

Lincoln Academy Middle School
Student Handbook 2024-2025



7600 – 272nd Street, N.W.

Stanwood, WA 98292

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LINCOLN ACADEMY MIDDLE SCHOOL STAFF

Tod Klundt	Principal
Christy Thompson	Guidance Counselor
Kjersti Sundberg	Office Manager/Registrar
Rhonda Midthun	Secretary/Attendance
Brett Baugh	Math Teacher
Kionte Brown	Special Education Teacher
Nate Christensen	Language Arts Teacher
Nick Clack	Physical Education, Health & Elective Teacher
David Choe	History Teacher
Alena Eldridge	Science Teacher
Cindy Ray	Special Education Teacher

LINCOLN ACADEMY HEALTH ROOM SUPPORT STAFF

Heather Schutza	Nurse/Church Creek Campus & Stanwood High School Campus
Lindsay Smith	Nurse/Stanwood High School Campus

STANWOOD HIGH SCHOOL ADMINISTRATIVE STAFF

Michael Washington	Principal
Tom Wilfong	Assistant Principal
Corrie Gudgeon	Assistant Principal
Ross Short	Career & Technical Education Director
Lauren Amundson	Athletic Director, Activities Director

TO CONTACT A STAFF MEMBER

E-Mail: All staff have e-mail and can be reached by addressing email with the first letter of their first name followed by their full last name and the ending as follows: Jon Doe would be jdoe@stanwood.wednet.edu. A full staff directory is available on our [website](#)

Bell Schedules

Period	Regular Schedule (M, T, TH)	Wednesday	Period	Friday (Advisory/Assembly)
1	7:40 - 8:35	9:00 - 9:42	1	7:40 - 8:29
2	8:40 - 9:35	9:47 - 10:29	2	8:34 - 9:23
3	9:40 - 10:35	10:34 - 11:16	Advisory / Assembly	9:28 - 10:00
Lunch	10:40 - 11:10	11:19 - 11:49	3	10:05 - 10:54
4	11:15 - 12:10	11:54 - 12:36	Lunch	10:58 - 11:28
5	12:15 - 1:10	12:41 - 1:23	4	11:33 - 12:22
6	1:15 - 2:10	1:28 - 2:10	5	12:27 - 1:16
			6	1:21 - 2:10

Buses arrive around 7:35 a.m. and start leaving at 2:15 p.m.

On Wednesday mornings buses arrive around 8:55 a.m. and start leaving at 2:15 p.m.

All visitors should report to the Lincoln Hill High School/Lincoln Academy Office to check-in.

MISSION STATEMENT

Lincoln Academy provides a smaller, more personalized learning environment providing students with opportunities for success.

OVERVIEW

The Stanwood-Camano School District offers an invitational learning environment at Lincoln Academy. The purpose of the Lincoln Academy is to help each individual student reach their full potential intellectually, emotionally, socially, academically, and vocationally. Lincoln Academy reaches out to students who may struggle or are dissatisfied with a more traditional educational approach.

Students that are interested in enrolling in Lincoln Academy must be eligible to attend schools in the Stanwood-Camano School District. In addition, candidates should follow the enrollment process, consult with their middle school counselor, and meet with the Lincoln Academy Principal. The parent/guardian is encouraged to get involved during the enrollment process and to remain involved by supporting their student's academic efforts.

PROGRAM SUMMARY

The school's main objective is to assist students to make the most out of their education. Lincoln Academy offers a supportive environment for academic progress. **We are a community of learners reflecting a broad range of academic levels, lifestyle choices, and personality types. We are concerned not only with academics but the development of the whole student. There is flexibility in time management and materials used, but the quality of learning and stress on academic success is not compromised.** There is a multidisciplinary approach to much of the curriculum. Continual assessment of the individual student's academic and social progress is emphasized.

LUNCHES: Lunch is available each day. Free and reduced lunch applications are available in the office and also online. Once a student arrives on campus, **students may not leave campus** until the end of the school day. Students are expected to remain on campus during lunch.

ASB CARD: Students wishing to do so may purchase ASB cards from their home middle school.

TRANSPORTATION: Students are issued rules for riding school buses. Student misconduct on a district vehicle may be sufficient reason to discontinue providing district-sponsored transportation to those students involved. Parents must send a signed note to school if they wish to request a bus pass for their student.

ATTENDANCE GUIDELINES

ATTENDANCE: If students are absent for any reason, their absences must be cleared within 72 hours through our electronic form, a written parent/guardian note, through Skyward, or by calling the office at 360-629-1340. Please note that school attendance is mandatory and schools are required to take action when students miss school without a legitimate excuse.

GENERAL INFORMATION FOR ALL STUDENTS:

EXTRA-CURRICULAR ACTIVITIES: LA students are eligible to participate in athletics at their home middle school. LA students are under the same eligibility guidelines as SMS and PSMS students for Extracurricular participation.

BEHAVIOR: Students are expected to behave in a way while on campus that protects the safety and well-being of others and does not disrupt the educational process.

CAFETERIA: The east hallway adjacent to the office is the designated place to eat lunch. Students are responsible to clean up after themselves.

CLOSED CAMPUS: Lincoln Academy is a closed campus. Students are to remain on campus from the time of arrival until the close of the school day. Violation of this policy will result in discipline.

DIRECTORY INFORMATION & RECORDS: The following information may not be released by the school district unless a student's parent (or legal guardian) requests, in writing **on the Family Educational Right to Privacy Act (FERPA) form**, that such information not be released: The student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photographs and other similar information.

EMERGENCY DRILLS: Lincoln Academy will practice emergency drills at least once a month. In the event of an evacuation due to fire, earthquake, or other emergency, students are required to stay with their assigned teacher at the start of the drill. In the event of an emergency during lunch, or transition students are to find the teacher from the last class they attended at the evacuation destination. In the event of a drill or emergency before a student's first class, students should remain with the first teacher. Staff and students are expected to stay calm and quiet so that everyone can hear instructions from the person in charge of the emergency.

FINES/DAMAGE FINES: Fines are to be paid as soon as possible. In the case of financial hardship, arrangements can be made by contacting the principal. Fines will be assessed at any time for the loss or willful cutting, defacing, or destruction of school materials or property. The student will be accountable for damages and required to pay restitution.

GAMBLING: Any form of gambling is prohibited. Playing cards, dice or games of chance for money or other things of value is prohibited at Lincoln Academy at any time during the school day – this includes passing times and lunch.

GRADES, CREDIT, AND G.P.A.: Progress reports serve as a continuous evaluation of the student’s performance. Progress reports will be available when requested by parents. Parents may also monitor academic performance on SKYWARD Family Access. Official grades will be mailed home at the end of each quarter.

GUESTS: Student guests are not allowed on campus during the school day. Guest speakers for classes must check in at the Lincoln Academy/Lincoln Hill High School Office before proceeding to the classroom.

HALL PASSES/TA PASSES: Students who have teacher permission to leave the classroom for any reason, including restroom, library, and nurse’s office, are to have a visible and identifiable hall pass.

HARASSMENT/ANTI-BULLYING STATEMENT:

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Ryan Ovenell, Deputy Superintendent - rovenell@stanwood.wednet.edu) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's *Nondiscrimination Policy [3210] and Procedure [3210P]*, visit [this link](#).

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 [5011] and Procedure [5011P]*, visit [this link](#).

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:

Christine Del Pozo, Executive Director of Human Resources

cdelpozo@stanwood.wednet.edu

360-629-1200

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Christine Del Pozo, Executive Director of Human Resources

cdelpozo@stanwood.wednet.edu

360-629-1200

Concerns about disability discrimination:

Section 504 Coordinator:

Robert Hascall

Executive Director of Special Services

rhascall@stanwood.wednet.edu

360-629-1200

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Christine Del Pozo, Executive Director of Human Resources

cdelpozo@stanwood.wednet.edu

360-629-1200

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 Stanwood - Camano School District Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

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

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

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 [this link](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Christine Del Pozo, Executive Director of Human Resources
 cdelpozo@stanwood.wednet.edu
 360-629-1200

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 6.

THIRD-PARTY HARASSMENT: Be advised that bystanders overhearing offensive conversations or actions are entitled to protection under the harassment law. Students and staff who are offended, threatened, or intimidated by the actions of others have the right to file a harassment complaint as a third-party victim.

IMMUNIZATION: For the protection of every student, a Washington school immunization law requires that each student be properly immunized in order to register for school. This must be done on or before the first day of school. School attendance will be denied to all students, not in compliance with the immunization law.

INSURANCE: It is recommended that all students in school be covered by the school insurance program or have equal insurance coverage. Lincoln Academy and the Stanwood-Camano School District will not be responsible for personal claims and/or liability thereof. Insurance application forms are available in the Main Office or the Athletic Office.

INTERNET ACCESS: Students must complete the Internet Access Release Form per school board policy to be eligible for Internet access. Violation of the Internet Access Agreement will result in loss of Internet privileges and possible disciplinary action. Violations include, but are not limited to, using a login and password other than your own and accessing inappropriate sites.

MAKEUP WORK POLICY: Students should check with their individual teachers after they have been absent. Assignments and/or activities not completed because of an absence or tardiness may be made up in the manner provided by the teacher.

PERSONAL ELECTRONIC DEVICES: The use of cell phones and other electronic devices is prohibited during class time. Any noise from these devices is considered disruptive to the school environment. Teachers will expect such devices to be silenced and put away during class time. Failure to comply with this will result in the device being brought up to the office and may pick it up at the end of the day.

Office phones are available for student use when needed. Except in an emergency, students are not permitted to leave class to use the phone.

SCHOOL BUSES & PASSES: Students who ride the school bus to and from school are expected to follow all rules and directions of the bus driver. Students are issued rules for riding school buses. Student misconduct on a district vehicle may be sufficient reason to discontinue district-sponsored transportation to those students involved.

Each student is responsible to catch the bus at the designated location and time. Students must get off the bus in the morning at LA and must board the bus in the afternoon at LA. Students who ride the bus to school and then do not attend classes will be reported as truant and bus privileges will be questioned.

Students who need to ride a different bus or get off at a different stop must bring a note signed by a parent to the Office by lunch of the date the bus pass is needed. Bus passes will not be issued at the end of the school day.

SEARCHES OF STUDENT AND PERSONAL PROPERTY: All students shall be free from unreasonable searches of their persons, clothing, and other personal property. However, a student may be subject to search by school officials if reasonable suspicion exists to suspect that the search will yield evidence of a student's violation of the law or school rules governing student conduct. Two (2) adults must be present for all personal searches.

SKATEBOARDS/SKATES: Wheeled vehicles (such as skateboards, scooters, skates, and hee-lies) are not allowed on school grounds at any time, including after school and evening events, or on any school bus or other vehicle unless properly stored in an appropriate skateboard carrying case.

STUDENT DRESS:

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors. Students' choices in matters of dress should be made in consultation with their parents.

Student dress shall only be regulated when, in the judgment of school administrators, there is a reason-able expectation that:

- A. A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- B. Damage to school property shall result from the student's dress; or

- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

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

The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion is not subject to this policy.

The superintendent shall establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

Cross References: Board Policy 3220 Freedom of Expression

Legal References: RCW 28A.320.140 Schools with Special standards

WAC 180-40-215 Student Rights

180-40-225 School district rules defining misconduct

Adoption Date: 05.20.03

Stanwood-Camano School District

TARDIES: Tardies are defined as arriving to class up to 5 minutes after the second bell rings. Arriving after 5 minutes constitutes an unexcused absence.

TOBACCO: Smoking or possession of cigarettes, electronic cigarette (e-cig, or e-cigarette), personal vaporizer (PV) or electronic nicotine delivery system, or chewing tobacco in school or on school grounds or in view of the school is prohibited.

Suspensions & Expulsions

“Suspension” shall mean a denial of attendance (other than for the balance of the immediate class period for “discipline” purposes) at any single subject or class, or at any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the school district.

“Short-Term Suspension” A short-term suspension shall mean a suspension for any portion of a calendar day up to and not exceeding ten consecutive school days. A short-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to WAC 392-400-225, subject to the following limitations or conditions, the prior informal conference procedures set forth in WAC 392-400-250, and the grievance

procedures set forth in WAC 392-400-255: 1. The nature and circumstances of the violation must be considered and must reasonably warrant a short-term suspension and the length of the suspension imposed. This requirement does not preclude school districts (that is, the boards of directors of school districts) from establishing the nature and extent of the corrective actions and/or punishments, which, as a general rule, must be imposed as a consequence of proscribed misconduct. Such advance notice to students is advisable, and the imposition of such pre-established corrective action and/or punishment is permissible as long as (a) disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, and (b) short-term suspension is not established as the corrective action or punishment for a student's first time offense other than for offenses involving exceptional misconduct as defined in subsection (2) of this section. 2. As a general rule, no student shall be suspended for a short term unless another form of corrective action or punishment reasonably calculated to modify his or her conduct has previously been imposed upon the student as a consequence of misconduct of the same nature. A school district may, however, elect to adopt rules providing for the immediate resort to short-term suspension in cases involving exceptional misconduct as long as disciplinarians and hearing officers may grant exceptions in cases involving extenuating and/or exceptional circumstances, notwithstanding the fact prior alternative corrective action or punishment has not been imposed upon the student(s) involved. For the purpose of this rule, "exceptional misconduct" means misconduct other than absenteeism which a school district has judged following consultation with an ad hoc citizens committee to (a) be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to short-term suspension, and/or (b) be so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to short-term suspension (for example, misconduct judged by a school district to be the same or of the same nature as a violation of the state's drug or controlled substances laws). The ad hoc citizens committee required by this section shall be composed of three or more persons chosen by the school district or the administrative designee(s) of the district, and shall be constituted with the intent and purpose of representing various socioeconomic, minority and majority populations of the school district to the extent deemed practical. 3. No student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be suspended by reason, in whole or part, of one or more unexcused absences unless the school district has first imposed an alternative corrective action or punishment reasonably calculated to modify his or her conduct and, in addition: 3.1. Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact; 3.2. Scheduled a conference or conferences with the parent(s), guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and 3.3. Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and where possible, discussed with

the student, parent(s), guardian(s) or custodial parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the causes(s) for the student's absence from school. 4. Grade five and above program- No student in the grade five and above program shall be subjected to short-term suspensions for more than a total of fifteen school days during any single semester or ten school days during any single trimester, as the case may be. 5. Any student subject to a short-term suspension shall be provided the opportunity upon his or her return to make up assignments and tests missed by reason of the short-term suspension if:

5.1. Such assignments or tests have a substantial effect upon the student's semester or trimester grade or grades, or 5.2. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses. 6. Any student who has been suspended shall be allowed to make application for readmission at any time. Each school district board of directors shall adopt written rules, which provide for such an application for readmission and set forth the procedures to be followed. 7. Prior to the short-term suspension of any student a conference shall be conducted with the student as follows: 7.1. An oral or written notice of the alleged misconduct and violation(s) of school district rules shall be provided to the student, 7.2. An oral or written explanation of the evidence in support of the allegation(s) shall be provided to the student, 7.3. An oral or written explanation of the corrective action or punishment which may be imposed shall be provided to the student, and 7.4. The student shall be provided the opportunity to present his/her explanation. 8. In the event a short-term suspension is to exceed one calendar day the parent(s) or guardian(s) of the student shall be notified of the reason for the student's suspension and the duration of the suspension orally and/or by letter deposited in the United States mail as soon as reasonably possible. The notice shall also inform the parent or guardian of the right to an informal conference pursuant to WAC 392-400-255 and that the suspension may possibly be reduced as a result of such conference. 9. All short-term suspensions and the reasons therefore shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the suspension.

“Long-Term Suspension” A suspension shall mean a suspension which exceeds a “short-term suspension” as defined above, but not in excess of one semester or trimester, during the same school year. Long-term suspension may be imposed upon a student for violation of district rules subject to the following limitation: 1. The nature and circumstances of the violation must be considered and must reasonably warrant a long-term suspension and the length of the suspension imposed. This requirement does not preclude school districts (that is, the boards of directors of school districts) from establishing the nature and extent of the corrective actions and/or punishments, which, as a general rule, must be imposed as a consequence of proscribed misconduct. Such advance notice to students is advisable, and the imposition of such pre-established corrective action and/or punishment is permissible as long as (a) disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, and (b) long-term suspension is not established as the corrective action or punishment for a student's first time offense other than for offenses involving exceptional misconduct as defined in subsection (2) of this section. 2. As a general rule, no student

shall be suspended for a long term unless another form of corrective action or consequence of misconduct of the same nature. A school district may, however, elect to adopt rules providing for the immediate resort to long-term suspension in cases involving exceptional misconduct as long as disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, notwithstanding the fact prior alternative corrective action or punishment has not been imposed upon the student(s) involved. For the purpose of this rule, "exceptional misconduct" means misconduct other than absenteeism which a school district has judged following consultation with an ad hoc citizens committee to (a) be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to long-term suspension, and/or (b) be so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to long-term suspension (for example, misconduct judged by a school district to be the same or of the same nature as a violation of the state's drug or controlled substances laws). The ad hoc citizens committee required by this section shall be composed of three or more persons chosen by the school district or the administrative designee(s) of the district, and shall be constituted with the intent and purpose of representing various socioeconomic, minority and majority populations of the school district to the extent deemed practical. 3. No student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be suspended by reason, in whole or part, of one or more unexcused absences unless the school district has first imposed an alternative corrective action or punishment reasonably calculated to modify his or her conduct and, in addition: 3.1. Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact;

3.2. Scheduled a conference or conferences with the parent(s) or guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and 3.3. Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and, where possible, discussed with the student, parent(s), guardian(s) or custodial parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the cause(s) for the student's absence from school. 4. Kindergarten through grade four -- No student in grades kindergarten through four shall be subject to long-term suspension during any single semester or trimester, as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student. 5. Grade five and above program -- No single long-term suspension shall be imposed upon a student in the grade five and above program in a manner which causes the student to lose academic grades or credit for in excess of one semester or trimester, as the case may be, during the same school year. 6. Any student who has been suspended shall be allowed to make application

for readmission at any time. Each school district board of directors shall adopt written rules, which provide for such an application for readmission and set forth the procedures to be followed. 7. All long-term suspensions and the reasons therefore shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the suspension.

“Expulsion” is defined as follows: Denial of attendance at any single subject, or class or at any full schedule or subjects or classes for an indefinite period of time. It may also include a denial of admission or entry to real and personal property owned, leased, rented or controlled by the school district. A student may be expelled for violation of school district rules subject to the following limitations: 1. The nature and circumstances of the violation must reasonably warrant the harshness of expulsion. 2. No student shall be expelled unless other forms of corrective action or punishment reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. 3. In addition to the alternative corrective action requirement of subsection (2) of this section, no student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be expelled by reason, in whole or part, of one or more unexcused absences unless the school district has also first: 3.1. Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact; 3.2. Scheduled a conference or conferences with the parent(s) or guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and 3.3. Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and, where possible, discussed with the student, parent(s), guardian(s) or custodial parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the cause(s) for the student's absence from school. 4. Once a student has been expelled in compliance with this chapter the expulsion shall be brought to the attention of appropriate local and state authorities including, but not limited to, juvenile authorities acting pursuant to chapter 13.04 RCW in order that such authorities may address the student's educational needs. 5. Any student who has been expelled shall be allowed to make application for readmission at any time. Each school district board of directors shall adopt written rules, which provide for such an application for readmission and set forth the procedures to be followed. 6. All expulsions and the reasons therefore shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the expulsion.

“Emergency Removal” Notwithstanding any other provision of this chapter, a student may be removed immediately from a class, subject, or activity by a certificated teacher or an administrator and sent to the building principal or a designated school authority: Provided, That the teacher or administrator has good and

sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school. The removal from classes, subjects, or activities shall continue only until: 1. The danger or threat ceases, or 2. The principal or designated school authority acts to impose discipline, impose a short-term suspension, initiate a long-term suspension or an expulsion, or impose an emergency removal, pursuant to this chapter. The principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond the commencement of the next school day. Prior to or at the time any such student is returned to the class(es), subject(s), or activity(ies), the principal or school authority shall notify the teacher or administrator who removed the student, of the action, which has been taken or initiated.

Appeal Process (Please read section on Due Process)

Parents and students may find it necessary to appeal discipline. Appeals should be based upon the facts of the case, mitigating circumstances or possible procedural or due process errors. Appealing a discipline finding simply because the party is looking for a reduction in a finding is not considered a basis for appeal. Parents and students may simply want to set up an appointment for clarification of findings and/or how the findings were made. If this is the case, parents and students should set up an appointment or call the administrator that made or processed the original findings. The following is a procedural guideline for the appeals process. 1. Make contact with the appropriate administrator and set up an appointment for the appeal hearing. If there is a question of who the appropriate person is to hear the appeal, ask the administrator that heard the case and made the findings. A request for an appeal hearing is made within three business days from notification of the original findings. 2. At the appeals hearing, outline the basis for the appeal. Why are you appealing the original findings? 3. Outline and present written evidence that pertains to the facts of the case, any mitigating circumstances that were not presented in the original findings, or evidence to support procedural or due process errors. 4. In cases of mitigating circumstances, or possible procedural errors, written statements should be supplied to the Hearing Officer. In cases of mitigating circumstances, it is helpful to bring a written plan of action for consideration by the Appeals Hearing Officer regarding possible action on discipline measures. 5. Once the facts of the case are heard by the Appeals Hearing Officer and consideration is given to the facts or if further investigation is necessary, the appeals officer will notify the respective parties of the appeal findings. If necessary, the Hearing Officer will refer parties to the next step of the due process procedure. Appeal findings will be made available to all necessary individuals in a reasonable time. This notification time will be outlined in the appeals hearing. Appeal Process • W.A.C. Reference List • WAC 392-400-255 WAC 392-400-270 WAC 392-400-285 WAC 392-400-310 WAC 392-400-260 WAC 392-400-275 WAC 392-400-300 WAC 392-400-315 WAC 392-400-265 WAC 392-400-280 WAC 392-400-305 WAC 392-400-317 WAC 392-400-320

ISOLATION AND RESTRAINT OF STUDENTS (Policy 3245)

It is the policy of the Stanwood-Camano School Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Cross References: Policy 2161 Special Education and Related Services for Eligible Students

Policy 2162 Education of Students With Disabilities Under Section 504 of the
Rehabilitation Act of 1973

Legal References: RCW 9A.16.020 Use of force — When lawful

RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable RCW
28A.150.300 Corporal Punishment Prohibited - Adoption of policy RCW
28A.155.210 Use of restraint or isolation — Requirement for procedures
to notify parents or guardians. RCW 28A.600.485 Restraint of students
with individualized education
programs or plans developed under section 504 of the rehabilitation act of
1973—Procedures—Definitions. [as amended by SHB 1240] RCW 70.96B.010
Definitions Chapter 391-172A WAC Rules for the provision of special education
WAC 392-400-235 Discipline — Conditions and limitations

Management Resources: 2016 - March Issue

2015 - July Policy Alert 2013 - December Issue 2013 -
July Issue Policy News, December 2008 Use of
Reasonable Force Policy

Adoption Date: 05.20.14 Stanwood-Camano School

District Revised: 12.15.15; 05.03.16; 05.17.16

STUDENT RIGHTS

1. No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, sex, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental or sensory handicap. 2. All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place and manner of exercising such right. 3. All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures. 4. All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district. 5. No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law. The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the state of Washington or the rights retained by the people.

DUE PROCESS RIGHTS OF STUDENTS

Grievance Procedure Any student, parent, or guardian who is aggrieved by the imposition of discipline shall have the right to an informal conference with the building principal or his or her designee for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. During such conference the student, parent, or guardian shall be subject to questioning by the building principal or his or her designee and shall be entitled to question school personnel involved in the matter being grieved. Subsequent to the building level grievance meeting, the student, parent, or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the superintendent of the district or his/her designee. If the grievance is not resolved, the student, parent, or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the board of directors during the board's next regular meeting or to the school district disciplinary appeal council if the board has delegated its responsibility to hear and decide such grievances to the council pursuant to WAC 392-400-317. The board or council shall notify the student, parent, or guardian of its response to the grievance within ten school business days after the date of the meeting. The discipline action

shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless the principal or his or her designee elects to postpone such action.

Right to a Hearing A suspended or expelled student and his or her parent or guardian has the right to a hearing before the District Hearing Officer. The request for a hearing shall be directed to the suspending school official within three school business days after receipt of notification. If a hearing is requested the student and his or her parent(s) or legal guardian(s) have the right to: 1. Inspect the evidence. 2. Be represented by counsel. 3. Present evidence including the testimony of witnesses. 4. Challenge evidence presented by suspending official. 5. A timely written decision from the hearing officer. 6. Appeal the decision of the hearing officer to the Board of Directors within three school business days after the hearing.

Special Education Students The handicapped student is subject to the same treatment under Stanwood Public Schools' Statement of Rights and Responsibilities as the non-handicapped student with the modifications indicated below: A. Long-Term Suspension/Expulsion: When considering the imposition of long-term suspension or expulsion for a handicapped student, which would constitute a significant change in placement, a group meeting must be held prior to imposing the action, which complies with the following criteria: 1. Persons to be present must include members of the district's multidisciplinary team who are: 1.1. Knowledgeable about placement options 1.2. Knowledgeable about the evaluation date 2. The purpose of the meeting will be to: 2.1. Determine whether the behavior is the result of an inappropriate placement 2.2. Determine whether the student's behavior is the result of an inappropriate placement. 2.3. Consider the sanction or action to be taken 3. If the behavior is not an element of, or related to, the handicapping condition, and is not the result of an inappropriate placement, the sanction can be imposed. 4. If the behavior is an element of, or related to, the handicapping condition or is the result of an inappropriate placement, a different placement or revised program must be considered and offered. If necessary, placement for evaluation purposes can be invoked. 5. Following the meeting, written notice will be provided to the parent, which provides inclusive information of the placement decision and the right to a hearing in accordance with state/federal rules and regulations. B. Emergency Removal: If a handicapped student's behavior is such that his or her presence creates an immediate and continuing danger to the student, other students, school personnel or an immediate and continuing threat of substantial disruption of the educational process, the student may be sent home. C. Obligations to Student Pending Hearing The District must continue providing educational services to the handicapped student if they have initiated a request for hearing. D. I.E.P. Discipline Plans Within the I.E.P. process, which includes a meeting of the parent, teacher and District representative who is qualified to provide or supervise special education services, a plan may be established for the handling of specific behavior in order to reach behavioral goals. This plan may include removal from school for specific amounts of time as part of the I.E.P. A new I.E.P. may be requested if either the parent or school personnel finds the plan is not satisfactory or in need of revisions.

District and Criminal Offenses

All behaviors listed below are crimes under city, state or federal law. If students commit any of these crimes, or

any other crime while in school, on school grounds, in school sponsored transportation or at a school sponsored event, they will be disciplined by the school district, law enforcement officials will be contacted and students may face criminal charges.

“Discipline” shall mean all forms of corrective action or punishment other than suspension and expulsion and shall include the exclusion of a student from a class by a teacher or administrator for a period of time not exceeding the balance of the immediate class period: Provided, that the student is in the custody of a school district employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or on behalf of a school district.

Absence or tardiness may affect the student grade only if the school has identified, pursuant to policy of the school district, that attendance will be a basis for grading in whole or in part.

Any discipline or punishment of a student must be administered fairly and for a good and just cause. Board Policy 3241 defines the relationship between the schools and local police agencies. In this policy it states that information regarding major violations of the law shall be communicated to the appropriate law enforcement agency. Exceptional misconduct includes the following:

A. Possession or use of alcohol or any controlled substance not prescribed by a physician for such possessor or user, or purported controlled substance; B. Sale or delivery of alcohol or any controlled substance or purported controlled substance to another person; C. Possession of drug paraphernalia; D. Being under the influence of alcoholic beverages or illegal drugs; E. Use of tobacco products including lighters and matches; F. Falsely reporting a fire or bomb on school property; G. Belonging to a gang and knowingly engaging in gang activity; H. Possessing or displaying an instrument that is or appears to be a firearm; I. Possession, use of, displaying or transmission of a weapon or an object that can be reasonably considered a weapon; J. Commission of any criminal act classified as a felony or misdemeanor under the laws of the State of Washington; K. Assault/battery L. Fighting M. Harassment, intimidation, bullying; N. Other acts including: a. Arson; b. Manufacture, purchase, sale, transfer, offer for sale, use, discharge, possession, transport or storage of any pyrotechnics, fireworks, explosives, improvised devices, or components that are intended to be assembled into an explosive; c. Theft/burglary/robbery; and d. Gang intimidation. O. Cheating, alteration of records; P. Inappropriate use of technology; or Q. Lewd conduct.

The basic booklet outlines student rules or possible offenses on the one hand vs. student rights and possible sanctions on the other. Administrators normally have the flexibility to apply sanctions that vary in type and length, depending on the severity and number of the offense. In the above cases there is a standard minimum sanctioned as listed for occurrences on grounds or school-sponsored events.

Regulation of Dangerous Weapons on School Premises 4210

It is a violation of the district policy and state law for any person to carry a firearm or dangerous weapon on

school premises, school- provided transportation or areas of other facilities being used exclusively for school activities. Students who violate this policy are subject to district discipline policies, including the due process provisions regarding notification of parents. Students who violate the firearms provisions are subject to a minimum one calendar year expulsion. (To read the entire policy please click the following:

[Stanwood-Camano School District #401 - 4000 Community Relations](#)

WHAT IS DISCRIMINATION? Discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to accommodate a student or employee's disability. Harassment (based on protected class) and sexual harassment can be forms of discrimination when it creates a hostile environment.

What is a Protected Class? A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington State Law include:

- Sex
- Race/Color
- Creed/Religion
- National origin
- Disability or the use of a trained dog guide or service animal
- Sexual orientation
- Gender expression or identity
- Honorably discharged veteran or military status

What should I do if I believe my child is being discriminated against? You should report your concerns to your child's teacher or principal immediately! This will allow the school to respond to the situation as soon as possible.

If you cannot meet with the teacher or principal, you can always contact your school district's main office. Each school district will have someone who is responsible for responding to complaints about discrimination. Sometimes this person is called the Title IX Coordinator or for issues related to disability, the Section 504 Coordinator.

What if I can't resolve the problem with the school? If you cannot resolve your concern, you may wish to file a complaint with the school district. Anyone can file a complaint with the school district. You can file a formal

complaint by writing a letter to your Superintendent that describes what happened and why you think it is discrimination. It is helpful to include what you want the district to do. Your letter must be signed.

The employee designated by the district to receive complaints will investigate your allegations and provide the superintendent with a written report of the complaint, and the results of the investigation. You and the district may also agree to resolve your complaint in lieu of an investigation.

The superintendent will send you a written letter within 30 calendar days which will either deny your allegations or describe the reasonable actions the district will take. The letter will include how to file an appeal with your school board if you do not agree with the Superintendent's decision.

Corrective measures must occur no later than 30 calendar days of the superintendent's letter.

What if I don't agree with the superintendent's decision or no one responds to my letter? Your next step is to appeal to the school board. You can file an appeal by writing a letter to your school board. The letter must include the part of the superintendent's written decision that you would like to appeal and what you want the district to do. Your letter must be filed with the Secretary of your School Board by the 10th calendar day after you received the superintendent's response letter.

The school board will schedule a hearing within 20 calendar days after they receive your appeal letter. You may also all agree on a different date.

What will happen at the hearing? You will explain why you disagree with the superintendent's decision. You may bring witnesses or other information that is related to your appeal.

The board will send you a copy of their decision within 10 calendar days after the hearing. The decision will include how to appeal to the Office of Superintendent of Public Instruction if you disagree.

What if I don't agree with the School Board's decision? You may appeal the school Board's decision to the Office of Superintendent of Public Instruction (OSPI).

You can file an appeal by writing a letter to the Superintendent of Public Instruction. The letter must include the part of the school board's decision that you would like to appeal and what you want the district to do.

Your signed letter must be received by OSPI by the 20th calendar day of receiving the school board's decision. It can be hand-delivered or mailed to:

OSPI Administrative Resource Services
P.O. Box 47200 Olympia,
WA 98504-7200 Phone

(360) 725-6133

OSPI will schedule a hearing with an Administrative Law Judge through the Office of Administrative Hearings (OAH). During this process you will be provided information about the hearing.

At the hearing you will explain why you disagree with the school board's decision. You may bring witnesses or other information that is related to your appeal. After the hearing, you will receive a copy of the judge's decision.

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, such as a school-sponsored field trip.

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

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

Examples of Sexual Harassment:

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

How do I report sexual harassment?

You can report sexual harassment to any school staff member or to the district's Title IX Officer: Christine Del Pozo, 360-629-1213.

For a copy of your district's Sexual Harassment policy Board Policy 3206 and procedure, contact your school or district office or [click here](#) to access board policies.

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual

orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/Affirmative Action Officer and Civil Rights Compliance Coordinator, Christine Del Pozo (cdelpozo@stanwood.wednet.edu), or the Section 504/American Disabilities Act Coordinator, Robert Hascall (rhascall@stanwood.wednet.edu) Stanwood-Camano School District, 26920 Pioneer Hwy, Stanwood, WA 98292. Telephone: (360) 629-1200.

El Distrito Escolar de Stanwood-Camano School District no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Título IX / Oficial de Acción Afirmativa y Coordinador de Cumplimiento de Derechos Civiles, Christine Del Pozo (cdelpozo@stanwood.wednet.edu), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629- 1200.