Aberdeen School District No. 5

2025-26
Harbor Learning Center
A Title 1 Schoolwide Program
Student/Family Handbook

300 North Williams
Aberdeen, WA 98520
(360) 538-2180 Phone
(360) 538-2183 Fax
www.asd5.org

Last modified June 27, 2025

Please sign and return the HLC Student Handbook Receipt

Students and Families,

On behalf of the staff at the Harbor Learning Center, we welcome you to the 25-26 school year. We are so excited that you chose to attend our school, and we look forward to working with each of you.

Our focus at the Harbor Learning Center is to provide an environment where each member of our diverse learning family is treated with respect and fairness. We believe that all students are capable of doing high quality work and to support that belief we have developed instructional and grading practices that foster quality work. We are dedicated to improvement in every area of our school and constantly review our performance. We believe that students work best in an environment that fosters rigorous lessons and quality relationships with staff and other students.

This Student/Family Handbook provides each student and family with information regarding general procedures, schedules, and requirements. Thanks for taking the time to review and become familiar with its contents.

As a student, you will be responsible for the information contained in this handbook and following the expectations of our district and our school. Everything we do here is based on respect- Respect yourself, respect others, and respect this school. You will find the program and the people here suited to your needs.

As a family member, if you have any questions, suggestions or needs, please let us know. We are a Title 1 Schoolwide Program that ensures that your child will always have an opportunity and access to a high quality education. We are here to support their educational goals and dreams.

We consider ourselves a large family here at the Harbor Learning Center. Because of that, we will give our best every day, for every student.

Welcome to our Family- No Dragon Stands Alone.

Lisa Griebel, Principal

lgriebel@asd5.org

HLC STUDENT HANDBOOK RECEIPT 2025-26

I have read the Harbor Learning Center Student Handbook. A hard copy is available if requested, AND it is located on-line at the Harbor Learning Center website.

I agree to follow the Aberdeen School District and Harbor Learning Center Expectations in full.

If I choose to NOT follow the Harbor Learning Center Expectations, I could be subject to disciplinary action, and my enrollment at this choice school will be reconsidered.

Since the Harbor Learning Center is a CHOICE school, returning to my "home" school could result if I am unable to follow the Harbor Learning Center expectations.

Student's Name (Please Print) _____

Student's Signature_____

Parent/Guardian Print Name _____

Parent/Guardian's Signature_____

THIS HANDBOOK IDENTIFIES ANTICIPATED STANDARDS OF ACCEPTABLE BEHAVIOR AND OUTLINES THE GENERAL CONSEQUENCES WHICH WILL OCCUR WHEN SAID STANDARDS ARE NOT MET. THESE ARE GUIDELINES TO BE INTERPRETED BY SPECIFICALLY TRAINED, PROFESSIONAL STAFF MEMBERS AT THE HARBOR LEARNING CENTER. EACH INCIDENT WILL BE CONSIDERED ACCORDING TO THE INDIVIDUAL MERITS OF THE CASE. AS IN ANY SET OF REGULATIONS CONCERNING PROCEDURAL OPERATION, IT IS NOT POSSIBLE TO SPECIFY EVERY CONCEIVABLE SITUATION. SCHOOL EXPECTATIONS PUBLISHED IN THIS HANDBOOK ARE SUBJECT TO SUCH CHANGES AS MAY BE NEEDED TO ENSURE CONTINUED COMPLIANCE WITH FEDERAL, STATE OR LOCAL REGULATIONS AND ARE SUBJECT TO SUCH REVIEW AND ALTERATION AS BECOMES NECESSARY FOR THE ROUTINE OPERATION OF THE SCHOOL. HARBOR LEARNING CENTER HAS THE AUTHORITY TO DISCIPLINE FOR OFF-CAMPUS ACTIVITIES WHICH TAKE PLACE AT ANY TIME OF THE YEAR IF IT CAN BE ESTABLISHED THAT THERE IS A DETRIMENTAL EFFECT ON THE EDUCATIONAL ATMOSPHERE'S SAFETY AND GOOD ORDER.

25-26 HLC Enrollment Agreement

This school is a choice school.

This small school environment provides opportunities for students to learn in a self paced, personalized environment. If motivated, students can take advantage of this contract-based learning and self pacing to retrieve high school credits or even work ahead!

Students accepted into our school commit to these school expectations:
✔ Focus on my school plan. Meet with my advisory teacher daily and attend school regularly.
✔ Help make Harbor Junior Senior High a safe place for everyone.
✔ Solve problems in a responsible non-confrontive manner, speaking with respect and kindness.
✔ Help others achieve and ask for help when needed.
✔ **Follow the school and school district expectations!**

Specifically:

- Treat all students, staff, and visitors with respect
- Follow teacher, school and district cell phone expectations
- Attend all classes **and** get there on time
- Make academic progress in ALL of your classes
- Follow the **closed campus** expectations. Students leaving campus during the school day MUST check out through the main office. If under the age of 18, a student **must** have parent/guardian permission to leave school
- If parking on campus, a student must follow our school district parking expectations
- One person at a time in the bathroom
- Treat our school facility with respect and report things that need to be repaired
- Use school appropriate language **at all times**
- Follow our district's Harassment, Intimidation and Bullying Policy and our district's Gender Inclusive Policy

If students can not follow the school expectations, the following will occur:

- Attendance Interventions and Truancy Petitions
- Parent/Guardian contact by student's teachers/staff
- Parent/Guardian contact by principal and/or counselor
- School intervention/discipline such as restorative practices, detentions, suspensions or emergency removals
- Withdrawn from Harbor Junior Senior High and re enrolled in "home" school

When students are suspended or emergency removed, the enrollment IS reconsidered and students could be withdrawn from Harbor Jr Sr High and expected to:

1) Enroll in their homeschool (out of district students who enrolled with a choice form would have their choice placement revoked)
2) Enroll in one of the other programs offered at the Harbor Learning Center like the Open Doors/GED program or Grays Harbor Academy OnLine School

Student Signature _____ Parent/Guardian Signature _____

HLC 25-26 Attendance Letter

Dear Parent/Guardian,

Harbor Learning Center believes that all students fully benefit from their education when they attend school regularly. Student attendance is an essential first step for students to learn. We want you to know that our school is committed to supporting your student in attending school and accessing their education.

DID YOU KNOW?

- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully/drama or facing some other potentially serious difficulty.
- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (just two days a month or about 18 days in a year) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of on time graduation rates than 8th grade test scores.
- **Our HLC Grade 9-12 is a work at your own pace environment BUT, students who are frequently absent do not complete classroom contracts at the same pace as their peers.**

WHAT WE NEED FROM YOU?

We miss your student when they are not in school, and we value their contributions to our community. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact Amy Rasler arasler@asd5.org or (360) 538-2180**.**

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. In addition to your student's advisory teacher, you could contact our attendance secretary, advisory teacher, principal, or school counselor. We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Children that are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements.
http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225

We, the school, are required to take daily attendance and notify you when your student has an unexcused absence.

- After **1** unexcused absence, the school must inform the parent/guardian in writing or by telephone. RCW 28.A.225.020 After **3** unexcused absences in a 30-day period, the parent and school must have a conference discussing absences and supports needed. RCW 28.A.225.020
- Between **2** and **7** unexcused cumulative absences in a school year- Our school needs to take data-informed steps to eliminate or reduce student absences. RCW 28A.225.020
- We are required by state law to closely monitor and track attendance for the safety and wellbeing of your child. We need to file a petition with the Juvenile court sometime between the ***seventh unexcused absences*** in any month or ***fifteen unexcused absences*** within the school year. RCW 28A.225.010
- Not later than the **7th** unexcused absence in a 30-day period- Our school shall do one of the following:
    - Enter into an agreement with the student and parent establishing attendance requirements, OR
    - Refer student to a Community Engagement Board (CEB), OR
    - File petition under subsection (1) of RCW 28A.225.030

- We need to file a petition with the Juvenile court sometime between the ***seventh unexcused absences*** in any month or ***fifteen unexcused absences*** within the school year. The petition will be automatically stayed (paused) and your student and family may be referred to a Community Engagement Board or other coordinated means of intervention. If our collective efforts are not enough to increase your student's attendance, the stay may be lifted, and the court may require a hearing.

Excessive Excused Absence

- There are times that students need to miss school and we realize that students can fall significantly behind after missing 10% or more of school. Therefore, after fifteen (15) **excused** absences in a school year, **a conference may be required.**

- Each absence after fifteen (15) will be considered unexcused unless parents can demonstrate justifiable cause for the excessive absences (i.e., long-term illness, etc.) or the principal has set up a plan on how those absences will be addressed.

Community Engagement Board

- This conference with the parent and child, at a time reasonably convenient for all, will identify barriers to the child's regular attendance, set up an academic plan, review supports/resources available, and decide how future absences will be addressed. The conference must include at least one school district employee such as administrator, nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program (IEP) or a 504 plan, in which case the reconvening of the team that created the program or plan is required first.

- If you accumulate 7 or more unexcused absences in a month or 7 absences in a semester, and refuse to participate in the Community Truancy Board, the petition will be forwarded for Truancy Court
- If you accumulate 10 or more unexcused absences in a year you will be petitioned for Truancy Court
- If you are absent 20 consecutive days, you will be withdrawn from school, and reported to local law authorities

WHAT YOU CAN DO

- Find out what day school starts and make sure your child has the required immunizations.
- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Follow our district and state health guidelines on when to keep your child home due to illness.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent/guardian.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check the status of credits earned to see if your student is on track to graduate. (Did you know, you can check the graduation requirements and grades on Skyward!)

Your Right to Appeal Attendance Related Action

You and/or your parents/guardians have the right to an informal conference with a principal for the purpose of pleading your case and resolving your grievance. While the principal has an open door policy, it is best to make an appointment through one of the building secretaries.

Sincerely,

Lisa Griebel
Principal
Harbor Learning Center

Your signature below indicates that you have read and understand the attendance policies and procedures at the Harbor Learning Center.

Print Student Name _____
Parent/Guardian Signature_____
Date _____

Harbor Learning Center
Vehicle Parking Registration
2025-2026

Name of Driver: _____ Phone # _____ Grade: _____

Name of Registered Owner: _____ Phone # _____

You must provide proof of a valid driver's license and insurance

Make of Vehicle: _____ Model: _____ Year of Vehicle_____

Color of vehicle: _____ License plate # _____

Student Signature: _____ Date: _____

By signing this, you agree that parking at the Harbor Learning Center is a privilege, not a right. This privilege can be taken away if abused. Examples of abuse are: falsifying a permit, reckless driving, parking in an illegal zone, leaving campus without permission, taking other students off campus without permission. *You can and will be towed if you violate any parking policies.*

I understand that my child is accepting responsibility for parking in the Harbor Learning Center parking lot. If that privilege is lost, the requirement will be to park off campus.

Parent/Guardian Signature: _____ Date _____
Student Signature: _____ Date _____

ABERDEEN SCHOOL DISTRICT

Empowering Minds, Inspiring Futures
2030

Our Mission

To facilitate an innovative and empowering learning experience for every student.

Our Vision

A community of confident critical thinkers who are adaptable, responsible and effective communicators.

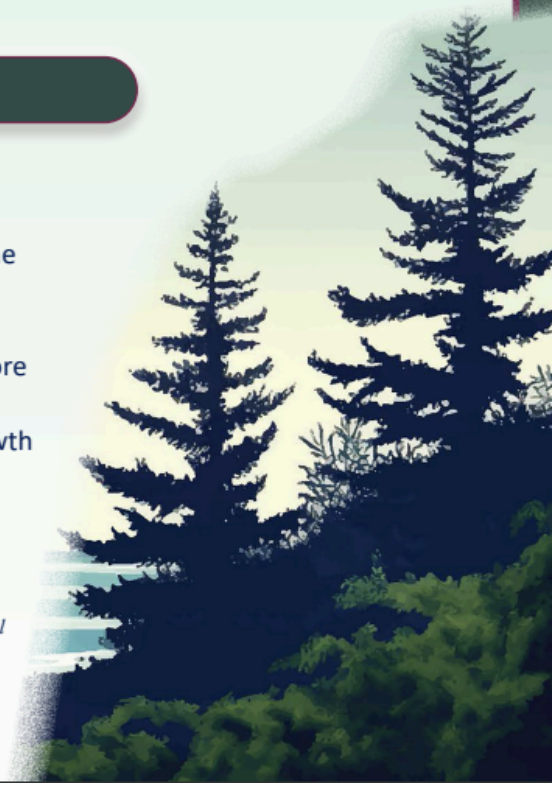
Our Values

- Every student can learn
- Positive relationships
- Respectful culture
- Growth mindset
- Attendance matters
- Future focused
- Shared accountability
- Healthy choices

Guiding Statements

- Students will graduate future-ready with 21st Century skills
- Students are reading at or above grade level by the end of 3rd Grade
- Students are ready for Algebra by 9th Grade
- Students will have multiple opportunities to explore careers and learn life skills
- Our entire school community engages with a growth mindset for continuous improvement

*J.M. Weatherwax High School *** Harbor Learning Center*
*Miller Junior High School *** A.J. West Elementary School*
*Central Park Elementary School *** McDermoth Elementary School*
*Robert Gray Elementary School *** Stevens Elementary School*
Hopkins Preschool





Aberdeen School District

PORTRAIT OF A GRADUATE

Adaptability | Responsibility | Confidence | Critical Thinking | Communication

Adaptability

OUR STUDENTS

- Demonstrate flexibility
- Practice open-mindedness
- Overcome barriers
- Embrace diversity
- Engage in lifelong learning

Critical Thinking

OUR STUDENTS

- Ask questions and seek to understand
- Collect, assess and analyze relevant information
- Develop meaningful solutions
- Identify, define, and solve real-world problems
- Consider local and global implications of actions

Responsibility

OUR STUDENTS

- Live honestly
- Follow through
- Own the outcome
- Act with integrity
- Honor commitments

Communication

OUR STUDENTS

- Engage in active listening
- Adapt to the needs of the audience
- Clearly articulate thoughts and ideas
- Build and maintain a positive online presence
- Effectively use oral, written, and nonverbal communication skills

Confidence

OUR STUDENTS

- Believe in themselves
- Take risks
- Empower others
- Reflect on experiences and accept feedback
- Embrace failures/successes as an opportunity to grow

A community of confident critical thinkers who are adaptable, responsible, and effective communicators.

HLC MISSION STATEMENT

Harbor Junior Senior High School, a Title 1 Schoolwide Program, is dedicated to preparing our students to become Responsible Citizens, Lifelong Learners, Effective Planners and Successful Workers

We serve students/families who struggle in a traditional educational setting or don't want a traditional comprehensive school experience. We work with students and families to PREVENT students from dropping out of school and/or guide them to our Open Doors GED/Diploma Pathway if needed. We focus on preparing students for what happens AFTER high school.

Harbor High School : A Title 1 School-wide Program
School/Family/Community Partnership Policy

Students learn in a variety of ways – all students can achieve at high levels!

- Achievement can be measured in various ways
- There should be no barriers for a student to earn an education
- Mutual respect and trust is essential for students to learn
- Students need support & mentorship to be healthy & well adjusted
- Families are essential partners for student success
- Our community is a valuable partner for student success

OUR FAMILIES ARE:
- Valued by us
- Encouraged to participate in our student/family activities
- Partners in supporting the student in reaching their goals
- Essential to helping students be healthy and well adjusted

OUR COMMUNITY:
- Supports our programs and services in many ways
- Cares about the future of our students

At Harbor Junior Senior High School, staff, families, friends and the community work together to help our students become caring and responsible adult members of our community.

<u>As a student, I will:</u>
- ✔ Focus on my school plan. Meet with my advisory teacher daily and attend school regularly.
- ✔ Help make Harbor Junior Senior High a safe place for everyone.
- ✔ Solve problems in a responsible non-confrontive manner, speaking with respect and kindness.
- ✔ Help others achieve and ask for help when needed.
- ✔ **Follow the school expectations!**

<u>As a family member, I will:</u>
· Encourage and expect regular attendance.
· Attend our school's family activities whenever possible.
· Support HLC's effort to be a safe place for everyone.

· Keep in contact with my child's advisory teacher/school counselor/case manager and review their high school plan/portfolio at Student/Family Conferences.

A Title I School-wide Program
Student, Family and School Partnership Agreement/Compact
FAMILY INVOLVEMENT POLICY

As a school, Harbor Junior Senior High School will:
· Recognize individual learning styles.
· Provide individualized instruction.
· Promote the acquisition of personal management skills, conflict resolution skills, and foster responsible citizenship.
· Promote career development and post high school placements.
· Provide daily feedback on student progress and quarterly progress reports to parents.
· Always provide an opportunity for a student to obtain an education.

Annual Title Family Meeting
Our annual Title 1 Family Meeting is conducted the first day of school during our Orientation and at our Student Led Conferences. Families, students, and staff meet individually to share information and determine student plans for the year. We also have Family Nights!

Family Opportunities for Involvement
Our goal is to provide a wide variety of opportunities at different times of the day and year for family involvement. <u>These include, but are not limited to:</u>

· Annual Title 1 Family Meetings in August (beginning of school year)
· Junior High and High School Student/Family Conferences (4 days a year)
· Family Surveys
· Student Advisory Meetings
· Progress Reports viewable on Skyward
· COPE (Teen Parent Meetings)
· After School Program
· Family Nights/Evening workshops on topics such as FAFSA (Dates TBA, Graduation, Attendance
· On-Demand Meetings with Counselor, Advisory Teacher, or Principal

At the beginning of each school and as new students enroll at Harbor Junior Senior High School, families receive an updated handbook explaining our programs and services. Also, all new students that enroll participate in a Student/Family Interview/Tour and Orientation.

Title 1 Annual Meeting and Family/Student Led Conferences

Wednesday, Oct 8	4- 7:30 PM
Thursday, Oct 9	1-7:30 PM
Friday, Oct 10	9-11:30 AM
Wednesday, March 11	4- 7:30 PM

Thursday, March 12	1-7:30 PM
Friday, March 13	9-11:30 AM

Harbor Junior/Senior High School 2025-26 Daily Schedule

Students may enter school	7:30
Students may visit classrooms	7:35
Breakfast served	7:35-8:05
1st Period - Flag Salute	8:10-9:00
2nd Period	9:05-9:55
3rd Period	10:00-10:50
4th Period/Advisory Announcements	10:55-11:25
Lunch	11:30-12:00
5th Period	12:05-12:55
6th Period	1:00-1:50
7th Period	1:55-2:45

Staff Training Day

February 17, 2026	No School

2025-26 Early Release Dates 11:00 AM

October 3, 2025 Conference Prep	Friday	11:00 AM
December 19, 2025 Winter Break	Friday	11:00 AM
January 23, 2026	Friday	11:00 AM

End of Semester Grading		
June 10, 2026 Last Day of School	Wednesday	11:00 AM

2025-2026 Collaboration Dates—12:45 Dismissal

September 24, 2025	February 4, 2026
October 22, 2025	March 4, 2026
December 3, 2025	April 15, 2026
January 14, 2026	May 13, 2026

Harbor Learning Center General Information

The Harbor Learning Center is home to our district's alternative programs. We also house a private day care and the district's therapy office. We support our teen parents with Snug Harbor Day Care , which is also open to district staff when space is available. Three new programs were added to this building in 2021-2022: Junior High, Grays Harbor Academy and Open Doors/GED. Students and families accessing the different programs must also follow all school district and Harbor Learning Center expectations.

- Harbor High School

Harbor High is an alternative, contract based high school. Students have a "contract" for each course in which they are enrolled. Once they complete the contract, a .5 credit is placed on their transcript and students are then enrolled into another class. Students work at their own pace and are in multi-age classrooms. Many students take advantage of this self paced program to work ahead OR catch up!

- Harbor Junior High

Our mission is to provide a smaller, more personalized/individualized learning environment for a few of our district's 7th and 8th graders. Our district's junior high, Miller Junior High, is an amazing, vibrant school! However, its large size (600-700 students) promotes an active and energetic place that might not be the optimum learning environment for a few of our district's youth. Our middle school students are together as a class all day, but they have 6 different teachers. They travel from room to room like our high school students do. Some of our 8th grade students take classes with high school students which gives them the opportunity to earn high school credit. Our middle school students also have the same lunch period as the high school students.

- Open Doors/GED and Diploma Pathway

Open Doors Youth Reengagement is a system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Open Doors reengages disconnected youth through programs that encourage community partnerships, create multiple pathways for students to realize success, and provide an on-ramp to post-secondary achievement through a performance-based, individualized support model. This program offers students an opportunity to both prepare for their GED while also earning high school

credits. Some of our students choose to take the GED tests in order to earn the 4 mastery based credits. Students in the Open Doors Youth Reengagement Program are supported through case management, instruction, and support services available through the district, including but not limited to the following: special education and 504 services, EL support services, onsite childcare services, assessment support, and computer access.

Students enrolled in the Open Doors Youth Reengagement Program will be provided with academic instruction appropriate to their skill level and academic goals as well as college and career readiness preparation coursework. Instruction may include: Competency-based academic and/or vocational training, College preparation math or writing instruction, Subject-specific high school credit recovery, English language instruction/support, and Cooperative work experience credit

Student eligibility is determined based on the following factors:

- Under 21 years of age, but at least 16 years of age, as of September 1st.
- Has not yet met high school graduation requirements.
- Is credit deficient, or referred by case managers from DSHS, the Juvenile justice system, district-approved school personnel, or a community agency that provides educational advocacy services

Aberdeen School District School Board

The Aberdeen School District Board of Directors is made up of five at large representatives elected from the citizens who reside within the school district boundaries. A current listing of the Board of Directors can be found on the Internet at www.asd5.org or by calling the Aberdeen School District office at 538-2000. The board represents the people of the school district. Board members welcome comments and questions from the public. The Board of Directors typically meets the first and third Tuesdays of each month during the school year at 6:00 PM in the Community Room at Aberdeen High School at 410 N. G Street in Aberdeen. During the summer, the Board of Directors usually meets once a month. A copy of the meeting schedule can be obtained from the district office and on the district website.

HLC Expectation Matrix
"That's What Dragons Do!"

	Be Respectful	Be Responsible	Be Engaged	Be Persistent & Purposeful
Cafeteria or other places you eat lunch	• Follow Staff Directions • Wait in Line Patiently • Thank the cafeteria staff	• Put your number in • Throw your trash away and clean your area • Stay in supervised areas	• Walk in the halls • Include others in your lunch group	• Help Others • Use Kind Words and Actions • Be mindful of staff, visitors, and littles when talking and hanging out with your friends
Bathrooms	• Respect Other's Privacy • Wait your Turn • Return to Class Quickly • Avoid using scented products	• Flush the Toilet • Wash Hands • Keep it Clean • DO NOT vape, smoke, etc • Dispose of feminine products properly	• Walk Safely In and Out- Open the door slowly! • Follow the allowed number of students at a time • Wait 5 minutes before knocking	• Report Concerns to a Staff member • Get in and get out there are people waiting!
Hallways	• Admire Hallway Art with eyes only • Follow Staff Directions • Use school appropriate language	• Stay to the right and allow space for others to walk and pass (Observe "road" rules) • Avoid students you have issues with	• Walking feet • Say hi and smile at people • Point A to Point B- don't linger in the halls	• Say Excuse Me if you bump into someone accidentally • Assume good intentions from others • Let the office staff open the doors when the doorbell rings, even if you know who is trying to come in.

Gymnasium	• Follow Game Rules • Clean up your space and belongings- littles use this gym, too	• Report Problems to PE teacher or Staff • Keep food or drink out of gym	• Use Equipment Correctly and Safely • Stay in designated Areas	• Use Kind Words and Actions • Include Everyone
	Be Respectful	**Be Responsible**	**Be Engaged**	**Be Persistent & Purposeful**
Labs 3 and 4	• Take care of resources, computers, and chargers • Respect other's Reading and work • Work quietly.	• Return Books to Proper Place and on time • When done with work go back to class and turn work in. • Ask the staff for help if needed	• Ask for assistance in getting/checking out materials • Return loaner chromebooks or chargers by end of day	• Report Damaged items to the Lab Staff • Make sure you have a pass from your teacher to be there
Student Store	• Wait in line patiently • Treat store staff respectfully. • Don't ask for free stuff.	• Clean up your space.	• Ask questions if you have them (the store staff are knowledgeable).	• Know what you're ordering and have payment ready.
Assembly	• Be Attentive • Listen to the speakers/presenters • Keep hands/feet to self	• Participate when Expected • Sit or stand against the wall	• Walk In and Out Safely • Stay off your phone	• Clap at Appropriate Times and nicely • Be a Role Model

All Settings	• Follow staff directions and expectations • Hands, Feet, and Objects to Self in All Areas • See something, Say Something • Be mindful of our **all ages** environment at all times • Use staff/student preferred names and pronouns when speaking with them • Wear school appropriate clothing (no profanity on clothes) • Mind your business and stay out of drama. • Be kind, warm, and welcoming to our guest staff **Every Dragon has a story about why they chose this school. It might be different from your story, but their story needs to be respected.**

We are respectful. We are responsible. We are engaged. We persist.

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 www.asd5.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Christi Clinkingbeard, Human Resource Director, (360) 538-2003.

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

ATTENDANCE:

Research shows that attendance matters. WAC 392-401-020

Attendance affects achievement.

Students who are chronically absent (missing 10% or 18 days of the school year) may fall behind their peer group in academic success.

Attendance is a habit and the foundation of learning.
Absences can signal that a student might need more support. Our new policies will set up different ways to collaborate for resources.

Attendance=Graduation
By 6th grade, students who attend regularly are more likely to graduate from high school on time when compared to their chronically absent peers.

Attendance is a team effort!
Raising a healthy human takes a village. School staff are here to create a positive environment where your child can learn and grow. Staff and families can work together to promote bright futures!

Attendance is recorded every instructional day, Monday through Friday in every class including advisory. Students are expected to be in class on time. Students are also responsible for making up any missed work while absent. It could also result in no longer being able to attend one of the programs here at the HLC. Here are the RCWs and the district policy on attendance: Chapter 28A.225 RCW Chapter 28A.150 RCW, District Policies 3121 and 3122.

Attendance Expectations

Educators and administrators are required by law to monitor absences and identify if students/families need support. We will communicate when we see a concern or as required by policy. We will track attendance daily and contact you when your student is missing.
Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Show up on time, and ready to learn.
Parents/Guardians send your child to school every day unless they show signs of severe illness, Fever, vomit, diarrhea, severe cough, strep throat, or doctor order to stay home. Communicate with the school within 48 hours and when possible, schedule vacations and appointments outside of school hours.

Excused Absence

If communicated within 48 hours, approved absences are:

1) Physical or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical counseling , mental health, wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in patient or out patient treatment for chemical dependency or mental health
2) Family emergency, including but not limited to a death or illness in the family;
3) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4) Court, judicial proceeding, court ordered activity or jury service;
5) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6) State-recognized search and rescue activities consistent with RCW 28A.225.055;
7) Absence directly related to the student's homeless status or foster care/dependency status

8) Absences related to deployment activities of a parent or legal guardian who is an active duty member
9) Absence due to disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion)
10) Absences due to safety concerns, including absences related to threats, assaults, or bullying
11) Absences due to a student's migrant status
12) Absences due to an approved activity consistent with district policy and is mutually agreed upon by the principal/designee and parent/guardian or emancipated youth
13) Absences due to the students lack of necessary instructional tools, including internet and connectivity

Who can Excuse Absences? Parents or guardians may call, email, or send a note to the school to excuse an absence for students; this must be received within 2 days of the student's absence.

How do I excuse my student's absence? Please have a parent/guardian call Amy Rasler @ 360-538-2180 to report absences. If you are unable to call, please email arasler@asd5.org or email. Please include your students' name, date of absence, and reason for absence.

In accordance with the law:

- After **5** *excused* absences within a 30-day period or **10** *excused* absences within a school year, the school must schedule a conference with the guardian of an *elementary* student identifying barriers to attendance and offering support and resources to assist. RCW 28A.225.018

Excessive Excused Absence

There are times that students need to miss school and we realize that students can fall significantly behind after missing 10% or more of school. Therefore, after fifteen (15) excused absences in a school year, **a conference may be required.**

This conference with the parent and child, at a time reasonably convenient for all, will identify barriers to the child's regular attendance, set up an academic plan, review supports/resources available, and decide how future absences will be addressed. The conference must include at least one school district employee such as administrator, nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program (IEP) or a 504 plan, in which case the reconvening of the team that created the program or plan is required first.

Each absence after fifteen (15) will be considered unexcused unless parents can demonstrate justifiable cause for the excessive absences (i.e., long-term illness, etc.) or the principal has set up a plan on how those absences will be addressed.

Unexcused Absence

We care about our students and their success. We will communicate daily when students are not at school. Parents/Guardians are required to notify the appropriate staff in advance, or within two days, to excuse their absence.

An **unexcused absence is** any absence not on the list approved above or an absence not communicated by parent/Guardian to school within the approved time. Also, the school principal has the right and final authority to excuse or unexcused any absence when absences become excessive. **Examples may be:** Sleeping-in, missing ride/car trouble, personal errand and non-medical appointments.

In accordance with the law: RCW 28.A.225.010, The state law for mandatory attendance, called the Becca Bill, requires children from age 8-17 to attend a public school, private school, or a district approved home school program. Children under 7 are not required to be enrolled in school; however, once a child is enrolled after 5, they must attend full-time.

- After **1** unexcused absence, the school must inform the parent/guardian in writing or by telephone. RCW 28.A.225.020
- After **3** unexcused absences in a 30-day period, the parent and school must have a conference discussing absences and supports needed. RCW 28.A.225.020
- Between **2** and **7** unexcused cumulative absences in a school year- Our school needs to take data-informed steps to eliminate or reduce student absences. RCW 28A.225.020
- We are required by state law to closely monitor and track attendance for the safety and wellbeing of your child. We need to file a petition with the Juvenile court sometime between the ***seventh unexcused absences*** in any month or ***fifteen unexcused absences*** within the school year. RCW 28A.225.010
- Not later than the **7th** unexcused absence in a 30-day period- Our school shall do one of the following:
    - Enter into an agreement with the student and parent establishing attendance requirements, OR
    - Refer student to a Community Engagement Board (CEB), OR
    - File petition under subsection (1) of RCW 28A.225.030

- We need to file a petition with the Juvenile court sometime between the ***seventh unexcused absences*** in any month or ***fifteen unexcused absences*** within the school year. The petition will be automatically stayed (paused) and your student and family may be referred to a Community Engagement Board or other coordinated means of intervention. If our collective efforts are not enough to increase your student's attendance, the stay may be lifted, and the court may require a hearing. RCW 28A.225.010

What are things that can help

- Setting a regular bedtime and morning routine can help reduce stress and anxiety.
- Help/encourage your child to prepare for school the night before, finish homework, and get enough sleep (Ask their doctor or research the hours of sleep youth need for their age group).
- Knowing when to keep your child home due to illness is not always easy with changing district and state health guidelines. If unsure, call the school.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Talk to your student about the importance of attendance. (Some students might not realize when they miss school, they are missing important instructional time and will have a lot of assignments to catch up on)

- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school (Students and families are often our best source of information to understand how to increase attendance and engagement)
- Encourage meaningful after-school activities, including sports and clubs. These activities encourage teamwork, improve social skills, and can help self-confidence.
- Check status of credits earned to see if your student is on track to graduate. (Did you know, you can check the graduation requirements and grades on Skyward?)

Your Right to Appeal Attendance Related Action

You and/or your parents/guardians have the right to an informal conference with a principal for the purpose of pleading your case and resolving your grievance. While the principal has an open door policy, it is best to make an appointment through one of the building secretaries.

Community Truancy Board/Court

- If you accumulate 7 or more unexcused absences in a month or 7 absences in a semester, and refuse to participate in the Community Truancy Board, the petition will be forwarded for Truancy Court
- If you accumulate 10 or more unexcused absences in a year you will be petitioned for Truancy Court
- If you are absent 20 consecutive days, you will be withdrawn from school, and reported to local law authorities

Tardiness

If you get to class after the last bell, you are tardy. It is always better to be late than not be there at all, if you accumulate too many tardies, you could be assigned consequences OR jeopardize your place in a choice school.

An **excused tardy** is not being in class for the first 10 minutes of class time but with an excuse acceptable by the teacher. A note from another teacher or school official is required. An **unexcused tardy** is not being in class for the first 10 minutes of class time without an acceptable excuse.

Other School Information:

ANNOUNCEMENTS:

The daily announcements keep you in touch with the happenings at our school. These are done during the first period of the school day and advisory. **ASSEMBLIES and CEREMONIES:**

Yes! We anticipate having some small assemblies and student recognition events. Your advisory teacher will discuss the seating arrangements for all school assemblies. Expectations for assemblies are reviewed before each assembly.

CLOSED CAMPUS:

All Aberdeen schools have a "closed campus". Students are expected to remain on campus during the school day. Once you are on campus, you are here! During lunch, students are able to go outside, but stay on school property and in a supervised area. This does **NOT** include sitting in student cars. Students who are 18 or older **CAN** sign themselves in and out. If an 18 year old signs themselves out, it is expected it is for an excused reason AND the signing in/out will not create a disruption to the school environment. That means no unauthorized trips to your car during school hours. If you must go to your car, you must get permission from the office staff first and might also have a staff escort!

FINES:

Take care of all school property to avoid replacement or damage fines. Unpaid athletic fines of enrolled students will prevent them from participating in future activities. Unpaid scholastic fines can put a hold on requested official transcripts. Please make sure you make arrangements to pay off your fines. HLC honors the fines from other schools.

FRAGRANCES:

We have staff and students who are extremely sensitive to fragrances. Please keep your smells to yourselves. If we can smell your cologne/perfume/scented lotion, then it is strong enough to trigger an allergic reaction. Please do not spray any fragrances in the rest rooms either. Bathrooms are just smelly places!

HIB- Harassment, Intimidation, and Bullying:

All district policies and procedures in regards to HIB apply to our HLC students. This includes district policy, procedures, and forms 3205, 3205P, 3207, and 3207F. Please report any incidents of HIB to a staff member at HLC. At the end of this handbook, there is a TON of information about our HIB district policies and the state of Washington's expectations.

LAPTOPS/CHROMEBOOKS:

Each HLC student will be responsible for the school issued laptop and charger. Remember, you are responsible for acceptable use of the device AND for keeping the device in good condition. Students could have their internet access restricted or lose their device if misused. Gaggle is also used to monitor all activity on your device AND it can pick up activity on your personal device if you have logged into your Aberdeen account on your personal device.

LOST AND FOUND:

The Lost and Found is where you want to check if you have misplaced something. It is located in the main office. Items that are in our possession for a while are given to charity. Please ask permission to check the Lost and Found.

MEALS:

All Aberdeen schools provide free breakfast and lunch. Breakfast and Lunch are served Monday through Friday. While eating you MUST remain in a **staff supervised** area. Snack/Meals are provided in our After School Program.

SCHOOL NURSE/HEALTH ROOM:

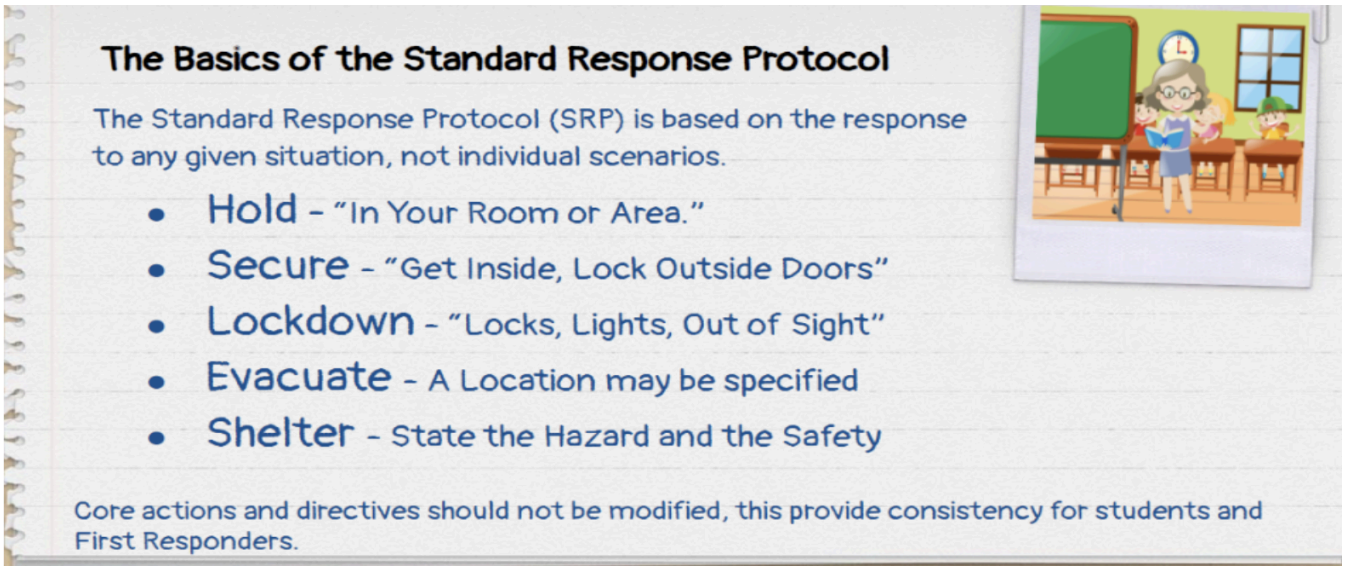
The nurse's office is located in the main office hallway. A school nurse is not here consistently. If you need to go home sick, please come to the office to call a parent or guardian.
All medications that you have to take during the school day need to be checked into the office. See the office for necessary forms, they must be filled out prior to your prescription being brought to school. No Over-the-Counter drugs are allowed on school grounds, school functions, or off-campus school events.

TECHNOLOGY USE

All students in Aberdeen will be granted permission to use the internet for school purposes only, after turning in a parent/guardian signed Acceptable Use Policy Form. There are specific rules you must follow to keep internet access. You will be assigned a user account of which only you should have access to**; DO NOT GIVE YOUR PASSWORD OR DEVICE TO OTHERS!** Any actions to bypass filters, safety mechanisms or inappropriate use of the device or other violations of the Acceptable Use Policy (AUP), will result in loss of privilege. Our district uses a program called GAGGLE to monitor use on district devices AND any activity on any device if the student is logged in to their district account.

Emergencies

If you see something that requires emergency action, send someone to notify a staff member immediately! If you do not have a role in helping out, please follow the directions of the people in charge.



Intruder/Lockdown/Active Shooter

We practice this drill the first week of school. We follow the Standard Response Protocol and the RUN, HIDE, FIGHT method of response to an intruder.

Fire Alarm

If the fire alarm goes off, exit the building in an orderly manner. Stay with your teacher/staff member at all times. Walk, don't run to the nearest exit and meet your class in the designated meeting spot. We have periodic drills to practice this and maps for exit routes are posted throughout the building. Please help guest teachers when appropriate. Remember to help out if able with "the littles" during emergencies.

Earthquakes

If an earthquake happens, duck, cover, and hold. Get on the floor and under something. If the intercom still works, listen for directions on what to do next. If the intercom does not work, listen to your teacher/staff member's instructions. At that point, leave with your class and stay with your teacher. Once outside, stay away from power lines and the building. Do not enter the building until directed to do so. Please stay together and listen for instructions as the situation can change quickly.

Tsunami

In the event of a tsunami, you will evacuate to high ground. Staff will be there to help support and re-unite you with your families. You are expected to follow the directions of staff in order to remain safe at all times. If possible, assist the private preschool or daycare littles to get to safety.

Student Expectations/Student Conduct Discipline Philosophy

The Aberdeen School District follows our new state guidelines in regards to student discipline. If a student makes a poor choice, an appropriate corrective action will be assigned. It is the expectation that this will deter future problems through Restorative Practices and your commitment to change. It **is** about correcting the behavior and making it right. **The goal is for you to be successful in school and life.**

Academic Honesty

It is expected that you will cite the work of others appropriately when necessary for an assignment. Plagiarism is not allowed. You are also expected to do your own work- not copy others' work. You could be expected to do the assignment AGAIN or given another assignment. Use Chat GPT and other AI support in a manner that enhances, not replaces, your learning.

Cell Phones/Electronic Devices

Our school district created a new cell phone policy in the 21-22 school year. Cell Phone use is not allowed unless authorized by staff. Each classroom teacher will have their own cell phone policy and you are expected to follow it. Not following it will result in conferences, parent/guardian contact, and the loss of the privilege of having a phone. Using your device to create drama in and out of school is NOT OK! Many of our students chose HLC to be around LESS drama.

Please refrain from Text messaging and other forms of communicating through forms of social media during class time. Taking pictures or videoing others with your cell phone or electronic device is also not OK. This can land you in serious legal trouble! Transmitting inappropriate messages or images is not allowed and can also land you in serious trouble with the school, and law.

Drama- Most students choose the Harbor Learning Center to AVOID drama. Please respect yourself and others by not creating drama or participating in drama.

Dress Code- Administration will address the dress code issues.

All students are expected to come to school or any school sponsored activity appropriately dressed. Dress and appearance must not present health or safety problems, nor be vulgar, offensive or cause a disruption; including drugs, alcohol, gang references or sexual depictions. Clothing styles that create conflict or an atmosphere of intimidation are prohibited. Individual teachers may restrict appearance and attire (i.e. hair, clothing) with special consideration for safety and health issues. **The administration has the authority to make changes at any time to the dress code based on any disruptions to the learning environment, safety and or health concerns.**

- Dress for education- School is for learning.
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example, dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front and on the sides (under the arms).
- **Sports bras, swimsuits, bralettes, etc. are NOT tanktops so are not considered shirts.**
- Clothing must cover undergarments (waistband and straps excluded).
- Fabric covering breasts, genitals and buttocks must be opaque (not see through).
- Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face to be visible to the school staff.
- No bandanas are to be displayed or worn in school during the scope of the academic day; exceptions may be approved by administration for special events.
- No flags can be worn as clothing.

- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- **Clothing MUST take into account we have small children on campus.**

When possible, staff refer dress code concerns to the administrators. Students will be asked to correct the clothing. Student actions of refusing to correct the clothing or continuing to violate the dress code will be considered defiance and could result in progressive discipline actions.

Drugs/Alcohol or Distribution of Drugs or Alcohol

Students under the influence or having possession of drugs/alcohol are a major concern for all of us. Students providing drugs and alcohol to others is also not OK. (This includes pills, vapes, dabs, edibles, etc.)We are very serious about this being a drug/alcohol free school environment. If you are violating this, we will:

Use or Possession

- Contact Law Enforcement, and a MIP may be issued
- Contact your parents/guardians
- Student will be sent home for safety reasons
- Students can be suspended or emergency expelled depending on the severity of the situation
- Student needs to make an appointment for a substance abuse assessment and follow the recommendations
- Students could lose the privilege of attending one of the programs at the Harbor Learning Center and returned to their home school (which includes losing choice status if in our district on choice)

No drugs or medications are allowed to be dispensed on campus without a physician's order and a parent signed medication form. Medication must be turned in to the school nurse for dispensing.

Fighting/Assault:

Fighting is against school policy and will not be tolerated at AHS. There will be disciplinary action for any student engaging in, encouraging, or promoting a fight. In addition to discipline, a threat assessment may be conducted based on the severity of the incident. Often, the police are contacted and a police report is filed.

Hallway Passes

During class time you are expected to have a pass to go from one place to another. Often staff will allow students to work in a different room during class. Both the sending staff and the receiving staff MUST be in agreement for this to occur. We limit the ability of students to go to other staff member's rooms when there is a substitute teacher.

Hazing/Initiation

The initiation and hazing of students is NOT OK and against the law! It is considered to be harassment, and will involve consequences from the school, and potential legal problems.

Identify Yourself

You must identify yourself to any staff member who asks you, and be willing to produce ID if necessary. This is a safety issue and failure to do so will result in consequences by the administration.

Laser Beam Items

Anything emitting a laser is not permitted in school or school activities. They can cause eye damage, and are distracting. If you bring one, it will be confiscated and you will not get it back.

Littering

If you are caught littering, you will be politely asked to pick up your trash. If it becomes an issue, you will give up **your time** to come and pick up trash. This is an aging school, but we all take care of it!

Profanity/Inappropriate Language

This is a professional and family environment so please keep your language "G" rated. Profanity in school is not acceptable, please keep inappropriate language and conversation away from school. Harbor Junior Senior High School expects that your written and spoken language will reflect your commitment to treat people with respect. **You are setting examples for "the littles"!**

Searches

The school has the right to search student lockers, desks, backpacks, persons, cars, and storage areas if there is reasonable suspicion to suspect a violation of school rules. Please understand this and don't bring something to school that you shouldn't **(RCW 28A.600.210)**.

Skateboarding/Biking/Blading

Campus is never to be used for skateboarding, biking, skating, or rollerblading. If you board or ride to school, please walk on campus with your ride. That includes ebikes or hoverboards.

Student Parking

Students are expected to follow the Aberdeen School District policy for parking on school property. Students must: Obtain a parking permit, show proof of a driver's license, show proof of insurance. Students are NOT allowed to sit in cars during the school day and must have an escort to the car if they need to get something out of the car. Students are not allowed to transport other students off campus during the school day without permission from the parents of ALL students involved. It is NOT OK to smoke/vape (or do anything else not allowed in a school) inside a car while on school grounds.

Theft

If you bring something of value to school, you assume the risk of it being stolen. Schools are not liable for this. Protect your property! Respect other people's property as well.

Tobacco/Vaping

Tobacco on campus in any form is against the law regardless of age. For your health, state law forbids the use of tobacco, in any form, on school grounds or at school functions. Tobacco violations will result in consequences with the school and the law. Use of tobacco includes, but is not limited to: cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivery systems (e-cigs, vapes,

etc, chemical or devices that produce the same flavor or physical effect of nicotine substances and any other tobacco innovation!
Law Enforcement may be contacted. Interventions and consequences could include taking a Smoking Cessation course or other educational/prevention course. Out of school suspension or emergency expulsions could result as well.

Trespassing

We have a unique situation here at the HLC. We are surrounded by private property. That means that you may be trespassing in your "hang-out" areas if you are loitering before or after school. You are expected to honor "No Trespassing" signs, if not, you could receive a trespassing citation from the Aberdeen Police. Non-students are required to remain at least one city block away (1000 feet) from campus buildings while school is in session. **Your friends can not visit with you during lunch or during the school day.**
On early release days, once you are released, go home. AHS, Miller Jr. High and all elementary schools are also off limits on early release days.

Video Recording:

Students may not use or possess an electronic mobile device, including but not limited to a mobile (i.e. cellular or smart) phone, video recording device, PDA (personal digital assistant), iPod, mp3 player, laptop, netbook, iPad, tablet, or other similar electronic devices, in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs or videos of school fights, in locker rooms or bathrooms, cheat, eavesdrop (e.g. recording a conversation without the consent of all parties) or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing video of a discipline event. Bystanders who are observed capturing on audio or video recording a discipline event will be subjected to a minimum 3-day suspension and completion of an Accountability Project. Students who are suspended from school for videotaping/recording of fights and other disciplinary incidents may be required to place their cell phone device in the office for a predetermined amount of time. Students are accountable for conducting themselves within the parameters of HLC expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or support. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances.

Discipline/Behavior Support

Detention

Detention can be assigned by a teacher or Administration for specific conduct. This can be served before or after school at teacher/administration discretion. Administration can also assign lunch detention. Parents/Guardians will be contacted.

Community Service

Community Service can be assigned when appropriate by an administrator with your parent/guardian's consent.

Restorative Practices

We use a variety of interventions when students make the wrong choice. Students are expected to participate in ways to make it right- from participating in a conflict mediation, having a restorative conversation, or creating/presenting an accountability project.

Out-of-School Suspensions

Students returning to school after Out-of-School Suspension will participate in a re-entry meeting prior to attending classes. Once your re-entry meeting is complete you may be required to check in with a specific staff member regularly. You might be expected to create and present an Accountability Project.

Emergency Removals

Bringing a firearm to school will be an immediate expulsion for one calendar year. Other safety issues or types of disruptive conduct can also result in an emergency removal from school. Once removed, a meeting will be schedule for the administrator to deliver the discipline consequences and to create an academic plan.

Due Process

You are entitled to various rights guaranteed to citizens of the United States. Among these rights is the right to due process. That means that you have the right to state your side of any action to school authorities. You are entitled to have a written or verbal notice of any allegations against you. You may appeal any disciplinary action you feel is unjust. Specific information on appeal rights can be found in our district policy 3241P.

Appeals can include:

- Requesting an informal conference with the principal
- If your appeal is denied at the building level, then you or your parents can request a hearing from the superintendent
- If the appeal is still denied, you or your parents may take your case before the School Board

Make sure you follow the timelines addressed in Policy 3241P when it comes to your appeal.

Academic Resources

Be sure you are eligible for graduation. Our counselor and your advisory teacher are ready to assist you and/or your parent/guardian any time regarding your graduation status, or other issues that arise. Please check this often! You have access to this information in Skyward! All fines must be addressed prior to graduation.

HARBOR LEARNING CENTER GRADUATION REQUIREMENTS

There are 4 components that have to be met to graduate with a high school diploma from Aberdeen School District and the Harbor Learning Center.

1. ***You must complete 24 credits in specific content areas***

Content Area	# of Credits	Special Notes
English	**4 Credits**	
Math	**3 Credits**	**Algebra/ Integrated Math 1 – 1 Credit** **Geometry/Integrated Math 2 – 1 Credit** **3rd Year Elective Math – 1 Credit**
Science	**3 Credits**	**Lab Science – 2 of the 3 Credits**
Social Studies	**3 Credits**	**Social Studies Elective – 1 Credit** **US History – 1 Credit** **CWI/Civics – 1 Credit**
Art	**1 Credit**	
Art OR Personal Pathway	**1 Credit**	**Your personal pathway may be courses related to your career plan. This can take the place of the 2nd art credit.**
Health & Fitness	**2 Credits**	**Health – .5 Credit** **Physical Education – 1.5 Credits**
CTE	**1.5 Credits**	**Financial Education – .5 Credit** **Occupational Courses – 1 Credit**
World Language OR Personal Pathway	**2 Credits**	**If you plan to attend a 4-year university directly out of high school, a world language is required. If not, the 2 credits with courses related to your career choice.**
Electives	**3.5 Credits**	
TOTAL	***24 Credits***	

2. ***Pass Washington State History and Government*** **– this class is generally taken during junior high, however, if a student did not pass the class, they retake it for credit in high school.**

3. ***Graduation Pathway*** **– Please see the attached document for the variety of ways this can be completed.**

4. ***Complete a High School and Beyond Plan*** **– Students work on their HSBP throughout secondary school. The culmination of this happens in the senior year. Students take Business Communications 2 to bring everything together, complete their Senior Experience and finalize it all with Senior Boards.**

Harbor Learning Center Graduation Pathways

Each student is required to complete a Graduation Pathway. This can be confusing with the use of the word pathway used more than once when it comes to a student's education. One of the four required

components to earn a high school diploma in Washington State is to complete a Graduation Pathway. Below is a list of ways that this can be done.

**Students must meet a pathway in both English and math. This can be done in any combination of the following: (for example; a student passes the ACT for English and the state math test)

Pathway Option	Scores Required	Special Notes
State Tests	English – 2548 Math - 2595	These tests are administered in the 10th grade. Students may retake it if they don't pass.
ASVAB	English/Math – 31	This is the military placement test but does not require a student to enlist.
ACT	ELA w/ Writing – 14 Math - 16	Find dates, locations and register at act.org.
SAT	ELA – 410 Math – 430	Find dates, locations and register at collegeboard.org.
AP Exams	English – 3 Math - 3	The grade in the class does not affect whether or not the test counts, as long as the student scores a 3.
AP Courses	Grade of B or better	This is the course only; the student does not have to pass the test with a 3. The class must be approved for English or math.
College Level Course	Pass the class	The class must be approved for English or math.
CTE Course Sequence	Pass the 4 classes	See the counselor about which classes meet the course sequences.

Seal of Biliteracy

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria as established in WAC 392-410-350 will be awarded the seal on their

high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

Withholding of a Diploma

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released.

Academic Services

World Class Scholars This program is co-sponsored by Aberdeen and Grays Harbor College. It is available to students in grades 7-12 and offers an opportunity for financial assistance, and mentorship at Grays Harbor College. Students must maintain a 3.0 GPA and complete 40 hours of community service. Please make contact with your WCS tracker for more information.

After School Program

When possible, we have after school programs offering student support. The after school program is offered each week. You can receive homework help from staff and/or volunteers. Snacks and fun as well. Stay tuned for more information as to hours and dates!

Summer School

The HLC typically usually offers summer school. This is a great opportunity to get caught up OR work ahead!

Blended Schedules/Modified Programs

We are problem solvers here and keep trying to find the right fit for the right student. Is it in person? Is it on line? Is it a blend? Is it Running Start or the Twin Harbor Skill Center? Does your student need a modified schedule to accommodate their work schedule? Is your student planning on switching to our GED/Open Doors Program? We are willing to have a conversation to try to find solutions to a student's academic challenges.

Activities and Athletics

Purpose

HLC students have the right to access AHS and MJH for sports. The purpose of activities and athletics is to provide out of the classroom experiences that develop key skills such as leadership, teamwork, pride and discipline. AHS and MJH have a proud tradition of quality athletic and activity programs. We hope that you find something that you enjoy in our many clubs, sports and groups.

What do I need to do to turn out for a sport?

All students wishing to turn out for sports at MJH or AHS, MUST follow our district guidelines for sports. Please refer to MJH or AHS to determine the process to be eligible to participate in sports.
In Aberdeen, your involvement in athletics and activities is a privilege, not a right. You will be held to a higher standard of conduct as you are representing our school and community.

Rights of Students

1. To attend school unless removed under due process as specified in the Education Code

2. To attend school in a secure academic and social climate, free of fear and violence.
3. To enjoy the full benefit of their teachers' efforts undiluted by the disruptive student.
4. To examine personal records upon reaching the age of sixteen or completing the 10th grade.
5. To be fully informed of school rules, regulations and standards.

Responsibilities of Students

1. To attend school and classes regularly and on time.
2. To be prepared for class with the appropriate materials, ready to work and actively engage in the learning process.
3. To know and obey school rules, regulations and learn the standards
4. To respect the rights of school personnel, fellow students, and the public in general.
5. To demonstrate pride in the appearance of school buildings and grounds.
6. To learn the standards of the state of Washington and be proficient in the same by graduation.

Rights of Parents/Guardians

1. To expect that their children will spend their time at school in a safe, wholesome, stimulating atmosphere, engaged in productive activity under the care and direction of a dedicated staff.
2. To have assurance that school personnel will at no time preempt parental prerogative.
3. To be informed of District policies and regulations and school rules.
4. To review their child's records with a certified staff member providing assistance.

Responsibilities of the Parents/Guardians

1. To visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their child.
2. To provide supportive action by making sure children have enough sleep, adequate nutrition and appropriate clothing before coming to school to learn the state standards.
3. To maintain consistent and adequate control over their children and to approve of reasonable control measures as applied by school personnel.
4. To cooperate with the school in bringing about improvements designed to enhance the educational program offered students toward learning the state standards.
5. To provide the school with current information regarding legal address, phone, medical data, and other facts, which may help the school to serve their children.
6. To become familiar with District policies and school rules and regulations.

Student Assistance

Child Find Notice - Aberdeen School District - Cosmopolis School District

Aberdeen and Cosmopolis School Districts are responsible for locating, evaluating, and identifying every student with any suspected disability (including students who attend private schools) who live within the boundaries of the Aberdeen and Cosmopolis Schools and who are not currently receiving special education and related services.
Any child with a disability, from birth through age 21, may be eligible for special education and related services. For information about eligibility, please contact your neighborhood school or Aberdeen Special Services Cooperative (538-2018) for further information.

This notice is intended to comply with the applicable requirements in WAC 392-172-100.

Notification of Rights - Under FERPA - for Elementary and Secondary Institutions

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

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

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

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

:

Family Policy Compliance
Office US Department of
Education
600 Independence Avenue, S.W.
Washington DC 20202-4605

State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires* an appropriate response to a "public records" request within five

business days.

RCW42.17.320

Information for Parents

If your family lives in any of the following situations: In a shelter, motel vehicle or campground, On the street, In an abandoned building, trailer, or other inadequate accommodations, or Doubled up with friends or relatives because you cannot find affordable housing

Then, your preschool-aged and school-aged children have certain rights or protections under the **McKinney-Vento Homeless Education Assistance Act**. Your children have the right to:

- Go to school, no matter where you live or how long you have lived there.
- They must be given access to the same public education, including preschool education, provided to other children
- Continue in the school they attended before you became homeless or the school they last attended. If that is your choice and is feasible. If a school sends your child to a school other than the one requested, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

When you move, you should do the following:

- Contact the school district's local liaison for homeless education (see phone numbers below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school directs you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

Local Area Contacts:

Jackie Summers- 360-538-2190

Ruth Erwin- 360-538-2170

State Coordinator:

Melinda Dyer: 360-725-6050

If you need further assistance, call the National Center for Homeless Education at the toll-free Helpline number: 1-800-308-2145

Prohibition of Harassment, Intimidation, and Bullying of Students

All district policies and procedures in regards to HIB apply to our HLC students. This includes district policy, procedures, and forms 3205, 3205P, 3207, and 3207F. Please report any incidents of HIB to a

staff member at HLC. At the end of this handbook, there is a TON of information about our HIB district policies and the state of Washington's expectations.

A. Introduction

The Aberdeen School District strives to provide students with optimal conditions for learning by maintaining a school environment where every student is treated with respect and students are not physically or emotionally harmed.

In order to ensure respect, prevent harm, and improve school climate, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others students in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying of a student or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, and to prevent its reoccurrence, and report it to the building level administrator and/or district HIB Compliance Officer.

B. Definitions

Aggressor is a student who harasses, intimidates, or bullies another student.

Harassment, intimidation or bullying is an intentional electronic, written, verbal, or physical act that:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment, or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages
or images. There is no requirement that the targeted student actually possess the
characteristic that is the basis for the harassment, intimidation or bullying
This procedure does not govern harassment, intimidation, or bullying toward or by an employee, volunteer, parent/legal guardian, or community member.
Retaliation occurs when a student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

Complainant means the person who has reported the harassment, intimidation, or bullying.

C. Behaviors / Expressions

"Harassment," "intimidation," and "bullying" are separate but related behaviors directed toward students. Although this procedure defines the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying."

Harassment refers to any malicious act, which causes harm to any student's physical well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

It is considered a violation of the state HIB law if any of the above behaviors are occurring.

D. Relationship to Other Laws

This procedure applies only to conduct toward students as reflected in RCW 28A.600.477 – Prohibition of Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

- RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying
- RCW 28A.640.020 – Sexual Equality
- RCW 28A.642 – Prohibition of Discrimination in Public Schools
- RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a student's membership in a legally protected class under local, state, or federal law.

E. Prevention

1. Dissemination

In each school and on the district's website, the district will prominently post information as provided by OSPI, on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district HIB Compliance Officer. The district's policy and procedure will be available in each school in a language that families can understand.

2. Annually, the superintendent will ensure that language provided by OSPI summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, and is posted on the district's website.

   Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-405.

3. Education
   Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

4. Training
   The district HIB Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI. As feasible, the district's HIB Compliance Officer will attend annual training as a refresher course, particularly in the event that changes to the HIB law or process occur. Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, and the use of the district's Incident Reporting Form.

5. Prevention Strategies
   The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

   Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

F. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying of a student. If any district staff member receives allegations in a written report of harassment, intimidation, or bullying that indicate a potential violation of Policy 3207, that staff member must promptly notify the district compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.

4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy (Policy 3210), or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy / procedure and the nondiscrimination policy / procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation or harassment, intimidation, or bullying involves a potential violation of the district's nondiscrimination policy.
5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual training.
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance

   officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.
10. The district will provide updated names and contact information to OSPI after a change of the district's HIB Compliance Officer.

G. Staff Intervention

All staff members shall intervene and report when witnessing or receiving reports of harassment, intimidation or bullying of a student. Incidents that do not meet the definition of harassment, intimidation or bullying, or conduct not directed toward a student may require no further action under this procedure.

H. Filing an Incident Reporting Form

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

The district must provide an incident report form to students, families, or staff, if requested.

I. Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

Status of Reporter

1. **Anonymous**
   Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

2. **Confidential**
   Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

3. **Non-confidential**
   Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying of a student shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, if the incident does not meet the definition of harassment, intimidation or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure. If the parties involved are not satisfied with the attempt to resolve the situation, the staff member will notify the HIB Compliance Officer, the parties will be provided with a HIB Incident Report form, and given the opportunity to complete the form, thereby initiating the process for an official HIB investigation.

All reports of unresolved, severe, or persistent harassment, intimidation or bullying of a student will be recorded on a district Incident Reporting Form and submitted to the principal or designee. Once recorded, the principal or designee must communicate with the district HIB Compliance Officer regarding the complaints.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying
All reports of unresolved, severe, or persistent harassment, intimidation or bullying of a student will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. For allegations involving a staff member the Human Resources Department must be involved so union representatives can be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of policy and procedure 3210 – Nondiscrimination of Students, policy and procedure 5010 – Nondiscrimination and Affirmative Action, and other applicable policies and laws, including WAC 392-190-0555. The Human Resources Departments should work with their legal services to determine the appropriate complaint process and response.
3. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant, targeted student, and or the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

   If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.
4. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.

5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve

   his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.

6. The investigation shall include, at a minimum:

   a. An interview with the complainant;

   b. An interview with the targeted student, if different than the complainant;

   c. An interview with the alleged aggressor;

   d. A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and

   e. Interviews with other students or staff members who may have knowledge of the alleged incident.

7. The principal or designee may determine that other steps must be taken before the investigation is complete.

8. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.

9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

   a. The results of the investigation;

   b. Whether the allegations were found to be factual;

   c. Whether there was a violation of policy; and

   d. The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to

Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district.

Step 4: Corrective Measures for the Aggressor
After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district Policy 3241, Classroom Management, Corrective Actions or Punishment. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Complainant's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the complainant remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action
The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's

history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district Policy and Procedure 3241, Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure by not reporting harassment, intimidation, or bullying or not preventing retaliation, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student
Students found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

I. Immunity/Retaliation
No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying of a student. Retaliation is prohibited and will result in appropriate discipline.

J. Other Resources
Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying of a student. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

K. For questions or more information, students and families can reach out to the following state or federal agencies:

- OSPI Equity and Civil Rights Office
  360.725.6162
  Email: equity@k12.wa.us
  www.k12.wa.us//policy-funding/equity-and-civil-rights
- Washington State Human Rights Commission
  800.233.3247
  www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
  206.607.1600
  Email: OCR.Seattle@ed.gov
  www.ed.gov/about/offices/list/ocr/index.html

- Department of Justice Community Relations Service
  877.292.3804
  www.justice.gov/crt/
- Office of the Education Ombuds~~man~~
  866.297-2597
  Email: OEOinfo@gov.wa.gov
  http://oeo.wa.gov/
- OSPI Safety Center
  360.725.6068
  www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

L. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other district or school rules.

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING OF STUDENTS

The district is committed to a safe and civil educational environment that is free from the harassment, intimidation or bullying of any student. As defined in Chapter 28A.600 RCW (Students), "Harassment, intimidation or bullying" means any intentionally electronic, written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

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

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

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

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

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions
This policy recognizes that "harassment," "intimidation," and "bullying' are separate but related behaviors toward a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

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

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

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

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

Interventions
Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to encourage a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

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

Retaliation/False Allegations
Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation.

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

Compliance Officer
The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and oversee policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

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

Cross References:	Policy 2161	Special Education and related Services for Eligible Students
	Policy 3200	Rights and Responsibilities
	Policy 3205	Sexual Harassment of Students Prohibited
	Policy 3210	Nondiscrimination
	Policy 3211	Gender Inclusive Schools
	Policy 3240	Student Conduct
	Policy 3241	Classroom Management, Corrective Action and Punishment
	Policy 6590	Sexual Harassment
Legal Reference:	RCW 28A.300.285	Harassment, intimidation and bullying prevention policies

Adopted: 08/19/03
Revised: 12/18/07; 06/21/11; 04/15/25

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?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:
(A) Physically harms a student or damages the student's property;
(B) Has the effect of substantially interfering with a student's education;
(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
(D) Has the effect of substantially disrupting the orderly operation of the school"

HIB may involve 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 3207F Reporting 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 Co-Superintendents, Lynn Green and Traci Sandstrom (360) 538-2002 that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

For the student designated as the "targeted student" in a complaint:
If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

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

For more information about the HIB complaint process, including important timelines, please see the district's HIB Policy 3207 and Procedure 3207.

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 www.asd5.org.

What is sexual harassment?

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

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

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

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit www.asd5.org.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:
Civil Rights Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, (360) 538-2003

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, (360) 538-2003

Concerns about disability discrimination:
Section 504 Coordinator: Dr. Richard K. Bates, 216 N G St., Aberdeen, (360) 538-2018

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, (360) 538-2003

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

What happens after I file a discrimination complaint?

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

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

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

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

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

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

- Website: https://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://www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

Nondiscrimination Statement

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

Civil Rights Compliance Coordinator
Name and/or Title: Christi Clinkingbeard, HR Director
Telephone Number: (360) 538-2003
Email: cclinkingbeard@asd5.org

Section 504/ADA Coordinator
Name and/or Title: Stefanie Lamont, Special Education Director
Telephone Number: (360) 538-2017
Email: slamont@asd5.org

Title IX Coordinator
Name and/or Title: Christi Clinkingbeard, HR Director

Telephone Number: (360) 538-2003
Email: cclinkingbeard@asd5.org

Declaración de no discriminación

El distrito escolar de Aberdeen no discrimina en ningún programa o actividad por motivos de sexo, raza, etnia, credo, religión, color, nacionalidad, estatus migratorio o de ciudadanía, edad, condición de veterano o militar, orientación sexual, expresión o identidad de género, estar sin hogar, discapacidad, neurodiversidad o por utilizar un perro guía adiestrado o un animal de servicio, y además facilita el acceso en igualdad de condiciones a los Boy Scouts y a otros grupos juveniles determinados. Se designó a los siguientes empleados para que se ocupen de recibir las preguntas y las quejas por presunta discriminación:

Coordinador de Cumplimiento de Derechos Civiles
Nombre y/o cargo: Christi Clinkingbeard, HR Director
Número de teléfono: (360) 538-2003
Correo electrónico: cclinkingbeard@asd5.org

Coordinador de la Sección 504/ADA
Nombre y/o cargo: Stefanie Lamont, Special Education Director
Número de teléfono: (360) 538-2017
Correo electrónico: slamont@asd5.org

Coordinador del Título IX
Nombre y/o cargo: Christi Clinkingbeard, HR Director
Número de teléfono: (360) 538-2003
Correo electrónico: cclinkingbeard@asd5.org

Annual Nondiscrimination Notification - CTE

The Aberdeen School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, immigration or citizenship status, age, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, disability, neurodivergence, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The Aberdeen School District offers classes in many career and technical education program areas including Agriculture Education, Business and Marketing, Family and Consumer Sciences, Health Sciences, Skilled and Technical Sciences and STEM under its open admissions policy. For more information about CTE course offerings and admissions criteria, contact *Lynn Green, CTE Director, 410 North G Street, Aberdeen, WA 98520, (360) 538-2038; lgreen@asd5.org*. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator
Name and/or Title: Christi Clinkingbeard, HR Director
Telephone Number: (360) 538-2003
Email: cclinkingbeard@asd5.org

Section 504/ADA Coordinator
Name and/or Title: Stefanie Lamont, Special Education Director
Telephone Number: (360) 538-2017
Email: slamont@asd5.org

Title IX Coordinator
Name and/or Title: Christi Clinkingbeard, HR Director
Telephone Number: (360) 538-2003
Email: cclinkingbeard@asd5.org

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Coordinador de Cumplimiento de Derechos Civiles
Nombre y/o cargo: Christi Clinkingbeard, HR Director
Número de teléfono: (360) 538-2003
Correo electrónico: cclinkingbeard@asd5.org

Coordinador de la Sección 504/ADA
Nombre y/o cargo: Stefanie Lamont, Special Education Director

Número de teléfono: (360) 538-2017
Correo electrónico: slamont@asd5.org

Coordinador del Título IX
Nombre y/o cargo: Christi Clinkingbeard, HR Director
Número de teléfono: (360) 538-2003
Correo electrónico: cclinkingbeard@asd5.org