

**Friday Harbor Elementary School
San Juan Island School District**



**Developing Leaders Who Soar
2025-2026**

Friday Harbor Elementary envisions a school of excellence that:

- ✓ Instills a love of learning in all students.
- ✓ Nurtures creativity, imagination, and leadership in all children.
- ✓ Encourages empathy and a collaborative spirit.
- ✓ Provides each individual with skills and knowledge to succeed in school and in life.

**San Juan Island School District
Mission Statement**

Promote excellence, engaging every student, every day,
through superior instruction, high expectations, and
academic content that is both challenging and individually
relevant.



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SCHOOL SCHEDULES

Regular Start

8:15 First Bell

8:20 Tardy Bell & School Begins

11:00-12:15 Lunch in cafeteria

2:45 Dismissal Bell

Early Dismissal 1:30 pm

8:15 First Bell

8:20 Tardy Bell & School Begins

1:30 Dismissal Bell

Early Dismissal 11:10 am

8:15 First Bell

8:20 Tardy Bell & School Begins

11:10 Dismissal Bell

Friday Harbor Elementary School serves over 300 elementary students in kindergarten through 5th grade and is under the direction of San Juan Island School District (SJISD) #149.

All the certified teachers and classified employees at FHES have met the standard of Highly Qualified as defined by No Child Left Behind. Parents may request information regarding the professional qualifications of their child's teachers. Ongoing professional development is available for all staff members.

FHES has a school-wide Title One Program. Students are identified as eligible for Title One Services through multiple measures which may include: classroom performance, progress reports, criterion reference tests, DIBELS, MAPS, and state assessments. The program focuses on reading fluency, comprehension, and decoding skills with additional emphasis on reading in content areas. The program is designed for small group instruction with the flexibility to meet the student's individual needs.

PARENT-TEACHER COMMUNICATION

Parents are urged to contact the school whenever the need arises. If you call during the school day, the office staff will leave the teacher a note/email to return your call. If you wish to have a conference with your child's teacher, please call ahead to make an appointment as our teachers' schedules do not always allow time for drop-in conferences. Email is another way to communicate with school personnel. All emails for staff are firstnamelastname@sjisd.org.



Board of Directors

Barbara Bevens

barbarabevens@sjisd.org

TJ Heller

tjheller@sjisd.org

John Kurtz

johnkurtz@sjisd.org

Brian Moore

brianmoore@sjisd.org

Superintendent

Fred Woods

fredwoods@sjisd.org

Special Services Director

Becky Bell

beckybell@sjisd.org

Principal Friday Harbor Elementary School

Holly Wehner

hollywehner@sjisd.org



ANNUAL NONDISCRIMINATION NOTIFICATION

NOTIFICACIÓN DE NO DISCRIMINACIÓN ANUAL

San Juan Island 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 people have been designated to handle inquiries regarding the non-discrimination policies:

Faith Knight, Civil Rights Compliance Coordinator, Title IX Officer
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
faithknight@sjisd.org

Fred Woods, Superintendent, Harassment, Intimidation, and Bullying (HIB) Coordinator
PO Box 458, Friday Harbor, WA
(360) 378-4133
fredwoods@sjisd.org

Becky Bell, Special Services Director, 504 Officer, ADA Coordinator, Gender-Inclusive Schools Coordinator
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
beckybell@sjisd.org

El Distrito Escolar de la Isla de San Juan no discrimina en ningún programa o actividad por motivos de sexo, raza, credo, religión, color, nacionalidad, edad, estado veterano o militar, orientación sexual, expresión o identidad de género, discapacidad o uso. de un perro guía entrenado o un animal de servicio y proporciona acceso equitativo a los Boy Scouts y otros grupos de jóvenes designados.

Las siguientes personas han sido designadas para atender las consultas relativas a las políticas de no discriminación:

Faith Knight, Coordinadora de Cumplimiento de Derechos Civiles, Oficial del Título IX
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
faithknight@sjisd.org

Fred Woods, Superintendente, Coordinador de Acoso, Intimidación y Bullying (HIB) PO Box 458, Friday Harbor, WA
(360) 378-4133
fredwoods@sjisd.org



Becky Bell, Directora de Servicios Especiales, Oficial 504, Coordinadora de ADA, Coordinadora de Escuelas Inclusivas de Género

PO Box 458, Friday Harbor, WA 98250

(360) 378-4133

beckybell@sjisd.org

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) 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, Fred Woods fredwoods@sjisd.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 HIB Policy 3207 and Procedure 3207P [here](#).

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://go.boarddocs.com/wa/sjisd/Board.nsf/Public?open&id=policies#>.

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.

Review the district's Sexual Harassment Policy 3205 and Procedure 3205P [here](#).

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.

Faith Knight, Civil Rights Compliance Coordinator, Title IX Officer
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
faithknight@sjisd.org

Becky Bell, Special Services Director, 504 Officer, ADA Coordinator, Gender-Inclusive Schools Coordinator
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
beckybell@sjisd.org

Fred Woods, Superintendent, Harassment, Intimidation, and Bullying (HIB) Coordinator
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
fredwoods@sjisd.org

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 or his designee by filing a written notice of appeal within 5 school days of receiving the written decision. If you remain dissatisfied after the initial appeal to the superintendent, you may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the 5th school day following the date upon which you received the superintendent's written decision, 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 HIB Procedure (3207P).

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 K12 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

Review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P [here](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:



Becky Bell, Special Services Director, 504 Officer, ADA Coordinator, Gender-Inclusive Schools Coordinator

PO Box 458, Friday Harbor, WA 98250

(360) 378-4133

beckybell@sjisd.org

RIGHT TO REQUEST PROFESSIONAL QUALIFICATIONS

In compliance with the requirements of the Every Student Succeeds Act (ESSA) Friday Harbor Elementary School would like to inform you that you may request information about the professional qualifications of your student's teacher(s) or instructional paraprofessional(s).

A. The following information may be requested for teacher(s):

1. Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

B. The following information may be requested for instructional paraprofessional(s):

Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a school wide program, all paraprofessionals must meet professional qualifications. In a Targeted Assistance program, any paraprofessional who is the direct supervision of a certificated teacher must meet the professional qualifications.

Paraeducators can provide a copy of their high school diploma — transcripts are not necessary. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math.
4. Completed previously the apprenticeship requirements and must present a journey card or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

If you wish to request information concerning your child's teachers and instructional paraprofessional's qualification, please contact Holly Wehner Principal at hollywehner@sjisd.org or 360-378-5209



STUDENT RECORDS

Board [Policy 3231 Student Records](#) and [Procedure 3231P](#) govern the management of student records. 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. Briefly they are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
3. 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.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue S.W. Washington, D.C. 20202-4605.



PRIVACY RIGHTS

RELEASE OF STUDENT INFORMATION (DIRECTORY INFORMATION)

Written consent of the parent is required prior to the release of student information *except* in the case of "Directory Information." Directory information may be released publicly without consent *unless* the parent notifies the district not to release such information. Parents will be provided the opportunity to notify the district to restrict the release of "Directory Information" at the beginning of each school year. Directory information is defined as the student's name, grade level, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and the most recent previous school attended. Such information shall not be released for commercial reasons. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications such as yearbooks, playbills, honor lists, news releases, etc. Directory information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include companies that manufacture class rings or publish yearbooks, youth service organizations, and military recruiters. *The District limits the release of information to only that which is necessary for a particular purpose approved by the District.*

RELEASE OF STUDENT INFORMATION TO OTHER DISTRICTS

Student records shall be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student's transcript. Parental or adult student consent shall be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

A grades report, transcript, or diploma shall not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible.



Accelerated Promotion/Retention (K-5)

The staff of FHES recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff make every effort to develop curricula and programs which meet the unique needs of all students and allow them to remain with their same age cohorts.

It is the philosophy of FHES that students thrive best when placed or promoted to grade levels with other students who have comparable age, physical, and social/emotional levels. It is our philosophy to promote students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who have not made necessary gains meeting grade level expectations. The individual student's ability and rate of learning are determining factors in the decision to advance, promote or retain. These decisions are not made lightly.

Accelerated Promotion (skipping a grade) will be considered when a child's academic progress is a year above grade level in most or all areas. Maintaining a balance between intellectual ability and academic challenge will determine success; social maturity is a key component.

The idea behind retention is to provide a second year of academic and/or social support that will be better suited for the growth of a child. With increased success, self-esteem will improve, and effort will increase. This is not a punitive action. Retention will not be planned unless the school has a plan in place to provide a new approach of instruction for the student. Repeating the same program is not the intention of a retention plan. This new instructional approach needs to be documented before retention is agreed upon.

Though the option of retention could occur in any grades (K-5) it is the opinion of the school that this practice should be exercised during the primary grades K-2; the sooner the need is identified the better for the child.

Accelerated Promotion and Retention are individual, case-by-case decisions. Factors considered before a decision is made include:

- The level of academic ability/progress
- Emotional security; maturity
- Attendance
- Interventions provided
- Parental support



Accelerated Promotion/Retention (K-5) continued

Guideline and procedures:

- Parents will be notified of students' progress at the October Parent-Teacher Conferences. Additional instructional interventions will be discussed, i.e. Study Club, tutorial services, enrichment opportunities, homework logs, advancement, retention, etc.
- A Student Study Team Meeting will be held at school with the current teacher, the former teacher (if possible), the counselor, special education teacher and the principal. Academic data measuring progress will be shared. Discussion will be concerned with the possible modification of instruction and the availability of accommodation to the current instructional program.
- Student progress will be monitored closely and communicated to the parent throughout the school year. If concerns that may lead to retention are present a discussion will be had with parents no later than March conferences.
- A child will not be advanced or retained without parental permission. A student will never be retained more than once.
- This process will be documented in the student's permanent record folder.

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 a policy that describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs. Below is a short summary [BP: 4130 Title 1 Parental Involvement](#).

CODE OF CONDUCT

Please review the full text of Student Conduct Expectations and Reasonable Sanctions [Policy 3241](#) and [Procedure 3241P](#).

We will observe the following code of conduct:

- Everyone will maintain a safe environment.
- Everyone will show courtesy and respect for others in language and behavior.
- Everyone will follow school and bus regulations.
- Everyone will be ready to learn and to respect the rights of the teachers to teach and the rights of others to learn.
- Everyone will take pride in our school environment.



GENERAL RULES & PROCEDURES

- Students are expected to remain on the school grounds during school hours. Any student who must leave campus early for any reason needs to be signed out in the office by a parent or authorized adult.
- **Personal electronic devices are not to be used at school. If a cell phone or smartwatch is brought to school for after school use it must remain in the student's backpack until the end of the school day.**
- **No texting or calling during school hours from student devices.**
- **All communication to or from home must go through the school office.**
- Clothing and other personal items brought to school are the student's responsibility. The school is not responsible for any damage or loss. Names need to be on articles of clothing and personal items.
- The possession or use of tobacco products, alcoholic beverages, illegal drugs, or controlled substances on school property is prohibited.
- The use of language or gestures generally regarded as profane or obscene is unacceptable. Students are expected to use appropriate language.
- No gum is allowed on school campus, with the exception of gum provided by school staff during testing.
- The Criminal Code of the State of Washington applies to students at school. The following areas are defined as criminal under the laws of the state and by school regulation: stealing, assault, arson, willful destruction of property, interference with school authorities, trespassing, and possession of weapons.

ENROLLMENT STATUS

Students who are enrolled full-time (.8 or higher) will automatically be eligible to participate in all grade-level activities in and out of the classroom. For example, assemblies, field day, 5th-grade promotion, classroom parties, all school parades and celebrations, field trips, or other events where SOAR expectations (which have been practiced throughout the year) are required.

Students who attend FHES part-time will be eligible to attend activities that align with their participation in school. If there is interest in planning for enrollment change, contact the school office.






BUS BEHAVIOR

The school bus driver has complete responsibility and authority while children are on the bus. Bus rules for the school district are in the school office. Bus slips will be issued to students who misbehave on the bus. The slip will go to the principal who may take one or more of the following actions: talk with the child, talk with the child, and contact parent, contact the parent, remove the child from the bus for one or more days, remove the child from the bus for the remainder of the school year.






Friday Harbor Elementary School Behavioral Expectations

“Developing Leaders Who **SOAR**”

Area	Be Safe	Be On Task & Accountable	Be Respectful
Playground 	<ul style="list-style-type: none"> • Use all equipment and materials properly • Stay within playground boundaries • Hands and feet to self • Report injuries to staff 	<ul style="list-style-type: none"> • Be active • Pick up all trash and equipment • Connect with others • Stop, look, listen when you hear a whistle 	<ul style="list-style-type: none"> • Speak respectfully • Treat others with respect and demonstrate good sportsmanship • Be a problem solver (use Kelso's choices) • Take turns and include others in your play
Hallways 	<ul style="list-style-type: none"> • Walk at all times • Keep right • Hands and feet to self • Walk single-file 	<ul style="list-style-type: none"> • Walk directly to destination • Use hallway pass 	<ul style="list-style-type: none"> • Level 0-1 voices • Smile/wave to others • Hold door for student/teacher behind you
Before School 	<ul style="list-style-type: none"> • Stay on playground or in line outside • Hands and feet to self • Use sidewalks/paths 	<ul style="list-style-type: none"> • Be responsible for all personal belongings (backpacks/jackets) • Eat breakfast in the cafeteria only 	<ul style="list-style-type: none"> • Wait calmly and patiently in line or in front before bell • Playground open from 8:00am-8:15am
After School 	<ul style="list-style-type: none"> • Exit with teacher or with teacher permission • Hands and feet to self • Walk • Use sidewalks/paths 	<ul style="list-style-type: none"> • Be responsible for all personal belongings (backpacks/jackets) • Walk directly to destination 	<ul style="list-style-type: none"> • Level 1-2 voices • Personal space respect for others
Bathrooms 	<ul style="list-style-type: none"> • Take turns • Lights stay on • Hands and feet to self 	<ul style="list-style-type: none"> • Wash hands • Return to class 	<ul style="list-style-type: none"> • Clean up after yourself • Wait in line patiently



Cafeteria 	<ul style="list-style-type: none"> • Walk at all times, move around lunchroom carefully • Food stays on plate/table 	<ul style="list-style-type: none"> • Wait your turn in line • Eat your lunch • Clean up after yourself 	<ul style="list-style-type: none"> • Please and thank yous • Level 2 voices • Level 0 voices when the lights go out • Exit the cafeteria when excused
Assemblies/Special Events 	<ul style="list-style-type: none"> • Hands, feet and objects to self • Walk at all times • Stay with your group • Enter and exit calmly and quietly 	<ul style="list-style-type: none"> • Enjoy yourself, learn something new • Listen quietly 	<ul style="list-style-type: none"> • Give attention to presenter with 0 voices • Use respectful round of applause • Sit on bottom, stay seated
Bus Area 	<ul style="list-style-type: none"> • Hands, feet and objects to self • Stand in line with level 0-2 voices • Sit on your seat with your back on the back of the seat 	<ul style="list-style-type: none"> • Be responsible for all your personal belongings (backpacks/jackets) • Respect and listen to bus driver • Respect other bus riders 	<ul style="list-style-type: none"> • Level 0-1 voices • Be a problem solver (use Kelso's choices) • Respect person space

DISCIPLINE & BEHAVIOR

A record is kept for any child who is referred to the principal. All minor offenses are handled on the spot in class, halls, lunchroom, playground and other areas of the school. Minor offenses include such actions as running in the hallways, inappropriate behavior and/or not following directions. Minor offenses warrant loss of recess, detention and/or school service. Major offenses will be handled in the school office. After any major offense, parents/guardians will be contacted. Major offenses include such actions as hitting, kicking, physical abuse, harassment, spitting, throwing objects, defiance, disrespectful and abusive language and/or gestures. Major offenses warrant a discussion with parents/guardians, the principal, and the student.

See SJISD Policy #3241 Classroom Management, Discipline, and Corrective Action.

The Office of the Superintendent of Education has published documents regarding disciplines that may answer further questions you may have; [Discipline Q&A](#) and [Disciplina: una guía para los padres](#).

TRAVELING TO & FROM SCHOOL

Supervision on school grounds starts at 8:00 AM, 15 minutes before the start of school. After school, students are to go directly home unless they are staying for an approved after-school activity.



TRAFFIC FLOW

There are designated parking spaces above the main parking lot as well as room to park on the gravel by the Head Start building. Directly in front of FHES along the sidewalk, is bus parking. The only exception to the space along the sidewalk is the space by the gym where three or four cars may load and unload only. In addition, there are a few visitor parking spaces across from the gym. With all these options, please do not park along the driveway into the school, along the fire lanes, or in the bus parking. Doing so clogs the driveway and makes it nearly impossible for our bus drivers to bring the buses into their place in front of the school.

STUDENT MESSAGES/USE OF PHONE

Every student is expected to make his/her after-school arrangements before leaving home in the morning. Since the school phone is for business purposes, telephone use by students is limited. Students will not be permitted to call home for permission to change after-school plans or arrange play dates with friends. Please call the front office with any *unavoidable* last-minute changes in going-home plans.

SCHOOL & CLASSROOM VISITATIONS

We welcome volunteers, visitors, and parents. Please sign in at the office and pick up a visitor's lanyard when you arrive at the building. If you would like to talk with your child's teacher, please pre-arrange a special conference time rather than interrupt instructional time. The first few and the last few minutes of the day continue to be important instructional times. Any student guest visitations must be prearranged. Forms are available in the office.

HEALTHY OPTIONS FOR BIRTHDAYS & CELEBRATIONS

Our school district supports healthy eating and exercise through our Wellness Policy (6700P). This policy asks that healthy options (for example: fruit, veggies, whole wheat crackers, cheese) be available when desserts or other high sugar or high-fat foods are brought into school for birthday celebrations or class parties. If you have questions about our wellness policies, please call our school or take a look at our district website www.sjisd.wednet.edu.

REPORT CARDS

Report Cards are distributed two times during the year; at the end of January and on the last day of school in June. Report cards are aligned with Common Core Standards. Parent-teacher conferences are held in October and in March.



TARDIES & ABSENCES

Tardy arrivals are disruptive to the classroom and have an adverse effect on your child's educational progress. The second bell rings at 8:20a. Any student arriving at school after the second bell must report to the office before going to the classroom as the teachers will electronically send attendance reports to the office within 5 minutes of the second bell. Excessive absences are detrimental to your child's educational progress. When your child misses school, he or she misses out. On the day of an absence please call the office or subsequently send a note to excuse your child's absence. Following the BECCA Bill guidelines, excessive unexcused absences will be reported to the San Juan County Prosecutor's Office.

STUDENT RECOGNITION

As a staff, we recognize students for good work, responsible behavior, effort, and academic excellence. Daily, throughout the year, students are recognized by staff and each other as they serve our school and/or show care and respect for one another.

TELEPHONE, ADDRESS CHANGES

Please notify the school immediately if there is a change in your mailing or physical address, email, telephone number, or person to contact in an emergency. This information is important in case your child becomes ill or is injured.

REQUEST TO LEAVE SCHOOL EARLY

A request to have a child excused from classes early should be sent with the child on the morning of the dismissal. The time and reason for leaving should be included. A child will be released only to the parents or authorized person who must come to the office to sign the child out. Please communicate with the attendance secretary and your child's classroom teacher upon your earliest knowledge of an upcoming absence.

APPLICATION OF PESTICIDES ON SCHOOL PROPERTY

As per State law, all school districts in the State of Washington must post notice prior to the application of any pesticides at least 48 hours prior to the application. We will post in a prominent place in the building, as well as notify staff and parents. The notification will be at least 8.5 x 11 inches and will include the following heading: "Notice, Pesticide Application", and will list the product name, date, time, and specific location of the application.



MEDICATIONS

When a student needs prescription medication while at school, School Board policy 3416 requires a Permission to Administer Medication at School form to be on file in the office. Bring the medication to the school office in a container with the pharmacist's label stating child's name, doctor's name, medication, and dosage. Non-prescription drugs require a doctor's signature and must be kept in the office.

HEARING AND VISION SCREENINGS

The State of Washington requires schools to perform vision and hearing screenings on an annual basis. The purpose of these screenings is to aid in the detection of school-age children who have or are at risk of developing vision/hearing disorders. Screening is required for grades K-3, 5, and 7. In addition, students with an IEP up for re-evaluation that year are also screened.

Why is it important to have your child's vision and hearing screened at school?

- To identify if your child has vision problems or might be at risk for vision problems.
- Hearing is important for speech, language development, reading, and learning.
- A hearing screening can detect if your child needs further hearing testing.
- Even if your child has passed a hearing screening previously, their hearing can change.
- Hearing problems can be related to medical problems.

How will I find out the result of my child's vision and hearing screening?

- If your child fails either screening, you will be informed of the test results and provided with referral paperwork by the school nurse.
- If you are not contacted, your child has passed both screenings.

What if I would like to opt-out?

- If you'd prefer your child not to be screened, please send an email to the school nurse: erindonaldson@sjisd.org

CHILD CUSTODY

In cases related to child custody, the school will respond consistently with statutes and court orders. In all cases involving contentions between parents and guardians for custody, the school will maintain a position of neutrality.



FRAGRANCES & COSMETICS

All members of FHES and visitors are asked to refrain from wearing fragrances to school. Some of our children and adults who have allergies or asthma are highly sensitive to heavy scents and need our cooperation to remain healthy.

SCHOOL DRESS CODE

Student's attire needs to be casual, comfortable, and well-suited to the learning environment. T-shirts with inappropriate pictures, liquor advertisements, sexually suggestive messages, or drug-related messages are not allowed. Shoes need to be safe for running and play; no flip-flops or roller shoes. Students whose clothing is inappropriate will be asked to call home for a change.

PERSONAL PROPERTY

All personal items should be properly marked with the student's name. Students should NOT bring valuables or large sums of money to school. Toys, trading cards and electronic devices such as iPods, and cell phones need to be kept at home. If a cell phone or smartwatch is brought to school for after-school use it must remain in the student's backpack until the end of the school day. No texting or calling during school hours from student devices.

LOST & FOUND

Throughout the school year, all unclaimed articles will be displayed to students and families. If still unclaimed, items will be donated to the thrift store.

ACCIDENTS, ILLNESS, OR INJURY INSURANCE

The school does not provide medical insurance for students. Occasionally, students get hurt at school, but the school is not liable unless proven negligent, so parents and guardians are encouraged to provide medical insurance. Myers-Stevens, a private provider specializing in student accident and health insurance, offers a variety of plans at minimum cost. When purchasing a policy, parents are cautioned to read the brochure carefully and pay particular attention to exclusions and limitations. Brochures with details are available throughout the year in the main office and online. All inquiries should be directed to the company, not the school.

HARASSMENT & BULLYING

BP: 3207 and Procedure 3207 - [Prohibition of Harassment, Intimidation and Bullying \(HIB\)](#)

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. As defined in legislation, "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



San Juan Island School District - Friday Harbor Elementary School - 360.378.5209

to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010, or other distinguishing characteristics, when the 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 refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implies or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying. 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. Specific training requirements are included in the accompanying procedure. 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 aggressor, 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 aggressor or 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, or



participating in an investigation. 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 district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. 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 3205 - Sexual Harassment of Students Prohibited 3210 - Nondiscrimination 3211 - Gender-Inclusive Schools 3241 - Student Discipline Legal References: WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts. 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 Management Resources: 2019 - August Policy Alert 2019 - July Policy Issue 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: 06.26.03 Revised: 05.25.11; 05.27.15; 06.15.16, 8.21.19, 04.27.22.

PROHIBITION OF SEXUAL HARASSMENT

SJISD Board Policy 3205: Sexual Harassment of Students Prohibited

- 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. 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.

You can report sexual harassment to any school staff member or to the district’s Title IX Officer, Superintendent Fred Woods, (360) 378-4133, or fredwoods@sjisd.org. You also have the right to file a complaint. For the district sexual harassment policy and reporting procedure,



contact your school or district office, or search for Policy 3205 and Procedure 3205P online here: <https://www.sjisd.wednet.edu/Page/1491>

Every report of sexual harassment will be investigated in a sensitive manner. In determining whether the alleged conduct constitutes sexual harassment or the more severe sexual misconduct, the totality of the circumstances, the nature of the harassment and the context in which the alleged incidents occurred will be investigated. Sexual harassment may be treated as a criminal act.

SJISD Board Policy 3210: Nondiscrimination - San Juan Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Faith Knight, Coordinadora de Cumplimiento de Derechos Civiles, Oficial del Título IX
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
Faith.Knight@sjisd.org

Fred Woods, Superintendente, Coordinador de Acoso, Intimidación y Bullying (HIB)
PO Box 458, Friday Harbor, WA
(360) 378-4133
fredwoods@sjisd.org

Becky Bell, Directora de Servicios Especiales, Oficial 504, Coordinadora de ADA, Coordinadora de Escuelas Inclusivas de Género
PO Box 458, Friday Harbor, WA 98250
(360) 378-4133
beckybell@sjisd.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. For a copy of the district's nondiscrimination policy and procedure, contact your school or district office or search for Policy 3210 and procedure 3210P online here: <https://www.sjisd.wednet.edu/Page/1491>. Please see page two for instructions for reporting complaints.

Reporting Complaints of Discrimination and Discriminatory Harassment

Informal Process for Resolution Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

Formal Process for Resolution

Level One – Complaint to District The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation. Upon receipt of a complaint, the



compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation. The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date at the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction. The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two – Appeal to the Board of Directors If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response. The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three – Complaint to the Superintendent of Public Instruction If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail,



fax, electronic mail, or hand delivery.

2. A complaint must be in writing and include:

1. A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws;
2. The name and contact information, including address, of the complainant;
3. The name and address of the district subject to the complaint;
4. A copy of the district's complaint and appeal decision, if any; and
5. A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed. All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance. A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four – Administrative Hearing A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW. Mediation. At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation. The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

- 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or
- 2) Have a personal or professional conflict of interest. A mediator is not considered an



employee of the district or charter school or other public or private agency solely because he or she serves as a mediator. If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

For a copy of the district's nondiscrimination policy and procedure, contact your school or district office or search for Policy 3210 and procedure 3210P online here:

<https://www.sjisd.wednet.edu/Page/1491>

TECHNOLOGICAL RESOURCES & POLICIES SCHOOL DISTRICT WEBSITE

Please bookmark our school district website <https://www.sjisd.wednet.edu> and download the San Juan Island SD mobile app for general school information, notifications, schedules, calendars, and special events. The app is free, and you may personalize your notification preferences.

COMMUNICATION

All emails for staff are firstnamelastname@sjisd.org.

ON-LINE GRADE REPORTS and ATTENDANCE

To access your student's current grades and attendance, go to the link for "Family & Student Access" listed under "Parents & Students" on the district website or enter this URL in your web browser: www.sjisd.wednet.edu/Family-Student-Access. This online system is password protected. To access Skyward Family & Student Access parents will need to provide an email address to the school office. Please note that some of the features in Family Access will not function without an email address. The "Family & Student Access" web page on the district website has instructions to access your account. If you need further assistance, please email techsupport@sjisd.org or contact the school office.

The URL for the SJISD Skyward Family and Student Access login page is: <https://www2.nwrdc.wa-k12.net>

REGULATIONS FOR USE OF SCHOOL COMPUTERS / STUDENT ACCOUNTS

Students have access to many forms of technology. Any misuse, tampering, or altering of systems, reprogramming, or theft of technology will not be tolerated.

Please review the full text of any and all Tech related Board Policies, available online at www.sjisd.wednet.edu, to include:

[BP 2022 Electronic Resources and Internet Safety](#)

[BP 3245 - Telecommunication Devices and Students](#)

[BP 5253 - Maintaining Professional Staff/Student Boundaries](#)

[5253P - Maintaining Professional Staff/Student Boundaries Procedure](#)

[BP3240 and Procedure 3240P - Student Conduct, Rules and Guidelines for Student Behavior, Definition of Exceptional Misconduct](#)



APPROPRIATE USE OF SAN JUAN ISLAND SCHOOL DISTRICT COMPUTERS

User Expectations and Responsibilities:

Students are authorized to use District computing facilities/networks for work directly related to the student's educational efforts.

A. Students are responsible for protecting their account/password from unauthorized use and may not allow another person to use their password or to share their account.

B. Students may not use another person's computing account, attempt to forge account identity, or use a false account or e-mail address. Students may not circumvent workstation security systems or prevent access to individual workstations. Any attempt to circumvent system security or in any way gain unauthorized access to local or network resources is forbidden.

C. Students are forbidden to use email and other network communications to harass, offend, or annoy other users of the network including impeding their computing systems, software, or data.

D. Authorized student users of the San Juan Island School District have specific behavior expectations in reference to District computers and computer systems/networks.

E. Users shall report any security problem or misuse of the network to District staff.

All users are responsible for:

- Backing up their data and files as needed.
- Courteous and considerate use of all computers and computer systems/networks.
- Legitimate and appropriate use.

Users may not:

- Use the computers and computer systems/networks for commercial use or financial gain unless specifically granted approval by the superintendent or designee and in accordance with other District procedures.
- Charge fees or other remuneration for advertising or other use of the computer facilities for any purpose unless specifically granted approval by the district administrator responsible for overseeing such fees.
- Copy any District owned software unless specifically authorized by the copyright and licensing provisions of the software or place copyrighted material on the system without the author's permission or in any way violate copyright law. Initiate or participate in activities which damage or disrupt hardware or communications such as irresponsible or destructive use of equipment, virus creation and propagation, wasting system resources, and overloading networks with excessive data.
- Upload/download any unauthorized file including, but not limited to, obscene, pornographic, or inappropriate material.
- Use the system to encourage or engage in any illegal activity or promote unethical practices or any activity, including political activity, prohibited by Board policy or law.



- Use computers/resources for unauthorized game playing.

Sanctions for Policy Violations:

Violations of this policy will be treated as misconduct, a misdemeanor, or a felony as appropriate for the offense. Students who violate the policy are subject to discipline, prosecution, and restitution. Computer access may be limited or terminated pending the determination of disciplinary investigations

Community Complaint Against a School District or Other School Service Provider

Here is an overview of the community complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

- Find this WAC online: <http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

Follow **steps 1 through 4** to complete the community complaint process.

STEP 1 Use Your Local Process First

If you have followed the citizen complaint process of your school district, ESD or school service provider (subgrantee) **and are unable to reach a satisfactory solution**, use this citizen complaint process through OSPI.

STEP 2 File a Citizen Complaint Through OSPI

A citizen complaint **must be in writing**, signed by the person filing the complaint, and include:

- **Contact Information of the Person Filing the Complaint.** Your name, address, telephone number and email, if you have one.
- **Optional:** If someone is helping you to file this citizen complaint, include **1)** their contact information, and **2)** your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (subgrantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.
- **The Facts — What, Who & When.** Include a description of the facts and dates, in general, of when you think the alleged violation happened.

1. What specific requirement has been violated?
 2. When did this violation occur?
 3. Who you believe is responsible: names of all the people, and the program or organization involved.
- **Optional:** Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.
 - **The Resolution You Expect.** A proposed solution, if you think you know or have ideas about how the issue can be resolved.



STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI

Office of Superintendent of Public Instruction

Attn: Special Education

P.O. Box 47200

Olympia, WA 98504-7200

Fax: (360) 586-3305

-AND-

The school district superintendent at fredwoods@sjisd.org

If you need to provide more information about the allegations in the complaint, send that information to OSPI within **5 calendar days** of the date of the response from the school district, ESD or school service provider (subgrantee).

STEP 4 Final Decision by OSPI

OSPI will send you the final decision in writing within **60 calendar days** of the date federal program staff at OSPI received your written complaint — unless exceptional circumstances demand that this investigation take more time.



Lunch and Breakfast Menu can be found in the front office

Breakfast and Hot lunches are free for all students.

Milk, if purchased without a lunch is available for \$.50

Visitor lunches are \$7.00.



San Juan Island School District 2024-2025 Academic Year Calendar

August	September	October	November
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December	January	February	March
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April	May	June	
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

Certificated staff return to school

School Board Adoption: March 29, 2023

Holidays and Breaks
Sep 2 Labor Day
Nov 11 Veterans Day Holiday
Nov 28-29 Thanksgiving
Dec 20-Jan 3 Winter Break
Jan 20 Martin Luther King Day
Feb 17 Presidents' Day
Feb 17-21 Mid-winter Break
April 7-11 Spring Break
May 26 Memorial Day
First/Last Days of School
Aug. 29, First day of school
June 7, FHHS Graduation
(TBD) Griffin Bay Graduation
June 13, Last day of school
Half Days
staff and student early dismissal*
student conferences*
final exams and report cards*
*ES - 11:10 AM, MS, HS - 11:20 AM
Early Dismissal Days
early dismissal all students: ES - 1:30 PM, MS, HS - 1:40 PM
Academic Terms
Term 1 ends Nov. 1
Semester 1 ends Jan. 24
Term 3 ends April 4
Semester 2 ends June 13

= Possible make up days due to inclement weather. Actual make up days will be determined as needed.