

GRIFFIN BAY SCHOOL HANDBOOK

2024-2025



Connie Domenech, Office Manager

Maude Cumming, Paraeducator

Mandy Baker, Paraeducator

Ben Troutman, Teacher

Fred Woods, Principal

Luna Wylde, Teacher

Amara Zee, Counselor

*"Tell me and I forget,
teach me and I may remember,
involve me and I learn."*

- Benjamin Franklin

*"I'll not be tied to hours nor
'pointed times
But learn my lessons as I
please myself."*

- William Shakespeare's *The Taming
of the Shrew*

*"I am no bird; and no net
ensnares me: I am a free
human being with an
independent will."*

- Charlotte Brontë's *Jane Eyre*

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Overview

Griffin Bay School is a “brick and mortar” school that offers K-12 instruction using online and/or paper-pencil curricula. Griffin Bay School provides an Alternative Learning Experience (ALE) program for students and families of Washington state who have unique needs. We partner with Odysseyware and Imagine learning’s Edgenuity program (among others) to connect with families who may benefit from an online curriculum to meet their children’s individual needs.

Griffin Bay School is a multi-district program serving both non-residents and San Juan Island's public-school students as an Alternative Learning Experience for grades K-12. Established in 2003, Griffin Bay School provides appropriate and flexible educational opportunities designed to meet individual needs and offering a high level of personalized academic, social, and emotional support to help high school students recover credits, explore alternative classes, and pursue their high school and beyond plans. Our experienced teachers inspire students to work hard and help them succeed. Griffin Bay School uses OSPI-approved course providers that gives students and Griffin Bay School staff access to high-quality curriculum, support, and services.

As a safe and supportive learning environment, Griffin Bay School gives a diverse student population the opportunity to achieve personal and academic success. We strive to know where our students come from and what their lives are like. Griffin Bay School helps all students learn by providing an alternative means for acquiring coursework credit so graduation may occur on time. The curriculum is organized so that students can progress at their own pace - depending on their ability, interests, and preferences - through a sequence of increasingly difficult courses. Staff at Griffin Bay School listen to the students' views,

experiences, concerns, life circumstances and ideas for change so we can help them and others in the future. That is why at Griffin Bay School, students may come into the school for coursework or may have all their learning needs met online in their own home environment. Our teachers ensure each student's needs are met by delivering personalized instruction and attention.

Here's why families choose Griffin Bay School for their children:

- Our experienced, Washington state-licensed teachers give students the attention they need to succeed.
- The online curriculum from our online partners is rooted in decades of research that harnesses powerful learning tools such as video, audio, and integrated materials to engage and inspire students.
- Individualized Written Student Learning Plans (WSLP) place students in appropriate courses, identify strengths and areas for improvement, and create a plan to chart their progress.
- Exceptional programs help struggling students not only catch up but excel.
- Smart and sensible ideas, including Credit Recovery courses when needed, help students cope and succeed.

Griffin Bay School brings students, parents, and teachers together to form a powerful, collaborative team to help students thrive.

Contact information (email links)

Office Manager, [Connie Domenech](#)

Principal, [Fred Woods](#)

Certificated Teacher, [Luna Wylde](#)

Certificated Teacher, [Benjamin Troutman](#)

Paraeducator, [Mandy Baker](#)

Paraeducator, [Maude Cumming](#)

Counselor, [Amara Zee](#)

Special Services Director, [Becky Bell](#)

Written Student Learning Plan (WSLP) Schedule

ALE students enrolled as a Griffin Bay student (not including FHHS students taking an online course during a high school period) will have a Written Student Learning Plan (WSLP) to create a plan for the Griffin Bay student's education, delineate curriculum and materials, designate FTE and hours of instruction, and establish how best to evaluate progress. An intervention plan will be developed if the student does not make adequate progress.

At Griffin Bay School, students are invited to attend in person for support or as written in their student learning plans. There are also staff available to supervise FHHS students who participate in an online course. The schedule is organized to facilitate flexibility and variety in instructional activities. Middle school and elementary school students follow the middle school and elementary school schedule.

High School (M on - Fri)	
Period 1	8:15 - 9:10
Period 2	9:15-10:10
Break	10:10-10:25
Period 3	10:25-11:20
Period 4	11:25-12:20
Lunch	12:20-12:55
Period 5	1:00-1:55
Period 6	2:00-2:55

*There is no student supervision at Griffin Bay School *before* 7:45 and *after* 3:30 pm.

Vision

Griffin Bay School provides a safe, productive and supportive learning environment in which students can "take risks" in their learning to improve. The curriculum is organized so that students progress at their own rates - depending on their ability, interests, and preferences - through a sequence of increasingly difficult courses. The school's aim is to prepare students for their transition into post-high school activities (e.g., college, vocational education, employment, independent living).

General principles of Griffin Bay School

- To maintain high expectations for hard work and learning.
- To offer various and individualized ways to demonstrate mastery.
- To create a supportive learning environment intentionally planned specifically to meet student needs.
- To enable flexible deadlines and work schedules, giving students more control over their work.
- To ensure appropriate and flexible educational opportunities designed to meet individual needs.
- To provide a breadth of offerings.
- To develop challenging curricula organized around essential themes.
- To uphold student expectations to follow the goals and plans in the student learning plan. This plan can be amended or updated as needed.
- To provide access to mental-health treatment or other personalized services as needed.
- To offer credit recovery opportunities for students to receive credits or improve grades for unsatisfactory coursework or to take courses for the first time to catch up with credit deficiencies.
- To promote a balance of autonomy and support.
- To encourage peer support as a positive influence.
- To provide opportunities for students to build confidence and develop productive relationships.

Curriculum and Instruction

Griffin Bay School

- offers challenging and engaging instruction through multiple curriculum options.
- provides secondary students academic skills instruction and high school equivalency certificate preparation course work,
- provides curriculum, assessment and instruction that are appropriate to each student's academic achievement, ability, emotional development and academic goals rather than by age or grade level,
- assists high school students to acquire high school level skills and credits and be academically prepared for success in college and/or work,
- offers nontraditional courses that are taught on site, online, remotely or through independent study.
- allows students to take up to four online classes at once,
- may allow students to complete their requirements in a short period of time (depending on course),
- Accommodate extensions, when possible, into the next semester or during summer to increase the time it takes to complete a course, and
- offers courses through Odysseyware, Imagine Learning, Edgenuity, and a variety of other platforms.

Award of credit and course extension requests

High school credit will be awarded for all successfully completed course work in which students are enrolled, including high school equivalency certificate preparation. GBS determines credit on an ongoing basis with rolling enrollment.

Extension requests should be made directly to the Griffin Bay teacher *prior* to the scheduled end date. If a GBS student does not complete credit work on time, s/he will receive an F. The maximum extension will be **10 school days**.

The key to academic success

- *Attend regularly.*
- *Pursue your learning plan.*
- *When in doubt, ask!*
- *Be independently driven.*
- *Set a schedule.*

Unsatisfactory Progress Reviews

If a student reaches three (3) consecutive unsatisfactory monthly progress review, there are two choices:

1. Transition the student to another educational program, or
2. Rewrite the WSLP to better meet the student's needs.

Emergency school closing

Listen to local radio stations beginning at 5 AM for school closures during inclement weather. Emergency information is also available on the SJISD website www.sjisd.wednet.edu. All assignments will still be due once students return to school or on the original assignment due date, whichever date is applicable.

Transportation

Griffin Bay students may ride to and from school on San Juan Island School District school busses.

GBS Parking

Student parking is in the parking lot by the Griffin Bay building, along the streets near the school with overflow parking available near the track. Students (and vehicle owners) recognize that SJISD does not assume responsibility for property damage to any private vehicle parked on its property.

Neighborhood policy

Students are to respect our neighbors (the area within a quarter mile radius of the school).

- No littering, loitering, smoking or unruliness.
- Walk on sidewalks.

GBS Enrollment Process

Enrollment is for one semester at a time. For student continuity, we require the student to commit to the full semester. GBS does accept partial enrollment or shared enrollment with other schools. We ask that Griffin Bay students enroll with us at least 60% of the time.

Students are invited to enroll by filling out the online application. Once the application is complete, you will receive a phone call from a Griffin Bay staff member who will help develop a Written Student Learning Plan (WSLP) and assist the student in selecting appropriate curriculum.

[Online Application Link](#)

Students who are eligible to enroll are students who live in the district boundaries of San Juan Island School District, are age 5 by the first of September. GBS is an OSPI approved Multidistrict school and accepts remote students from anywhere in Washington state. Older students who have not met graduation requirements are eligible for enrollment if they are under the age of 21 at the start of the school year.

Students who are new to San Juan Island School District should contact Griffin Bay School Office Manager Connie Domenech at conniedomenech@sjisd.org or call the office at (360) 370-7801.

Students wishing to transfer from FHHS, MS, or ES may do so at any time unless they are planning to be only partially enrolled in Griffin Bay with the majority of their time in one of the other buildings. In this case, contact Friday Harbor High School Guidance Counselor Hailey Henderson-Paul at haileyhendersonpaul@sjisd.org or call the high school office at (360) 378-5215.

GBS withdrawal process

Students who choose to withdraw from Griffin Bay School should complete the necessary paperwork with the Office Manager. Books and borrowed materials should be returned and fees, if any, should be paid. Finalized grades and student information will be sent to a receiving school upon request. **If a student withdraws from GBS, they certainly may return!**

GBS Fee Schedule

Fees are associated with the following circumstances:

- Certain online courses may require a fee of \$300-\$350.
- Unreturned or damaged checked out or borrowed materials may incur a fee.

School grounds

Like Friday Harbor High School, Griffin Bay School is a closed campus except during the lunch period.

Attendance policy, responsibility for attendance, absences and tardiness.

Participation in classes is a critical part of the learning process. The school district's attendance policy is intended to help students learn responsibility and increase their potential for success. For details, refer to the school district policies: <https://www.sjsd.wednet.edu/Page/2550>.

In the event of a pattern of regular, excessive, or unusual absences, the principal may require a doctor's note or proof of the health condition or disability that may be causing the absences.

If a student falls ill with a severe illness or suffers from a debilitating injury during the semester, and consequently has to stay away from school for a period of up to three weeks, they will be required to make up for the missed work as soon as they are able. Students can obtain their homework from their teachers during this time. However, if a student is absent from school for more than three weeks due to a medical condition, their parents are advised to get in touch with the counselor or principal to explore additional options.

While Griffin Bay School is required to provide reasonable accommodations and modifications, it is not required to waive assignments altogether. The goal is to provide support to enable students to fully participate in and benefit from their education.

Weekly Contact & Truancy in ALE

Attendance in ALE means **weekly contact**: A minimum of once per week direct personal contact.

Definition of direct personal contact: Interactive connection between the teacher and the student related to the WSLP course content and instruction, or development or evaluation of the WSLP.

Griffin Bay provides multiple opportunities for weekly contact and documents efforts to contact students.

For extended or repeated missed contacts without valid justification: [truancy rules](#) apply.

<p>After 1 missed weekly contact without valid justification</p>	<p>Inform the student’s parent/guardian by a notice via direct personal contact as defined by WAC 392-550-020 in the language the parent is fluent in, whenever the student has missed weekly contact without valid justification. The notice should inform the parent/guardian of the potential consequences of additional missed weekly contacts. (WAC 392-550-040)</p>
<p>After 2 consecutive or 3 cumulative missed weekly contacts without valid justification</p>	<p>Schedule a conference with parent/guardian and student for the purpose of identifying barriers to the student’s regular attendance and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism. The conference may take place in person, by phone, or through interactive video communication. (WAC 392-550-040)</p> <ul style="list-style-type: none"> • Develop a data-based intervention plan to eliminate or reduce student’s absences, consistent with the WARNS or other assessment results. • For middle and high school students. Must apply WARNS (Washington Assessment of Risks and Needs of Students) or other assessment. <p>Convene the IEP or 504 team, if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. (RCW 28A.225.020)</p>
<p>At 5 consecutive or 6 cumulative missed weekly contacts without valid justification</p>	<p>File truancy petition with Office of Juvenile Court. Court must stay the petition. Refer parent and child to a community engagement board (CEB) or other coordinated means of intervention. (WAC 392-550-040)</p>

Pre-arranged absences

Pre-arranged absences are absences that are arranged in advance. Coursework will be required to be made up based on teachers’ professional judgment.

Students must:

1. Ask for a *Pre-Arranged Absence Form* from GBS staff.
2. Obtain signature and information on what assignments will need to be completed from each teacher.
3. Have a parent or guardian sign the form.
4. Return the form to the Office Manager prior to your absence.

Parents and students are responsible for evaluating the effect of the absence on the student’s grade and progress. Students will receive zero credit for missed assignments, quizzes and tests if the absence is not approved through the pre-arranged absence process.

Semester finals

GBS will give early finals to any student with a valid reason.

Appointments during school

If a student must leave school for an appointment, s/he must have permission from parents before leaving campus. The student’s parent must speak directly with a faculty or staff member if the request for early dismissal is made by phone.

Visitors

Parents are welcome to visit Griffin Bay School. Students are permitted to have a visitor accompany them to school on a prearranged one-day basis only. It is expected that visitors will not create disturbances or interfere with learning. Visitors must be currently enrolled in a high school and be visiting during a school holiday from their school. A student who wishes to host a visitor is required to complete a “Visitor Request Form”, signed by all teachers, his or her parents or guardian, and then approved by the principal at least one day prior to the visit. Teachers and/or the principal have the right to refuse student visitors in their classroom.

Home/school communication

Students have greater success when their parents are informed and involved in their education. Clear and accurate communication is important. Grades and assignments, along with other information and announcements, can be accessed by logging on to [Skyward](#), a web-based tool to help parents and students stay informed and engaged.

[Griffin Bay School](#) has a page on the [San Juan Island School District](#) website. Parents and students can check the calendar and announcements for important dates and information. Griffin Bay also has a [Facebook](#) page. On occasion, students will be responsible for taking messages/paperwork home and making sure that parents receive information from school.

Cell phones

Students may bring cellphones to school. The phones must be programmed to silent or mute settings. Cell phone use is allowed during non-instructional times.

Educational materials & textbooks

Students are responsible for textbooks assigned to them and will be required to pay for any loss or damage. Except for consumable textbooks, students must not write on any page or mark any part of textbooks in any way. Adjusting for a textbook's condition, if the book is returned with damage (eg, torn pages, writing in book, etc.), the student will be required to pay in full for the textbook.

Lockers

There are no lockers at GBS.

Lunch

GBS students may participate in the SJISD Food for Thought Program. GBS students may pick up lunch in the cafeteria on FHHS campus during scheduled lunch breaks.

Guests of FHHS dances

Griffin Bay School students must be a guest of a Friday Harbor High School student, having completed a Guest Pass 24 hours in advance of the dance including the principal's approval and signature. Guests must follow FHHS rules regarding dances: <https://www.sjisd.wednet.edu/Page/2356>.

Freedom of expression

Freedom of expression is a constitutional right and part of the educational process at GBS. However, this freedom is subject to reasonable regulation and may not be used to prevent the educational program from continuing in its usual way by causing problems or interfering with the rights of others.

Students must wear appropriate clothing at school and while attending school-sponsored functions (eg, field trips). Appropriate clothing will be free of advertising or promotion of drugs, alcohol, cigarettes or any product that does not align with a safe and drug free school environment. Clothing will not have crude messages, sexual innuendo or offensive language. Students wearing inappropriate clothes will be required to change clothes.

Grading scale

All students, grades 9-12, will receive semester grades with the following grade marks:

Grade	High	Low
A	100	94
A-	93.99	90
B+	89.99	87
B	86.99	84
B-	83.99	80
C+	79.99	77
C	76.99	74
C-	73.99	70
D+	69.99	67
D	66.99	60
F	59.99	0
P	100	60

Student participation

Meaningful involvement by students in their own education is necessary and extremely important. Students taking Tutorial and/or Study Hall classes will be graded on indicators that may include:

- Active participation in instruction and other class activities
- A desire to succeed
- Willingness to expend effort to achieve
- Persistence in the face of obstacles

Report cards

GBS report cards with teacher comments will be issued at the conclusion of each quarter (ie, at the end of midterm and semester).

GBS graduation requirements

All program requirements (described below) must be met for a student to receive a GBS diploma. Students must receive a semester grade of “D” or above, or “P” to earn credit for a class.

Students must fulfill the following three requirements:

1. Earn 24 high school credits.
2. Complete a High School and Beyond Plan
 - a. Slideshow presentation
 - b. Personal essay
 - c. Career interest inventory
 - d. Resume
3. Pass one of the multiple [graduation pathway options](#)

Clarification of “on-track” graduation

Students are responsible for taking the necessary steps to ensure that they graduate with the minimum number of required credits. In some cases, students who are deficient in credits may make up those credits in

an alternative method that does not result in a delay of graduation (eg, minimum competency testing).

If we apply the required credits needed to graduate high school to Washington state criteria, the term “[significantly behind in credits](#)” is represented by:

- ❑ 9th grade student with **less than 3.25 - 4 credits** by the end of their freshman year (less than approximately 65% of 6 credits)
- ❑ 10th grade student with **less than 6.75 - 8 credits** (less than 65% of 12 credits)
- ❑ 11th grade student with **less than 10.75 - 13 credits** (less than 70% of 18)
- ❑ 12th grade student with **less than 15.5 - 18 credits** (less than 75% of 24 Alternative methods to earn credit)

GBS students may make up deficient credits in [an alternative method](#) that does not require a delay of graduation.

- ✓ A student passes one or more GED pretests (0.5 credit maximum per quarter)
- ✓ A student makes a statistically significant post-test gain at the high school level in math, reading or writing on the WIAT-II (Wechsler Individual Achievement Test) during the quarter (0.5 credit per subject gain with a maximum of 1.0 credit for such subject gains in a quarter)
- ✓ Completion of high school level [work readiness or college readiness curriculum](#) (no more than 0.25 credits per multigraded lessons) (cont. on next page)
- ✓ The course, *Independent Physical Education*, enables students to meet required health and fitness credits. Griffin Bay School requires 300 minutes per week of physical (aerobic) activity for secondary students.

Behavioral expectations of students

Griffin Bay School strives to provide and has the responsibility to maintain a school environment where everyone is treated with respect, and no one is physically or emotionally harmed. To ensure the optimal conditions for learning, it is the responsibility of all students to follow these reasonable behavioral expectations:

- Be **respectful** and **courteous** at school.
- Upon arrival, **sign in** and **study** where you’ll learn best.
- Comply with school **rules**.
- Do not use tobacco, snuff, alcohol or other illegal **drugs** on campus or during school activities.
- Use appropriate **language** for an educational environment.
- Mute and put away your **cellphone** during class.
- Do not interrupt others. If something needs to be clarified, **wait** until it is your turn to speak or politely ask.

Offenses may result in conferences with the principal and parents, suspension, expulsion, and/or contact with law enforcement.

To ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process.

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:

- o Physically harms another student or damages their property;
- o Has the effect of greatly interfering with another student's education; or,
- o 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:

- o A summary of the results of the investigation
- o A determination of whether the HIB is substantiated
- o Any corrective measures or remedies needed
- o 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 at <https://www.sjisd.wednet.edu/site/Default.aspx?PageID=1491>.

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://www.sjisd.wednet.edu/site/Default.aspx?PageID=1491>.

What is sexual harassment?

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

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault. Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district’s Sexual Harassment Policy 3205 and Procedure 3205P, visit <https://www.sjisd.wednet.edu/site/Default.aspx?PageID=1491>.

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
- A 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.

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit <https://www.sjisd.wednet.edu/Page/2550>. 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

Academic Honesty Policy

Plagiarism is a form of cheating that uses another's work as your own. It reflects negatively on the person's character and honesty. It can result in embarrassment, a loss of credit, and expulsion for a student. Later, it may result in job loss.

We want our students to be absolutely clear about what is and what is not acceptable for turning in assignments. Copying and pasting any large amounts of text off sites, such as Wikipedia, brainly.com, answers.com, or ChatGPT, is *cheating* and does not show you understand the content. Doing this for any question will automatically result in a 0 for the entire assignment, or if the GoGuardian program shows a search for test answers that will also result in a 0. Make sure the work you turn in is your own thinking and writing!

GBS will penalize students caught copying the work of others. Staff and teachers will teach students how to avoid plagiarism.

1st offense - Automatic zero grade in that assignment.

2nd offense - Automatic zero grade in that Unit and parent-teacher conference.

3rd offense - Automatic failing grade in that course.

Student information Privacy Policy URL

Please review the following policies and school district privacy information: [Protection of Student Personal Information](#), [Procedure for the Protection of Student Personal Information](#), [SJISD Online Resources](#).

Federal Educational Rights and Privacy Act (FERPA)

The Federal Educational Rights and Privacy Act (FERPA) allows school districts to release “directory information” and/or your child's photo to the media and others **unless** you request that information **not** be

released.

Technology services

The San Juan Island School District is equipped with state-of-the-art technology network, servers, and steady and secure Wi-Fi internet access. The technology infrastructure is supported by systems administrators contracted through the Northwest Education Service District (NWESD). Their Systems Administrators support our network and servers via virtual tools on a 24/7, year-round support model. Onsite technical support is provided through the work week. Our onsite tech support team consists of an IT Services Lead and a Technical Support Technician, led by a part-time IT Director contracted through NWESD. These technical support systems and personnel together form a robust technology infrastructure upon which multiple student applications operate to deliver access to student learning material, access to online participation and communication tracking and grading systems and the [Staff Directory](#) with contact phone and email for all school district personnel.

1:1 Chromebook program

These devices are for resident students only and run Google Chrome OS.