

# Samish Elementary

## “Home of the Bruins”

### Student Handbook

23953 Prairie Road, Sedro-Woolley, WA 98284  
(360) 855-3540 Phone      (360) 855-3541 Fax

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***This agenda belongs to:***

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_



**PLEASE NOTE:** The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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## Welcome Message

On behalf of the entire Samish Elementary School team, we are thrilled to welcome you and your family to the 2024-2025 school year. This handbook has been thoughtfully prepared as a resource to help guide you through the year and support our students' success. We eagerly anticipate seeing the growth and progress our students have made over the summer. Our team has been diligently preparing for the year ahead, and we are committed to providing an exceptional educational experience for every student. We look forward to another year of learning, growth, and achievement together.

## Mission Statement

At Samish we believe all children come to us with gifts and the potential to navigate through life compassionately. We strive to inspire every child to persevere and become lifelong learners who contribute positively to our world.

## General School Information

### Daily Schedule

|                                      |                 |
|--------------------------------------|-----------------|
| Gates open to campus.....            | 9:00 /10:00 (W) |
| Classrooms open to students.....     | 9:10 /10:10 (W) |
| Classroom Instruction begins .....   | 9:25 /10:25 (W) |
| School dismissed .....               | 3:30            |
| Early Release Days dismissed .....   | 12:30           |
| Late Arrival Days School Begins..... | 10:25 (W)       |

### Parent Group

Each parent is automatically a member of Samish's Parent Booster Group. The group meets on the second Tuesday of each month at 6:00 p.m. to plan for events and do general business. We encourage all parents to become involved.

### Samish Elementary Parent Group

|                      |               |
|----------------------|---------------|
| President.....       | Amanda Cook   |
| Vice-President.....  | Kelsey Koenig |
| Secretary .....      | Hannah Moran  |
| Treasurer .....      | Devlin O'Dell |
| Communications ..... | Teresa Julian |

## Staffulty

|                                |                    |
|--------------------------------|--------------------|
| Principal.....                 | Laura Schmidt      |
| Administrative Secretary ..... | Debra Suthers      |
| Kindergarten.....              | Cristina Henriquez |
| First Grade .....              | Jamie Johnson      |
| Second Grade .....             | Kelsey Kennedy     |
| Third Grade .....              | Ariella Dean       |
| Third Grade .....              | Marisa Stephens    |
| Fourth Grade .....             | Kellie Georgio     |
| Fifth Grade.....               | Jaydee Schmidt     |
| Sixth Grade.....               | Whitney Anderson   |

|                                      |                          |
|--------------------------------------|--------------------------|
| Counselor .....                      | Erik Haakenson           |
| MLL Teacher.....                     | Julie Stemme             |
| MLL Paraeducator.....                | AnaMarie Ramirez         |
| Physical Education.....              | Tracy O'Hare             |
| Special Education/LAP .....          | Eniko Gomez              |
| Special Education/LAP .....          | Alexsis Nelson           |
| Special Education/Strive .....       | Zoe Brunson              |
| Psychologist .....                   | Desiree Beilfuss         |
| Speech.....                          | Tahna Lindquist          |
| OT.....                              | Amanda Voorhees          |
| PT.....                              | Kim McBride              |
| Music/Art .....                      | TBD                      |
| Nurse.....                           | Beka Matthews            |
| General Secretary/Library Para ..... | Amy Wood                 |
| Behavior Support Para .....          | Emmalee Weide            |
| Paraprofessionals .....              |                          |
| .....                                | Heather Hall             |
| .....                                | Kristyn Jorgensen        |
| .....                                | Emily McDonald           |
| .....                                | Emily McKelvey           |
| .....                                | Cara Ottoele             |
| .....                                | Prescilla Orozco-Becerra |
| .....                                | Bianca Robles            |
| Food Service.....                    | Angela Lindsay           |
| Custodian AM .....                   | Lucy Lewis               |
| Custodian PM.....                    | TBD                      |
| Technology.....                      | Len Kerr                 |

# Samish Positive Behavior Supports

## School Expectations

All staff members at Samish will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. Our school will also be utilizing a system for recognizing and rewarding expected behaviors through our positive Bruins ticket system. By improving the school environment, we hope to increase learning time and promote academic and social success for every student. Our students co-created our expectations below.

**We are the Bruins:**  
***B**e Respectful*  
***R**esponsible*  
***U**nique in our own way*  
***I**nclude and Accept others*  
***N**ever give up*  
***S**afe*

## Positive Behavior Philosophy

- To further our positive school climate
- To establish clear expectations and procedures to minimize problem behavior by *teaching social behaviors just as we teach academic behaviors*
- To focus on pre-teaching behavior and preventative discipline
- To honor all of the ongoing positive behaviors of our Samish students!

## Kindergarten Behavior Plan

A child's first year of school is full of learning. A child in kindergarten is learning school rules of how to deal with many other people in a socially appropriate manner. Because this is an ongoing process, discipline for Samish Elementary kindergarten students will be handled on an incident-by-incident basis. When a child seems to be in greater need, those involved with the student will make decisions with regard to following the discipline measures outlined for students.

## Definitions of terms related to discipline and/or the discipline policy:

**DISTRICT POLICY (DP):** Policy, in accordance with Federal and State Statutes, which is established through action of the Sedro-Woolley School District Board of Directors which carries the authority of state law.

**REVISED CODE OF WASHINGTON (RCW):** Laws passed by the legislature of the State of Washington and signed into law by the governor of the state.

**WASHINGTON ADMINISTRATIVE CODE (WAC):** rules and regulations, carrying the weight of law, enacted by the State Board of Education that enforce, give guidelines for, or define the RCW's.

**STUDENT SUCCESS TEAM (SST):** A team made up of the Principal, School Counselor, School Psychologist, Special Education Teacher, Specified Teachers, and certain specialists that meets to consider actions and/or solutions for "At Risk" students. Parents will occasionally be asked to attend these sessions.

**DISCIPLINE:** All forms of corrective action or consequences other than suspension or expulsion.  
(WAC 180.40.205)

**SUSPENSION:** A denial of attendance privilege to any single subject or class or at any full schedule of subjects or classes for a stated period of time. (WAC 180.40.205)

**SHORT TERM SUSPENSION:** A suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days. (WAC 180.40.205)

**LONG TERM SUSPENSION:** A suspension that exceeds a "short term" suspension as defined above.  
(WAC 180.40.205)

**EMERGENCY EXPULSION:** When a student is removed from class immediately and kept out of class beyond the time periods outlined for expulsions and suspensions. This is used when it is reasonably determined that a student poses an "immediate and continuing danger" to himself or herself, or to others. (WAC 180.40.290)

**EXPULSION:** Denial of attendance at any single subject or class or at any full schedule of subjects or classes for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district. (WAC 180.40.205)

## Samish Elementary School Reactive Plan

All Samish Staff will use an instructional approach to behavior. This included teaching, reminding, and reinforcing expected behaviors, and using the 6-step instructional approach to respond to teachable moments as well as minor and major behaviors.

### Ci3T 6-Step Instructional Approach

1. Show Empathy
2. Maintain flow of instruction
3. Acknowledge other students who are meeting expectation. (*Behavior Specific Praise*)
4. Redirect and reteach expected behavior
5. Allow time and space "BREAKS" or "RESET"
6. Recognize / reinforce appropriate behavior when demonstrated



Updated 1-27-25

| Samish Expectation Matrix          | Pick-Up/ Drop-Off                                                                                 | Hallway/ Courtyard                                                                                                       | Recess                                                                                                                                    | Lunch Room                                                                                                                                       | Office/ Library/ Nurse                                                                                                                 | Bathroom                                                                                                  | Assembly                                                                          | Bus                                                                        | Outdoor Learning |
|------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------|
| <b>Be Respectful</b>               | Hands to Self<br>Be Kind to Others<br>Say 'Thank You' to Helpers<br>Quiet Voices<br>While Waiting | Level 0 Voices<br>When Passing Through<br>Level 2 Voices<br>When Working<br>Be Kind In Line<br>Respect Nearby Classrooms | Appropriate Outdoor Voice Level<br>Respect Recess Equipment & Play Structures<br>Appropriate Language & Topics<br>Respect Classes At Work | Level 2 Voice<br>Respect Lunch Helpers & Adults<br>Use Manners Like Please & Thank You<br>Use Lunch Room & Utensils Respectfully                 | Level 0-1 Voices<br>Be Polite<br>Use Materials Respectfully & Return When Done<br>Stand By Counter & Wait For Adult To Acknowledge You | Give Others Privacy<br>Aim & Flush<br>Clean Stalls<br>Unlocked When Done<br>Close Stall Door              | Level 0 Voice<br>Be a Good Role Model<br>Sit By People You Can Be Successful With | Level 0-1 Voices<br>Sit On Seat Calmly<br>Quiet Feet<br>Take Time & Walk   | TBD              |
| <b>Responsible</b>                 | Choose Breakfast or Play and Stay There Until Class<br>See Ms. Deb With Problems and Questions    | Sit While Eating<br>Take Care of Shared Space - Clean Up Own Trash<br>Eyes Forward In Line<br>Get Permission             | Follow Campus Safety Directions<br>Ask Before Leaving Playground                                                                          | Two At A Time<br>Getting Lunch<br>Raise Hand & Level 0 Voice For Dismissal From Seat To Clean Or To Go To Recess Line<br>Ask Permission To Leave | Check-In With Office Adult To See Nurse Or Principal<br>Be Accountable For Your Actions<br>Follow Library Expectations                 | Use Facilities Correctly<br>Clean Up After Yourself<br>Do Your Business & Go - It's A Potty Not A Party   | Follow Instructions<br>Listen to Speaker<br>Sit Criss-Cross Appiesauce            | Use Kind and Appropriate Words<br>Follow Driver's Instructions             | TBD              |
| <b>Unique In Our Own Way</b>       | Keep Slip In Hand<br>Remember All Your Things: Jackets, Backpack, Electronics                     | Be A Leader By Modeling Expectations<br>Keep To Own Cubby and Belongings                                                 | Play With People Who Make You Feel Good<br>Be a Leader<br>Play Things You Like to Play                                                    | Clean Up Your Own Mess<br>Eat Your Own Food                                                                                                      | Be Honest<br>Make Your Own Choices                                                                                                     | Make Good Choices Even If Others Are Not<br>One Person Pier Stall At A Time<br>Focus On Your Own Business | Be Brave & Participate When Your Turn                                             | Sit With People Who You Are Successful With<br>Sit In Own Seat             | TBD              |
| <b>Include &amp; Accept Others</b> | Have a Parent Call if You Are Going to Someone's House                                            | Respect Others' Contributions In the Fairy Garden Or Other Creative Areas                                                | Be An Upstander & Stand Against Bullying<br>Be Kind & Include Others<br>Invite People to Join Games                                       | Use Kind Words<br>Invite People To Share Table<br>Don't 'Yuck' Someone Else's 'Yum'                                                              | Be Kind<br>Walk Friends To The Office To Visit The Nurse<br>Take A Picture If Asked<br>Walk                                            | Report Messes & Problems<br>Use Appropriate Bathroom For You<br>Use Appropriate Language                  | Cheer For Others<br>Encourage Others to Participate                               | Be Kind                                                                    | TBD              |
| <b>Never Give Up!</b>              | Watch for Name or Bus to Turn Green<br>Practice Being Patient                                     | Try To Be Positive<br>Think Before You Act<br>Stay On Task                                                               | Talk About Game Rules & Follow Them<br>Play Fairly<br>Keep Trying When Learning New Games                                                 | Give All Your Food a Chance<br>Practice Patience While Waiting For Recess                                                                        | Wait Patiently And Quietly if Ms. Deb Or Nurse Is Busy On The Phone Or Helping Someone Else                                            | Calm Body<br>Go, Flush, Wash, Leave Quick, Quiet, Clean                                                   | Persevere and Keep a Calm Body the Whole Time                                     | Stay Seated With Pockets On Seats                                          | TBD              |
| <b>Safe</b>                        | Walking Into and Out of School<br>Use the Sidewalk<br>Watch Out for Cars                          | Walking Feet Until Reaching the Grass or Covered Play Area<br>Keep Feet On the Ground<br>Hands & Body To Self            | Nature Stays On the Ground<br>Help Hurt Friends & Tell Recess Teacher<br>Stay Visible & In Bounds                                         | Stack Tray Gently<br>Walk During Lunch Time<br>Keep Food On Plate<br>Feet On the Floor                                                           | Walking Feet<br>Leave Food In Lunch Room Or Outside<br>Keep Whole Body to Self                                                         | Wash Hands Every Time Feet On Floor At All Times                                                          | Stay Seated Hands and Body to Self<br>Keep Shoes On                               | Keep Whole Body to Self<br>Eat Before or After Bus Ride<br>Secure Supplies | TBD              |

## Prohibition of Harassment, Intimidation and Bullying

### **Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)**

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### **What is HIB?**

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

### **How can I make a report or complaint about HIB?**

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([3207F - Form \(Prohibition of Harassment, Intimidation & Bullying\)](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Michael Schweigert) that supports prevention and response to HIB.

### **What happens after I make a report about HIB?**

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

### **What is the investigation process?**

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

**For the student designated as the "targeted student" in a complaint:**

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

**For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's [HIB webpage](#) or the district's [HIB Policy 3207](#) and [Procedure 3207P](#).

**Our School Stands Against Discrimination**

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

**What is discriminatory harassment?**

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

*To review the district's [Nondiscrimination Policy 3210](#) and [Procedure 3210P](#), visit our [Board Policy](#) page on the district website.*

**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](#), please see [Sexual Harassment Policy 3205](#) and [Procedure 3205P](#); to report an incident, see [Sexual Harassment Complaint Form 3205](#).*

**What should my school do about discriminatory and sexual harassment?**

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

**What can I do if I'm concerned about discrimination or harassment?**

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Daniel Lee– 360-855-3500 – [dlee@swsd101.org](mailto:dlee@swsd101.org) - 801 Trail Road, Sedro-Woolley, WA 98284

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Daniel Lee – 360-855-3500 – [dlee@swsd101.org](mailto:dlee@swsd101.org) - 801 Trail Road, Sedro- Woolley, WA 98284

Concerns about disability discrimination:

Section 504 Coordinator: Anthony Smith – 360-855-3565 – [tosmith@swsd101.org](mailto:tosmith@swsd101.org) – 201 N. Township St., Sedro-Woolley, WA 98284

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Mike Schweigert – 360-855-3500 – [mschweigert@swsd101.org](mailto:mschweigert@swsd101.org) - 201 N. Township St., Sedro-Woolley, WA 98284

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### **What happens after I file a discrimination complaint?**

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's [Nondiscrimination Procedure 3210P](#) and [Sexual Harassment Procedure 3205P](#).

### **I already submitted an HIB complaint – what will my school do?**

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the [Nondiscrimination Procedure 3210P](#) and the [HIB Procedure 3207P](#) to **fully resolve your complaint**.

### **Who else can help with HIB or Discrimination Concerns?**

#### **Office of Superintendent of Public Instruction (OSPI)**

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

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

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

### **Washington State Governor's Office of the Education Ombuds (OEO)**

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

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

### **U.S. Department of Education, Office for Civil Rights (OCR)**

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: [ocr@ed.gov](mailto:ocr@ed.gov)
- Phone: 800-421-3481

### **Our School is Gender-Inclusive**

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

For more information about the district's gender-inclusive schools policy and procedure, please see [Gender-Inclusive Schools Policy 3211](#) and [Procedure 3211P](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mike Schweigert, Director of Student Support, 360-855-3500 – [mschweigert@swsd101.org](mailto:mschweigert@swsd101.org) - 201 N. Township St., Sedro-Woolley, WA 98284.

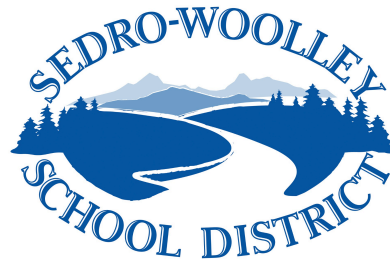
For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

### **Nondiscrimination Statement:**

Sedro-Woolley School District complies with all federal rules and regulations does not discriminate in any programs or activities on the basis of sex, race, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, disability, neurodivergence, the use of a trained dog guide or service animal, age, and honorably discharged veteran or military status and provides equal access to the Boy Scouts and other designated youth groups identified in Title 36 of the U.S. Code as a patriotic society. This holds true for all District employment opportunities.

# Sedro-Woolley School District Family & Student Handbook

2025-2026



## Our Mission

Every student graduates with the knowledge and skills for future learning and success.

*Sedro-Woolley School District complies with all federal rules and regulations does not discriminate in any programs or activities on the basis of sex, race, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, disability, neurodivergence, the use of a trained dog guide or service animal, age, and honorably discharged veteran or military status and provides equal access to the Boy Scouts and other designated youth groups identified in Title 36 of the U.S. Code as a patriotic society. This holds true for all District employment opportunities. The District has designated the following employees to handle questions and complaints of alleged discrimination: **Civil Rights Compliance Coordinator, Title IX Officer, Affirmative Action Officer and ADA Coordinator** (Daniel Lee | [dlee@swsd101.org](mailto:dlee@swsd101.org) | 801 Trail Road, Sedro-Woolley, WA 98284 | 360-855-3500). **Gender-Inclusive Schools Coordinator** (Mike Schweigert | [mschweigert@swsd101.org](mailto:mschweigert@swsd101.org) | 801 Trail Road, Sedro-Woolley, WA 98284 | 360-855-3500). **Section 504 Coordinator** (Tony Smith | [tosmith@swsd101.org](mailto:tosmith@swsd101.org) | 801 Trail Road, Sedro-Woolley, WA 98284 | 360-855-3500).*

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## Welcome & District Information

### Dear Parents and Guardians,

Welcome to the Sedro-Woolley School District! We are proud to be part of a community that values connection, service, and opportunity. You'll find that our families, neighbors, and educators care deeply about one another and are always ready to support the success of every child.

One of Sedro-Woolley's greatest strengths is its public schools. The quality of our schools is made possible by strong partnerships between families, staff, students, and local organizations—along with a shared commitment to high-quality education for all children and youth.

Sedro-Woolley schools offer engaging academic programs and rich opportunities for students to grow both inside and outside the classroom. From early learning through high school graduation, students experience meaningful instruction, supportive relationships, and opportunities to build on their interests. Our district is especially proud of our athletics, clubs, and academic teams that foster teamwork, leadership, and personal growth.

We know that students who are connected to their schools are more likely to succeed—and in Sedro-Woolley, many of our secondary students actively participate in co-curricular programs throughout the year. Our educators work to support each student, from those excelling academically to those who may need additional support. We believe in every student's potential and are committed to their growth.

At the heart of our work is our mission:

**Every student graduates with the knowledge and skills for future learning and success.**

We know that the most powerful learning happens when schools and families work together. We value your involvement and look forward to partnering with you in support of your child's educational journey.

Thank you for being part of the Sedro-Woolley School District. We're excited to welcome you and your child to the 2025–2026 school year!

**Sincerely,**

Brian Isakson

Interim Superintendent

Sedro-Woolley School District



## District Information

**District Office:** 801 Trail Road, Sedro-Woolley, WA 98284 | P: 360-855-3500 | F: 360-855-3501

Interim Superintendent ..... Brian Isakson  
 Assistant Superintendent of Business & Operations ..... Brett Greenwood  
 Executive Director - Educational Support Services ..... Tony Smith  
 Executive Director - Human Resources and Student Support ..... Daniel Lee  
 Director - Student Support ..... Mike Schweigert  
 Facilities and Maintenance Director ..... Michael Stephens  
 Facilities and Transportation Director ..... Tracy Gugel  
 Food Service Director ..... Allison Johnston  
 Public Information Officer ..... Ruth Richardson

| SCHOOL                           | ADDRESS                                         | PHONE        | FAX          |
|----------------------------------|-------------------------------------------------|--------------|--------------|
| <b>Big Lake Elementary</b>       | 16802 Lake View Blvd.<br>Mount Vernon, WA 98274 | 360-855-3525 | 360-855-3526 |
| <b>Central Elementary</b>        | 601 Talcott Street,<br>Sedro-Woolley, WA 98284  | 360-855-3560 | 360-855-3561 |
| <b>Clear Lake Elementary</b>     | 23631 Lake Street<br>Clear Lake, WA 98235       | 360-855-3530 | 360-855-3531 |
| <b>Evergreen STEM Elementary</b> | 1007 McGarigle Road<br>Sedro-Woolley, WA 98284  | 360-855-3545 | 360-855-3546 |
| <b>Lyman Elementary</b>          | 8183 Lyman Avenue<br>Lyman, WA 98263            | 360-855-3535 | 360-855-3536 |
| <b>Mary Purcell Elementary</b>   | 700 Bennett Street<br>Sedro-Woolley, WA 98284   | 360-855-3555 | 360-855-3556 |
| <b>Samish Elementary</b>         | 23953 Prairie Road<br>Sedro-Woolley, WA 98284   | 360-855-3540 | 360-855-3541 |
| <b>Cascade Middle School</b>     | 905 McGarigle Road<br>Sedro-Woolley, WA 98284   | 360-855-3520 | 360-855-3521 |
| <b>Sedro-Woolley High School</b> | 1235 Third Street<br>Sedro-Woolley, WA 98284    | 360-855-3510 | 360-855-3517 |
| <b>State Street High School</b>  | 800 State Street<br>Sedro-Woolley, WA 98284     | 360-855-3550 | 360-855-3551 |
| <b>Good Beginnings Preschool</b> | 780 Cook Road<br>Sedro-Woolley, WA 98284        | 360-855-3868 | 360-855-3831 |

## Calendar Highlights

Below are some key dates to help you prepare — but for the most accurate and up-to-date calendar (including holidays, early dismissals, breaks, and school events), please visit the [District Events](#) section on our website:

### Key Dates for 2025–2026

- **September 2** – First day of school (Grades 1–12)
- **September 5** – First day of Kindergarten
- **November 4–7** – Fall Parent Conferences (early dismissals)
- **November 11** – No school (Veterans Day)
- **November 27–28** – No school (Thanksgiving Break)
- **December 22–January 2** – No school (Winter Break)
- **January 23** – End of 1st Semester (Grades 7–12)
- **April 6–10** – No school (Spring Break)
- **May 25** – No school (Memorial Day)
- **June 5** – Sedro-Woolley High School Graduation
- **June 9** – State Street High School Graduation
- **June 11** – Last day of preschool
- **June 12** – Last day of school (early dismissal – 2 hours)

*Please note: **February 13** and **May 22** are designated as potential weather make-up days.*

## Communication With Parents

We communicate with parents and guardians in a variety of ways: newsletter, parent/teacher conferences, half sheet reminders of important information, flyers, email, voice mail, and our website. We value your communication, please do not hesitate to write or call.

## Language Access for Families

The Sedro-Woolley School District is committed to clear, inclusive communication with **all families**, regardless of the language they speak. We provide **translation and interpretation services free of charge** to parents and guardians who have limited English proficiency (LEP).

### What Services Are Available?

- **Oral interpretation** during meetings, phone calls, and school events
- **Written translation** of vital documents, including this handbook, registration forms, academic updates, discipline policies, and more
- **Assistance with online platforms**, such as enrollment, grading, or communication systems

### How Do I Ask for Language Help?

If you or someone in your household needs information in a language other than English, or would like help understanding a school communication:

- Contact your school office
- Ask a teacher or staff member

- Request an interpreter or translation in person, by phone, or in writing

We are here to support you and ensure that you have the information you need to fully participate in your child's education.

For more information about your rights and the district's responsibilities under state law, please visit:

- [Board Policy 4218: Language Access](#)
- [Procedure 4218P: Language Access Plan](#)

## Parent Rights & Advocacy

Parents and guardians are essential partners in their child's education, and you have important rights under both state and federal law—especially if your child receives special education, Section 504 accommodations, or multilingual learner (MLL) services.

### Special Education (IEP) Rights

If your child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA), you have the right to:

- Be informed and involved in your child's Individualized Education Program (IEP)
- Request an evaluation for services at any time
- Receive prior written notice when changes are proposed
- Access your child's educational records
- Disagree with decisions and request mediation, a due process hearing, or file a complaint

**Notice of Special Education Procedural Safeguards** explains these rights in full. Access the safeguards here:

- [English](#)
- [Spanish](#)
- [Russian](#)
- [Ukrainian](#)

For support or questions, contact your school or the District Special Programs office at (360) 855-3565.

### Section 504 Rights

If your child has a disability but does not require special education, they may qualify for supports under Section 504 of the Rehabilitation Act. This ensures they receive needed accommodations and services for full access to school programs.

More on Section 504 is available in the [Section 504 Rights and Student Protections](#) section of this handbook.

### Multilingual Learners (MLL)

If your child is enrolled in Multilingual Learner programs, you have the right to:

- Receive communication in a language you understand
- Be informed about your child's placement and progress
- Decline or withdraw your child from services at any time
- Request an evaluation or re-evaluation

Families of MLL students can contact the district's Migrant & Multilingual Programs office at (360) 855-3868.

## Resolving Concerns: Who to Talk To

We value strong partnerships with families. If you have a concern about your child's experience, we encourage you to address it early and directly. Most issues can be resolved quickly through open, respectful communication.

Here's a step-by-step guide to help you know where to start and how to escalate a concern if needed:

- **Step 1 – Start with the teacher or staff member involved**  
Schedule a conversation with your child's teacher, counselor, or other staff member directly involved. Most concerns are resolved at this level.
- **Step 2 – Contact the school principal**  
If the issue isn't resolved, contact the principal or assistant principal. They can help mediate, investigate, or clarify policies.
- **Step 3 – Reach out to the district office**  
If further support is needed, contact the district department overseeing the issue (e.g., Student Services, Transportation, Special Education).
- **Step 4 – Formal complaint or grievance**  
Families may submit a formal complaint through district processes, or in certain cases (e.g., discrimination, harassment), to the Office for Civil Rights (OCR).

### Tips for Effective Communication

- Be specific about the issue and how it affects your child
- Focus on solutions and be open to working together
- Keep written records of communication, especially for unresolved concerns
- Know that you may bring a support person or interpreter to meetings

If you're unsure where to begin, your school office staff can help guide you.

## Accessibility & Assistive Technology Information

Please contact us at 360-855-3500 or [jtrammell@swsd101.org](mailto:jtrammell@swsd101.org) if because of a disability, you are unable to access content on the [school district's website](#), have questions about the accessibility of content or technology used by the Sedro-Woolley School District, and/or would like to report barriers to accessing information. Or if you use assistive technology (such as a screen reader, eye tracking device, voice recognition software, etc.) and have difficulty accessing information on our website, please contact us and provide the URL of the material you tried to access, the problem you experienced, and your contact information. We will contact you and attempt to provide the information you are seeking. If you are a person with another disability and experience issues accessing information from the school district website, you may also contact [jtrammell@swsd101.org](mailto:jtrammell@swsd101.org).

## Parent Involvement

All parents, including those of students served by Title 1/LAP, Migrant/Bilingual, and Special Education programs, are encouraged to be involved in their child's education. Parent involvement can include, but is not limited to: attending school events, volunteering in the school, participating in Parent-Teacher conferences, working with the parent/booster club, taking a workshop or class offered by the district, creating a quiet space and time at home for homework, helping with your child's homework, talking with your child about school, and engaging in reading and other learning activities with your children. When parents are involved, children do better and go farther in school.

## Visitors/Volunteers

While parents are encouraged to visit their child's class, however, we ask that you please call your child's teacher prior to the visit to ensure that you will get the most out of your observation/visit. Please make sure that you have checked in at the office before going to your child's classroom. School visits are not the time to hold conferences. Please schedule an appointment so that you are able to confer with your child's teacher without interruptions. Due to the number of students attending school and the additional classroom responsibility it places on students and staff, personal guests are not allowed to visit us during class time. Occasionally students from other schools will visit us on official business and will be accompanied by their school advisor.

### **Volunteer Background Check**

The Sedro-Woolley School District appreciates your interest in volunteering. Please read the SWSD Volunteer Handbook before you complete this form.

Please complete the [volunteer application](#) and submit all information requested.

You are required to complete a new application every two years. Please allow up to two weeks for processing. All volunteers must provide a photo ID each time they visit a Sedro-Woolley School District school. You can find our [Volunteer Handbook](#) on the district website.

## Families Or Youth In Transition

If you are currently in transition or in a temporary living arrangement (living in a motel, shelter, with another family, or in a camper/trailer) due to financial hardship or similar reason, you may qualify for support services under the McKinney-Vento Act. To learn more, visit the [McKinney-Vento page](#) on the district website or call Special Programs at (360) 855-3565.

## Academics & Student Learning

### Grading

Report cards will be issued two times each school year. The purpose of semester report cards is so students, parents, and teachers can monitor progress in accordance with the state requirements. We hope to clearly communicate the expectations for our students and the student's progress toward meeting these expectations.

Student/Parent/Teacher conferences occur in the fall before the end of the first semester. Additional conferences may be requested by the teacher or by parents at any time. Progress reports may be issued at any time during the semester to keep students and parents informed. Letters of academic concern can be sent out at any time during the school year if the teacher has a concern regarding the student's academic performance.

### Homework

#### **Types Of Homework**

- Assignments not completed in class.
- Assignments to strengthen skills, such as spelling or math.
- Assignments to enrich or extend a lesson such as special projects.
- Independent reading or reading to your child.
- Long range class assignments, such as book reports, social studies reports, etc.

#### **Study Skills**

Strong study skills are an integral part of a successful education; therefore, students are expected to have a nightly study time to complete activities, practice, etc., that are appropriate in length and content for their age.

### **Purposes For Homework**

- Students learn to work independently.
- Students learn self-discipline.
- Specific skills taught at school are reinforced at home.

### **Homework Requests**

If parents know in advance that a student will be absent, it is to the student's benefit to contact the school to request homework. When calling to request homework for absent students, please allow ample time for the teacher to gather the needed books and materials. Requests before lunchtime are recommended. If the absence is to exceed one week, we request the parents ask for no more than one week's worth of assignments.

### **How Parents Can Help Children At Home**

- Make homework a top priority for your child.
- Establish a quiet space and a daily homework time.
- Provide positive support when homework is complete.
- Do not allow your child to get out of doing homework.
- Recognize that parents do not do work for children, but can provide additional instruction to promote understanding.
- Help your child keep their work organized.
- Establish a routine with your child for going over papers sent from school.

### **Guidelines For Daily Reading Times**

|                             |                     |
|-----------------------------|---------------------|
| Kindergarten & First Grade: | 10-15 minutes a day |
| Second Grade:               | 15-20 minutes a day |
| Third Grade:                | 25-30 minutes a day |
| Fourth Grade:               | 30-35 minutes a day |
| Fifth and Sixth Grades:     | 45+ minutes a day   |

## **Textbooks/Library Books/Equipment**

Textbooks are provided to all students and are the responsibility of each student during the school year. A child is responsible to check in the same book at the end of the year that is checked out at the beginning of the year. Students will be charged for lost or damaged books, and fines must be paid before replacement books are issued. Contact the office for the replacement cost of books. Equipment, such as calculators, electronic spell checkers, etc., are also the responsibility of the student. Library books may be checked out from our library. It is important that students return books in the time frame allotted by each school. Fines will be charged for lost or damaged books. Report cards may be held until fines are paid.

## **Internet Use**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. School rules for behavior and communications apply to all such communications over the network or via email. The network is provided for students to conduct education-related research and communicate with others on education-related topics. The District will provide access to network services to students who agree to act in a responsible manner.

Students must also agree to act in accordance with District policies and procedures relating to network and e-mail usage and policies relating to student conduct such as policies prohibiting harassment and discrimination. Students must further agree to comply with all state and federal laws and regulations pertaining to use of the Internet.

Students shall notify their teacher or other adult instructor or school administrator whenever they come across information or messages they deem dangerous or inappropriate on the internet or when using electronic mail, chat rooms, and other forms of direct electronic communications (i.e. instant message services). The District will permit independent student use of the internet once the District has received a signed Technology Use Agreement from the student. Such independent student use of the internet is also contingent upon the District's failure to receive a signed Denial of Consent form from parents of a minor student (under 18 years of age). Users should not disclose or disseminate personal identification information, including addresses and telephone numbers, regarding minors without authorization. The District has installed a filtering system that blocks access to obscene material or sites that contain other content that is deemed harmful to minors.

If any student has questions concerning the use of District technology, he or she should review [2022 - Electronic Resources](#) and [2022P - Procedure \(Electronic Resources\)](#) or contact the site administrator or contact the District Office.

## Attendance & Daily Operations

### Attendance Procedures

Regular and punctual attendance is a habit that is indicative of a student's attitude toward school and which will follow into the student's career and other responsibilities throughout life. The school and parents must work cooperatively by making regular and punctual attendance a top priority. The responsibility for school attendance belongs with parents and guardians. The following shall govern the development and administration of attendance procedures within the district. Students involved in extracurricular activities are responsible for picking up assignments from their instructors when leaving early for school-related activities.

According to School Board Policy [Policy 3122: Excused and Unexcused Absences](#) and [Procedure 3122P: \(Excused & Unexcused Absences\)](#) educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day. The district is required to inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and the responsibility of the district in regards to truancy, and resources available to assist the student and their parents and guardians in correcting truancy.

The [Becca Bill](#), passed by the State Legislature in 1995, requires school districts and schools to report any students who have unexcused absences. In order to comply with the Becca Bill our schools will be notifying parents, by telephone or in writing, when a student misses school.

### Prearranged Absences

In the event a family's need requires students to miss school, please prearrange the absence so that you can have necessary school work. Please check with your school to see if a Prearranged Absence Form is available. It is the student's responsibility to make up for any missing work.

### All Absences

For the health and safety of each child, we ask that parent, guardian, or established caregiver give reason either in person, in writing or by phone each day that their child will be absent. We telephone each day for students in which an excuse has not been communicated to the school.

### Excused Absences

When a child is absent, the State of Washington and [Board Policy 3122: Excused and Unexcused Absences](#) have classified the following as valid excuses for absences:

- Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness,

health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);

- Family emergency including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding, court-ordered activity, or jury service;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless or foster care/dependency status;
- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- Absences due to a student's migrant status; and
- An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
- Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
- Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
- Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
- Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
- Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
- Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignments that aligns with the learning goals of the activity missed.

### **Unexcused Absences**

Any absence that does not fall into one of the stated categories would be considered unexcused or truant. A truancy means the student may not be entitled to make up the missed test or assignments and have them count toward a grade.

The school is required to monitor trancies and/or unexcused absences and take specific steps to notify the parent(s)/guardian(s) of the student and assist in reducing the unexcused absences. State law requires the school to petition the juvenile court system to assume jurisdiction if a student has seven (7) unexcused absences in any one month or a total of 10 unexcused absences in any given school year.

### **Becca Protocol**

#### **1st Unexcused Absence**

- phone call home by attendance secretary

#### **3rd Unexcused Absence within any month**

- Letter sent home by attendance secretary
- Counselor or attendance secretary assigns conference date and time, signs the letter and a copy is kept in the office for documentation purposes

- Counselor or principal will have a conference to discuss strategies to reduce absences. If the child's parent/guardian does not attend the scheduled conference, the conference may be conducted with the student and school official.

#### 5th Unexcused Absence within any month

- The district shall enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

#### 7th Unexcused Absence

- (not later than) 7th unexcused absence within any month or (not later than) the 10th during current school year, attendance secretary will file Becca petition and keep it on file
- Letter sent home informing parent/student of filing

### Tardy Procedure

Students who arrive after the start of school in the morning are determined to be tardy. Leaving before the end of the school day is determined as an early dismissal and will reflect as tardy in the afternoon.

Students who miss more than the majority of hours or periods in an average school day will be marked as absent.

The best possible education of your children is our goal. We are especially aware of the effect that tardies and early pickups have on the learning environment. It is important for children to arrive at school on time so they are present for the opening of school. If your child arrives at school late, please send a note or call the office. Students must sign in at the office before going to class. The office will keep a record of tardies. Continuous tardies will result in consequences according to each individual school's policy.

### Parent-Initiated Early Check-Outs

If you need to pick up your child before the end of the school day (for a doctor's appointment, family need, etc.), please notify the school office **as early as possible** — the end of the day is often the busiest time in the office. Many important learning activities take place in the final part of the day, and advance notice allows for a smooth release.

- Only individuals listed as a parent or emergency contact may sign out a student.
- Always check in at the school office to sign out your child.
- Bring a valid photo ID if requested by staff.
- Frequent early check-outs can impact attendance records and academic progress.

To update contact or emergency release information, call or visit your school office.

## School Dismissal

Upon the dismissal bell students must exit the building and leave the campus unless the student is involved in an after school club or activity, is a member of a sports team, or has an appointment with a staff member.

## School Closure

Because winter months occasionally result in school schedule delays, early releases or closures, each family should have a plan covering what to do when a schedule change is necessary and children arrive home early due to an emergency weather situation.

Situations that need to be addressed include:

- What is the best route home if your student cannot be delivered to the normal bus stop?
- Where could they go if they needed help?
- Who would care for him or her until you arrive?
- Is there someone your child could call to alleviate his or her fears?

If you believe weather may create hazardous traveling conditions and affect a change in your child's school schedule, listen to the radio between 6 a.m. and 8 a.m. Radio and television stations will frequently announce schedule changes by district name and number. Please do not call the radio stations, the school office, or the district administration office during these times. No announcement means normal operations. Announcements are for that day only.

There are 3 types of sources for information.

- Emergency Closure Info Line: (360) 855-3573
- [District Website](#) or the [District Facebook Page](#)
- Media: Radio and TV stations that carry Sedro-Woolley information.

On days where school starts late students should ***not*** arrive at the regular time.

## Early Dismissals (Planned Schoolwide Releases)

Sedro-Woolley School District occasionally schedules early dismissal days for:

- Parent/teacher conferences
- Emergency situations (e.g., weather or power outages)

**Early release times** will be communicated in advance through:

- School calendars
- Newsletters
- District and school websites
- Email and automated calls/texts

**Transportation:** Buses will run their normal routes but on an earlier schedule. Please ensure someone is available to meet younger students at the bus stop.

**Meals:** Breakfast and lunch are still served on early dismissal days. No meals are served on the last day of school.

**Childcare arrangements:** Families are encouraged to make **advance plans** for childcare on early dismissal days, as after-school programs may also adjust hours.

For emergency early dismissals (such as due to weather), see the **School Closure** section for procedures and contact information.

## Telephone Use

When students need to phone home, the times when they do so will be determined by the schedules and policies of the individual teachers. Plans for after school activities should be made at home before the child comes to school for the day. Please do not ask teachers or children to come to the phone during the time that school is in session.

## Transportation & Travel

### Walking To School

Children who walk to school shall observe the following:

- Learn the safest route

- Walk on the sidewalks or on the left side of the road facing traffic
- Go home immediately after being dismissed
- Obey traffic signals and cross carefully using crosswalks where present
- Never accept rides or gifts from strangers
- Obey the crossing guard and/or the safety patrols

## Bicycles

Students riding bicycles to school are encouraged to use helmets. For the safety of all of our students, those who ride bicycles to school must dismount and walk them once they are on school property. School property includes the sidewalks bordering the school. Bicycles are to be chained immediately to the bike rack. Students may not be in the bike rack area during the school day. Bikes must be walked off of school grounds.

## Bus Information

These rules and regulations have been established for the safety, well being and conduct of students.

### Prior To Loading

- Students are to be at their designated bus stop at the scheduled time. They should arrive five minutes before pickup time. The bus cannot wait for tardy students; it has a schedule to keep.
- Students are to walk on the left shoulder, facing oncoming traffic.
- At the bus stop, while waiting for the bus, students are to stay off the traveled portion of the roadway. Stand on the sidewalk, if there is one. Students are not to engage in horseplay and are to respect the property of homeowners in the area.
- When crossing the roadway to get on the bus, students are to walk, not run. They are to cross at least 10 feet in front of the bus and not behind it. They are to check traffic from both directions, make sure the stop sign on the bus is out and look at the bus driver to be certain it is okay to cross.
- When loading, be careful. Wait until the bus has come to a complete stop before moving toward it. Do not push forward or crowd. Be courteous and remain in line.
- Upon entering the bus, students are to go directly to their seats, sit down and remain seated.
- Students who miss the bus are to return home. Any alternative arrangement for getting to school needs the permission of a parent or guardian.

### While On The Bus

- Students are under the supervision of the driver and must obey at all times.
- Students are not to stand or sit in the step well and at NO time sit in the driver's seat. Students are to be seated while the bus is in motion, facing forward with all parts of their body out of the aisle.
- Students are to conduct themselves in a manner that will not distract the driver and not disturb other riders on the bus. Do not talk to the driver, except on important matters or emergencies while the bus is moving.
- The same behavior is expected on a bus as is expected in a classroom. Noise is to be kept to a minimum.
- Absolute quiet is necessary while the bus is approaching and crossing railroad tracks so the driver can listen for approaching trains.
- Students are to ride only their regularly assigned bus and leave the bus at their regular stop. To ride another bus or get off at a different stop requires the written permission of a parent/guardian or the principal (or designee).
- Students on all trips other than regular to and from school, will be required to have written permission from parent/guardian or principal/designee in order to go to or leave an event other than by bus transportation provided.
- Students are to go promptly to their bus when dismissed from school. When they leave the bus they should go directly home.
- Balloons are not allowed on the bus.

- Open bus windows only three (3) notches if the driver gives permission. Hands, head, legs, etc. are to be kept inside the bus at all times. No objects are to be thrown or passed through open windows or doors. Students will refrain from calling out to passersby.
- Damage to the bus is to be paid for by the offender. Any damage is to be reported to the driver.
- Knives, sharp objects or breakable materials are not allowed on the bus – nor are firearms, pets, or other live animals. Hazards that may cause injury to others are not acceptable.
- The use of tobacco, profane language and matches are prohibited on the bus. Students may NOT eat and/or drink on the bus.
- Students are to help keep the bus clean. Paper or other objects are not to be left on the bus, except in the trashcan provided.
- Keep the aisle and front door well clear of books, lunches, coats, packages, and band instruments. When departing, remove all items which are brought onto the bus. Special written permission must be granted by school authorities to transport any large items with approval from the driver.
- Leave the fire extinguisher, first aid kit, and emergency door alone. Use them only in an emergency and then usually with the permission of the driver or another authorized person.
- In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.
- Students are expected to be courteous with fellow students and drivers. Do not take advantage of small children in order to get a seat. Horseplay, fighting, hitting, scuffling, or slapping will not be tolerated.
- Do not stand up until the bus has come to a complete stop. Students in the front of the bus will unload first. Leave the bus in an orderly fashion.

#### **After Leaving The Bus**

- When it is necessary to cross the road after getting off the bus, cross at least 10 feet in front of the bus. Before stepping into the lane used by oncoming traffic, look both ways to be sure no traffic is approaching from either direction. Glance at the driver, who will signal if it is not safe to cross. Walk; do not run, when crossing the highway.
- Do not loiter around the bus or run beside it when it is moving.
- If there is a shoulder or sidewalk, use it. When it is necessary to walk along the roadway, walk on the left facing traffic.
- Do not throw balls, rocks, or objects of any kind in the area of a school bus stop.
- The use of profane language to the driver or others is harassment and will not be tolerated. Third discipline procedure for K-8 and second discipline procedure for K-9 will go into effect.

#### **Procedures Following Infractions**

- These rules and regulations are for the benefit of the students. Bus drivers are instructed to report to the Director of Transportation any infraction of these rules or disobedience toward the drivers.
- A student discipline notice will be issued to a student who misbehaves.

#### **Discipline Procedure K-8**

- First Notice – Probation
- Second Notice – Parent Conference Required
- Third Notice – Suspension of Riding Privileges

## **Special Arrangements For Pupil Transportation**

**Special Bus Riding Arrangements:** We try to accommodate students who need to ride home in a manner other than their usual for special childcare arrangements, birthday parties, sleepovers, etc. We must have a note or verbal communication from the custodial parent, asking permission for a student to go to an alternate destination.

Students will not be allowed to make these arrangements after they arrive at school. This also applies to students who wish to get off of their bus at a different stop. Unless the bus driver has word from our office and/or a note from the custodial parent, he/she will be dropping the child off at their usual stop.

In instances where younger children notify the driver that there will be no one home and they don't have a note to go somewhere else, the driver will radio the bus garage and the bus garage will notify the school office. It will be the immediate responsibility of the parent to see that appropriate arrangements are made to pick up the child. In most cases, the child will be brought back to the school.

## School Expectations & Rules

### Closed Campus

Our district has a closed campus policy. Once students arrive at school, they are to remain at school and be in all of their classes. Students are expected to remain in a supervised area. Leaving campus without permission from the office is considered truancy and will result in disciplinary action. Students from other schools are not allowed on campus during our school day.

### Skateboards/Scooters/Roller Blades/Heelys

Skateboards, scooters, roller blades, and heelys are not to be used on campus under any circumstances. A safe storage area will be provided. Loss of this privilege may occur if abused. Students who choose to wear heelys to school will be asked to remove the wheels. The school is not responsible for lost or stolen items.

### Gum

Gum is not allowed at any time. Habitual gum chewing will be treated as willful disobedience and referred for disciplinary action.

### Dress Standards

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors. Students' choices in matters of dress should be made in consultation with their parents. Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- Damage to school property shall result from the student's dress; or
- A material and substantial disruption of the educational process will result from the student's dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, or gang-related apparel.

The student and parent may determine the student's personal dress and grooming standards, provided that the student's dress and grooming shall not:

- Lead school officials to reasonably believe that such dress or grooming will disrupt, disturb, or detract from the school environment or activity and/or educational objectives.
- Create a health or other hazard to the student's safety or to the safety of others.
- Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or one's person.

If the student's dress or grooming is objectionable under these provisions, the principal shall request the student to make appropriate corrections. If the student refuses, the principal shall notify the parent, if reasonably possible, and request that person to make the necessary correction.

## Personal Items & Cell Phones

To support a safe, respectful, and focused learning environment, students are asked to leave **non-essential personal items** at home. This includes toys, excessive amounts of cash, gaming devices, wireless earbuds, cameras, and other valuables not required for school activities.

**Toy weapons of any kind are strictly prohibited.**

### Cell Phones & Personal Devices

Most Sedro-Woolley schools follow a **no cell phone use during the school day** policy. Students may bring a phone or smart device to school **only if it remains off and stored securely**, either:

- In a closed backpack
- In a teacher-designated storage area
- In a cubby or locked cabinet (if available)

Devices may **not** be used during class unless specifically authorized by a staff member.

At times, teachers may allow students to use personal devices for academic purposes — such as research, presentations, or specific classroom activities. In these cases:

- Device use is **limited to the instructional task** assigned.
- Students must comply with teacher instructions.
- Misuse (e.g., texting, gaming, taking unauthorized photos/videos) will result in consequences.

The district reserves the right to **restrict personal device privileges** at any time.

### Violations & Consequences

- Unauthorized use of phones/devices will result in the item being **confiscated and held in the office**.
- A parent/guardian may be required to pick up the device.
- Repeated violations may result in **loss of device privileges**, school discipline, or a personalized behavior contract.

The school is **not responsible** for lost, stolen, or damaged personal devices.

### Label Your Belongings

Please write your child's name on jackets, backpacks, and lunchboxes. This helps lost items find their way home.

## Invitations And Gifts

Out of sensitivity to all students, party invitations and gifts are not to be brought or sent to school. This includes flowers or balloons sent to school. If they are sent they may not be delivered to the classroom but will be available in the office for students who will be walking or being picked up. Under no circumstances will they be allowed on the school bus.

## Home Baked Goods

The district does not allow parents to bring in home baked goods due to the fact that there is no control over the preparation process, cleanliness, or the fact that the product may or may not contain or have been exposed to allergens, such as peanuts, which have the potential to make some students very ill. The district's goal is to keep all of our students safe while they are in our care, custody, and control.

## Health, Safety & Wellness

### Medical Information

#### Health Screenings

Vision and hearing screenings are done for all students in kindergarten through third grade and fifth grade. If a child should fail either screening, parents will be notified. If a professional exam would be a financial burden, call our school nurse.

#### [Medication at School Board Policy 3416](#)

In accordance with the medication requirements of the State of Washington in [RCW 28A.210.260](#), the Sedro-Woolley School District will give medication at school only if the following steps have been completed:

- Medication form must be completed for each medication PRESCRIPTION OR NON-PRESCRIPTION. (These forms, linked below, are also available at your doctor's office or at your child's school office.)
- [3416F - Form \(Medication at School\)](#) is for the current school year ([3416F - Form \(Medication at School\) Spanish](#))
- The medication form must be completed by both the PARENT AND LICENSED HEALTH PROFESSIONAL before medication can be given at school.
- There must be a valid health reason that makes administration of medication advisable during school hours or during such time that the student is under the supervision of school officials.
- Medication must be supplied in the original container.
- The medication and completed medication form are to be brought to the office by the parent.

Medication cannot be given at school unless the above conditions have been met.

### Illness/Injury

Most generally, a school nurse is available in case of emergency. The nurse will be in direct charge of all problems as they affect the health of the school children. A student who becomes ill or injured at school should come directly to the office. If necessary, the nurse or office staff will help students contact parents/guardians or, if parent/guardian can't be reached, emergency contacts listed on the student registration form will be contacted. Occasionally an illness/injury requires that a student be transported to the emergency room. Under no circumstances should a student go home during the school day without permission. We cannot release a student to go home without parent permission.

A Health Information Form is sent home at the beginning of each school year. It is important the school be informed of any allergies, reactions, chronic illness, or serious physical problems, epilepsy or diabetes, so that proper measures can be taken if something happens at school. If a child is taking medication, the school should be given this information. The school should have the correct telephone numbers for the home and the places of employment of the students' parents or guardians. The names of a neighbor or relative who might be contacted if a student is ill and the parent cannot be reached should also be given to the school. It is the responsibility of the parents or guardians to report any changes in emergency contact information. These changes should be reported to the office.

## Pediculosis (Lice)

Head lice, although not an illness or a disease, is very common among children and is spread through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, and hats. If a staff member suspects or a child reports to a staff member they suspect they have head lice the staff member will report this information to the school nurse. The school nurse or designated staff member will then follow up with the student and contact the student's parent/guardian to determine whether the child will need to be picked up from school and to discuss a plan for treatment. Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school is not a factor when looking at how head lice are acquired. Confidentiality measures will be taken to ensure that students with head lice are not identified to other students and families; however, younger age students often share this information with their peers.

## Emergency Preparedness

Throughout the year we will be practicing various types of emergency procedures with the students. We will keep you informed of unusual emergency drills to allow you to also inform your child or children of our focus for safety.

**MAJOR EMERGENCIES:** In the unlikely event of a major emergency such as an earthquake, severe winter storm, school fire, major power outage, etc., we ask that parents keep in mind that school personnel are responsible for the safety, whereabouts, and well being of all until they are released into the care of a person(s) specified by the legal parent or caregiver.

- When coming to school (or when sending a designated person) you will find a designated student pick up and information area. We ask that parents wait at this area where students will either be signed out or where information about students with injuries will be given. It is imperative that all students be properly accounted for.
- When coming during an emergency to volunteer, please check in at the student information area. As soon as possible a staff member will be with you to give instructions as to where you will go to help.
- Instruct your son/daughter to phone an out-of-state relative or friend in the event of a severe, community-wide or school-wide emergency. This will allow you to call that person to find the status of your child. Typically, in major emergencies, in-coming phone lines become jammed. Out-going phone lines are much more likely to be open. By setting up an out-of-state number, you would possibly be able to obtain information about the status of your child.

## Lunch/Breakfast Program

Free breakfast and lunch meals will continue for ALL students for the 2025-2026 school year. The continuation of free meals is possible through implementation of the United States Department of Agriculture Community Eligibility Provision (CEP). CEP is an option for school districts that have at least 40% of students who directly qualify for free meals through a variety of assistance programs, including Basic Food benefits, Medicaid, TANF (Temporary Assistance for Needy Families), McKinney Vento or Migrant programs.

With the implementation of CEP, the Sedro-Woolley School District will no longer distribute and process Free and Reduced-Price Meal Applications. To ensure that the other educational services are still available, the district will reach out to families who previously qualified for free or reduced-price meals through meal applications to complete a Family Income Survey. This survey allows the district to track income data for families that is used to determine funding levels for a variety of educational programs offered throughout the district. The surveys will be mailed to households, and can be returned to the school office or Food Service office at 780 Cook Road, Sedro-Woolley, WA 98284.

Please note that CEP allows the service of one free breakfast and one free lunch meal daily. If students wish to have more than one meal per day, they will need to have money added to their food service account online or in the school office and will be charged accordingly. In addition, milk is an a la carte item. When taken by itself, the charge is \$0.60. Students can get milk for free by ensuring they select a reimbursable meal, which can include milk, fruit and vegetables. Students are not required to get the daily entrée.

Any questions about CEP or the Food Service Program can be directed to the Food Service office at 360-855-3515.

## Student Conduct & Rights

### Student Discipline

- [3241 - Classroom Management, Corrective Actions or Punishment](#)
- [3241P - Procedure \(Classroom Management, Corrective Actions or Punishment\)](#)

The Board of Directors focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. "Discipline" means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. It is intended that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The SWSD prohibits fighting and/or any violent activity. Any student action that includes fighting and/or assault or serious infractions with a student depending on the severity of the situation, will automatically be referred for office level disciplinary action.

At such time as the staff member determines the student is not responding to normal disciplinary techniques, and the situation has become critical – a discipline notice will be written. The student and/or principal will call home, the notice will be delivered home, and a conference will be scheduled with the parent, teacher, student and principal. The purpose of the conference will be to work out a plan to help the student become responsible for his/her behavior and to explain the discipline procedures. If the behavior is serious enough parents/guardians may be called and asked to come in immediately.

### Student Records

In compliance with the [Federal Family Educational Rights and Privacy Act of 1984 \(En Español\)](#), parents who wish to review their child's records may do so by making a request to the principal of the student's school. Adult students also may make such requests. For reference, Board Policy [3231 - Student Records](#) / [3231P - Procedure \(Student Records\)](#).

We will not release student cumulative record information to persons or agencies without your written consent, with a few exceptions. Under federal law, we are authorized to forward student records to schools in another district to which a student has transferred to or to colleges or educational institutions to which a student has applied.

Certain information, known as "Directory Information", is defined by the Federal Family Rights and Privacy Act and may be released about your child unless you request, in writing, that such information not be released.

Directory information includes:

- The student's name, address and telephone number;
- Date and place of birth;
- Major field of study;

- Participation in officially recognized activities and sports;
- Weight and height of athletic team members;
- Dates of attendance;
- Degrees and awards received;
- The most previous educational agency or institution attended by the student;
- Photographs or other similar information.

In most cases, requests for this type of information come from the news media or from the armed forces (for recruiting purposes). We will not release any “Directory Information” for commercial purposes or for other purposes not related to the conduct of school business.

## Section 504 Rights and Student Protections

### What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that protects students with disabilities from discrimination. Students may qualify for a Section 504 plan if they have a physical or mental impairment that substantially limits one or more major life activities.

Under Section 504, your child has the right to:

- A free and appropriate public education (FAPE)
- Learn in the general education classroom with necessary accommodations
- Participate in school programs and extracurricular activities without discrimination
- Receive reasonable accommodations or services without cost
- Be evaluated before decisions are made about eligibility or placement
- Have educational records reviewed and request corrections
- Challenge decisions you disagree with through an impartial hearing or mediation

The Section 504 process includes:

- Evaluation using multiple sources (e.g., tests, teacher input, medical records)
- Input from a team of knowledgeable professionals
- Periodic review of your child’s plan
- Notice before changes are made to your child’s services

### Disagreements & Complaints

If you disagree with the district’s decisions about your child’s 504 plan or accommodations, you may request:

- A due process hearing or mediation
- Assistance from the U.S. Department of Education’s Office for Civil Rights (OCR)

Other Resources:

- [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#)
- [Students’ Rights Section 504 and Students with Disabilities](#)
- [504 Notice of Parent/Student Rights](#)
- [504.1 Student Referral Form](#)

For support or questions, contact:

Section 504 Coordinator

Anthony E. Smith

801 Trail Road, Sedro-Woolley, WA 98284

(360) 855-3565 | [tosmith@swsd.k12.wa.us](mailto:tosmith@swsd.k12.wa.us)

## Use of Isolation, Restraint, and Reasonable Force

The Sedro-Woolley School District is committed to maintaining a safe and respectful learning environment for all students, including those receiving special education or Section 504 services.

**Our policy is to avoid the use of physical restraint or isolation** unless a student's behavior presents an **imminent risk of serious harm** to self, others, or district property, and when **less restrictive interventions are not effective or appropriate**.

**Key points families should know:**

- Restraint, isolation, or reasonable force will **never** be used as punishment or discipline.
  - These techniques will only be used as a **last resort** to protect safety.
  - If restraint or isolation is used, parents/guardians will be notified.
- The district will maintain documentation and conduct internal reviews of such incidents.

For full policy details, refer to Board Policy [3246 - Use of Isolation, Restraint Devices & Reasonable Force](#) and accompanying [3246P - Procedure \(Use of Isolation, Restraint, Devices & Reasonable Force\)](#).

## Prohibition of Harassment, Intimidation and Bullying

### **Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)**

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

#### **What is HIB?**

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

#### **How can I make a report or complaint about HIB?**

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([3207F - Form \(Prohibition of Harassment, Intimidation & Bullying\)](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Michael Schweigert) that supports prevention and response to HIB.

#### **What happens after I make a report about HIB?**

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

### **What is the investigation process?**

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

#### **For the student designated as the “targeted student” in a complaint:**

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

#### **For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s [HIB Policy 3207](#) and [Procedure 3207P](#).

### **Our School Stands Against Discrimination**

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

### **What is discriminatory harassment?**

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s [Nondiscrimination Policy 3210](#) and [Procedure 3210P](#), visit our [Board Policy](#) page on the district website.

### **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, please see [Sexual Harassment Policy 3205](#) and [Procedure 3205P](#); to report an incident, see [Sexual Harassment Complaint Form 3205](#).

### **What should my school do about discriminatory and sexual harassment?**

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

### **What can I do if I'm concerned about discrimination or harassment?**

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Daniel Lee— 360-855-3500 – [dlee@swsd101.org](mailto:dlee@swsd101.org) - 801 Trail Road, Sedro- Woolley, WA 98284

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Daniel Lee— 360-855-3500 – [dlee@swsd101.org](mailto:dlee@swsd101.org) - 801 Trail Road, Sedro- Woolley, WA 98284

Concerns about disability discrimination:

Section 504 Coordinator: Anthony Smith – 360-855-3565 – [tosmith@swsd101.org](mailto:tosmith@swsd101.org) – 201 N. Township St., Sedro-Woolley, WA 98284

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Mike Schweigert – 360-855-3500 – [mschweigert@swsd101.org](mailto:mschweigert@swsd101.org) - 201 N. Township St., Sedro-Woolley, WA 98284

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### **What happens after I file a discrimination complaint?**

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's [Nondiscrimination Procedure 3210P](#) and [Sexual Harassment Procedure 3205P](#).

### **I already submitted an HIB complaint – what will my school do?**

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the [Nondiscrimination Procedure 3210P](#) and the [HIB Procedure 3207P](#) to **fully resolve your complaint**.

### **Who else can help with HIB or Discrimination Concerns?**

#### **Office of Superintendent of Public Instruction (OSPI)**

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

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

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

#### **Washington State Governor's Office of the Education Ombuds (OEO)**

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

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

#### **U.S. Department of Education, Office for Civil Rights (OCR)**

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: [ocr@ed.gov](mailto:ocr@ed.gov)
- Phone: 800-421-3481

### **Our School is Gender-Inclusive**

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

For more information about the district's gender-inclusive schools policy and procedure, please see

[Gender-Inclusive Schools Policy 3211](#) and [Procedure 3211P](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mike Schweigert, Director of Student Support, 360-855-3500 – [mschweigert@swsd101.org](mailto:mschweigert@swsd101.org) - 201 N. Township St., Sedro-Woolley, WA 98284.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

## Alcohol, Chemical Substances, and Tobacco Products

A student shall not knowingly possess, use, transmit, be under the influence of, or show evidence of having used any alcoholic beverage, illegal chemical substance or opiate, or tobacco product.

## Use of Tobacco, Nicotine Products and Delivery Devices

Board Policy [4215 - Use of Tobacco on School Property](#) states that the board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products, non-prescribed inhaler, nicotine delivery devices or chemicals that not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all school district property, including all district buildings, grounds and district-owned vehicles, and within five hundred feet of schools. Possession by or distribution of tobacco products to any person under twenty-one years of age is prohibited.

## Weapons and Dangerous Instruments

A student shall not possess or transmit any object that can reasonably be considered a firearm, air gun or a dangerous weapon. Violation of this rule with a firearm shall result in a minimum one year expulsion, unless modified by the superintendent. Students over eighteen years of age and students between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices. No one under eighteen years of age may transmit such devices, nor may they be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of this rule. For additional details see Board Policy [3241 - Classroom Management, Corrective Actions or Punishment](#) / [3241P - Procedure \(Classroom Management, Corrective Actions or Punishment\)](#).

## Video Surveillance

Per [4205 - Video Surveillance](#) on School District Grounds or property, the district is committed to maintaining and promoting a safe school environment for all students, staff members, and visitors on its campuses. The Board recognizes that the use of video surveillance may help ensure the safety and security of students, staff members, and visitors; protect District property from loss or destruction; prevent and deter criminal activity and conduct violations; and assist with the enforcement of District policies, procedures, and rules. As a result, the Board authorizes the use of video/electronic surveillance systems on school grounds or property for these purposes. Board Procedure 4205P includes information on the following: 1. Camera Location, Operation, and Control; 2. Use of Surveillance Video Footage; 3. Custody, Control, Retention, and Disposal of Video Surveillance Footage; 4. Student Records and/or Personnel Records; and 5. Access to, and Inspection and/or Release of, Video Surveillance Footage.

## Reporting Responsibility

Professional staff is legally responsible for reporting all suspected cases of child abuse and neglect to the authorities, and all staff is required to report to the school administrator and/or designee. Under state law, staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

## Activities & Experiences

### Photographs

Occasionally, photographs may be taken of students for use in the news media or in district-produced publications. Unless you put a request in writing, annually, by September 15, your child's picture/video will be taken.

### Field Trips

Out of class activities can reinforce learning and reach different learning styles. There are two kinds of field trips: 1) Curriculum-based and 2) Reward.

1) All students are eligible for their class Curriculum-based field trips. During the course of a school year, students may become ineligible if they have proven to be a danger to themselves or others through documented discipline referrals.

2) Students may make themselves ineligible for Reward field trips if they receive discipline referrals throughout the school year.

\*Principal makes the final decision for field trip eligibility.