

CALENDAR HANDBOOK 2024-2025



Lexi Zebley Gr.K



Gaizka Egusquiza Gr. 4



Charlotte Warren Gr. 1



SKY VALLEY EDUCATION CENTER

351 Short Columbia St.
Monroe, WA 98272

Phone: (360) 804-2700



monroe.wednet.edu.svec

SVEC OFFICIAL Facebook:

facebook.com/SkyValleyEducationCenter/

PTA contact info: skyvalley.pta@gmail.com

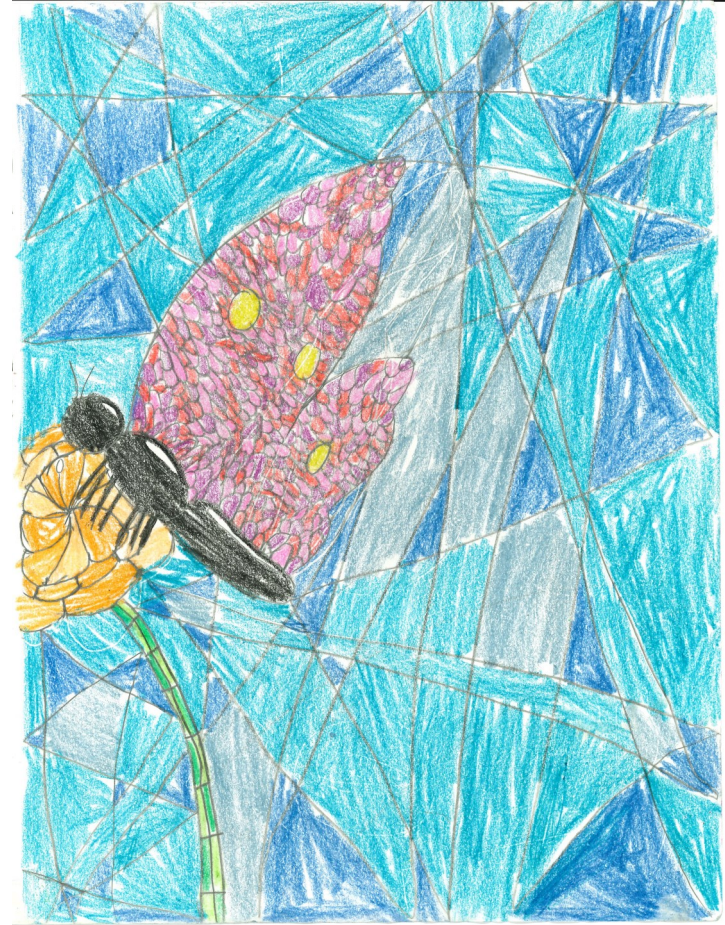
PTA Website: svecpta.org/

Office Hours:

**Monday-Friday
8:00am-3:30pm**

Sky Valley Education Center

MISSION STATEMENT



Melia
Hougardy
Gr. 3

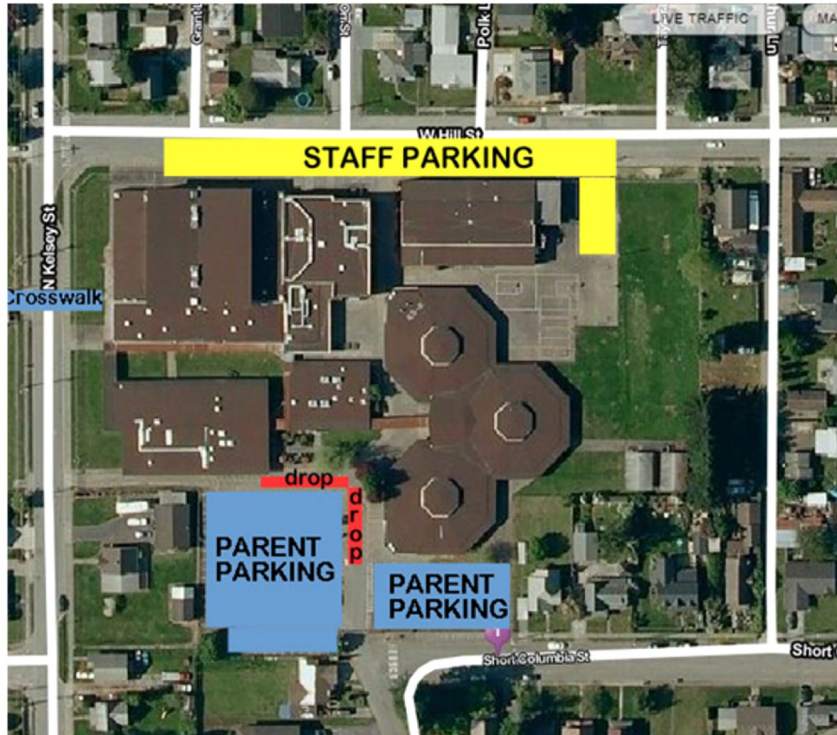
**Partnering with families and the community to educate, inspire,
and empower students in an innovative environment to discover
and nurture their unique potential and passion so they may go
confidently in the direction of their chosen future.**

PARKING

YELLOW – STAFF PARKING ONLY

BLUE – PARENT PARKING

RED – STUDENT DROP-OFF



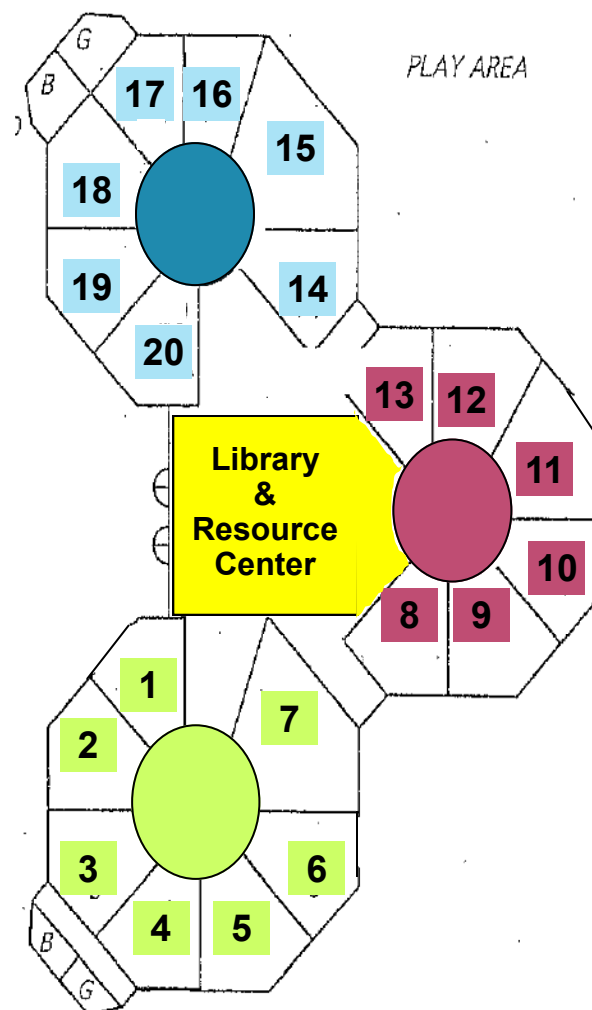
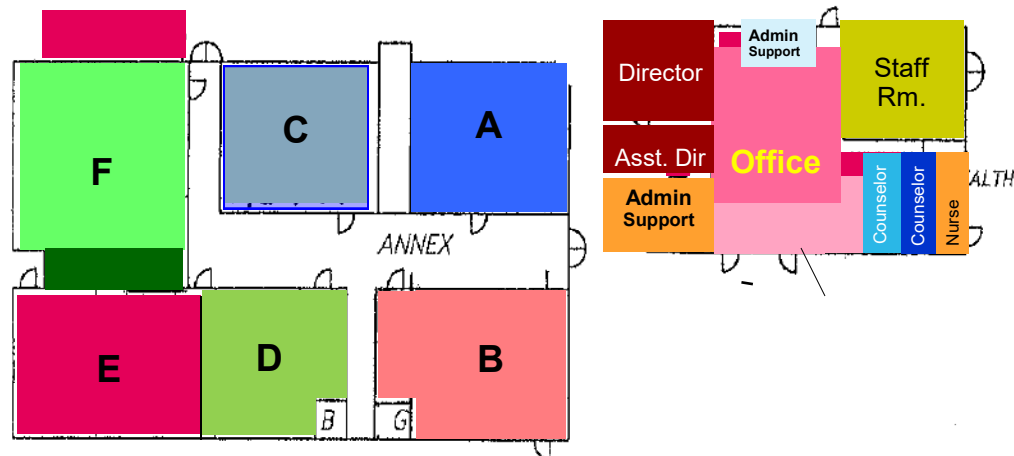
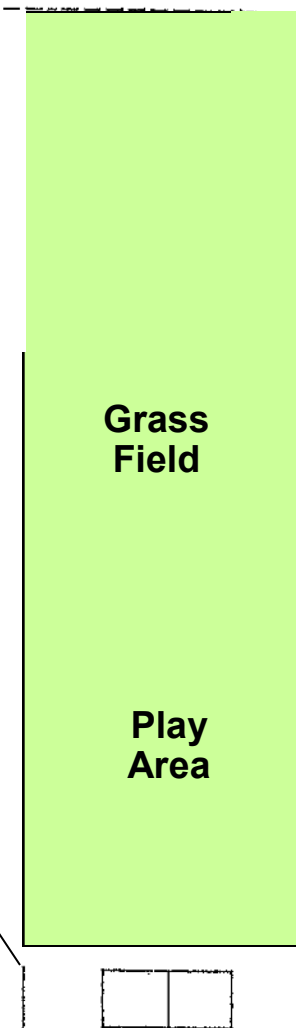
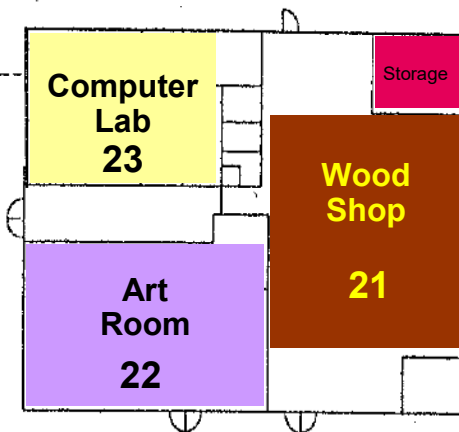
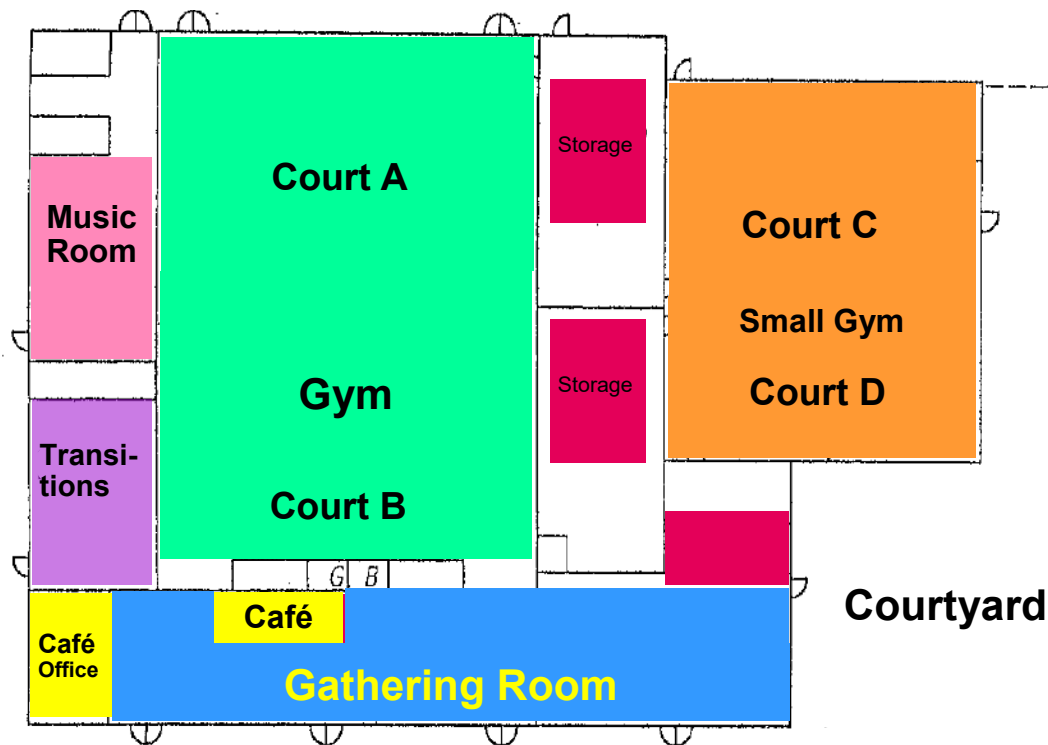
REMEMBER TO KEEP OUR STUDENTS SAFE BY FOLLOWING THESE TIPS:

- **20 mph school zone** on N. Kelsey, W. Hill, Arthur Lane, and Short Columbia street
- **NO drop-off behind school** on West Hill Street, parent\student parking on Hill Street is okay
- Drop off students in front of school office **ONLY**
- PLEASE PULL **FORWARD ALL THE WAY TO THE OFFICE** WHEN DROPPING STUDENTS (to reduce traffic backup into street)
- Please, **NO IDLING** in the parking lot. Turn engine off while waiting



STAFF Parking is available in the back “lot” by the playground with an entrance off of Hill St. The makeshift parking spots against the gym building off of Hill St. along the back of the facility are designated as **STAFF PARKING ONLY**.

Please **DO NOT** use the back gate entrance off of Hill St. as a drop off or pick up area; vehicles are **NOT** supposed to enter or block this entrance at any time.



Sky Valley Education Center
 351 Short Columbia St
 Monroe, WA 98272

MSD Strategic Plan

WHAT'S IN OUR STRATEGIC PLAN?

- **STRATEGIC GOALS** Statements that describe the big-picture results we want for our students, staff, families, and community.
- **OBJECTIVES** Measurable steps we will take towards reaching our strategic goals. The school board will determine which objectives will be prioritized each school year.
- **KEY STRATEGIES** Examples of specific actions we will take to reach our objectives.

PERFORMANCE INDICATORS AND TARGETS

Standards we set to help us determine our progress toward meeting our goals. We will set specific, measurable targets once we have determined our priority objectives for the year and collected baseline data. We will monitor and share our progress toward reaching our goals annually with a focus on transparency and continuous improvement.

STRATEGIC PLAN ANNUAL UPDATE

The formal report we will publish annually and provide to our community, that highlights our priority areas for the year with measurable targets for improvement and our progress toward meeting the previous year's targets.

OUR GOALS



GOAL 1

All students are ready for their future.



GOAL 2

All students are safe, known, valued, and supported.



GOAL 3

We recruit and retain an exceptional, caring workforce that reflects the diversity of the students we serve.



GOAL 4

Family & community members are connected to schools and valued partners.



GOAL 5

We effectively utilize resources and demonstrate transparent fiscal responsibility.



August Essig Gr. 1

Code of Conduct

All of us at Sky Valley Education Center, from babies to grandparents, do our best to follow these simple guidelines:

- **Be SAFE**
- **Respect: Yourself ~ Others ~ Property**
- **Strive to meet your goals & support others as they strive to meet theirs**
- **Have FUN**

Resource Center (Library) Etiquette

- While not a traditional library, we still want our Resource Center to be a place where parents and students can work and learn!

PLEASE

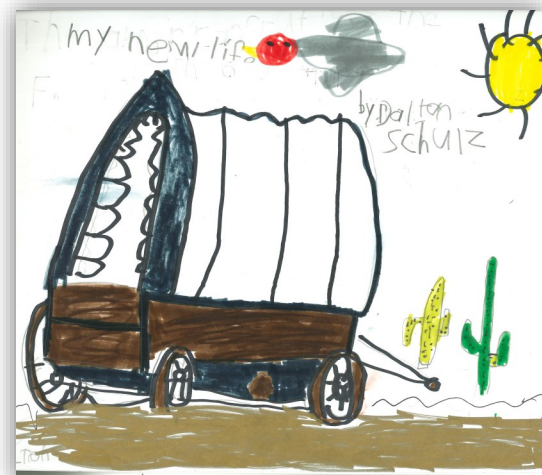
- NO loud or boisterous behavior
- NO messy lunches
- NO food/drink next to computers
- NO other distracting activities
- NO playing of violent video games



Gaizka Egusquiza
Gr. 4

Gathering Room Etiquette

Cleaning supplies are available for those times when an accidental mess occurs. Please be courteous to other families and our school and pick up after yourselves and clean up any of your messes!



Oregon Trail
Dalton Schulz Gr. 2

Playground Rules

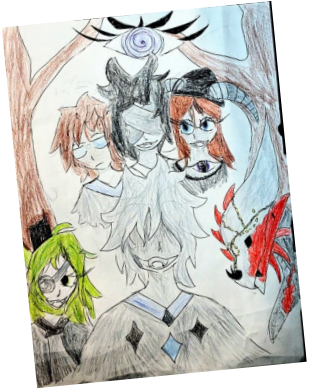
- ALL students MUST be with a parent or guardian when using the play structure.
- Very young students playing chess, tether ball, or just running in the field must be accompanied by a parent or responsible adult as well. Staff will bring unattended young children to the office so we can help them find a parent. We want to make sure we keep them safe!
- Students 12 and older may play in the field or play ball, etc. unaccompanied, but MAY NOT use the play structure without an accompanying adult.
- Please be courteous to our neighbors and keep the playground equipment from going over the fence!

Visitors at SVEC

- We welcome visitors to Sky Valley! Please follow these guidelines when hosting a guest at our building:
- If a PARENT wants to bring a guest to see our school, no prior approval is needed. Enjoy your visit. :)
- **If a STUDENT wants to bring a visitor, prior approval from the parents AND the school must be obtained.** See the office for more information.
- Our graduates are welcome to stop by and share with us how great they are doing! : Please stop in the main office for a visitor's badge first, unless you are the "parent on campus" for a younger sibling.

SEAMLESSLY SUPPORT SVEC AND OUR STUDENTS!

Aoife Englet Gr. 7



Donate to our SVEC senior scholarships!



Don't just fly.....SOAR

Awards for student scholarships, staff grants, and school-based programs are made by the Foundation's Appropriations Committee to eligible recipients through direct application to the Foundation. Please visit the Foundation's website: www.monroepsf.org for additional details.



JOIN THE PTA

Join our AMAZING PTA!

<https://squareup.com/store/svecstore>



Committees . . . Get Involved!

SVEC is a Parent Partnership program to support families with a desire and background in home-schooling. As such, it is our belief that parental involvement is essential. **To support this belief our expectation is that each family will have a parent representative on at least one committee of their choice. Find your passion!**



CLOTHING EXCHANGE COMMITTEE	Amber Ortiz	*MANAGE DONATIONS COMING IN *MANAGE DONATIONS TO NEXT CHARITY ORGANIZATION
FAMILY TOUR GUIDE & MENTOR TABLE COMMITTEE	Jamie Boyes Vanessa Dunnells	*PROVIDE ON-CALL TOURS OF CAMPUS *PROVIDE ON-CALL GENERAL INFORMATION FOR WALK-IN CURIOUS FAMILIES
FOOD RESCUE & FOOD BANK	Amber Ortiz Patricia Gonzalez	*SET-UP AND TAKE-DOWN TUESDAY FOOD SHARE EVENTS *COORDINATE FOOD DRIVES (2X A YEAR)
GARDENING & GROUNDS COMMITTEE	Amber Ortiz	*WORK AS TEAMS THROUGHOUT THE YEAR ON THE MAINTENANCE, IMPROVEMENT, AND BEAUTIFICATION OF OUR CAMPUS' LANDSCAPE
GATHERING ROOM COMMITTEE	Vanessa Dunnells	*PRESCHOOL PLAY AREA *TEEN AREA
GENERAL/ANNUAL EVENTS COMMITTEE	Vanessa Dunnells	*WINTER & FALL BAZAARS *SVEC FAMILY WORKSHOP DAYS (2X PER YEAR)
LIBRARY COMMITTEE	Katie Kent	*LIBRARY VOLUNTEER TASK: SHELF BOOKS, CHECK IN/CHECK OUT, ENTER ITEMS INTO ALIS, AND ASSIST WITH OTHER LIBRARY TASKS
PARENTS OF JUNIORS COMMITTEE	Jamie Boyes	*SUPPORT GRADUATING CLASS EVENTS *SUPPORT GRADUATION CEREMONY
PTA SUPPORT COMMITTEE	PTA	*ORGANIZE AND PROMOTE CAMPUS FUNDRAISERS (PROGRAMS AND GENERAL), GATHER AND FULLFILL TEACHER WISHLIST ITEMS, AND VOLUNTEER WITH PTA
RESOURCE CENTER COMMITTEE	Katie Kent	*ORGANIZE, TIDY, ROTATE, MAINTAIN OR CLEAN GAMES AND PUZZLES AS NEEDED. CLEAR OUT ANYTHING WITH MISSING OR BROKEN PIECES AND ANYTHING THAT CREATES TOO MUCH DISTRACTION WHILE PEOPLE ARE WORKING/LEARNING IN THE LIBRARY.
SPOTLIGHT NIGHTS COMMITTEE	Michael Muelling	*SUPPORTS THE NEEDS ASSOCIATED TO ANY OF OUR SCHOOL'S EOY SPOTLIGHT NIGHTS *IRISH DANCE, ORCHESTRA, PIANO, DANCE, CHOIR, FIDDLE & STRINGS, GUITAR-DRUMS-
TUTORING & COACHING COMMITTEE	JeNell Buchanan Amber Ortiz	*RECRUITS PARENT VOLUNTEERS TO SERVE STUDENTS AS WEEKLY ELA & MATH TUTORS *RECRUITS PARENT VOLUNTEERS TO SERVE STUDENTS AS WEEKLY EDGE COACH TRAINERS

Online Resources With Global School Licenses (available to all families)

BrainPop/BrainPop Jr: BrainPOP Jr (K-3rd) BrainPop (3rd-12th) is an animated educational site for kids (math, language arts, social studies, science) Site address: www.brainpop.com -Log in to student google account for SSO

Britannica School: Encyclopedia Britannica divided into learning levels and with fun learning paths and options
Britannica School Log-in Page >Scroll to the very bottom until you see product access then choose: log into Britannica School
Username: **monroe** Password: **msd103**

Xello: Xello is an online career guidance and planning system. People of all ages use the tools to find the right career, explore education and training options, and build their own portfolio.

Site address: <http://www.careercruising.com/> Username: **svec** Password: **monroe**

Enchanted Learning: Enchanted Learning (PreK-5th) is a supplemental program. It includes worksheets, printables, crafts, activities and more across all major school subjects.

Site address: <http://www.enchantedlearning.com> Username: **skyvalley** Password: **family**

Epic Books: Grade level digital reading platform for children 5-12 years old. 40K popular high quality books.

Contact Amber Ortiz (oritza@monroe.wednet.edu)

i-Ready (1-8th): iReady offers online math/reading assessments (1st-8th), beginning, middle, and end windows

Site address: <https://login.i-ready.com/> Contact Amber Ortiz (oritza@monroe.wednet.edu) for more information.

Learning A-Z: Headsprout: Headsprout (k-2) and comprehension (2nd-4th) is an online reading program. Ask Amber Ortiz to register your student.

Site address: www.headsprout.com Contact Amber Ortiz (oritza@monroe.wednet.edu) for more information.

Learning A-Z: Reading A-Z (K-5th): Printable decodable and leveled books, worksheets, and assessments.

Contact Amber Ortiz (oritza@monroe.wednet.edu) for more information.

Learning A-Z: RAZ Kids: Digital readers that are assigned to the student based on their reading level and growth goals.

Ask Amy Turner-McVey to assess skill level (turnermcveya@monroe.wednet.edu).

Starfall (PreK-3rd): An animated educational site for kids which includes math, reading, and language arts.

Username: **skyvalley@monroe.wednet.edu** Password: **family**

Study.com/ALEKS: Accessing a study.com or ALEKS course will "count" as 1 of a students 7 weight of classes for each class taken. Email Dan Brown, (brownd@monroe.wednet.edu) with questions.

Type to Learn: Online keyboarding program, assess student skill level. Contact Anna Horky with questions (horkya@monroe.wednet.edu).

Zearn Math: Zearn is an award winning complete math curriculum for grades K-8. Lessons are interactive and parents receive a report showing progress. Site address: www.zearn.org



CANVAS is a student management platform that allows teachers to embed links to videos and other multimedia into student assignments. CANVAS also allows for easier and more direct communication between teachers, students and parents. CANVAS is used by all of the community colleges in the area as well as most of the 4yr state colleges.

FOR STUDENTS

Student Canvas site - <https://svec.instructure.com>

Students will need their school email address and password to log into CANVAS. Students logging into Canvas for the first time need to follow these directions:

Step 1: Go to mail.google.com

Step 2: Log in using your school district email account and school district password

Step 3: After authenticating email address go to above link - student should be logged in now.

FOR PARENTS

For parents wanting to log into CANVAS to view their student's assignments, please follow the directions below:

First time users please follow these instructions. Please note that for this setup you must use a Chrome or Firefox browser (if Internet Explorer browser is used you will get an error message).

NOTE: After setting up password in Step 5 - make sure you go to Step 6. Canvas will redirect you to an incorrect login screen for parents.

1. Go to - <https://svec.instructure.com/login/canvas#>
2. Select forgot password.
3. Enter your home email address (NOTE: This is the email you have in SKYWARD).
4. Go to your email and click on link to change password.
5. Change your password and go directly to step 6.
6. Go back to <https://svec.instructure.com/login/canvas> and log in.

You should now see the published courses of your children along with their assignments and grades.

CANVAS NOTIFICATIONS

(Managing the Email Monster!)

Set your notifications to notify you immediately when announcements and Canvas emails are sent. Use a daily summary or weekly summary for everything else.

- **Conversations (Canvas's email system) and Announcements:** If you want to know immediately if a teacher emails you through Canvas then set "Conversations" to notify immediately. You may also want to see announcements immediately.
- **Discussions, Assignments, Grading:** A good notification choice for these items is to have changes sent via a daily summary. You will still get an email but not a ton of individual ones from all of your children's classes. Instead, one email with the updates from all classes!
- **Other Items:** Daily Summary or Weekly Summary probably works fine for most of the other items.



Jay Oshita Gr. 6

See our website for more information - Canvas tutorials or contact Amanda Murphy (murphy@monroe.wednet.edu)

How to tell if a FULL-TIME learning Plan has “ENOUGH” in it

* a student is full time if they have **5-7 weight** of classes on their schedule. If they have 5-7 weight of classes, they **do not** have the option of being part time.

Programs & Classes that ARE “enough:”

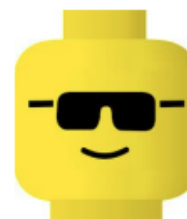
- Fundergarten
- Montessori
- FFS
- Co-Op
- S2Go/Bookshark
- InteGreated Academy
- ESS
- STEM
- ACT

English AND Math

(w/5-7 classes) =

Full schedule with close to **28 hours**

(Kinders who have Montessori, Fundergarten, FFS, S2Go, Co-op or Bookshark are **28hrs**)



Good to Go!

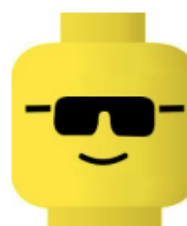
English OR Math

+

Science AND Social Studies

(w/5-7 classes) =

Full schedule with close to **28 hours**



Good to Go!

English OR Math

+

Science OR Social Studies

(w/5-7 classes) =

Full schedule with close to **28 hours**



If you have a full schedule and enough hours:
Talk to an WSLP consultant/teacher.

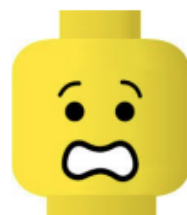
If you need more classes or hours:

- Add an onsite course in a CORE area you are missing.
- **OR**
- Add an offsite course in a CORE area you are missing

NO English OR Math

(w/5-7 classes) =

Full schedule with close to **28 hours**



- **Add an English and/or Math class** and see which of the previous situations applies to you. The class can either be onsite or offsite.

*** Less than 5 weight** of classes may desire part time enrollment in which case they don't need any core but **ALL** students need to have at least **2 CLASSES** on their Learning Plan

Offsite Classes and Progress

Progress is Important

Offsite Class consultants are provided for your planning and convenience!

Questions? Contact:

Cara McCrain: mccrainc@monroe.wednet.edu

Full time student learning plans must reflect a certain number of hours, estimated on a weekly basis, in the plan.

Kindergarteners need 14 hours (Except Montessori, Fundergarten, Family Co-op, Family Forest School, School 2 Go and Bookshark which are 28) and 1st– 12th graders need 28 hours. If your student is enrolled in other programs such as Running Start, Sno-Isle or another school their learning plan hours will be adjusted to reflect their part time status at SVEC.

If your child already has close to the required estimated weekly hours in their learning plan, **AND** has 5-7 onsite classes in their schedule **AND** the schedule has some core subjects then you **DO NOT** need to worry about adding offsite classes to your learning plan.

*As of the 2020-21 School Year:
Families are welcome to enroll part time, however, the minimum part time enrollment is 40%. It is still possible to enroll in 1 class at SVEC and be 40% enrolled; ask us how!

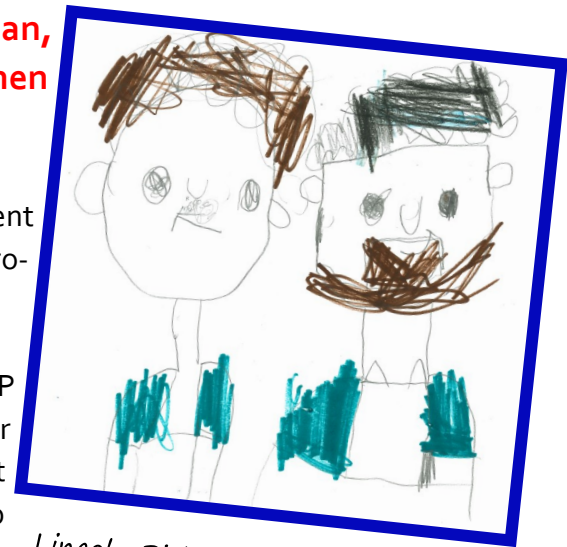
Our SLP Consultants can assist you in adding hours to your child's student learning plan. They will work with you monthly to obtain offsite class progress and are a great resource for curriculum questions.

Students will need to submit a cover sheet with a work sample to the SLP Consultant overseeing their offsite class or classes. Copies of those cover sheets are available from each consultant. Student work samples might

include: a test, an essay, copies of workbook pages, a log of time, or other approved work samples. Just talk to your consultant about what is acceptable for submitting work samples or activity logs. **We also have the option for a monthly face to face check-in meeting INSTEAD of the work sample for K-6 Reading and Math.*

Student work samples must be turned in to the SLP Consultant in charge of the class by the deadline for each month – which is marked in your family calendar/handbook. Generally, the deadline for submitting work samples for offsite classes is a week before the end of the month, so consultants have time to review them. Consult your calendar for exact dates. If work is not turned in by the deadline, the student will receive unsatisfactory progress for the offsite class for the month.

Repeated failure to turn in work samples by the deadline may result in removal from the program.



Lincoln Pickett-Venable Gr. 1

Off-site Course Description Example

If your Learning Plan has close to 28 hours (grades 1-12), or 14 hours (Kindergarten, except Montessori , Fundergarten, Co-op, School 2 Go, BookShark & Family Forest School) of ON-SITE learning, you do NOT need to add any off-site classes. If you have a student grades 9-12 and want credit for an off-site class see the office for details.

You may also follow [THIS EXAMPLE Draft below](#);

Preparing for Your Offsite SLP Meeting

Taking a few minutes to jot some things down will make your meeting go quickly and more smoothly.

1. Student Name: _____
2. Class Name: _____
3. Approximately how many hours per week will your student be working on this class? _____
4. What is the name of the curriculum you are using?

5. Write a brief description of the class here. (3-5 sentences)

6. What learning activities will your student complete each week? (Some examples may include worksheets, quizzes, tests, written responses, etc.)

7. How many lessons will your student complete in 10 months (about 40 weeks) of study? _____
8. How will you know that your student is learning and has mastered the material?

It would be helpful if you were to complete one of these outlines for each class that your family is planning to study offsite

Copies of this form are available in the office if needed!



30 Day Progress & Academic Intervention Plans

Unsatisfactory Progress

Students receive monthly progress for ALL of their classes – both on and off site. This class progress is used to determine whether the student is making OVERALL satisfactory progress at Sky Valley. For the purposes of reporting, students with unsatisfactory progress in more than **50% of their classes** will receive UNSATISFACTORY OVERALL PROGRESS. Progress is available for students and parents to see 24/7 via the new Student Management System (ALIS). Unsatisfactory Progress in a block class or weighted program may result in overall unsatisfactory progress regardless of progress in other classes.

****Please check OVERALL progress at the end of each month in ALIS****

Students who receive OVERALL UNSATISFACTORY progress are required to schedule and attend an intervention plan meeting in the office WITHIN 5 SCHOOL DAYS OF RECEIVING UNSATISFACTORY OVERALL PROGRESS. Failure to attend an intervention plan meeting may result in removal from the program. Students who repeatedly do not make satisfactory progress in multiple classes, whether they receive overall unsatisfactory progress or not, may be counseled to leave Sky Valley. Our responsibility is to support families in helping students be successful with their learning plan – whatever that learning plan entails. If you have extenuating circumstances, need help with your student's learning plan, or need assistance helping your child be successful, we are here to help!



monroe.wednet.edu/svec

MONROE SCHOOL DISTRICT 14692 179th Avenue SE, Monroe WA 98272

Select Language



SKY VALLEY
EDUCATION
CENTER

ABOUT

GET INVOLVED

STUDENT LEARNING

RESOURCES

Our district website is your **FIRST STOP** for anything and everything Sky Valley!

The four tabs located on the website banner contain all your wants and needs to assist you in partnering with us.



Sage Eagan-Heffernan Gr. 3

ABOUT

- ⇒ CALENDAR
- ⇒ MISSION STATEMENT
- ⇒ NEWS
- ⇒ PROGRAMS
- ⇒ REGISTRATION
- ⇒ SCHOOL IMPROVEMENT PLAN
- ⇒ STAFF DIRECTORY

GET INVOLVED

- ⇒ PTA
- ⇒ STUDENT & FAMILY ACTIVITIES
- ⇒ SVEC FACEBOOK
- ⇒ PAYMENT PORTAL

STUDENT LEARNING

- ⇒ SVEC 101
- ⇒ COUNSELING
- ⇒ RUNNING START
- ⇒ SNO-ISLE TECH

RESOURCES

- ⇒ ALIS/CANVAS/SKYWARD
- ⇒ CLASSES LIST
- ⇒ NEWSLETTERS
- ⇒ PART TIME ENROLLMENT
- ⇒ SVEC NOTICES AND GUIDELINES
- ⇒ REPORT A CONCERN

SUB CATEGORIES ARE SUBJECT TO CHANGE

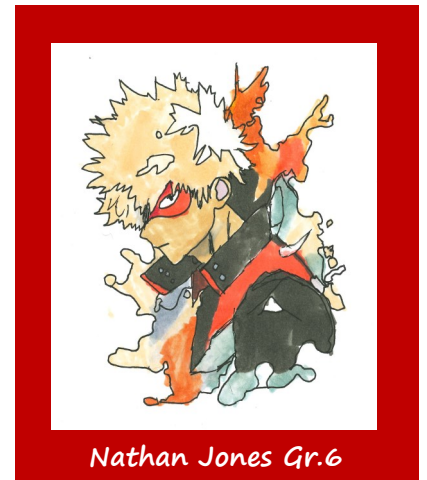


Melia Hougardy Gr. 3

Sky Valley Computer Use Guidelines

SVEC provides computers in the resource center/library and pods for students and families to use which include a variety of educational software for students. While the District uses state sponsored filtering software for the internet, parents should know that such software does not always filter out every inappropriate page. Here are some guidelines that students need to follow:

- **Students doing school work have priority over games.**
- **Every student at SVEC has a unique computer logon and password that may change each year.** This information is provided to you each fall and is available by logging into FAMILY ACCESS and choosing "PORTFOLIO".
- Computers should be used for **work related to** the student's individual learning plan.
- Computers should not be used to participate in chat rooms, instant messenger, or email unless related to the student's individual learning plan, or under the direction of a parent.
- **Only software programs owned by SVEC** may be installed on SVEC computers.
- No graphic, violent computer games may be played on SVEC computers.
- **No "Rated M"** games or games with gratuitous, graphic violence or blood ANYWHERE on campus at any time. Since this is a K-12 school, it is NEVER appropriate to be playing mature games anywhere on campus, whether on a school computer or your own.
- **No non-educational games in the PODS, AT ALL.**
- Students and parents are asked to be mindful of their surroundings when gaming in the library or on their own devices.
- No large groups of students gathering around a computer screen, loudly commenting on content being viewed.



**ALL OF US ARE EMPOWERED TO GENTLY & RESPECTFULLY
REMIND OTHERS ABOUT THESE EXPECTATIONS**

Attendance & Weekly Contact

How can this be accomplished?

- The student attends class with a certified teacher

OR

- The student talks in person, on the phone or on Zoom with their WSLP consultant about courses in their learning plan.

OR

- The student calls or drops by the main office to talk to a certified teacher about courses in their learning plan.

Each student must
have contact with a
certificated teacher
EVERY week.

If your student will not attend any classes in a week for any reason we still need to talk to them. This could include vacation, illness, canceled classes, and non-school days. Please communicate absences of a week or more with your WSLP consultant AND the main office.

*Please take in consideration that students enrolled in programs such as School To Go and BookShark may have a separate attendance/contact agreement with their program teacher. It will be important to discuss these specifics with your student's WSLP consultant AND their program teacher.

Questions?

Contact Cara McCrain at
mccrainc@monroe.wednet.edu





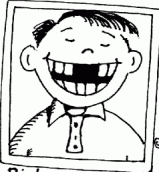


My WSLP Consultant is:

Name:

Email:

@monroe.wednet.edu

September 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 	3 	4 	5 REQUIRED SLP Meetings FOR Students	6	7
8	9 REQUIRED SLP Meetings FOR Students	10	11	12	13	14
15	16 SLP Meetings	17 First Day of Classes! 	18	19	20	21
22	23  Picture Day!	24	25	26	27 Offsite Work Samples Due!	28
29	30 ASB Meeting *Bring items for Share Fair from 9/30-10/4 	Check your student's overall progress		 Dalton Schulz Gr. 2		

METHODS OF OBTAINING HIGH SCHOOL CREDIT TOWARD GRADUATION

Courses taken at Sky Valley Education Center

The course instructor will determine course credit for classes taken at Sky Valley Education Center. This credit will depend on a variety of considerations, class participation, completion of assignments, and the quality of the work performed. Check the course description for details—not all classes are worth the same amount of credit.

Since all SVEC courses do not meet on a daily basis, students are expected to take their classroom learning and apply it to activities and assignments outside the classroom walls. It is reasonable to expect students to spend more time on outside activities and assignments than the time they spend in class. This additional work may be practicing a particular skill, working on class assignments, or completing additional/enrichment work provided by the student's parent.

When course work meets Sky Valley's high standards, an instructor will award credit for the work and the counseling office staff will enter that credit on a student's transcript. This granting of credit is usually done in February and June. According to Monroe School District policy, **7th and 8th grade students who are enrolled in an academic high school course on site OR in an online class** (World Language, English, Health, Math, Social Studies or Science) **WILL EARN** High School credit if they complete all of the course requirements at a satisfactory HS level. If you do not want your 7th or 8th grader to earn HS credit, please communicate this to the teacher and the office.

****Monthly progress is NOT the same as earning high school credit. ****
Sky Valley does NOT award letter grades

When credit is earned a student will be given a "P" for passing. If a student's work is exceptional and they have demonstrated additional learning through additional projects or research, the teacher may give the student an "Honors" designation for that class. Teachers have high expectations for students who receive credit. For example, it is not unusual for classes to require students to meet standard on all assignments and all assessments. This may mean that your student may have assignments and assessments that they will have to redo in order to meet the standard set for receiving a "P" in the class. Please read the "Progress Criteria/Methods of Evaluation" for the classes that your student is signed up for in order to understand what is expected to earn a "P" or credit in the class. Students interested in earning "Honors" should talk to their teacher at the BEGINNING of the term to find out what extra requirements they will have to meet to earn the "Honors" designation on their transcript.

Incompletes

Students have one semester to make up incomplete assignments to receive a grade. After that all incompletes "NC" will permanently become an "N" on the student's transcript. Incompletes may only be granted in EXTREME circumstances.

METHODS OF OBTAINING CREDIT (continued)

OFF-SITE and Home Based Credit Portfolio (Grades 9-12):

The following guidelines are intended to assist students and parents as they present their off site classes for approved credit on the student's transcript.

- 1) If you have <28 hours in your learning plan, work with your WSLP consultant to add it to your student's learning plan. If you have >28 hours in your learning plan, complete the **pink sheet** in the office instead. **In either case, preapproval of offsite or home based classes protects you and your student!**
- 2) Have the student do the work as directed.
- 3) The STUDENT schedules an appointment in the office and presents their completed work to be reviewed. Please note that the end of the year is the busiest time, so plan ahead.
- 4) If the offsite class is on the SLP, then the student MUST meet monthly progress criteria AND submit work samples AND compile a portfolio of all work AND meet with someone in the office when they complete the course.

As a student progresses through the above steps, they need to be putting together a portfolio of work that represents all of their learning experiences. Credit is granted or denied by admin or counselors after reviewing a student's learning portfolio with the student.

KEEP EVERYTHING! The portfolio should include the following information, in a complete and organized portfolio:

CORE Courses: English, Math, Science, Social Studies, etc...

- 1) **Coversheet:** Title, student name, date and type of credit requested.
- 2) **Table of Contents**
- 3) **Evidence of Learning:** Completed questions/answers, tests, quizzes, papers, projects, field trips, references and resources page, etc... ALL work completed.
- 4) **Materials Used:** Students bring in the textbooks, videos, computer software, etc...
*** Curriculum must be at the HS level or higher. *** Please ask if you are unsure.

TIME LOG Courses: PE, Music, Vocational and Art

- 1) **Coversheet:** Title, student name, date and type of credit requested.
- 2) **Documentation:** You must provide a detailed log of hours and activities with the total hours for the course computed.
1.0 Credit = 150-180 hours .5 credit = 75-90 hours .25 credit = 45 hours
Based on the course content, provide the following if applicable: list of any materials used, pictures, journal, letter from supervisor, etc... You must include some documentation other than just a log.
- 3) **Summary:** Written summary of student experience and skills learned through course.
- 4) **Other documentation:** Photos, certificates, artifacts, etc.

***You MUST document, keep and present ALL student work so that the evaluator can be sure that the student met an appropriate level of learning. We have sample portfolios in the main office if you'd like to see an example.**

METHODS OF OBTAINING CREDIT (continued)

Courses Transferred In From Another High School Program

When a student enrolls at Sky Valley and has earned high school credit(s) at another school those grades and credits may be transferred onto the student's high school transcript pending the accreditation of the other school. The parent will need to provide an official transcript from the previously attended school or work with the office to obtain one. The grades on the transferring student's transcript will be entered onto the Sky Valley transcript when all transfer requirements have been met.

Running Start Credit

Sky Valley Education Center students at the junior or senior level are encouraged to attend Running Start. When enrolled at a neighboring community college the student will earn both high school credit and community college credit. Usually a 5-credit community college course will count for 1.0 credit at Sky Valley. Courses with less community college credit will receive proportionally less Sky Valley credit. Grades earned at Running Start will be entered on the Sky Valley Education Center transcript.

A student's total enrollment cannot exceed 1.4 FTE. What that means is students who are enrolled full time in RS (taking 3-4 classes) may only take 1 or 2 classes at SVEC. Students taking 3 RS classes can enroll in more SVEC classes. Off-site classes don't "count" towards that limit. ****If you are planning on being a RS student at ANY time during the school year, stop in and let us know in the office. ****

Sno-Isle Tech Center

Sno-Isle Tech Center is a regional public school run by the Mukilteo School District that offers technical training to junior and senior students that are enrolled in public schools in Snohomish County. Sno-Isle Tech currently offers nineteen courses in five different career pathways. You can view courses/classes listed by pathway or in alphabetical order on their website at <http://www.snoisletech.com/>.

Study.com & ALEKS.com

Study.com/ALEKS online content is available to 9th-12th grade students. We have informational flyers in the main office. Email Dan Brown at brownd@monroe.wednet.edu for more information.

Home Based Classes

Contract based learning credits can be earned at SVEC by secondary students in grades 9-12. Curriculum is available for grades 9 and up. Each contract based class counts as one of your weight of classes. Make an appointment in the office to get more information.

Passing score on SBAC ELA, MATH, or HS Science

Parents may request up to 1 credit for each subject with a passing score on the high school SBAC and WLAS exams. content is available to 9th-12th grade students. We have informational flyers in the main office.

World Language Competency Testing

Please stop by the office or email Pexa at clarka@monroe.wednet.edu to find out more about Word Language Competency Testing

*****Adequate Progress*****

Students NOT making substantial progress in their chosen goals or programs may not be able to attend Sky Valley Education Center the following school year or term.



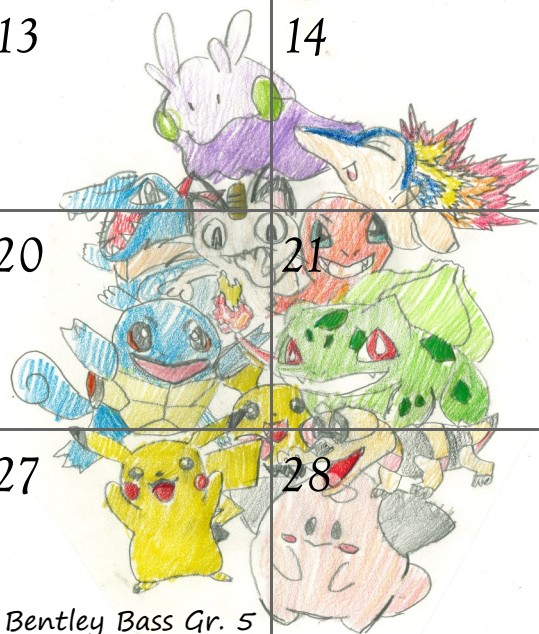
Millie Salsbury
Gr. 1

October 2024

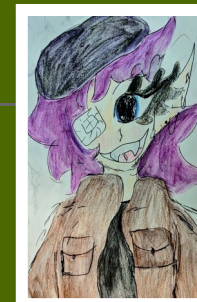


Ruben Olli
Gr. K

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Parent Advisory Meeting @ 1:30	3	4	5
6	7	8 Community Event: Share Fair!	9	10	11 ASB Meeting	12
13	14	15 STAFF ONLY NO SCHOOL	16	17	18	19
20	21	22	23	24 Offsite Work Samples Due!	25	26 Aoife Englet Gr. 7
27	28	29	30	31 Fall Workshop "A World of Imagination" *costumes encouraged	Check your student's overall progress	



Bentley Bass Gr. 5



Monroe School District's first priority is the safety of our students, parents and staff. When ice and/or snow make driving on our local roads hazardous, the district will cancel school or delay the start of school by 2 hours to allow time for the roads to clear/thaw.

You will be notified of closures and delays through Parent Square via email, text, and phone.

Alternatively, you can:

- Check the Monroe School District website at monroe.wednet.edu. The MSD site is updated soon as the superintendent approves schedule changes.
- Call the district transportation **24 hr phone hotline at 360-804-2950** for a recorded message.

Inclement Weather

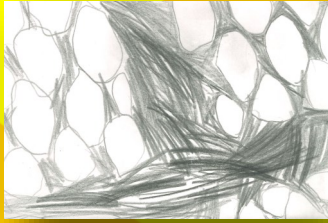


Sonia Spiller Gr. 4

At SVEC a 2 hour late start means;

- 9AM and 10AM classes are cancelled
- 10:30 classes start at 11AM
- *Montessori, STEM, ESS, ACT, and Family Co-op* would all start at 11AM.
- Family Forest School would be cancelled

Addie
Hougardy
Gr. K



November 2024



Sun	Mon	Tue	Wed	Thu	Fri	Sat
 Charlie Schulz Gr. K					1	2
3	4	5	6 Parent Advisory Meeting @ 1:30 Literature Fair	7  PHOTO RETAKES	8	9
10	11  NO SCHOOL	12	13	14	15 <i>ASB Meeting</i>	16
17	18	19  NO SCHOOL	20 	21	22	23
24	25	26	27 EARLY RELEASE @ NOON  Check your student's overall progress	28 THANKSGIVING BREAK - NO SCHOOL	29	30

Statement of Understanding

In accordance with the Alternative Learning Experience implementation standards, reference WAC 392-550, prior to enrollment parent(s) or guardians shall be provided with documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience (ALE).

Summary Description of Home Based Instruction

Instruction is provided by the parent or guardian as authorized under RCW 28A,200 and 28A.225.101

Students are not enrolled in public education.

Students are not subject to the rules and regulations governing public schools, including course, graduation, and assessment requirements.

The public school is under no obligation to provide Instruction or Instructional materials, or otherwise supervise the student's education.

Alternative Learning Experience

Is authorized under WAC 392-550

Students are enrolled in public education either full time or part time.

Students are subject to the rules and regulations governing public school students including course, graduation, and assessment requirements for all portions of the ALE.

Learning experiences are:

- Supervised, monitored, assessed, and evaluated by certified staff.
 - Provided via a written student learning plan.
 - Provided in whole, or part outside the regular classroom.



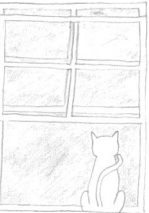
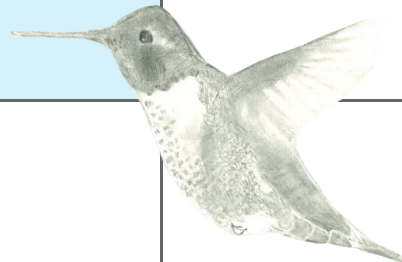
Part-time Enrollment of Home Based Instruction Students

Home-based instruction students may enroll in public school programs, including ALE programs, on a part-time basis and retain their home-based instruction status. In the case of part-time enrollment in ALE, the student will need to comply with requirements of the ALE written student learning plan, but not be required to participate in state assessments or meet state graduation requirements. (Unless they are seeking a SVEC diploma)

Sonia Spiller Gr. 4



December 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 	2 Northern Lights by, Charlie Schulz Gr. 1	3	4 Parent Advisory Meeting @ 1:30	5	6	7
8 	9 	10	11	12	13 ASB Meeting	14
15	16	17 Offsite Work Samples Due!	18	19	20 EARLY RELEASE @ NOON	21  Check your student's overall progress
22 	23	24	25	26	27	28
29 Isaac Harvey Gr. 11	30 WINTER BREAK	31				 Anna Burrell Gr. 9

Print Student Name: _____

School of Choice Statement of Understanding /Sky Valley Education Center, Monroe WA

I understand that Sky Valley Education Center (SVEC) is a school of choice. As a school of choice, and not my student's traditional neighborhood school, I understand that...

** SVEC does not have a food services program for any students.*

**SVEC has high expectations of behavior. All students are expected to be respectful, responsible, and conduct themselves at all times with the knowledge that this is a family environment. I understand failure to do so could result in my student being asked to leave and/or a parent being required to be with my student, regardless of age.*

** SVEC relies on parents to provide supervision for their students.*

** SVEC does not provide transportation to or from school for any students.*

** SVEC does not provide a school nurse or health room attendant on campus.*

**Our family must be willing and able to teach at home.*

**SVEC does not guarantee enrollment in any particular class, program, or subject area, rather it provides resources to support parents, including on site classes, curriculum to support home based learning, online resources, and teachers to support our partnership with you.*

** Students under the age of 12 must be accompanied by a parent while on campus. However, regardless of the student's age, parents may need to attend with students who require additional support, whether for academic, social, emotional, or health needs, regardless of which classes or program they are in. Parents, essentially, are the student's aide in the classroom and on campus.*

** Because it is an open campus without formal supervision, SVEC does not enroll students with attendance issues or behavioral concerns.*

** Students who require and qualify for special support services (special education, English language learners, Title I/LAP, etc.) and are granted enrollment at SVEC will receive those services at one of the traditional neighborhood schools. Enrollment might then be shared between the two schools, which may limit how many classes the student can take at SVEC.*

** SVEC does not give letter grades or report cards. Student progress is measured on a monthly basis, and high school students earn credits with designations of "P" for Pass, "NC" or "N" for no credit earned. An "H" for Honors under credit designation is an option for most onsite classes. We do not convert our transcripts into letter grades, but do enter letter grades granted from other institutions if a student transfers to SVEC or attends Running Start or Sno-Isle.*

**Failure to make satisfactory progress, whether overall or in individual classes, could result in my student being unable to return to Sky Valley at the semester or the following school year.*

**I understand it is my responsibility to log into CANVAS, ALE and the SVEC website frequently to check on my student's progress, read important news, consult the school calendar for scheduling changes, check on teacher absences and class cancellations, and check for teacher communications.*

If I would like to access any of the above services not available at SVEC, I may seek enrollment in my child's traditional neighborhood school, or request an inter-district or choice transfer to one of the traditional neighborhood schools.

I understand the school calendar also serves as the school handbook, and contains a great deal of important information I need to be familiar with, and am responsible for.

I understand turning in this registration packet places my student(s) on a waiting list and does not constitute enrollment.

I understand there is a legal difference between home-based instruction (home-schooling) and full time enrollment in an alternative learning program.

I have read and understood the above school of choice options.

Parent Name (Please Print) _____

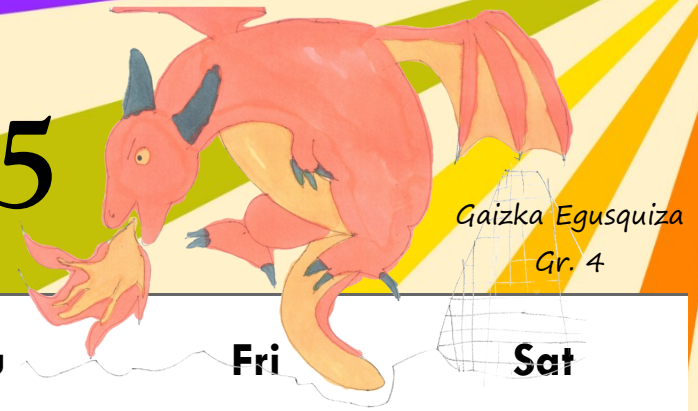
Parent Signature _____

Date _____

Caroline Riemenschneider Gr. 4



January 2025



Gaizka Egusquiza
Gr. 4

Sun

Mon

Tue

Wed

Thu

Fri

Sat

			1 WINTER BREAK - NO SCHOOL	2 WINTER BREAK - NO SCHOOL	3 WINTER BREAK - NO SCHOOL	4
5  Lucille Warren Gr. 5	6	7	8 Parent Advisory Meeting @ 1:30	9	10 ASB Meeting	11
12	13	14	15  NO SCHOOL	16	17	18
19	20 NO SCHOOL 	21	22	23	24 Offsite Work Samples Due!	25
26	27	28	29	30	31  Check your student's overall progress	*END of 1st Semester

Washington State Testing

As a public school, SVEC participates in ALL required state testing. The state measures the success of our school based on the testing scores. Every student who opts out, receives a 0 score. Too many 0's would put us on the list of failing schools.

Who tests?

3rd, 4th, 5th, 6th, 7th, 8th & 10th graders: Smarter Balanced Assessments in English and Math

5th, 8th and 11 graders: Washington Comprehensive Assessment of Science

9th graders in WA State DO NOT test. They get a year off!!

11th & 12th graders who need the English and/or Math assessments to satisfy their graduation pathway requirement will be notified by the counseling team about testing.

What to expect:

All students in 3rd, 4th, 5th, 6th, 7th, 8th & 10th grade will be scheduled to take the test. We ask that all families **RSVP and confirm testing dates** by contacting the office at 360-804-2700 or email:

Pexa Clark: clarka@monroe.wednet.edu and

Cammie Deasy: deasyc@monroe.wednet.edu

As always, thank you for supporting SVEC!! We are counting on you.

High school students can earn credit in English, 3rd year Math or Science with a passing score.

High School students who plan to earn a SVEC school district diploma must meet the credit and testing requirements the state has in place for their graduating year.

We encourage all students to participate in state testing.

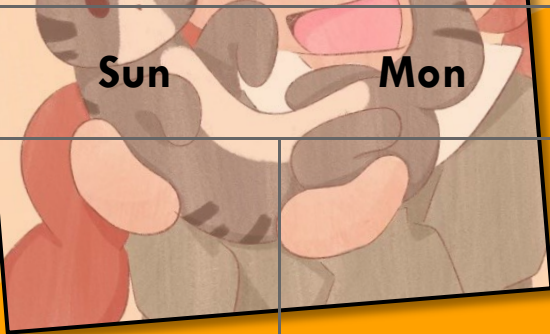

Most importantly, we are here to help and support in every way.

- ♦ *Students test over 2 days starting at 8:45 am each day.*
- ♦ *English is taken on one day*
- ♦ *Math and Science are scheduled on the same day.*
- ♦ *Student's will test on days they are typically on campus with a teacher they know or a sibling.*
- ♦ *Workshops for test taking strategies and practice sessions will be held in the library. Dates and times will be communicated as we approach testing week.*
- ♦ *A fantastic After Party celebration for those who participate will be held in the afternoon on Friday of testing week.*

Ansley Boroughs
Gr. 10

February 2025



Sun Mon		Tue	Wed	Thu	Fri	Sat
						
2	3	4	5 Parent Advisory Meeting @ 1:30	6	7 ASB Meeting	Isaac Harvey Gr. 11
9	10 Kindness Week!	11	12	13	14 Presidents Day Break NO SCHOOL	15
16	17 NO SCHOOL	18	19	20	21 Offsite Work Samples Due!	22
23	24	25	26 STAFF ONLY NO SCHOOL	27	28	 Check your student's overall progress

NCAA

It is extremely important that any parent concerned about NCAA eligibility for their student speak to a guidance counselor BEFORE their student begins 9th grade.

Registration

To register, sign-in to your parent Family Access account and click on the 'Online Forms' tab on the left. Complete and return the Medical History Questionnaire and Physical Exam form (good for 2 years) to the Athletic Office if you did not upload them during your on-line registration. Then, visit the **Athletics and Activities** page; <https://www.monroe.wednet.edu/departments/athletics>

Questions? Contact the Athletic Secretary at the appropriate school

Middle School Sports 7th and 8th Grades

One time ASB Fee and athletic department fee (fees subject to change)

FALL

Tryouts— August / Schedule ends in early November

Football

Softball

Cross Country

WINTER 1st Season

Tryouts— Early November / Schedule ends late January

Volleyball

Boy's Basketball

WINTER 2nd Season

Tryouts— Late January / Schedule ends late March

Wrestling

Girl's Basketball

SPRING

Tryouts— Early April / Schedule ends early June

Track and Field

MSD Athletic Schedule

High School Sports 9th through 12th Grades

Fee per sport + one time ASB Fee, (fees subject to change)

FALL

Tryouts— August / Schedule ends in early November

Football

Girl's Volleyball

Cross Country

Boy's Tennis

Girl's Soccer

Girl's Swim/Dive

WINTER 1st Season

Tryouts— Mid November / Schedule ends in February

Boy's and Girl's Basketball

Wrestling

Boy's Swim

WINTER 2nd Season

Tryouts— Late January / Schedule ends late March

Wrestling

Basketball

SPRING

Tryouts— Late February / Schedule ends late May

Boy's Soccer

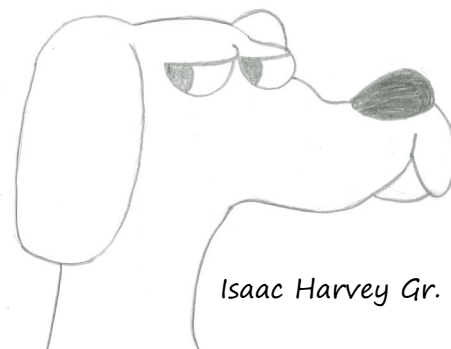
Boy's and Girl's Golf

Boy's Baseball

Lacrosse *club sport, different fees apply

Girl's Softball

Girl's Tennis



Isaac Harvey Gr. 11

***If your student is an athlete please check the district website for changes to the 2024-2025 athletic season.**



March 2025



Sonia Spiller
Gr. 4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			Lexi Zebley, Gr.K			1
2	3	4	5 Parent Advisory Meeting @ 1:30	6	7 ASB Meeting	8
	10	11	12	13 Pi Day!	14	15
16	17 State Testing Info coming soon!!	18	19	20	21	22
23 Charlotte Warren, Gr. 1	24	25	26	27  NO SCHOOL	28 Offsite Work Samples Due!	29 
30	31 Talent Show  Check your student's overall progress					Ella McCrain Gr. 7

Graduating and Participating in the Ceremony at SVEC

“Graduation” or “graduating” at Sky Valley Education Center can mean a number of things, so we want to make sure you know what your options are as a SVEC student.

Some of our students work towards and earn school district diplomas from SVEC. Those who do must complete all of the district and state requirements for earning a high school diploma, including but not limited to passing required “high stakes” tests or approved alternatives. Which tests are required is different depending on the graduation year, AS IS WHICH CREDITS ARE REQUIRED, so consult your graduation checklist in SKYWARD and talk to our Counseling Department if you have any questions about this graduation option. Students earning a SVEC diploma are eligible to participate in the SVEC graduation ceremony.

Students who may be earning other types of diplomas may also participate in our graduation ceremony, even if they are not earning a Monroe School District/SVEC diploma. Any student earning a diploma from an accredited or recognized school, whether public or private, AND students earning AA Degrees through Running Start are also eligible to “walk” in the SVEC Ceremony, regardless of what credits they have earned, although they will not receive SVEC diplomas. If you have any questions about whether your chosen school is accredited or recognized, please inquire in the main office.

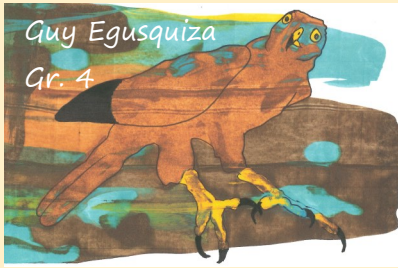
Students earning homeschool diplomas may also participate in our graduation ceremony. Again, students earning a homeschool diploma will not receive a SVEC diploma, but may “walk” in our ceremony if they have earned, for example, 4 credits of English, 3 credits of Math, 3 credits of Science, etc...

Please remember the number of credits required to graduate for any given year is listed on a student’s Graduation Checklist in SKYWARD, and is different depending on the graduation year!

Our desire is to honor all students who are graduating, regardless of the type of diploma they are earning. At SVEC we strive to “walk our talk”, and since we say that all students learn differently and take different paths, it is important that we celebrate with ALL of our graduates, no matter which diploma they are earning.


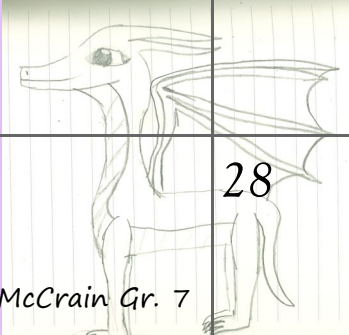

If you have any questions about graduating or earning a diploma, we are here to help! Stop in or call the office any time with questions.

****Please Note: If your child is earning a diploma from an entity other than SVEC, but you want to participate in the SVEC ceremony, it is your responsibility to provide us with documentation of that diploma prior to the SVEC ceremony. ****



April 2025



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Have you checked the library for state testing practice materials?	1	2 Parent Advisory Meeting @ 1:30	3	4 ASB Meeting	5
6	7	8	9	10	11	12
SPRING BREAK - NO SCHOOL						
13	14	15	16	17	18	19  Anna Burrell Gr. 9
20 	21	22 Earth Day Workshop	23	24	25 Offsite Work Samples Due!	26
27 Ella McCrain Gr. 7	28	29 Looking forward to seeing you next week for state testing!	30  NO SCHOOL	Check your student's overall progress		

Monroe School District Policy Procedure (3224P / Student Dress)

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

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

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:

1. Creates a hazard to the student's safety or to the safety of others; or
2. Will prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

If the student's dress or grooming is objectionable under these provisions, the principal will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent, if reasonably possible, and request that the parent make the necessary correction. If both the student and parent refuse, the principal will take appropriate disciplinary action. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students will be accorded due process safeguards before any corrective action may be taken.

Students identified as being gang involved, influenced or affiliated will be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.





Nathan Jones
Gr.6

May 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 ASB Meeting	3 Sonia Spiller Gr. 4
4	5 STATE TESTING *Fabulous Snacks	6 NO REGULAR CLASSES *Test on days you come to campus	7 NO REGULAR CLASSES *Test with a teacher you know	8	9 Testing After Party! In the PM	10
11	12	13	14 Parent Advisory Meeting @ 1:30	15	16 ASB Meeting	17
18	19 Family Checkout Begins	20	21 Spotlight Night Guitar Drum Uke, Flute/Recorder	22 Offsite Work Samples Due!	23	24
25	26 NO SCHOOL	27 Choir Dress Rehearsal	28	29 Spotlight Night Piano	30 Spotlight Night Choir 	31 Check your student's overall progress



SVEC PTA has a Square Online Store! Pay for memberships, donations and more!

<https://squareup.com/store/svecstore>



SVEC PTA Fundraising--Quick Facts

Fred Meyer and Kroger Community Rewards: Link your rewards cards to SVEC through their Community Rewards Program. Go to fredmeyer.com or qfc.com, click Community Rewards at the bottom of the page and follow the directions to link your card.

PCC Scrip: Buy a preloaded \$50 PCC gift card and 5% comes back to SVEC. Every time they are reloaded, another 5%! Ask a PTA board member how to purchase a card.

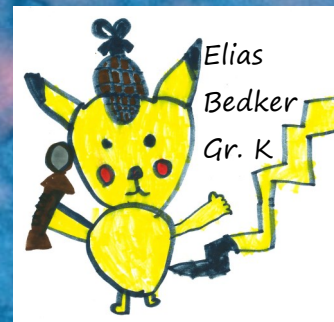
Box Tops: Every Box Top is worth 10 cents and translate to cash cards. Please collect from friends, relatives, neighbors, etc. and turn them into the collection box in the resource and gathering room.

Direct Giving/Company Matching: Is there a program at SVEC that is dear to your heart? You can make a cash donation anytime and receive a tax deductible receipt. Many companies in our area offer donation matching. Check to see if your company will match your donation.

PTA Membership: Become a PTA member! A portion of each membership helps fund our operating costs.

If we all work together we can find the money our unique school needs to grow, improve and support our children's education into the future. Thank you, your SVEC PTA board.

June 2025



Background by,
Prairie Schuster Gr. 1

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Family Registration Begins	4	5	6 ASB Meeting Spotlight Night Irish Dance	7
8	9 Spotlight Night Ballet & Strings	10	11 LAST DAY OF CLASSES	12 CARNIVAL	13 STAFF ONLY	14 2025 Graduation
15	16	17	18	19 JUNE TEENTH FREEDOM DAY Campus Closed	20	21
22	23	24 Est-ce que ça vaut la peine de GRANDIR? 	25	26	27 	28
29	30	Alana Spiller Gr. 9				David Wittenberg Gr. 1

Guidelines for Harassment & Bullying: *Discussion points for families*

JOKING

- EVERYONE IS HAVING FUN
- NO ONE IS GETTING HURT
- EVERYONE IS PARTICIPATING EQUALLY

RUDE

- WHEN SOMEONE SAYS OR DOES SOMETHING THAT IS UNINTENTIONALLY HURTFUL AND THEY DO IT ONCE

CONFLICT

- NO ONE IS HAVING FUN
- THERE IS A POSSIBLE SOLUTION TO THE DISAGREEMENT
- EQUAL BALANCE OF POWER



MEAN MOMENT

- SOMEONE IS BEING HURT ON PURPOSE
- REACTION TO A STRONG FEELING OR EMOTION
- AN ISOLATED EVENT (DOES NOT HAPPEN REGULARLY)

BULLYING

- CAUSES HARM OR DAMAGE PHYSICALLY, SOCIALLY, AND/OR EMOTIONALLY
- UNEQUAL BALANCE OF POWER
- IT'S INTENTIONAL –SOMEONE IS BEING HURT ON PURPOSE
- CONTINUALLY THREATENS OR DISRUPTS EDUCATIONAL ENVIRONMENT—HAPPENS MORE THAN ONCE, OVER A PERIOD OF TIME

HARASSMENT

- WHEN THE SAME PERSON IS REPEATEDLY TARGETED BY ANOTHER STUDENT (OR GROUP OF STUDENTS) *

* THE OFFICE FOR CIVIL RIGHTS AND THE DEPARTMENT OF JUSTICE HAVE STATED THAT BULLYING BECOMES HARASSMENT WHEN THE AGGRESSIVE BEHAVIOR IS BASED ON A STUDENT'S RACE, COLOR, NATIONAL ORIGIN, SEX, RELIGION OR DISABILITY.

Safety & Security FAQs

Q: How often do schools conduct emergency drills?

A: Per state law (RCW 28A.320.125) schools are required to complete one drill per month while school is in session. All schools practice response to earthquakes, fires, shelter-in-place incidents and violent intruders.

Q: What can I do at home to teach my children about emergency preparedness?

A: Cultivating open communication at home is a key factor in preparedness. Talk to your children about taking emergencies and drills seriously and encourage them to listen and follow directions during a critical event.

Have a plan in place at home for what your family will do during an emergency. Be specific to different hazards (fire, earthquake, burglary) and then broaden your plan to public places (in the mall, movie theater, etc).

Practice your plan, even if “practice” is nothing more than talking through what each person would do during a specific situation. This will translate into readiness anywhere, should a worst-case scenario occur.

Q: What do I do if my child heard something that raises a concern, but doesn't want to get anyone in trouble?

A: Students are always encouraged to report an concern to any of our staff members. In addition, Monroe School district uses an anonymous reporting tool called [Guardian](#). This tool allows anyone to easily and anonymously report tips of threats, bullying, harassment, drugs, vandalism or any other safety concern to our administration via phone, text, email or web.

Every concern that is reported in the system immediately notifies our administrators so they can investigate and take appropriate action. Reports may be filed anonymously through this system. The more information we are provided with, however, the easier it is for us to address concerns in a timely manner.

Encourage your child to immediately report concerns to a trusted adult. It is absolutely critical that our students understand that reporting a suspicious circumstance doesn't automatically get someone in trouble. In fact, it could save a life. Breaking this 'code of silence' around school violence and drug use is key for success!

July 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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	Isaac Harvey Gr. 11 	

NONDISCRIMINATION AND SEXUAL HARASSMENT

The Monroe School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities 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:

Civil Rights Compliance Coordinator

Dan Johnston

14692 - 179th Avenue SE, Monroe, WA 98272

(360) 804.2530

johnstond@monroe.wednet.edu

Section 504/ADA Coordinator

David Paratore

14692 - 179th Avenue SE, Monroe, WA 98272

(360) 804.2609

paratored@monroe.wednet.edu

Title IX Coordinator

Cassandra Bunney

14692 - 179th Avenue SE, Monroe, WA 98272

(360) 804-2532

bunneyc@monroe.wednet.edu

[Title IX](#)

Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>

Policy 3210



SEXUAL HARASSMENT

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

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

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

Examples of Sexual Harassment:

- ♦ Pressuring a person for sexual favors
- ♦ Unwelcome touching of a sexual nature
- ♦ Writing graffiti of a sexual nature
- ♦ Distributing sexually explicit texts, e-mails, or pictures
- ♦ Making sexual jokes, rumors, or suggestive remarks

Nondiscrimination and Sexual Harassment



You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://www.k12.wa.us/about-ospi/contact-us/how-file-complaint>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

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

Complaint to the School District

Step 1: Write Our Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly. You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI: **Email:** Equity@k12.wa.us **Fax:** 360-664-2967 **Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

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

Other Discrimination Complaint Options

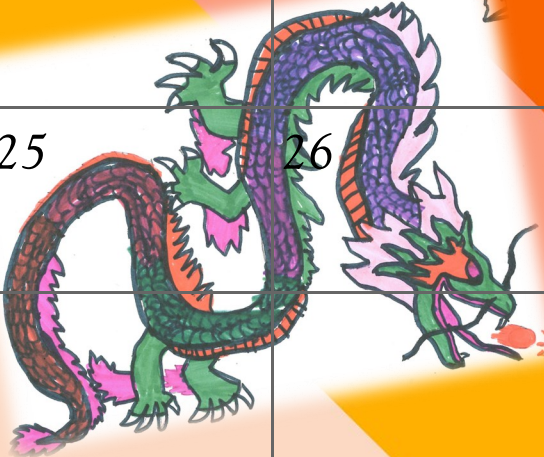
Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov or www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31			Gaizka Egusquiza Gr. 4			

Our Schools Protect Students from Harassment

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 also 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 Joe Neigel, nei-gelj@monroe.wednet.edu or (360) 804-2594 that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s Nondiscrimination Policy [3210](#) and Procedure [3210P](#).

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.monroe.wednet.edu/departments/human-resources/title-ix>.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: Dan Johnston
14692 - 179th Avenue SE, Monroe, WA 98272
(360) 804.2530
johnstond@monroe.wednet.edu

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Cassandra Bunney
14692 - 179th Avenue SE, Monroe, WA 98272
(360) 804-2532
bunneyc@monroe.wednet.edu

Concerns about disability discrimination:

Section 504 Coordinator: David Paratore
14692 - 179th Avenue SE, Monroe, WA 98272
(360) 804.2609
paratored@monroe.wednet.edu

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Dan Johnston
14692 - 179th Avenue SE, Monroe, WA 98272
(360) 804.2530
johnstond@monroe.wednet.edu

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

What happens after I file a discrimination complaint?

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

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

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

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

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

I already submitted a HIB complaint – what will my school do?

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us Phone: 360-725-6068

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

Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights

Email: equity@k12.wa.us Phone: 360-725-6162

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

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

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

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

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

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

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


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


To review the district's Gender-Inclusive Schools Policy [3211](#) and Procedure [3211P](#), visit

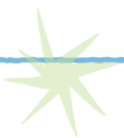
<https://go.boarddocs.com/wa/mpswa/Board.nsf/Public#>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Dan Johnston at (360) 804.2530 or johnstond@monroe.wednet.edu. For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.



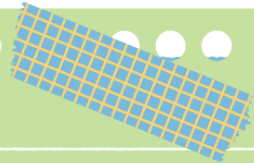
NOTES











Parent Square

Monroe School District uses the ParentSquare platform to streamline district and school communications and provide options for families in how they receive information (email, text and/or app notifications). All district and school information is sent via ParentSquare.

ParentSquare provides a safe way for families to:

- Receive all district and school communication via email, text, or app notification
- Choose to receive information as it comes or all at once with a daily digest at 6:00 p.m.
- Communicate in your preferred language
- Reply to staff directly from a post



scan
now for more
details and
to activate
your account

How to Get Started with ParentSquare:

A ParentSquare account is automatically generated for each parent/guardian using the primary email address and phone number you provided to your school office (*also the email used by Family Access*). To ensure you receive district, school, and classroom communication, **it is important your contact information is up-to-date with your school**. We recommend reviewing your contact information annually in [Family Access](#) and if updates are needed, please let the office know.

While it is highly recommended that you activate your ParentSquare account, you will still receive communication from the district and school without doing so. The default for ParentSquare message delivery is set to a daily digest, which will deliver all of the communication from the district, school, and classroom for all of your students into one message that is sent daily at 6:00 p.m. (*emergency communication, attendance notices, and meal balance notifications are sent separately*).

Activating your ParentSquare account allows you to:

- Customize your notification settings (receive messages instantly or a daily digest at 6:00 p.m.).
- Set your preferred communication method (email, text message, phone call, app notification)
- Utilize the mobile app so that all school and district messages can be found in one convenient location
- Set your preferred language for sending and receiving communication
- Reply to messages sent from your child's school or classroom

Sky Valley Education Center
351 Short Columbia Street
Monroe, WA 98272
360-804-2700

