Harder
Erica Robinett
Aaron Clifford

Medical/Nurse Staff
RN Amanda Pontius
RN Carrie Lisle
Health Clerk Karlie Sansom

Transportation Department
360-538-8270

District Office & Superintendent
360-538-8200

Special Education Department
Secretary Casey Gwinn
360-538-8290

Student Support Services
Director Marah Gannaway
360-538-8206

Human Resources
Director Sarah Foreman
360-538-8203

Teaching and Learning/Sped
Director JT Irick
360-538-8417

Food Service
Director Chris Hanson
360-538-4507

McKinney-Vento/Foster Care Liaison
Amy Butcher
360-538-3521

Native Education Liaison

HOQUIAM SCHOOL DISTRICT PLEDGE

*Our pledge is to continue to build on the proud past for a promising future for **ALL** students.*

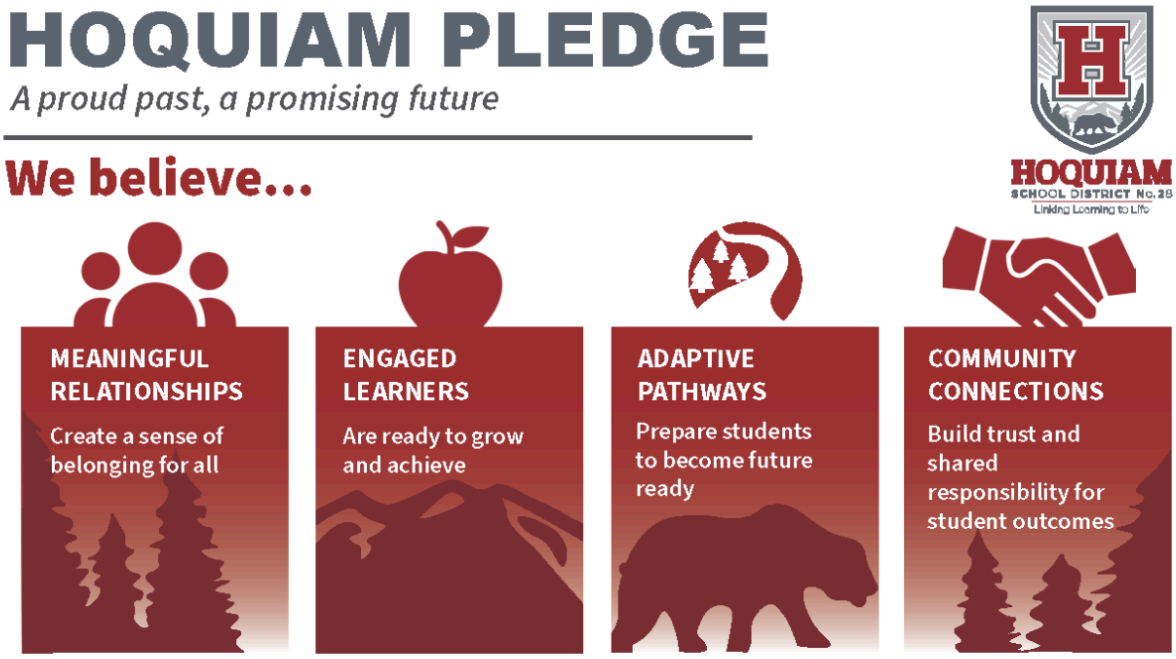
We believe that:

If we cultivate **meaningful relationships** as an inclusive community based on compassion, shared empathy, and support we create a sense of belonging for all.

Continuous growth and high levels of achievement occur when staff creates an inclusive community where all **learners are engaged** in opportunities and activities.

Adaptive pathways ensure that all students have the support they need over the course of their school journey and beyond, so that they feel confident and well prepared for success in all opportunities they pursue.

When staff, families, and community partners work together to build high levels of trust through shared ownership and responsibility, we will achieve our shared goals and outcomes for ALL students as part of a **connected community**.



Communication with School

Our teachers understand the importance of establishing and maintaining positive home and school communication. Therefore, we have several ways to let you know what is happening at school, including emails, automated messages, and letters. We are now using Thrillshare and Rooms for the majority of school-to-home communication. Please contact the office if you are not receiving school information on a regular basis. Also, if your child resides in two households, you must add contact information in family 2 of their Skyward account so that both parents can receive communications. Please let us know if your contact information has changed or if you need help making changes in Family Access.

Each Hoquiam School District staff member can be reached via email. MOST email addresses are the first letter of the employee's first name followed by the last name @hoquiam.net (i.e. jsmith@hoquiam.net). Employee email addresses can also be obtained through our district website.

Additionally, contact can be made via telephone. While teachers will be unable to answer the phone during the instructional day, our buildings are equipped with a voice messaging system. Parents may also leave messages before or after the school day. In most cases, responses to voicemail and email can be expected within a 24-hour period.

COMPLAINTS OR CONCERNS

The Hoquiam School District is committed to providing strong 'customer service' to our students, parents and community members. It is very important to us that all stakeholders are able share concerns or complaints about their experiences with Hoquiam School District so that these concerns can be addressed immediately. In most cases, the school principal is the first person to contact when a student or parent has a complaint or concern related to a particular school. Principal contact information is available above and on each school's website.
The HSD PROHIBITS retaliatory behavior of any kind against any complainant or any participant in the complaint process. Retaliation includes but is not limited to any form of intimidation, reprisal or harassment.

STUDENTS CALLING HOME

Students may use the telephones in the classroom at the discretion of the classroom teacher. The use of the office phone by students will be for emergencies only. Calling a friend to go home with them, for example, is not an emergency. Arrangements such as these must be made by the parent prior to the school day. Parents needing to communicate with students about changes before the end of the day need to contact the office before 2 pm to allow for notifications to reach the student before school is dismissed.

PARENTS CALLING INTO THE CLASSROOM

Phone calls to classrooms during the day are very disruptive to the learning process. Therefore, the office staff will interrupt a classroom with a phone call for emergencies only. Otherwise, messages will be taken and delivered to the classroom at lunch and just before the end of his/her school day. We know your message is important; however, the impact of that message must also be weighed against the disruption it may cause.

ACADEMIC AND REPORT CARD INFORMATION

Elementary students receive 3 report cards each year (December, March and June). Parents will be informed of student progress on their report card and/or through our Fall and Spring Conferences.

READER BOARD

The school reader board highlights current important events at school. Be sure to check it out as you drive by.

DISTRICT CALENDAR

Each family will receive a copy of the District calendar by mail as well as included below in this handbook. Every effort will be made to ensure that this calendar is accurate.

Hoquiam School District APP - Thrillshare

Direction and information to download.

Stay Informed

At Lincoln Elementary and across the Hoquiam School District, we want to make sure you receive important updates—whether it's day-to-day reminders or emergency alerts. Here's how we share information and how you can help:

Keeping Your Contact Info Current

- To ensure you never miss a message, please verify we have your:
    - Up-to-date phone number (especially cell numbers for text alerts)
    - Current email address

How You'll Receive Notifications

- Automated calls/texts: Time-sensitive and emergency messages will be sent via our auto-dialer system. If your primary phone is a cell number, you'll typically receive these as SMS texts (with a recorded voice message).
- Email: Updates will also be sent to the email address on file.

Why It Matters
With accurate contact information, we can quickly share:
✓ School closures/delays
✓ Safety alerts
✓ Event reminders
✓ Other critical updates

Need to Update Your Info?
Contact our office anytime to confirm or change your details—we're here to help!

Monthly School and Classroom Newsletters

Each month the Lincoln Lion Ledger is shared with families regarding important information regarding activities and events at school. Classroom teachers generally have classroom based newsletters they share with families about learning and/or activities that are coming up in the classroom.

School Closure and Late Starts

At Lincoln Elementary and across the Hoquiam School District, the safety of our students, staff, and families is our top priority when making decisions about school closures or delays. Here's how the process works:

How Decisions Are Made

- The Superintendent, in collaboration with our facilities and transportation teams, evaluates weather and road conditions across our large district.
- Because our area has varying weather patterns, some neighborhoods may be impacted more than others—especially in rural areas where transportation or staff travel may be unsafe.

How You'll Be Notified
Once a decision is made to close school or delay the start time, we'll communicate it through:

- Automated phone calls (ensure your contact info is up to date in Skyward!)
- District website & Facebook page
- Local news stations (King 5, KOMO 4, etc.)

Make-Up Days

- If school is closed, those days will be made up to meet state requirements.
- Our calendar includes built-in make-up days. If additional closures occur, the school year may be extended.

Late Starts (2-Hour Delay)

- A 2-hour delay allows time for safer travel for staff and students.
- Lincoln's schedule on late-start days:
    - School starts at 10:25 AM.
    - Students should arrive no earlier than 10:15 AM.
- If a family misses the notification, students may wait safely inside the building once staff are present.

2026-2027 Hoquiam School District Calendar

AUGUST

MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 20/20 Days

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 21/41 Days

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 18/59 Days

MON	TUE	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 14/73 Days

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY 19/92 Days

MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Revised: 3/27/26

SIGNIFICANT DATES

Aug. 17-20……New Paraeducator Training
Aug. 24……New Teacher Orientation
Aug. 26……District Day
Aug. 27…… Building Day/Professional Development

Sept. 2…… First Day of School
Sept. 2-4…….K-12 Family Connection Mtg.- ½ Day Release
Sept. 7……Labor Day- No School
Sept. 18,25……Early Release Fridays

Oct.2……Mandatory Professional Development– No School
Oct.9,16,23,30……Early Release Fridays

Nov. 6……K-12 Conference Prep- ½ Day Release
*Nov.9,10,12,13……*Conferences- *1/2 day Release*
Nov. 11……Veterans Day Recognized- No School
Nov. 25 ……Holiday/School Break-Early Release
Nov. 26-27…… Thanksgiving Break- No School
Nov. 20……Early Release Fridays

Dec. 18 ……Holiday/School Break- Early Release (NO PD/PLC)
Dec. 21-Jan.1……Winter Break- No School
Dec. 4, 11……Early Release Fridays

Jan. 1……New Years Day - Holiday
Jan. 18……Martin Luther King Day– No School
Jan. 27……6-12 Semester Prep- ½ Day Release
Jan. 8, 15, 22, 29……Early Release Fridays

Feb. 15……Presidents Day– No School
Feb. 16 …Mandatory Professional Development– No School
Feb. 5,12,19,26……Early Release Fridays

Mar. 19……Possible Weather Makeup Day- No School
Mar. 26 …… K-5 Conference Prep- ½ Day Release
Mar. 30-Apr. 2……Conferences- ½ Day Release
Mar. 5,12……Early Release Fridays

Apr. 5-9……Spring Break- No School
Apr. 16,23, 30……Early Release Fridays

May 28…… Possible Weather Makeup Day- No School
May 31…… Memorial Day- No School
May 7, 14, 21……Early Release Fridays

June 4……Early Release Fridays
June 4……Homelink Graduation
June 11……Graduation
June 15……Early Release
June 16……Last Day of School– ½ Day Release
June 18……Juneteenth (observed)- Holiday

FEBRUARY 18/110 Days

MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 22/132 Days

MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 17/149 Days

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 19/168 Days

MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 12/180 Days

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Hoquiam High School- 360.538.8210
Regular Day 8:10–2:45
Early Release- 1:10 | ½ Day-11:15

Hoquiam Middle School- 360.538.8220
Regular Day 8:15–2:50
Release- 1:15 | ½ Day 11:20

Homelink Online School- 360.538.8456

Central Elementary- 360.538.8230
Regular Day 8:25–3:00
Early Release- 1:25 | ½ 11:30

Lincoln Elementary- 360.538.8250
Regular Day. 8:25–3:00
Early Release 1:25 | ½ Day 11:30

Emerson Elementary- 360.538.8240
Regular Day 8:25 – 2:50
Early Release- 1:15 | ½ Day 11:20

Lincoln Elementary Procedures

This handbook is intended to be a general guide toward students' behavior. It is not intended to be an exhaustive list of rules. We believe it is our duty to provide a warm, caring environment for learning. We expect that students will give their best effort and treat each other with kindness and respect. We view educating your student as an important undertaking that requires teachers, parents and students to work together. If you have any questions, please don't hesitate to contact the school office or your student's teacher.

VISITORS

We welcome parents, guardians, and community members who have business with the school during normal school hours. ALL visitors, including Hoquiam School District personnel, are required to sign in and out in the school office. This is clearly posted on all school doors. All visitors to the school must have a visitor badge or an employee badge. Students may not bring visitors to school. If your child forgets homework, lunch, musical instrument, etc., please bring the item(s) to the office and the office staff will deliver them to the classroom. Please note that flowers and balloons delivered to children at school will be held in the office until the end of the day in order to avoid classroom disruption. Balloons are prohibited on school buses. Per the Hoquiam Teachers Association Collective Bargaining Agreement Parents wishing to visit and observe in their child's classroom are required to coordinate with the classroom teacher and school administration minimally 24 hours prior to observing. This requirement can be waived in collaboration with the teacher and school administration.

VOLUNTEERS

Information about volunteering can be obtained from your child's teacher and/or the main office (this includes Field Trip Chaperones). Please note, to preserve the learning environment for all students, volunteers will not be allowed in classrooms without completing our volunteer application process and WA State Patrol Background Check and without prior arrangements being made with the classroom teacher and/or school administration.

Conference Weeks

Student/Parent/Teacher conferences are held once in the fall and again in the spring. These conferences provide time for students and parents to meet with teachers to discuss academic and social/behavioral goals and progress. Parents are welcome to request additional conferences at any time. Appointment notices are sent home prior to each of the conference weeks. Please communicate directly with your child's teacher about any changes or needs.

Back to School Parent Connection Meetings - September 2-4
Fall Conferences - November 9-12
Spring Conferences - March 30 - April 2

Report Cards

There are three (3) report cards in the school year (trimesters), at the end of December prior to break, just before spring break, and then at the end of the school year in June. Report cards are sent home with students prior to winter break, handed out during spring conferences, and sent/mailed home the last day of school. You can ask to meet with your child's teacher at any time to discuss progress or concerns you might have.

Lost and Found

It is quite surprising the number of items that students leave behind on the playground and/or school grounds. Staff make attempts to recall “who was wearing this or that” but much of the time they can’t recall that information. We have also performed checks for names or identifying information as to who the item might belong to in an effort to return the item to the student. In the event we cannot identify the owner of the item it is placed into “Lost and Found,” a table in the main office area. Students and families are free to check it any time. During family engagement events we will stage all of the lost and found items on tables and ask families to check it when they are at our events. After the events the items are sorted and any items that could be used by students in need are collected and added to our collection of "donated" clothing for any students in need. Any remaining items are bagged up and taken to local charities and donated.

Birthday Celebrations at School

We love celebrating birthdays at Lincoln Elementary and announce birthdays daily during morning announcements! If you'd like to bring a treat for your child's class, please contact their teacher first to confirm the number of students and check for any allergies. All treats (such as cupcakes or cookies) must be store-bought and individually packaged for safety. Treats should be dropped off at the office—we’ll deliver them to the classroom at the end of the day. As a reminder, flowers, balloons, or other gifts will be kept in the office until dismissal, when your child can take them home.

Library Books & Responsibility

At Lincoln Elementary, we encourage a love of reading! Students will visit the library weekly to check out books and discover new favorites. To keep our library stocked and enjoyable for everyone, we ask families to help remind students of these important guidelines:

- Care for Books: Students are responsible for keeping their library books safe—away from food, drinks, or pets.
- Return to Check Out More: Books must be returned (or renewed) on time in order to check out new ones.
- Lost or Damaged Books: If a book is lost or badly damaged, families may be asked to cover the replacement cost.

Library time is a highlight of the week—thank you for helping your child learn responsibility while enjoying great books!

Lincoln Elementary Attendance Policy

Learning time is precious. At Lincoln Elementary we want to support families and students to maximize student attendance. While we encourage students to remain at home if they are sick and to get the rest they need to be healthy and strong, we also want to promote regular and on-time attendance, so they can be successful students. Classroom attendance is positively correlated to student achievement.

Absences: If your child will be absent from school, a parent/guardian needs to call the school attendance line 360-538-8250 #1 or email Lincoln.attendance@hoquiam.net as early as possible to let us know. Please leave student’s first and last name, grade, teacher name, and reason for their absence. If they are sick, please also note symptoms.

Arrival: Students should come to school no earlier than 8:15 AM as there is no supervision until this time. Upon arrival, students should go directly to the playground via the main entrance or from the bus drop off gate.

Late Arrival: Students arriving after the 8:25 AM bell must be accompanied by a parent to the front office to check in. Parents ring the bell, office staff will buzz you in to complete the sign in.

Early Pick-Up: Please try to avoid scheduling appointments during school hours whenever possible. If you need to pick your child up early, come to the office with a photo ID to sign your student out.

Dismissal: School ends at 3:00 PM most days, 1:25 PM on Early Release days, and 11:30am on ½ days. Students not picked up by 3:15 PM will come to the office to wait for their parents to pick them up as there is no outside supervision after this time.

PLEASE NOTE: The office closes at 3:30 PM.

- Campus Open to Students 8:15 AM
- School Begins 8:25 AM
- Students arriving after 8:25 AM must be signed in at the office.
- AM Recess: Varies by Grade level
- Lunch/Recess: Varies by Grade Level
- PM Recess: Varies by Grade Level
- Most Monday-Thursday - Dismissal is at 3 PM and Friday's that are Early Release (Most) 1:25 PM

Attendance Policies and the WA Attendance Law

The BECCA bill http://www..wsipp.wa.gov/rptfiles/BeccaTruancyES.pdf requires students by law to be in school. This law can apply to elementary school aged students when they are excessively absent even if they are excused. Washington State law requires that all children from age 8 to 17 attend school. This law also applies to children ages 6 and 7 if the parent enrolls the child in public school. Regular attendance is a major factor in determining a child's success in school and helping them to perform well academically. Although missed assignments can be made up, nothing can replace valuable in-class instruction. The first step in student success is being here, on time, every day. Please ensure students arrive no earlier than 8:15 AM, and no later than 8:25 AM.

Extended absences must be arranged and approved by the principal in advance to be excused. Forms are available in the Main Office. Please consult the school calendar when making your vacation plans. Classroom attendance is positively related to student achievement. We cannot duplicate what is learned in the classroom by providing make-up written work. Those assignments that can be completed outside the classroom environment will be accumulated and saved by the teacher for your student. Upon return, the student will be asked to complete them at home with parental Assistance.

Student/Family/Staff Responsibilities

In a school learning community each member has a responsibility to keep the environment safe and comfortable for others. The following are ways in which each member can contribute to the success of our students and help to make Lincoln a productive and happy place:

Student responsibilities include:

- Read and discuss this behavior policy with your parent or guardian

• Give full effort and attention to learning
• Practice **4 Be's Skills** and **ROAR Expectations**, **Kelso Choices** and the **Second Step Program**
• Know and follow classroom and school rules/guidelines
• Be accountable for your behavior and work to make things right when you make a mistake
• Take home any communications about your behavior to be read and signed by your parent(s) and returned the next day
• Solve small problems on your own by following **Steps to Respect** or **Kelso Choices**
• For issues that require assistance to solve, ask an adult for help
• Listen to directions from **ALL** adults in the school.
• Communicate with parents, staff and other students in a respectful manner
• Be positive, work hard, participate & focus on learning

Parent responsibilities include:
• Read and discuss this behavior policy with your child.
• Ensure your child arrives at school on time every day
• Model positive life skills such as responsibility, respect, kindness, safety and doing your best
• Communicate your behavior expectations to your child and ensure they are accountable
• Participate in conferences and other activities at the school to support your child
• Communicate with teachers and staff in a respectful manner.

Staff responsibilities include:
• Teach academic lessons that align with standards of learning
• Model positive life skills such as responsibility, respect, kindness, safety and doing your best
• Praise positive behavior and celebrate student growth
• Display school and classroom rules and expectations for behavior
• Communicate about behaviors with students and parents
• Communicate with parents in a timely and respectful manner
• Respect parental rights and choices parents make for their child

Student Safety, Privacy, and Transportation Procedures

Adult supervision before school is not available until 8:15am students must never arrive at school early or remain on campus unsupervised after dismissal. Students participating in After School Program or activities need to immediately report to those designated areas.

WALKING STUDENTS

Students who walk to and from school should respect neighbors. Students must use sidewalks when available, stay off private property (including shortcuts), and use designated crosswalks. Students riding bicycles to school will be required to wear helmets while on campus. A bike rack is available at the front entrance to Lincoln. Students should be prepared to lock up their bikes as the school is not responsible for lost or damaged bikes. Students are not supervised until 8:15am and should not be on campus until then.

PRIVATE TRANSPORTATION

If you provide your children's transportation, please keep in mind that intense traffic develops each day both before and after school. It is unlawful to block roadways or intersections even during these times. When on school grounds, drivers must abide by all rules and traffic patterns deemed necessary by school administrators to ensure student safety. We also strongly encourage drivers to follow speed limits and yield to pedestrians when entering or exiting school grounds.

When dropping off or picking up students please follow these guidelines. Students will not be allowed to enter vehicles on the west side of the crosswalk or covered area. We ask that when you pick up or drop off students that you pull forward along the curb to the furthest point available on the east side of the crosswalk. Students are not supervised until 8:15am and should not be on campus until then.

BUS RIDERS

It is our pleasure to offer transportation services to eligible families on identified bus routes. However, riding district transportation requires safe and appropriate behavior from students. Student misconduct, specifically unsafe and disruptive behaviors, may result in a suspension from the bus. In these instances, the family will then be responsible for transportation to and from school. Unexcused absences and tardies will be assigned if students are unable to attend school as the result of a removal from the bus. For items left on the bus, please call the bus garage at (360) 538-8270.

All bus riders must:

- Wait safely at designated stops for their bus to arrive. Students should not cut in line or push and shove from behind while buses are loading.
- Remain seated at all times until the bus has arrived at the stop or at school. Please note that students must sit in assigned seats if asked to by the driver.
- Not put or throw anything out the bus windows.
- Follow all directions given by the bus driver.
- Not eat on the bus for any reason.
- Use a quiet voice. Screaming, sudden noises, and throwing things on the bus may result in suspension from the bus.

STUDENT SAFETY

Students must always be supervised while on campus. This means that students are not allowed in classrooms or parts of the school without staff supervision. Students must report any suspicious activity and/or any reports of planned violence or weapons on campus to school authorities immediately.
Students must never arrive at school early or remain on campus unsupervised after dismissal. Please discuss with your child the importance of never getting into a car with strangers for a ride home or rumored emergency. Concerns, complaints or questions related to safety concerns should be made to the school principal.

NO CONTACT ORDERS OR PARENTING PLANS

It is the responsibility of the parent or guardian to provide the school with current, relevant parenting plans and no contact orders as they pertain to your child and his or her schooling. In the absence of a valid court order, schools will release students to custodial guardians present in our student system who provide appropriate identification and documentation.

Health & Nursing Support at Lincoln Elementary

At Lincoln Elementary, we prioritize the health and well-being of all students. Our district has two registered nurses (RNs) who rotate across all five school buildings to provide nursing care and support. While there may not always be an RN present at Lincoln, our caring office staff are trained to assist students with health concerns in the nurse's absence.

When a Student Feels Ill or Needs Help:

- Students may ask to visit the health office at any time.
- A staff member will quickly assess their needs, which may include checking for visible injuries, fever, or other illness symptoms.

After Evaluation:

- If no obvious signs of illness are present, the student will be given two choices:
    - Return to class.
    - Call home to speak with a parent/guardian.
- If a student chooses to call home, the parent/guardian will be informed that their child is reporting illness but does not show obvious symptoms. At that point, it is the family's decision whether to pick up the student or have them remain at school.
- In all cases, the student will return to class unless they are picked up.

Students with Clear Signs of Illness (fever, vomiting, etc.):

- Will be cared for in a separate isolation area until a parent/guardian can pick them up.
- Families will be contacted in the order listed in Skyward. If a parent cannot be reached, emergency contacts will be called.

Student Injuries at School

- At times, typically during recess or PE, students might become injured. Our staff are trained in basic first aid and CPR and will provide support to students as needed.
- At times students may complain about an injury but it was not seen or there is no obvious injury that is visible. Staff will respond with patience and compassion and offer support and space to recuperate for a short time. Then the student will be returned to class. This may/may not result in a home contact.
- At times students may present with an obvious injury like a scratch, scrape from falling, or twisted ankle etc. Our school staff will respond appropriately to meet the needs of the student including basic first aid AND will contact a parent/guardian.
- School staff are not trained medical staff for the most part and if a student presents with obvious injuries beyond the scope of basic first aid, staff will call 911 and then contact parent/guardian.

Medications while at school

- If your child requires medication at school during the school day you will need to schedule an appointment with one of our nurses to ensure proper paperwork is completed, this may include documentation needed from a medical provider. This includes over the counter medications.
- Medications are required to be in appropriately labeled containers and will be checked in with school staff by a parent.

- In cases where medication is necessary for a student on a short term or temporary basis a parent can come to school and administer the medication to the student.
- Students requiring certain medications to support medical conditions like asthma, diabetes, seizures require a health plan in order to attend school. These plans are only valid for the current school year and are required to be updated each year before the student can attend school. Please work with our nursing staff to ensure that care plans are completed before the first day of school.

We appreciate your partnership in keeping our school community healthy! If you have any questions about health services, please don't hesitate to reach out.

GUIDANCE AND COUNSELING

Hoquiam School District counselors subscribe to the American School Counselors Association (ASCA) Standards for Student Academic, Career and Personal/Social Development. The counseling program is proactive rather than remedial whenever possible. It complements core curricular offerings and the counselor maintains a collaborative relationship with other staff members. The counselor teaches guidance lessons in classrooms and consults with students, staff and families as needed under ASCA guidelines. Confidentiality is offered within guidelines recommended by ASCA.

Field Trips

Field trips are a continuation of classroom learning experiences. Permission slips must be signed and returned to school prior to the field trip or your child legally may not attend. All students not attending trips must attend school. An educational experience will be provided in lieu of the trip. Students not attending school will be marked as unexcused if missing the trip is the reason given for non-attendance. Any parent invited to attend as a chaperone must complete our volunteer application process before consideration including a WA State Patrol background check. This application must be completed annually and is available through your child's teacher or main office.

School Breakfast and Lunch

Hoquiam School District qualifies for a grant opportunity that allows ALL students within our schools to receive FREE Breakfast and Lunch at school. Our district qualifies for these grants based on information that is provided from you, our families, in our beginning of the year documentation sent home with students. We appreciate your annual support in completing the income surveys.

At Lincoln breakfast is provided in the classroom after the bell. This means that students will be fed breakfast in the classroom from 8:25 to approximately 8:45 each day. Classroom teachers also use this morning time to greet and connect with students and teach Social Emotional Skills/Lessons. When students arrive late to school our office staff will ask if they would like a breakfast and if they would like one they will be provided breakfast in the office before going to class or maybe allowed to eat in class depending on arrival time and activity in the classroom.

During Lunch students come to the gym and can receive a school lunch or eat a lunch they bring from home. Students will be allowed to eat for at least 20 minutes before being dismissed for recess for the remainder of lunch. Students are expected to follow our ROAR Expectations while at lunch and recess. We also recognize that our students are growing and at times may want additional lunch. Students frequently do not eat all of their lunch and certain items are added to a 'share' bin. During lunch students are able to take items they are able to eat from this bin. Food cannot be taken out of the cafeteria however. If your student would like a 2nd lunch - parents can send

money to school to be put on the student account from which they can purchase a second lunch. Students are not allowed to purchase a lunch without funds on their Skyward account and that must be done in advance in the office.

Parent/Guardian Emergency Information

Please make sure your child's emergency information is reviewed and updated EVERY school year. We may need to call you in the event of an emergency or if your student is ill, and it is essential that we have correct contact information for you (phone numbers and address) as well as current emergency contacts we can reach if you are unreachable.

Rules, Responsibilities & Student Conduct Expectations

We are committed to establishing and maintaining a safe, orderly environment that supports learning for all students. Effective, practical, equitable and culturally responsive practices related to classroom management and schoolwide discipline are necessary to achieve this end. The school is committed to the use of research-based best practices in all of its efforts- including those related to classroom management and student discipline. We also believe that it is our responsibility to work with parents to help each student learn how to make good choices and treat others with respect.

The following rules and discipline related to student conduct detail both our expectations for student behavior and our response to behavioral violations. All rules listed here cover all school premises before and after school, during any sponsored activity, at school bus stops, and during any school field trip. Consequences may include a phone call home and/or other disciplinary action.

OUR SCHOOL RULES AND AUTHORITY APPLY:

1. At all times on any school district property;
2. On district-owned, district operated, and in district vehicles;
3. During any school or district-sponsored activity in any location, including online environments;
4. At school bus stops; and
5. Away from school grounds if the behaviors would directly affect the good order, efficiency, management, and/or welfare of the school.

Here are the links to relevant district policies and procedures referenced throughout this Student and Family Handbook.
Student Conduct Expectations and Reasonable Sanctions - Policy - 3240
Student Conduct Expectations and Reasonable Sanctions - Procedure - 3240P
Classroom Management Discipline and Corrective Action - Policy - 3241
Classroom Management Discipline and Corrective Action - Procedure - 3241P

DRESS AND APPEARANCE

Dressing appropriately for school is part of being a responsible student. We want our students to learn that certain kinds of dress are appropriate in some situations, but not in others. Students are asked to wear suitable clothing for school that does not disrupt or distract from the learning environment. The following expectations will be enforced at all times on school grounds and at all school-sponsored activities:

- Clothing and accessories must not contain/display offensive language, messages, pictures, or logos.

- Students wearing hats, hoods or head coverings that are not for a medical, religious or cultural purpose may be asked to remove them if they interfere with the learning process.
- Clothing must cover stomachs, backs, and undergarments.
- Clothing showing excessive skin is not allowed.
- Footwear must be worn at all times.
- Dress/accessories must not present health or safety issues.

Students who refuse to correct a dress code violation or who have multiple dress code violations will be subject to disciplinary action. When there is a question, administrators maintain the final say on any dress code violations regarding what is suitable for school. **Please note: Closed-toed shoes must be worn on PE days**.

Student Dress - Policy - 3224
Student Dress - Procedure - 3224P

STUDENT OFFICE REFERRALS

Major student misconduct will result in a SWIS referral to the school office. In such cases, the administrator will notify the parent/guardian regarding corrective actions to be taken. Please note that students often meet with administrators to discuss issues and to solve problems. These visits may not be reported to parents unless there is a need to do so.

Responding to Conduct Violations Discipline and Other Forms of Discipline

When student behaviors violate rules and expectations for student conduct, students may be subject to disciplinary action. Discipline is any action taken by the district in response to behavioral violations. Other forms of discipline are actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal. School staff and administrators may impose a variety of other forms of discipline to respond to behavioral violations. The other form of discipline used will be dependent on the circumstances and impact of the behavioral violation. Possible other forms of discipline may include but are not limited to the following examples listed below:

- Alternative Classroom Location
- Alternate Passing time/schedule change
- Apology
- Behavior Contract or Plan
- Community Service
- Completion of a Learning Assignment
- Daily Check in/Check Out
- Detention
- Increase Supervision/Reduce Unsupervised Time
- Loss of Privileges
- No Contact Agreement
- Oral or Written Corrective Feedback
- Parent Conference/Contact
- Re-teaching Expectations
- Restorative Circle
- Student Conference with Principal or designee
- Threat Assessment

Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff will first attempt one or more interventions or other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, in-school suspension, or short-term suspension.

Classroom Exclusion, In-School Suspension, Short Term Suspension, Emergency Removal

CLASSROOM EXCLUSION

The exclusion of a student from a classroom or instructional or activity area for behavioral violations is subject to the requirements of WAC 392-400-330 and 392-400-335. After attempting at least one other form of discipline, teachers have statutory authority to impose a classroom exclusion.
Classroom exclusion does not include action that results in missed instruction for a brief duration when:

- A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- The student remains under the supervision of the teacher or other school personnel during such brief duration.

SUSPENSION

The denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals is a suspension. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

- In-school suspension means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
- Short-term suspension means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. School administrators will also consider the following criteria when determining the length of a suspension: severity of behavior, impact or harm to students or staff, level of disruption caused by behavior, intent, and prior offenses of a similar nature. In accordance with Student Discipline Policy and Procedure 3241P, these circumstances may include but are not limited to the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, nicotine, alcohol, or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms;
- Dangerous behavior that causes injury or causes a disruption to the school program;
- Dangerous use of a motor vehicle or endangering others on a bus;
- Defacing or destroying the property of another;
- Defiance of school authority;
- Disruption of the education process;
- Dress code violations that the student refuses to correct;
- Endangerment to self, other students, or staff, including endangering on a school bus;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Harassment/intimidation/bullying;

● Intentional deprivation of student and staff use of school facilities;
● Intentional injury to another;
● Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
● Lewd, indecent, and obscene behaviors;
● Possession of drug paraphernalia including vape and other delivery devices;
● Preventing students from attending class or school activities;
● Refusal to cease prohibited behavior;
● Refusal to leave an area when repeatedly instructed to do so by school personnel;
● Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
● Substantially and intentionally interfering with any class or activity;
● Theft or stealing including possession of stolen property;
● Threats of violence to other students or staff;
● Use or possession of weapons prohibited by state law and district policy.

EMERGENCY REMOVALS

An emergency removals is an immediate removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530

Note: A student who is suspended, emergency expelled, or expelled may not be on any district property, attend school events, or participate in school activities while they are suspended. Specific information about due process and parent notice for suspensions, emergency removals and expulsions is outlined on the district website at Student Discipline Policy and Procedure 3241P.

Items Not Allowed on Campus (RCW 9.41.280)

POSSESSION OF WEAPONS & DANGEROUS OBJECTS

Weapons of any kind are not permitted on school property, including on district provided transportation. Both state and federal laws regulate the possession of firearms and other dangerous weapons at or near schools.

● Firearms: Any student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, shall be expelled from school for not less than one year under RCW 28A.600.010.
● Look-Alike Weapons: Look-alike weapons include but are not limited to, toy weapon, look alike weapon, pellet/BB/airsoft, paintball gun, etc. Look alike weapons may meet the definition of dangerous weapon under RCW 9.41.250 if they expel a projectile.
● Dangerous Weapons: Include but are not limited to slingshots, nun-chuk-a sticks, stun gun, sand clubs, throwing stars, metal knuckles, or a spring blade knife and are defined in RCW 9.41.250.
● Knives: Students are not allowed to possess knives of any kind on school property. Knives with a spring blade mechanism of any kind are considered dangerous weapons.
● Other Dangerous Objects: Include but are not limited to objects used to intimidate or injure, fireworks, explosives, razor blades, box cutters, etc.

ADDITIONAL ITEMS NOT ALLOWED ON CAMPUS

- Mace, pepper spray, and any other chemical sprays.
- Alcohol, drugs, tobacco products, lighters & matches, vaping pens and products
- Gum
- Toys and trading cards
- Heelies (wheels on the bottom of shoes), skateboards, scooters, and roller blades, are not allowed to be ridden on school district property.

Additional information can be found in District Policy 3241P or Washington RCW 9.41.250.

Lincoln Elementary

Behavior Intervention Flow Chart

OBSERVE PROBLEM BEHAVIOR

Is the behavior a **Teacher/Staff Managed** or **Office Managed**?

MINOR

Teacher/Staff Managed Problem Behaviors

POSITIVE PREVENTION:
Always acknowledge students who are following rules and/or ROAR Expectations consistently.

#1: FORMAL VERBAL WARNING+RETEACH
- Reteach appropriate behavior to meet ROAR expectations
- Repeat a minimum of 2 times
- Document in SWIS (Not Required - Restart each day)

#2: RETEACH + INTERVENTION
- Discuss behavior one-to-one
- Utilize Classroom/Teacher Based Intervention in the classroom
- Attempt to contact home
- Document (required) in SWIS
- May be repeated (at teacher choosing)

#3: Reflection/Think Sheet
- Discuss Behavior/Remind of ROAR Expectations
- Assign Reflection/Rethink Sheet in class or buddy teacher (Teacher Maintains documentation)
- Contact Home
- Document in SWIS
- May be repeated (at teacher choosing)

#4: TIME OUT + REFLECTION
- Time out to Buddy Classroom with Reflection/Think Worksheet
- Document in SWIS
- Parent contact within 24 hours
- Utilize this option no more than 2 times per Month

#5: MINOR TO MAJOR
- Time Out of the Classroom
- Contact PBIS Para with Reflection/Rethink Sheets
- Complete SWIS ODR as a Major

If minor behaviors are still occurring despite the above interventions, please move to the "major" referral column for next steps.

MINOR Teacher Managed Problem Behaviors	MAJOR Office Managed Problem Behaviors
DEFIANCE - Saying "No" repeatedly - Not doing any work - Not listening	**DEFIANCE** - Sustained defiance of 15 minutes or more - Leaving campus or classroom without permission
DISRESPECT - Talking back - Making faces - Body gestures	**DISRESPECT** - Verbal threats of aggression against a teacher or student - Harassment of any kind
DISRUPTION - Talking/Screaming - Throwing an object - Pounding their fist	**DISRUPTION** - Sustained interruption of 15 minutes or more
BULLYING - Teasing - Messing around	**BULLYING** - Seeking to harm or intimidate - Repeated bullying towards student
INAPPROPRIATE LANGUAGE - Cussing to self - Name calling - Using unkind words	**ABUSIVE LANGUAGE** - Hateful/racist comments - Sexual harassment - Profanity (including gestures) directed towards a person
MINOR PHYSICAL CONTACT - Purpose: Playing Around / Reaction - Hitting/Pushing - Pinching - Tripping/Kicking	**MAJOR PHYSICAL CONTACT** - Purpose: Intent to Harm - Hitting, Pushing, or Punching - Tripping or Kicking - Sexual Harassment
PROPERTY MISUSE - Throwing an object - Dropping an object - Breaking an object	**VANDALISM** - Of personal or school property of a high value
POSSESSION OF INAPPROPRIATE ITEM - Non-school appropriate items	**POSSESSION OF ILLEGAL ITEMS** - Drugs/Alcohol - Vape/Lighter - Weapons
TECHNOLOGY VIOLATION - Use of cell phone, headphones, or other technology without permission	**TECHNOLOGY VIOLATION** - Cyber-bullying - Inappropriate image/sites
STEALING (PETTY) - Petty theft with little or no value - Item returned to individual	**STEALING (MAJOR)** - Major theft with high value - Minor theft without item returned

MAJOR

Office Managed Problem Behaviors

POSITIVE PREVENTION:
Always acknowledge students who are following rules and/or ROAR Expectations consistently.

#1: CLASS REMOVAL
- Turn repeated minor referrals (4+) into a major referral submission in SWIS
- Designate that it is a class removal in the write up
- Contact PBIS Para for Intervention
- Teacher parent contact within 24 hours
- Class removals can be repeated for short durations (5-15 min or less)

#2: REFERRAL TO ADMIN
- Student is immediately removed/sent to office
- Submit SWIS ODR for a major behavior
- Designate that it is a major referral in the write up in SWIS
- Admin progressive discipline and/or discretion for discipline
- Admin Home Contact
- Admin Follow Up Documentation

#3: Parent/Teacher Conf
- Determined by administration for repeat offenders
- Behavior PTC with administrator and teachers

ROAR Expectations

R-ESPECT
O-PTIMISM
A-WARENESS
R-ESPONSIBILITY

School-Wide Expectations, Social and Emotional Learning

Lincoln Lion Learner Expectations

At Lincoln, we believe in nurturing well-rounded students who embody key skills and attributes for lifelong success. Each trimester, teachers will assess progress in the following areas:

Independent Learner:
I follow directions and school expectations, respect others, and read instructions carefully. I complete assignments to the best of my ability, engage in discussions, ask questions, and embrace mistakes as opportunities to grow. I persevere even when work is challenging.

Use of Time:
I stay focused, ignore distractions, and give my best effort. I practice active listening (SLANT: Sit up, Listen, Ask, Nod, Track) and cooperate in group work. I keep my workspace organized, prepare materials quickly, and manage my time wisely—taking care of personal needs at appropriate times while completing assignments on schedule.

Together, we strive for excellence with curiosity, responsibility, and resilience!

Second Step

Empowered with Skills for Life, Second Step programs help students build social-emotional skills—like nurturing positive relationships, managing goals—so they can thrive in school and in life. Children need social-emotional skills to thrive both in the classroom and in life. Social-emotional learning (SEL) curricula teach children techniques to:

- Gain confidence
- Set goals
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively
- Bully Prevention Skills

Kelso's Choice

Kelso's Choice is a fun and engaging conflict management and resolution curriculum that teaches children the difference between big and small problems. The curriculum teaches skills to try to solve small problems on their own by choosing appropriate choices for a given situation. These choices empower students to understand the differences between big and small problems, work on self-advocacy skills, grow their critical thinking brains, and learn proper conflict resolution and why it is important. Students are tasked with trying two choices on their own for small problems and taught to seek out a trusted adult for help if they are faced with a big problem or if two of the choices they tried were unsuccessful. Kelso the frog is adored by students and the skills they learn at school can be used at home for a wonderful school-home connection.

ROAR School-Wide Expectations

Life skills are positive behaviors that successful students and adults display in their daily lives. Some behaviors and attitudes come naturally and others need to be practiced over time. The positive behavior expectations for all Lincoln Elementary students align with our 4 Be's: Be Respectful, Be Kind, Be Responsible and Be Safe. We believe that as a school community we learn best when we all follow these expectations and that is how Lincoln Lions - ROAR!
At Lincoln we believe that LIons can ROAR!!! This means that we expect:

R - Respect

- Treat others the way you want to be treated
- Use appropriate language and tone
- Listen when others are speaking
- Appreciate differences and diversity
- Care for school property and others' belongings

O - Optimism (spreading positivity and kindness)

- Use positive language and encouragement
- Look for the good in challenging situations
- Share smiles and kind words with others
- Celebrate classmates' successes
- Approach new tasks with a "can-do" attitude

A - Awareness (to ensure safety)

- Be mindful of your surroundings
- Report unsafe conditions or behaviors
- Follow safety procedures and protocols
- Make choices that keep yourself and others safe
- Stay alert and focused in all school environments

R - Responsibility

- Complete assignments on time
- Be prepared for class with necessary materials
- Take ownership of your actions and choices



- Follow through on commitments
- Ask for help when needed

You can review the schoolwide expectations by going to this document or by scanning the QR Code.

Requirements as a Title 1 School (Targeted Assistance)

PARENTS RIGHT TO KNOW- PROFESSIONAL QUALIFICATIONS

If you have questions about the professional qualifications of your child's teacher, please contact your child's principal.

As a Title I school, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about the professional qualifications of your student's classroom teacher and/or paraeducators (if applicable). At any time you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

PARENTS RIGHT TO KNOW- CITIZEN COMPLAINT PROCEDURES

As a Title I school we must meet federal rules related to Citizen Complaint Procedures as defined in No Child Left Behind. A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program. If you are interested in learning more about this process, you can find information on the OSPI website at: http://www.k12.wa.us/TitleI/CitizenComplaint.aspx. You can also request information about this process from the Hoquiam School District Office.

Harassment, Intimidation & Bullying; Sexual Harassment; and Discrimination

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB). School is 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, 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. Here are some links to Hoquiam School District Policy and Procedures related to HIB and NonDiscrimination.
Prohibition of Harassment, Intimidation & Bullying - Policy - 3207
Prohibition of Harassment, Intimidation & Bullying - Procedure - 3207P
NonDiscrimination - Policy - 3210
NonDiscrimination - Procedure - 3210P

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). Reports about HIB can be made in writing or verbally. You may also use our district's reporting form to share concerns about HIB (link to form). 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, Executive Director of Secondary Education, Lainey Mathews, who 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 staff member leading the investigation or the HIB Compliance Officer 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 district’s HIB Policy [3207] and Procedure [3207P], located on our website at www.hoquiam.net.

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], visit our district’s website at www.hoquiam.net.

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, visit our website at www.hoquiam.net.

What should my school do about discriminatory harassment or 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?

If you are concerned about discrimination or harassment, in most cases, the first person to contact should be your school’s assistant principal or principal. You may also contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about disability discrimination should be made to the district Section 504/FAPE/ADA Officer, Brianne Barrett, (360) 538-8200, 325 W. Chenault Ave, Hoquiam, WA 98550. BBarrett@hoquiam.net.

Concerns, complaints or questions related to any other form of discrimination, should be made to the district Civil Rights Compliance Officer/Affirmative Action Officer, Dr. Mike Villarreal, (360) 538-8200, 3717 325 W. Chenault Ave, Hoquiam, WA 98550 MVillarreal@hoquiam.net.

Concerns about sexual harassment should be made to the district Title IX Coordinator, Jason Ihde, (360) 538-8255, 700 Wood Ave, Hoquiam, WA 98550. JIhde@hoquiam.net.

Concerns about discrimination based on gender identity, should be made to the district's Gender Inclusive Schools Coordinator, Jason Ihde, (360) 538-8255, 700 Wood Ave, Hoquiam, WA 98550. JIhde@hoquiam.net.

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 as outlined 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
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: https://www.ed.gov/about/ed-offices/ocr
- Email: orc@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. The district is committed to creating and maintaining a safe, civil, respectful and inclusive learning community for all students regardless of gender expression, gender identity, or sex. More specific information regarding the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], can be found on our district website at www.hoquiam.net.. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Jason Ihde, (360) 538-8255, 700 Wood Ave, Hoquiam, WA 98550. JIhde@hoquiam.net.

Hoquiam School District Discrimination and Sexual Harassment Complaint Procedures

NONDISCRIMINATION STATEMENT

Hoquiam 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, gender 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 employee(s) has been designated to handle questions and complaints of alleged discrimination:

- Concerns about disability discrimination should be made to the district Section 504/FAPE/ADA Officer, Brianne Barrett, (360) 538-8200, 325 W. Chenault Ave, Hoquiam, WA 98550. BBarrett@hoquiam.net.

- Concerns, complaints or questions related to any other form of discrimination, should be made to the district Civil Rights Compliance Officer/Affirmative Action Officer, Dr. Mike Villarreal, (360) 538-8200, 3717 325 W. Chenault Ave, Hoquiam, WA 98550 MVillarreal@hoquiam.net.

- Concerns about sexual harassment should be made to the district Title IX Coordinator, Jason Ihde, (360) 538-8255, 700 Wood Ave, Hoquiam, WA 98550. JIhde@hoquiam.net.

- Concerns about discrimination based on gender identity, should be made to the district's Gender Inclusive Schools Coordinator, Jason Ihde, (360) 538-8255, 700 Wood Ave, Hoquiam, WA 98550. JIhde@hoquiam.net.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a formal complaint (see below). For a copy of the district's nondiscrimination policy and procedure, contact your school or district office or on our website at www.hoquiam.net .

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual Harassment as defined by Washington State Law RCW 28A.640.020:
Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures

- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

Sexual Harassment as defined by Title IX Regulations: Under Title IX Law, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking as defined by the Clery Act.

You can report sexual harassment to any school staff member or to the district's Title IX Coordinator, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or on our website at www.hoquiam.net.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.
Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Coordinator, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District
Step 1. Write Out Your Complaint - In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint-by mail, fax, email, or hand delivery-to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint - Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days-unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint - In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response-unless you agree to a different time period.

Appeal to the School District
If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after

they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you disagree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred:

(1) you have completed the district's complaint and appeal process, or

(2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by email at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education, 206-607-1600 l TDD: 1-800-877-8339

OCR.Seattle@ed.gov www.ed.gov/ocr

Washington State Human Rights Commission 1-800-233-3247 TTY: 1-800-300-7525 www.hum.wa.gov

NON-DISCRIMINATION POLICY Hoquiam School District #28 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 Coordinator and Civil Rights Compliance Coordinator Marah Gannaway mgannaway@hoquiam.net, Director of Student Support Services - 325 W. Chenault Avenue 360.538.8200 and Section 504/ADA Coordinator and HIB Coordinator Brianne Barrett bbarrett@hoquiam.net , Director of Special Services and Teaching & Learning Director - 325 W. Chenault Avenue 360.538.8417

Parent/Guardian Signature Form

Please Check the box below

☐ I have read and discussed the Lincoln School Handbook with my child(ren) who attends Lincoln.

Lincoln Student (Please Print): _____

Grade: _____ Teacher: _____

Student Signature: _____ Date: _____

Lincoln Student (Please Print)_____

Grade: _____ Teacher: _____

Student Signature: _____ Date: _____

Lincoln Student (Please Print): _____

Grade: _____ Tea_____

Student Signature: _____ Date: _____

Lincoln Student (Please Print): _____

Grade: _____ Teacher:_____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Please sign and return this page by 9/30/25. If you have more than one child attending Lincoln, you only need to complete and sign one form.