

WELCOME

Student and Parents

2024-2025

Welcome to a new year of learning at Satsop Elementary School. We are looking forward to a rich variety of successful educational experiences for all of our students, and we are glad you will be a part of it. At Satsop we can guarantee that your children will be taught by a dedicated staff. Satsop has well-prepared teachers who will present well-planned lessons which are organized according to up-to-date curriculum and instructed using recently purchased materials. We can guarantee that your child will have the opportunity to acquire the basics of fundamentally sound education, which will serve them throughout their school career and life.

Our Vision

The vision at Satsop Elementary School is to prepare and motivate our students for a rapidly changing world and to encourage them to strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Our Mission

Satsop School District's mission is to prepare all of our students for a successful future.

We believe that in order for each student to be successful, a partnership must exist between the school, children, and parents.

- ✓ The Satsop staff must work to provide well-prepared learning activities and lessons. Above all, students must work and strive to achieve the tasks set before them.
- ✓ The single most important thing that a child must have to be successful at school is the willingness to complete the school tasks, which are assigned to them.
- ✓ Parents' involvement is essential to student success. Parents must work at providing the foundations for learning and prepare their children for the demands of an academic environment. Parents may volunteer to work at school. We encourage parents to become involved with the educational process.

We are proud of our school and hope that you will join us in making this coming year the best ever. If you ever have a question or problem, please contact us as soon as possible.

Satsop School's Contact Information

School Name: Satsop Elementary School
Physical Address: 853 Monte-Elma Road
Mailing Address: Post Office Box 96
Satsop, WA 98583
Phone Number: (360) 482-5330
Fax Number: (360) 482-5724
Website: www.satsopschool.org

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Satsop School Staff

Tiffany Osgood	Superintendent/Principal Kindergarten/1 st Grade Teacher tosgood@satsopschool.org
Corrine Ahlquist	Kindergarten/1 st Grade Teacher cahlquist@satsopschool.org
Travis Vessey	2 nd and 3 rd Grade Teacher tvessey@satsopschool.org
Sarah Protheroe	4 th , 5 th and 6 th Grade Teacher sprotheroe@satsopschool.org
Dina Valentine	Para-educator/Librarian/Food Service
Katherine Browning	Para-educator in K/1 & Food Service
Monica Peterson	Para-educator in 2/3 & Food Service
Dawn Black	Para-educator in 4/5/6 & Food Service
Kaytee Baxter	SPED Director and Teacher/PE/Music kbaxter@satsopschool.org
Dawn Siemiller	Business Manager diemiller@satsopschool.org
Vincent Reese	Maintenance
Andee Finch	Nurse from ESD 113 Nursing Corp
Kristin Lennick	Speech Language Pathologist
Occupational and Physical Therapy	Grays Harbor Community Hospital

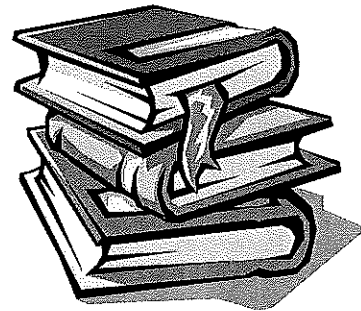
School Board Members

Terri Carl, Kim Russell, Patricia Werdahl, Shawna Williams, and Darlene Reynolds.

School board meetings are held the third Monday of each month at 6:30 p.m. and have returned to being held in-person. Please reach out if you have questions about meetings and know that everyone is welcome and invited to attend.

Daily Schedule

7:50 – 8:10	Breakfast
8:20	Learning Begins
10:15 – 10:30	Recess for 4 th , 5 th and 6 th
10:15 – 10:35	Recess for K – 3 rd
11:35 – 12:15	Lunch for K – 1 st
11:40 – 12:15	Lunch for 2 nd – 3 rd
11:45 – 12:15	Lunch for 4 th – 6 th
12:15 – 12:30	Lunch Recess for 4 th – 6 th
12:15 – 12:35	Lunch Recess for K – 3 rd
2:15 – 2:30	Recess for 4 th – 6 th
2:15 – 2:35	Recess for K – 3 rd
3:05	Dismissal for K-1 st
3:10	Dismissal for 2 nd – 3 rd
3:15	Dismissal for 4 th – 6 th



Expectations, Rules and Policies

The Main Rule

Students are to be **LEARNERS** who are **SAFE, KIND, and RESPONSIBLE.**

General Behavior Rules

Students are to show respect to and obey ALL school employees and any other adults who help in the school. Students are responsible to these people at all times.

Students are to respect others and their personal property. They are to follow a “HANDS OFF” policy, which means no fighting, hitting, or slapping.

Students who cause damage to, or lose property belonging to the school or others are responsible to repair or replace whatever is damaged.

Absences and Tardiness

At Satsop Elementary, it is important to promote a positive learning environment for all students. In the hope of meeting this goal, it is imperative to have all students in attendance at all times, unless significant circumstances prevail which make their attendance not possible. The following is a list of attendance criteria to help parents and students better understand their role and responsibility in seeking an appropriate education.

Due to the necessity of reporting unexcused absences to the Juvenile Court authorities, per the Truancy Laws of our state, the following guidelines on excusable absences have been adopted.

- Any absence must either be explained by a written statement or a phone call, either on the date of the absence or the date the student returns to school. Any absence that is not fully explained will no longer be accepted as an excused absence. (**Acceptance example:** *Please excuse Molly's absence yesterday. She was ill with a cold.*) (**Unacceptable example:** *Please excuse Molly's absence from school yesterday.*)
- Each student is responsible for making up missed assignments to the satisfaction of his/her teacher during any absent period. All assignments are the responsibility of the student and are to be completed and returned with the same number of days the student was absent plus one (1) additional day. (For example: If a student misses three (3) days, he/she has four (4) days after returning to school to turn in missed assignments, unless other arrangements are made with the teacher.) Failure to do so will result in the dates of absence being marked unexcused.

- All planned absences, such as family vacations, must be pre-approved by the principal in connection with the student's teacher at least one week prior to leaving in order for the missed days to be excused. Failure to make the pre-approval arrangements may result in the missed days counting as unexcused absences and would therefore fall under the court mandated reportable days for truancy.
- Excessive absences, whether excused or unexcused, may be reviewed at any time by the principal. If the principal deems it appropriate, excessive absences of any kind may also be forwarded to the Juvenile Court authorities for review of possible Truancy Law violations.
- In the event the child is found to have head lice, and is either sent home or remains at home by parental decision, the parent must have the child back in attendance, lice free, within three (3) school days of the discovery of the lice. If for whatever reason the student is not back to school, or is immediately sent home again due to further had lice infestation, those days will be counted as unexcused absences and would therefore fall under the court mandated reportable days for truancy.
- It is important that each student makes every effort to be on time. Teachers begin with critical instruction at the start of the school day as soon as the attendance is taken. It is an interruption in the school program when students arrive late to class. Students who are tardy may be required to make up time during recesses on the day that they are tardy. Students will either work on missed assignments or read. Medical, counseling and court appointments do not count as a tardy, but all other late arrivals do count as a tardy regardless if the parent has excused the child or not. Your cooperation in this matter is appreciated.
- Arriving on time for school is important and sets the tone for the day. The front door is locked at 8:20 for security reasons and tardy children disrupt the opening routine. If your child is tardy, please send a note with the student to the teacher.

If your child is ill, please call the school if possible, especially if your child normally walks to school. You may make arrangements for homework to be picked up when you call. As stated above, **the law requires home/school contact when a child is absent.**

Half-day absences will be recorded for students who arrive after 10:00 a.m. or leave before 1:30 p.m. Partial day absences for medical or dental reasons will not be counted.

The Compulsory Attendance Law of the State of Washington requires that any child between 8 years of age and 18 years of age must attend school full time when school is in session unless the child is enrolled in an approved private school, and education center, or is receiving home-based education. Policy and Procedure 3122 defines excused absences, unexcused absences and trancies. This Policy and Procedure also defines the responsibility of the school

district, parent/guardians, and teachers in monitoring school attendance. Based on RCW 28A.225.030, a petition must be filed with the Juvenile Court if a student has 7 unexcused absences in a month or 10 unexcused absences in a year, or if a student's unexcused absences cannot be reduced over a period of time.

The school is required by law to submit the names of students who have unexcused absences to the county prosecutor; students who have more than the prescribed levels of absences may be subject to prosecution under current law.

Accidents

Emergency treatment will be given at school and parents will be notified. If parents are unavailable, the emergency number listed on school records will be called. If the need arises 911 will be called.

Alcohol and Other Drug Use

District Policy and Procedure states that parents and students shall be given notice of the standard of conduct the district requires regarding drug and alcohol use. District Policy 5201 outlines the responsibilities of employees to maintain a drug free workplace. In summary, District students and staff will not possess, use, deliver, distribute, sell, offer to sell, or arrange to sell, or be under the influence of, or show evidence of having used or abused any controlled substance or counterfeit substance (identified in RCW 69.50.204) or any illicit drugs or alcohol as those terms are used in Federal Anti-Drug and Alcohol Laws, including 20 U.S.C. 3171, 3221, etc., nor will they be in possession of drug paraphernalia as defined by RCW 69.50.102:

1. On the school grounds during and immediately before, or immediately after school hours.
2. On the school grounds at any other time when the school or school grounds are being used for any school activity, function, or event.
3. Off the school grounds at a school activity, function, or event.
4. On or off school property when the possession, use, transmission, distribution or sale* of said item(s) has a material and substantial adverse impact on any or all aspects of the educational process.

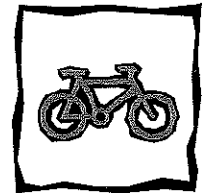
*RCW 69.50.435 Drugs near schools – Felony RCW 69.50.204 Schedule 1 20 U.S.C. 3171 et seq Drug-Free School and Communities Act of 1986

Annual Asbestos Notification

In accordance with the Federal Asbestos Hazard Emergency Response Act (AHERA) Regulations, the Satsop Public Schools is required to notify parents, teachers, and other employees each year of the availability of Asbestos Management Plans and actions the District is taking to maintain asbestos containing materials in its buildings. The Asbestos Management Plans are maintained and available for review in the Satsop Public School Administrative Office. If you would like additional information regarding the District's Asbestos Program, please contact Vincent Reese at 482-5330.

Bicycle/Scooter Rules

Bikes and scooters are to be walked on and off the school grounds. Students are to park their bikes and scooters immediately upon arriving at school. A lock is encouraged. The district is not responsible for the bikes or scooters while they are here.



Cell Phones and Other Electronic Devices

The use of cell phones and other electronic devices is strictly prohibited while at school unless permission has been given to the student by the principal or principal designee. Students who bring cell phones or other devices are responsible for them. The school assumes no responsibility or liability if such items are lost, stolen or destroyed. All devices brought to school need to be turned off before coming onto school property and not turned on until after the student has left the property. Devices are to be strictly out of sight. Devices found on or visible at school will be taken from the student. The device may be picked up by a parent.

Change of Address/Phone

If you move during the year or change your phone number, please let us know, especially for emergency purposes.

Closure Due to Weather

In the event that weather conditions force us to delay or cancel school, please listen to local radio and television stations for details, check ClassDojo and/or FlashAlert. **Generally**, we follow Elma's schedule due to busing and lunches, **but not always**.



Communication Between School and Home

Students are more successful in school when the important adults in their lives are working together to support the efforts of the child. A concerted effort is made by the staff at Satsop School to keep parents informed of the skills, topics, and activities being pursued and the success each child has achieving them.

Conferences, open house, programs, report cards, newsletters and ClassDojo are some of the formal ways parents can learn about the school experiences of their children. Newsletters are

sent home often. You can count on it to contain information about upcoming events and notification of changes in schedules.

The staff at Satsop School enjoys an exceptional relationship with its parents and community. Two-way communication is encouraged to foster a strong home-school partnership.

Contacting a Teacher

ClassDojo is a great way to contact teachers. Please be mindful that teachers are not constantly on Dojo and your message may not be seen immediately. If you need to phone the school, please try to do this during recess time or leave your phone number so the teacher can return your call. Teachers are happy to talk with parents and will return the call as soon as possible. Email addresses are included in this handbook as well.

Dress Code

We take pride in the appearance of our students at Satsop Elementary School. Dress reflects the quality of the school. We expect students to maintain the type of appearance that is conducive to a positive learning environment. Attire should not be distracting to teachers or other students and will not disturb the orderly educational process of the school. Hats are not allowed to be worn inside the buildings.

Shorts and skirt lengths must be appropriate (finger-tip) with or without leggings. Clothes must be worn so that undergarments are not showing. We do not allow tops that expose backs or midriffs, or are low cut. Please also ensure that tank top straps are at least two finger widths wide.

Appropriate shoes are required for P.E. and recess.

Slippers and pajamas are also inappropriate at school, unless it is a school sanctioned event. The district prohibits pictures, emblems, or writings on clothing that are lewd, offensive, vulgar, and obscene or those that advertise or depict tobacco products, alcoholic beverages, drugs or any other substance prohibited under the District Policy. The district also prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption or interference with normal school operations or is a safety issue. Students who ignore this policy may be sent home to change. Your help as parents is greatly appreciated.

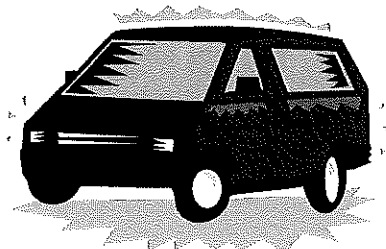


Dropping Off and Picking Up Students

When dropping off or picking up children, please enter from the east and exit from the west. Rather than stopping at the front door, please pull up to the fence in single file (**even if no one is behind you**). This will eliminate students from darting in front of cars. Please do not park in the driveway before 8:15 or after 3:15. The buses pull in during these times.

Field Trips

Field trips are an important part of our education program. In Kindergarten through 3rd grades, all children participate. However, in grades 4th through 6th, these trips must be



earned. In most instances, if the student is not current with assignments, he/she will not be going with the class. Behavior may be a factor in the final decision.

Equity and Non-Discrimination

Satsop School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator: Tiffany Osgood, Box 96, Satsop, WA 98583, (360) 482-5330, tosgood@satsopschool.org. Other concerns can be addressed to Section 504/ADA Coordinator: Janet Gatlin, Box 96, Satsop, WA 98583, (360) 482-5330, jgatlin@satsopschool.org or Compliance Coordinator for State Law: Tiffany Osgood, Box 96, Satsop, WA 98583, (360) 482-5330, tosgood@satsopschool.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <http://satsopschool.org>,

Sexual Harassment

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

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

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

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of our district's sexual harassment policy and procedure, contact the school or district office, or view it online here: <http://satsopschool.org>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child has experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

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

school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

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

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

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

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

Harassment/Sexual Harassment*

To annoy, intimidate, frighten, threaten or bully another person is prohibited. Also, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are prohibited. Harassment of any kind is prohibited.

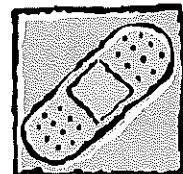
The following types, or similar types of behavior, are forbidden (as well as others):

- Inappropriate verbal comments
- Name calling
- Graffiti
- Howling, catcalls, whistles
- Cornering, blocking, standing too close
- Inappropriate gestures with the hands, face or body
- Inappropriate touching
- Spreading rumors
- Obscene articles of clothing
- Dirty jokes
- Indecent exposure

* (Policy included in back of handbook)

Health Services

Students do their best at school if they are in the best possible physical and emotional health. Although parents have the primary responsibility for the child's health, school personnel are available to assist parents in maintaining, improving, and promoting the health of their school-aged child. The following policies have been set up to help accomplish this.



Washington immunization laws require that all immunizations be current. Without proof of immunization, your child will not be able to attend school unless an exemption based upon personal and/or religious practices is on file (RCWs 28A.210.060 through 28A.210.170)

If your child has allergies/asthma or severe allergic reactions to a specific thing such as bee stings, please notify the office so we can be ready to respond. Allergy/asthma medicine can be kept here at school in a secured location during the school year.

We do our best to screen medical situations. However, when a student is unable to remain in the classroom due to illness or a serious accident has occurred, you will be notified. Transportation home and all medical care is the responsibility of the parent. If you cannot be contacted, the person that you list as an emergency contact will be called. Be sure that the school has this information should any phone numbers change.

During your student's school years, he/she will receive vision and hearing screenings.

State Law requires that orders from a licensed health care provider for medication and/or treatments and a nursing care plan be in place before a student with a life-threatening health condition attends school (RCW 28A.210). A health condition is considered life-threatening if that condition will put the student in danger of death during the school day if a medication or treatment order is not in place.

Satsop School District will also be following all guidance and mandates from state and local entities related to the COVID-19 pandemic.

Illness

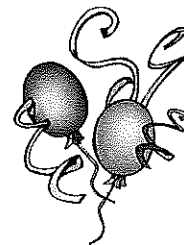
If your child has been ill, they need to be **fever free for 24 hours** before returning to school. Sending a child to school before they are fully recovered increases the chance of relapse and the spread of germs to other students.

When a child becomes ill at school, the office will notify you and arrange for your child to go home. The emergency number will be used if a parent cannot be reached. If a child goes home with a fever from school they must remain home for at least 24 hours before returning to school.

Please refer to Satsop School District's flow chart when concerns arise about COVID-19.

Invitations and Gifts

In the interest of sensitivity to the feelings and needs of children, you are asked NOT to bring gifts, balloons, or invitations for parties, get-togethers or personal gift exchanges to school unless all students in the class are participating.

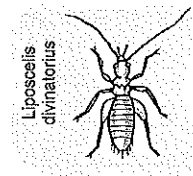


Legal Custody

Identification and authorization are required of any adult visiting or picking up a student for whom they do not have custody. Students will only be allowed to leave school with parents, guardians, or their designee. If the status of who has legal custody of a child changes, notify the school immediately.

Lice

If your child gets lice, please notify us so that we may check the rest of the students. Students cannot be in school if they have nits or lice.



- **Bring your student to school for a head lice reentry check before readmission to school.**
- **Students may NOT ride the bus until a staff member has checked them and they are determined to be lice and nit free.**

Lost and Found

Articles of clothing and other items found on the school grounds may be taken to the Lost and Found. If your child does not bring his/her belongings home, please come in and check the Lost and Found. All items remaining in the Lost and Found at the end of the school year will be donated or gotten rid of.

Meals

The Legislature passed a bill that states all children are now eligible to receive meals at no cost. This does not include a second milk or a milk as a single item. Students must still pay for these.

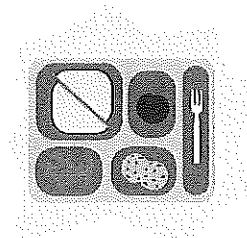
Because students sometimes lose money, parents are encouraged to put money on student accounts. Although reminders are sent home, the school does not assume responsibility for notifying parents when the lunch account balances are about to go negative. Keeping a record on your calendar might be helpful.

Lunches must be ordered by 8:30 since they are prepared at the Elma High School kitchen. If your child will be late for school, you must call **BEFORE** 8:30 to order a hot lunch or you will need to send a cold lunch.

Applications for free and reduced lunches are still important to fill out and affect school funding. Please fill one out if you think you may qualify even though meals for all students are free. If you are not eligible at the beginning of the year, but your financial circumstances change, you can apply for benefits at any time.

Meal Pricing

Lunches:	Daily	\$ Free
	Weekly (5 days)	\$ Free
	Monthly (20 days)	\$ Free
Reduced Lunches:	Daily	\$ Free
	Weekly (5 days)	\$ Free
	Monthly (20 days)	\$ Free
Milk:	Daily	\$ 0.35
	Weekly (5 days)	\$ 1.75
	Monthly (20 days)	\$ 7.00
Breakfast	Daily	\$ Free
	Weekly (5 days)	\$ Free
	Monthly (20 days)	\$ Free



Medications

No medicine, either prescription or over the counter, will be administered at school without a doctor's or dentist's written request. This includes things like Tylenol and cough drops. This written request and schedule, or special instructions is in addition to the prescription, which must be in its original container. Children **cannot** bring their own medication to school.



Pesticide Notification

State Law requires school districts to notify parents or guardians of students and employees of the school's pest control policies and methods. For information regarding the use of pesticides in the school district, please contact Vincent Reese, at 482-5330. (RCW 28A.320.165; RCW 17.21.415[2])

Pets

Pets are not to be brought to school without teacher permission. Dogs are particularly dangerous on the playground.

Responsibility for School Materials

School and library materials are very expensive. Students will be accountable for their school texts and library books. Students who do not return materials or damage materials are liable for the replacement cost of these materials. Please see the following fee schedule. Report cards will be held until payment is made.

School Material Fee Schedule:

- Chromebooks:
 - \$250 for an unreturned or completely unfixable Chromebook
 - \$60 for a broken screen
 - \$25 for a lost or damaged charger
- iPads:
 - \$350 for an unreturned or completely unfixable iPad
 - Any damage to the screen or device would result in a charge for the whole device
 - \$25 for a lost or damaged charger
- Textbooks/Library Books
 - Any damaged or lost book will result in a charge for the cost to replace the book

Sale, Use, and/or Possession of Alcoholic or Illegal Drugs

The use or possession of drugs, alcohol, tobacco, and/or weapons will result in student suspension or expulsion. The length of the suspension will depend upon the individual circumstance and will be determined by the principal.

School Employee Disciplinary Actions

State Law requires school districts to provide parents and guardians with information regarding their rights under the Washington Public Disclosure Act to request public records regarding school employee discipline. To make a Public Records Request, please contact Dawn Siemiller at 482-5330. (RCW 28A.320)

School Visitation

Although parents are welcome and encouraged to visit the classrooms, please call ahead to schedule a time that will work best for everyone. No school aged children from other schools are allowed to attend classes or be on the grounds during the school day without permission from the principal.

Smoking and Tobacco

In accordance with Washington State law, Satsop School is a smoke-free environment. The use of tobacco and vaping products at any time in the school buildings or on the school grounds is strictly forbidden by students, staff, and



adults. This applies to all school-sponsored activities beyond the school hours as well as to the regular school day.

Policy and Procedure 4215 states the use and possession of any and all tobacco products in/on property owned or leased by Satsop Public Schools is prohibited. Please note that Washington State Law prohibits minors from possessing any tobacco product regardless of how the minor obtained it. (RCW 28A.210.310)

Standardized Testing

The assessment of various aspects of student performance will occur throughout the year. The State of Washington mandates the group testing of 3rd-6th graders every spring using the state approved form of assessment measurement.

Teaching Staff Qualifications

All certified staff meet Washington State's teacher certification requirements and licensing criteria to teach in the area she has been assigned to teach.

We are fortunate to have paraprofessionals in our classrooms. All paras are highly qualified according to requirements. They either have passed a qualifying test or have an AA degree.

Under Federal Law, parents and guardians are entitled to request information about the professional qualification of their child's teachers. Such requests can be made to Dawn Siemiller at 482-5330. All certified and classified teaching staff are highly qualified, according to federal qualifications.

Title IX and Affirmative Action

In compliance with Title IX and the Affirmative Action Employment Program, the following information is provided to the public: The Satsop School District Title IX Compliance Officer is Tiffany Osgood, Box 96, Satsop, WA 99324, (360) 482-5330. Appeal procedures for complaints or grievances under the above legislation are available from the District Compliance Officer.

Unlawful Discrimination, Harassment, Intimidation or Bullying are Prohibited

District Policy and Procedure 3207 states harassment, intimidation, or bullying means any intentional written, verbal, or physical act, including, but not limited to, one shown to be motivated by a characteristic in RCW 9A.36.080 (race, color, religion, ancestry, national origin, gender identity, sexual orientation, or mental or physical disability) or other distinguishing characteristics when the act physically harms a student or damages their property, substantially interferes with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school.

Washington State School Report Card

When you send your child off to school each day, you want to know if that school is providing your son or daughter with a good education. The Washington State Office of the Superintendent of Public Instruction (OSPI) offers parents and community members a simple on-line link named ***School Report Card*** which provides information you need about how your child's school compares with state averages on class size, academic performance, and other education indicators.

The ***School Report Card*** is designed to make it easier for you to get critical data about your child's school in a format that is easy to understand. You'll find key information like average class size, student body makeup, average test scores, teacher experience and student academic performance at different grade levels. You can view ***School Report Card*** online at <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100905>

Weapons

The Satsop School District is prepared to provide a safe and orderly environment for our students. Such an environment provides opportunities for students to take part in more effective learning experiences. All dangerous weapons and illegal drugs found in possession of students will bring serious consequences to those involved. Students who violate the laws and policies pertaining to possession of weapons will be subject to immediate suspension/expulsion.

By Washington State law (RCW 9.41.280), it is unlawful for any person to possess on, or to carry onto, any public or private school premises, including school district buildings, grounds, or vehicles, any firearm or dangerous weapon as defined in RCW 9.41.250 (i.e., sling shot, sand club, metal knuckles, dagger, dirk, any knife, or other dangerous weapon), or any of the following devices, "nun-chu-ka sticks", "throwing stars", or air gun, including any air pistol or air rifle.

Policy and Procedure 4210 states that it is a violation of District Policy, State and Federal Law for any person to carry a firearm or dangerous weapon on school premises, including school-provided transportation. This also applies to non-school facilities when being used for school activities. (RCW 28A.600.420, RCW 9.41.280)

Because safety is our first concern for everyone at Satsop, such items as firearms, knives, pocket knives, mace, pepper spray, martial arts equipment, or any object that could be used in a threatening manner are ***strictly prohibited***. **Student who bring a firearm or dangerous weapon to school will be subjected to a minimum one calendar year expulsion.**

According to school district policy and procedure, students (knowingly or unknowingly) involved in such a gross misdemeanor shall be expelled. Possession of look-alike weapons or other dangerous instruments will be subject to disciplinary actions ranging from school discipline to suspension or expulsion.

Law enforcement and the student's parent or guardian shall be promptly notified of any allegation or indication of such violation. It is each family's responsibility to make sure

no students bring anything like this to school, for everyone's safety and to avoid the most serious disciplinary action.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

* The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

* The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

* The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records re-quest unless it states in its annual notification that it intends to forward records on request.]

* The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

Policy 2162

Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated and provided with appropriate educational services. Students may be a qualified disabled person under this law even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act.

Section 504 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a “qualified disabled person” under Section 504 if he or she:

- A. Has a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- B. Is between the ages of 3 to 21 years old.

The superintendent or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross References:	2161 - Special Education and Related Services for Eligible Students
	3210 - Nondiscrimination
	3246 - Restraint, Isolation and Other Uses of Reasonable Force
Legal References:	42 USC 12101 et seq. Americans With Disabilities Act of 1990
	34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973
	34 CFR Part 99 Family Educational Rights and Privacy Act
	RCW 28A.600.485 Restraint of students—Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Summary of incidents of isolation or restraint—Publishing to web site
	RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973

Management Resources:	2016 - November Issue
	2014 - June Issue
	2011 - June Issue

Adoption Date: November 20, 2017
District: Satsop School District
Classification: Essential
Revised Dates: 06.11; 06.14; 11.1

Policy 2190

Highly Capable Programs

In order to develop the special abilities of each student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education programs that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The board will annually approve the district’s highly capable plan including: the number of students the district expects to serve by grade level; the district’s plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

Legal References:	RCW 28A.185.030 Programs — Authority of local school districts — Selection of students
	WAC 392-170 Special service program — Highly capable students

Management Resources:	2013 - September Issue
	Policy News, April 2008 Highly Capable Programs

Adoption Date: December 18, 2017
District: Satsop School District
Classification: Essential (if receiving categorical state money)
Revised Dates: 04.08; 12.11; 09.13

Policy: 3115 Section

Homeless Students - Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:

1. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
7. Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney Vento liaison for homeless students and their families. The liaison may simultaneously serve as a

coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

Best interest determination In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will

coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers, and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

Cross References:

3116 - Students in Foster Care 3120 - Enrollment 3231 - Student Records 3413 - Student
Immunization And Life Threatening Health Conditions
4218 - Language Access Plan

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences RCW 28A.320.145 Support for homeless students. 20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA] 42 U.S.C. 11431 et seq.
McKinney-Vento Homeless Assistance Act Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Management Resources:

2018 - May Issue 2017 - October Policy Issue 2017 - July Policy Issue Posters and Other Materials for Community Outreach - OSPI 2016 - November Issue 2016 - July Issue 2014 - December Issue 2004 - October Issue 2002 - October Issue

Adoption Date: School District: Classification: Revised Dates:

February 19, 2019 Satsop School District Essential 10.02; 10.04; 12.11; 12.14; 07.16; 11.16; 07.17; 10.17; 05.18

Policy: 3122 Section

Excused and Unexcused Absences

Definition of Absence

Absence from in-person learning WAC 392-401-015A states the definition of an absence:

1. A student is absent when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction;
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district sponsored sports.

Definition of absence from remote learning

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Excused and 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 or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school **attendance**, the consequences of truancy, the role and responsibility of the district in regard to truancy, and **resources** available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely, School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Illness, health condition or medical appointment (including, but not limited to, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural Instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 284.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. 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;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. 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.
13. Absences related to the student's illness, health condition, or medical appointments due to COVID
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. 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;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
 17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
 18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences,

1. 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 assignment that aligns with the learning goals of the activity missed.

2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused **absences** in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.

2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.

3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.

5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:

- I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other **assessment**
- II. These steps must include, where appropriate, providing an available approved best practice or **research-based** intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
- III. For any child with an existing individualized education plan or 504 plan, these

steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress, Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents 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.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Unexcused absences from remote learning. Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 281.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107,
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.

3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition. A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include: (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused; (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language; (c) Daily notification of absences to parents; (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary; (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered Interventions for students at-risk of and experiencing chronic absence; **and** (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Students dependent pursuant to Chapter 13.34, RCW A school district representative or **certificated staff member** will review **unexpected or excessive absences of** a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress,

Cross References:

3120 - Enrollment 3230 - Student Privacy and Searches 3240 - Student Conduct Expectations and Reasonable Sanctions 3241 - Classroom Management, Discipline and Corrective Action 4218 - Language Access Plan

Legal References:

Chapter 28A.225 Compulsory school attendance and admission RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition

Chapter 392-401A *WAC* Statewide definition of absence for the 2020-21 school year.

Management Resources:

2020 - September Policy Alert 2018- August Issue 2017 - July Policy Issue 2016 - July Issue

2015 - June Issue 2012 - December Issue 2011 - December Issue Policy News, June 2001 More

Tweaking of Becca Petitions

Adoption Date: 09/20/2020 Classification: **Essential** Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08.18; 09.20**

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Sexual Harassment of Students Prohibited

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every

time a complaint, alleging sexual harassment comes to the attention of the district, either formally or formally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and

visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District’s Title IX coordinator and provide contact information, including the coordinator’s email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Cross References:	3207 - Prohibition of Harassment, Intimidation and Bullying
	3210 - Nondiscrimination
	3211 - Transgender Students
	3240 - Student Conduct Expectations and Reasonable Sanctions
	3241 - Classroom Management, Discipline and Corrective Action
	5010 - Nondiscrimination and Affirmative Action
	5011 - Sexual Harassment of District Staff Prohibited

Legal References:	20 U.S.C. 1681-1688
	WAC 392-190-058 Sexual harassment
	RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

Management Resources:	2015 - July Policy Alert
	2014 - December Issue
	2010 - October Issue

Adoption Date: May 16, 2016
School District: Satsop School District
Classification: Essential
Revised Dates: 10.11; 12.14; 07.15

Prohibition of Harassment, Intimidation and Bullying

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- A. Physically harms a student or damages the student’s property;
- B. Has the effect of substantially interfering with a student’s education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:	2161 - Special Education and Related Services for Eligible Students
	3200 - Rights and Responsibilities
	3210 - Nondiscrimination
	3240 - Student Conduct
	3241 - Classroom Management, Corrective Actions Or Punishment
	5011 - Sexual Harassment

Legal References:	RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee
	WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

Management Resources:	Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)
	2014 - December Issue
	2010 - December Issue
	2008 - April Issue
	2002 - April Issue

Adoption Date: February 16, 2015
School District Name: Satsop School District
Classification: Essential
Revised Dates: 04.02; 10.07; 04.08; 12.10; 12.11;12.13; 12.14; 01.15

Nondiscrimination

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References:	2020 - Course Design, Selection and Adoption of Instructional Materials
	2030 - Service Animals in Schools
	4260 – Use of School Facilities

Legal References:	Chapter 28A.640 RCW Sexual equality
	Chapter 28A.642 RCW Discrimination prohibition
	Chapter 49.60 RCW Discrimination — Human rights commission
	WAC 392-190-020 Training—Staff responsibilities—Bias awareness
	WAC 392-190-060 Compliance – School district designation of responsible employee - Notification
	WAC 392-400-215 Student rights
	20 U.S.C. 7905 Boy Scouts of American Equal Access Act
	42 U.S.C. 12101-12213 Americans with Disabilities Act

Management Resources:	2016 - March Issue
	2014 - December Issue
	2013 - April Issue
	2012 - December Issue
	2011 - June Issue
	Policy News, August 2007 Washington’s Law Against Discrimination

Adoption Date: May 16, 2016
School District: Satsop School District
Classification: Essential
Revised Dates: 12.06; 08.07; 02.11; 06.11; 12.12; 04.13; 12.13; 12.14; 01.15; 03.1

Policy 3241

Classroom Management, Discipline and Corrective Action

Rules of student conduct are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

Staff is responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Corrective action must be reasonable and necessary under the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

The district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and district staff whose duties require them to interact with students and enforce or implement components of student discipline.

The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

The district will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review must include short-term suspensions, long-term suspensions and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If disproportionality is found, the district will take action to ensure that it is not the result of discrimination.

In consultation with school district staff, students, families and the community, the district will periodically review and update this policy and its accompanying procedure.

Cross References:	2121 - Substance Abuse Program
	2161 - Special Education and Related Services for Eligible Students
	2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3122 - Excused and Unexcused Absences
	3210 - Nondiscrimination
	3240 - Student Conduct Expectations and Reasonable Sanctions
	3244 - Prohibition of Corporal Punishment
	3520 - Student Fees, Fines, or Charges
	4210 - Regulation of Dangerous Weapons on School Premises
	4218 - Language Access Plan

Legal References:	RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
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	RCW 9A.15.020 Possessing dangerous weapons on school facilities — Penalty — Exceptions
	RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
	Chapter 28A.225, RCW Compulsory school attendance and admission
	Chapter 28A.320, RCW Provisions applicable to all districts
	RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
	RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
	Chapter 28A.600 RCW, Students
	WAC 392-190-048 Access to course offerings – Student discipline
	Chapter 392-400, WAC Pupils
	34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
	42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:	2016 - July Issue
	2014 - December Issue
	2014 - August Issue
	2010 - June Issue

Adoption Date: November 20, 2017
District: Satsop School District
Classification: Priority
Revised Dates: 04.99; 12.06; 06.10; 10.11; 08.14; 12.14; 07.16

Student Local Meal Charge Policy

The district participates in the National School Lunch Program and School Breakfast Program. Satsop School District allows meal service charges for breakfast, milk, and lunch. When a student who prepays for food service is running low on funds a notice (cafeteria news) is sent home in the student’s daily “take home folder” notifying the family of the number of days left of pre-paid food service. The notice is usually sent home when there are two or more days left of pre-paid service. If a student charges a meal they will receive the same reimbursable meal as the other students. The staff person who deals with lunch funds will place a notice (cafeteria news) in the student’s “take home folder” notifying the family of the charge. Private donations will be used to pay for the reimbursable meal for that day, when the family pays the debt the private donor will be reimbursed. After 5 days of delinquency a phone call will be placed to the household. Mary Wolfe is the school official responsible for managing the charges. If debt collection is necessary school lunch personnel and/or the principal will initiate collection procedures. The principal will determine whether the achievement of program purposes would be jeopardized by the diversions of staff time and effort to collect payment.

If the household is unable to make payment private monies will absorb the delinquent amount and the family will be assisted in filling out a free or reduced lunch application. Satsop School does not have a set limit of charges or dollar amount. General payment reminders for all families are included in the school newsletter and on the lunch menu. The district sends notices out periodically reminding families to apply for free or reduced meals if their finances have changed. The application is available on our school website at www.satsopschool.org and at the school. Families can call 360-482-5330 or come to the school office for assistance in filling out the application. Households are supplied with the free or reduce meal application in the new school year packet. School newsletters encourage families to fill out the application throughout the year.

Families will receive a copy of the meal charge policy in the school handbook and it is posted on the school website www.satsopschool.org. Students who transfer into the district will receive a student handbook which includes the meal charge policy. The policy will be shared with school all staff members during staff in-service days. A reference to the school meal charge policy is on the “cafeteria news” notice that is sent home with students notifying a family of the initial delinquent debt.

Adoption Date: June 21, 2017 (by school officials not the school board)
School District Name: Satsop School District
Revised:
Classification: Mandatory

Title I Parental Involvement

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in jointly developing the district's Title I plan. The district will hold two annual meetings, one in the afternoon and the other in the evening, to give parents and family members an opportunity to review the plan.
- B. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the Title I school. At that meeting, the following will be identified:
 - 1. Barriers to greater participation by parents in Title I activities;
 - 2. The needs of parents and family members to assist with the learning of their children including engaging with school personnel and teachers, and
 - 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

- C. The district will facilitate removing barriers to parental involvement by doing the following: annually seek input from parents via surveys to determine strengths and weaknesses of the district's efforts and schedule meetings with parents at different times of the day, including evenings when conducting the annual review.
- D. The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).

- E. The district will do the following to support a partnership among parents and the community to improve student academic achievement:
1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I and to explain the rights that parents have under Title I;
 - d. How to monitor their child's progress; and e. How to work with educators to improve the achievement of their children.
 2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. The teachers send The Home and School Connection home with each student monthly. The newsletter gives suggestions on how to interact with students and gives parents practical tip so they can show interest in their child's education; improve academic achievement; nurture kindness, respect, and responsibility. The teachers are flexible in scheduling meetings with the parents to discuss their child's progress. The meetings can be before school or in the evening to accommodate the parent's schedule.
 3. Educate staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs, and c. Build ties between parents and the school.
 4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Learning Assistance Program;
 - b. Special Education, and
 - c. State-operated preschool program
 5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The information will be sent home with students in their daily folder, it will be in

the school newsletter, and included in the beginning of school information.

School-Based Parent and Family Engagement Policies

Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform formant and, to the extent practicable, in a language the parents can understand.

Policy: 4130 Section: 4000 - Community Relations

The policy will describe how Satsop School will do the following:

1. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
2. Offer a flexible number of meetings, such as meetings in the morning or evening;
3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
4. Provide parents of Title I students the following:
 - a. Timely information about Title I programs;
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

The school-based policy will include a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high quality curriculum and instruction in

a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time, and

B. Address the importance of communication between teachers and parents on an ongoing basis through the following:

1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities, and Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Legal References:

20 USC § 6311 20 USC 6312 20 USC 6318

State plans ("Every Student Succeeds Act") Local educational agency plans Parent and family engagement

Management Resources:

Policy News, October 2008 Family Involvement Policy_Policy News, June 2005 Title I Parental Involvement Policy Policy News, August 2003 No Child Left Behind Update

Adoption Date: School District: Classification: Revised Dates:

January 21, 2020 Satsop School District Essential 8.03; 06.05; 10.08; 12.11; 02.18

Procedures for Policy 4130

Federal Requirements

The superintendent or designee will ensure that the district's Title I Parent Involvement policy, plan and programs comply with the requirements of federal law.

- A. The district will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 1. An annual meeting of parents of participating Title I students will be held to explain the goals and purposes of the Title I program. The meeting is held in the spring, all parents, staff and community are invited. A notice is sent home with students, posted in the local newspaper, in the Satsop post office and on the school entry doors. The superintendent and the title I para-educator are responsible for planning the annual meeting;
 2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program. Two meetings are held one in the afternoon and another in the evening to accommodate parent schedules. The meeting is advertised several weeks in advance (see number 1); and
 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

- B. The district will take the following actions to involve parents in the process of school review and improvement:
 1. Parents will be given the opportunity to review the school improvement plan at the spring meeting or anytime they request; and
 2. Parents will be encouraged to participate in the building self-review at the spring meeting.

- C. The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:
 1. Identify barriers to greater participation by parents in parental involvement activities;
 2. Use findings of the evaluation to design strategies for more effective parental involvement; and
 3. Revise, when necessary, the district and school parent involvement policies.

D. The district will coordinate and integrate parental involvement strategies with similar strategies under the following other programs, such as:

1. Head Start;
2. Even Start;
3. Learning Assistance Program;
4. Special Education; and
5. State-operated preschool programs.

The district will facilitate removing barriers to parental involvement by activities such as:

- a. Conducting joint parent meetings with other programs;
- b. Holding meetings at various times of the day and evening;
- c. Arranging for in home conferences; and
- d. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.

E. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.

F. The district will build the schools' and parent's capacity for strong parental involvement through the following:

1. The school district will, with the assistance of its Title I, Part A schools, provide information to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - a. The State's essential academic learning requirements;
 - b. The State and local academic assessments including alternate assessments;
 - c. How to monitor their child's progress; and
 - d. How to work with educators. Information is presented in weekly newsletters, parent-teacher conferences, student programs and community meetings.

2. The school district will provide materials and training to help parents work with their children to improve their children's academic achievement, by:
 - a. Giving guidance as to how parents can assist at home in the education of their child;
 - b. Holding parent meetings at various times of the day and evening to provide parents;
 - c. Providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;
 - d. Submitting parent comments about the program to the district; and
 - e. Providing parents with opportunities to meet with the classroom and Title I, Part A teachers to discuss their children's progress.
- B. School district personnel including teachers, principals and other staff, will reach out to communicate with, and engage parents as equal partners. The district will provide:
 1. Reasons supporting their child's selection for the program;
 2. A description and explanation of the school's curriculum;
 3. Information in the academic assessment used to measure student progress; and
 4. Information on the proficiency levels students are expected to meet.
- C. The school district will take action to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 1. Distribution of the Title I Family Involvement policy on an annual basis on the district website, www.satsopschool.org and in the student handbook; and
 2. Distribution of the Title I Family Involvement policy in multiple languages or formats to the extent needed and practicable.

School-Based Parent Involvement Policy

In addition to the district-wide policy on family involvement, each school offering Title I, Part A services will have a separate school building parent involvement policy.

The building-level Title I, Part A parent involvement policy will meet the following requirements:

- A. Each building in the district receiving Title I, Part A funds will jointly develop with and distribute to parents of students served in the program a written building-level policy, agreed upon by parents of Title I served students;
- B. The policy will outline how parents, school staff and students share responsibility for student achievement in meeting academic standards;
- C. Parents will be notified of the policy in an understandable and uniform format;
- D. To the extent practicable, the policy will be provided in a language the parents can understand; and

The policy will be evaluated with parents annually.

SATSOP ELEMENTARY SCHOOL

Building Parent Involvement Plan

Satsop Elementary School has jointly developed with parents, teachers and staff this written building parent involvement plan. This plan establishes the expectations for parent and community involvement with Satsop Elementary School, a Title I Schoolwide School.

Annually, in the fall at our OPEN HOUSE, Satsop Elementary will convene a meeting to which parents are invited. At this meeting, the principal, and staff inform the parents of the school's participation in Title I, explain the requirements of Title I, and the right of parents to be involved in the school.

Satsop Elementary holds a number of meetings for parents at flexible times for the parents' convenience. These include parent conferences and other meetings. Meetings have been conducted where parents are involved in an organized, ongoing, and timely way in the planning, review, and improvement of the programs for parent and community involvement.

Satsop Elementary will provide parents timely information about programs and services through the handbook, the weekly newsletter, phone communication, and events.

Satsop Elementary provides parents a description and explanation of the curriculum in use at the school, forms of academic assessment used to measure progress, and proficiency levels students are expected to meet. This is done through parent conferences, homework folders, weekly newsletters, etc...

Satsop Elementary provides a regular time for parents to meet with teachers to formulate suggestions, to participate in decisions relating to the education of their children, and to respond to any suggestions as soon as possible. This is done through parent conferences and by having teachers available for parent conferences if needed.

Satsop Elementary has jointly developed with parents a parent, student, teacher compact. This is a written compact that outlines how parents, school staff, and students share the responsibility for improving student academic achievement and that school and parents will partner to help students achieve our high standards. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to be successful. The parent, student, teacher compact describes the ways in which the parent(s) will be responsible for supporting student learning and participating in decisions relating to the education of their student(s). The parent, student, teacher compact addresses the importance of communication between the teachers and parents on an ongoing basis through parent-teacher conferences and quarterly progress reports to parents.

Satsop Elementary gives parents reasonable access to staff, opportunities to volunteer, participate, and observe in their child's class.

This written Building Parent Involvement Plan shall be distributed to all parents of students at Satsop Elementary in an understandable format and in a language parents can understand. This plan has been periodically updated to meet the changing needs of parents and the school. If the plan is not satisfactory to parents, comments may be submitted in writing to the school that will be responded to and staff at Satsop Elementary will actively work to resolve these concerns.

Satsop Elementary staff makes themselves available to assist parents in understanding such topics as the State's Essential Academic Learning Requirements, state and local assessments, how to monitor a child's progress, and how they can work with the school staff to improve achievement of their children and the requirements of parent involvement.

Satsop sends parents information relating to school and parent programs, meetings, and activities in the language parents can understand. The school provides full opportunities for the participation of parents with limited English proficiency, disabilities, and migrant children.

This Building Parent Involvement Plan is an effort to cover the range of responsibilities and services Satsop Elementary provides to the parents of its students and to the community.

Parent's Rights

Dear Parents,

Because Satsop Elementary values parents of our students, we warmly welcome you to our school.

We value what you do to provide a safe, nurturing home for your child, and we strive to provide an equally positive environment at school. It is important for all of us to work together to help your child succeed. Following is a list of some of the many opportunities available to you:

Provide support from home:

Encourage your child to read 20 minutes a day at home

Give us feedback/help:

Volunteer to help in your child's classroom or do work at home for the class
Complete the Parent Survey in the spring. This gives us valuable information
Volunteer to help us review and revise the Parent/Teacher/Student Compact
Volunteer to help us review our Title 1 School wide Plan, School Improvement Plan and our Parent Involvement Plan

Inform yourself:

Read the student handbook
Read the weekly newsletters
Sign the nightly homework folders
Sign the weekly boomerangs
Read the monthly Home and School Connection

Attend events:

Attend our annual open house
Attend conferences in November and/or March
Attend the winter concert and other programs
Attend the Title 1 Parent Conference in the spring

You have the following rights:

You have the right to ask about the professional qualifications of your child's teacher.
You have the right to know whether your child is provided services by
Para educators and if so, their qualifications.
You have the right to information on your child's level of achievement on the
Washington Assessment of Student Learning (WASAL)
You have a right to receive information in an easily understandable format.
You have a right to information about the state's procedures for complaints that
the state, local school district, educational service district, or other sub
grantee has violated one or more requirements of federal statues or state
regulations that apply to Title 1, Part A

Regulation of Dangerous Weapons on School Premises

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nun-chu-ka sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any slung shot, sandbag, or sandclub;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;

- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

An appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Personal Protection Spray

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not 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 district policy.

Cross References:	3240 - Student Conduct Expectations and Reasonable Sanctions
	3241 - Classroom Management, Discipline and Corrective Action
	4260 - Use of School Facilities

Legal References:	RCW 9A.16.020 Use of force - when lawful
	RCW 9.41.250 Dangerous weapons—Penalty
	RCW 9.41.280 Dangerous weapons on facilities—Penalty — Exceptions
	RCW 9.91.160 Personal protection spray devices
	RCW 9.94A.825 Deadly weapon special verdict--definition
	RCW 28A.600.420 Firearms on school premises, transportation, or facilities — Penalty — Exemptions

Management Resources:	2016 - July Issue
	Policy News, August 2006 Weapons on School Premises
	Policy News, August 1998 State Encourages Modification of Weapons Policy

Sexual Harassment of District Staff Prohibited

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building,

provided to each employee and reproduce in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.

Cross References:	3205 - Sexual Harassment of Students Prohibited
	3207 - Prohibition of Harassment, Intimidation and Bullying
	3210 - Nondiscrimination
	3211 - Transgender Students
	3240 - Student Conduct Expectations and Reasonable Sanctions
	3421 - Child Abuse, Neglect, and Exploitation Prevention
	5010 - Nondiscrimination and Affirmative Action

Legal References:	RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
	WAC 392-190-058 Sexual harassment
	20 U.S.C. 1681-1688

Management Resources:	2015 - July Policy Alert
	2014 - December Issue
	2010 - October Issue

Adoption Date: October 16, 2017
School District: Satsop School District
Classification: Essential
Revised Dates: 10.11; 12.14; 07.15; 08.21

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 the district's reporting form to share concerns about HIB, but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Tiffany Osgood - tosgood@satsopschool.org) 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 Policy 3207 and Procedure 3207P*.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, or visit satsopschool.org

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205 or visit satsopschool.org

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: Tiffany Osgood, Superintendent
tosgood@satsopschool.org
P.O. Box 96, Satsop, WA 99324
(360) 482-5330

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Tiffany Osgood, Superintendent
tosgood@satsopschool.org
P.O. Box 96, Satsop, WA 99324
(360) 482-5330

Concerns about disability discrimination:

Section 504 Coordinator: Kaytee Baxter, SPED Director
kbaxter@satsopschool.org
P.O. Box 96, Satsop, WA 99324
(360) 482-5330

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Tiffany Osgood, Superintendent
tosgood@satsopschool.org
P.O. Box 96, Satsop, WA 99324
(360) 482-5330

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 Superintendent, then the Satsop 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
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

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

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

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

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and

thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

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

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, or visit satsopschool.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Tiffany Osgood, Superintendent, tosgood@satsopschool.org

Monday 8/12

Tuesday 8/13

8:45-9:15

8:45-9:15

9:30-10:00

9:30-10:00

10:15-10:45

10:15-10:45

11:00-11:30

11:00-11:30

Charlotte Graves

Lunch

Lunch

12:00-12:30

Blakely Carter

12:00-12:30 Daniel Rondeau

12:45-1:15

Amadi Martinez

12:45-1:15 Kelsea Fletcher

1:30-2:00

Kourt Pearson

1:30-2:00 Zander Newman

2:15-2:45

Hudson Anderson

2:15-2:45 AJ Pine

2:45-3:15 Hazel VanOrman

3:30 - 4:00 William Mueller

