



Anacortes School District

2017-18 Handbook

2200 M Ave

Anacortes, WA 98221

360-293-1200

Fax: 360-293-1222

www.asd103.org

TABLE OF CONTENTS

ANACORTES SCHOOLS

School Phone Numbers	2
District and School Report Cards.....	3
Pesticides	3-5
Medical.....	5-6
Parent Involvement.....	7-10
District Services	10-13
Parent’s Right to Know.....	13
District Assessment	14
Learning by Choice.....	14
High School Programs	14-15
Discipline.....	15
FERPA.....	16
Volunteers	17-18
Non-Discrimination	18-20
Sexual Harassment	20-23
Community Partners.....	23
Extended Learning	23-24

Anacortes High School

www.ahs.asd103.org 1600 20th Street
(360) 293-2166 293-0744 FAX
Jon Ronngren, Principal..... 293-2166
Kecia Fox, Asst. Principal..... 293-2166
Erik Titus, Activities & Athletics..... 293-2166

Cap Sante High School

1600 20th Street
Kecia Fox, Administrator..... 293-2166

Anacortes Middle School

www.ams.asd103.org 2202 “M” Avenue
(360) 293-1230..... 293-1231 FAX
Patrick Harrington, Principal..... 293-1230
Mark Perkins, Asst. Principal..... 293-1230
Kevin Schwartz, Asst. Principal 293-1230

Fidalgo Elementary School

www.fid.asd103.org 13590 Gibraltar Rd.
(360) 293-9545 299-1852 FAX
Dr. Tara Dowd, Principal 293-9545

Island View Elementary

www.isv.asd103.org 2501 “J” Avenue
(360) 293-3149 299-1853 FAX
Brian Hanrahan, Principal 293-3149
Shannon Gilbert, Asst. Principal..... 293-3149

Mt. Erie Elementary

www.mte.asd103.org 1313 41st St.
(360) 293-9541..... 299-1854 FAX
Peter Donaldson, Principal 293-9541

Whitney Early Childhood Learning Center

www.wht.asd103.org 1200 “M” Avenue
(360) 293-9536..... 299-1845 FAX
Kevin Schwartz, Principal..... 293-9536

School District e-mail addresses
All Anacortes School District employees have e-mail.
Send e-mail to the employee’s first initial, last name.

*For example to email Mark Wenzel,
use: mwenzel@asd103.org*

Starting School/Registration

The first day of classes for the 2017-2018 school year is Tuesday, August 29.

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has a right to attend the district's schools until he/she completes high school graduation requirements. Starting kindergarten students must be five years of age on or before August 31. Anacortes School District provides full day kindergarten for each child.

Once a child enters public school or reaches the age of 8, or less than age 18, he or she is required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student is:

- A) Lawfully and regularly employed, and has permission of a parent; or
- B) Emancipated pursuant to chapter 13.64 RCW; or
- C) Subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll, when provided by law, as a part-time student and shall be entitled to take any course, receive any ancillary services, and take or receive any combination of courses and ancillary services which are offered by a public school to full-time students.

District and School Report Cards

Report Cards for the Anacortes School District and each school are available on our website (www.asd103.org) under the "About" tab, then click on School Report Cards. Information provided includes disaggregated student achievement data, participation rates on state assessments, student achievement data based on National Assessment of Educational Progress (NAEP), Annual Yearly Progress (AYP) data, and teacher qualifications.

Student Assessments

The state assessment system called the Washington Comprehensive Assessment Program includes the following required tests:

Measurements of Student Progress (MSP): Science Grades 5 and 8
High School Proficiency Exams (HSPE): Reading and Writing, grade 10

Smarter Balanced: Mathematics and English Language Arts, Grades 3-11

Algebra: taken at the end of the course

Geometry: taken at the end of the course

Biology: taken at the end of the course

Washington Kindergarten Inventory of Developmental Skills

Classroom-based assessments provide the tools for teachers to monitor student learning. In Anacortes these state accountability measures and assessment tools are taken seriously, supplemented with other tools, materials and teaching strategies to assure students reach their highest academic potential in all classes.

Asbestos Management

The Anacortes School District is in compliance with current Asbestos Emergency Response Act (AHERA) federal regulations. Asbestos management plans are maintained and available for review in each school building office. Asbestos is currently secured and in a non friable state. The continued safety of student and staff is ensured by conducting regular inspections of asbestos-containing building materials.

Danette Riordan, Human Resources Specialist..... 503-1197

Pest Management

The Anacortes School District is concerned about the health and safety of its students and staff. Therefore, in handling pest and vegetation control, the maintenance staff uses Integrated Pest Management (IPM), which includes physical, mechanical, cultural, and biological methods as well as chemical controls. As a last resort, the least toxic chemical controls are used, including the following pesticides:

Herbicides:

For weed control in landscaped areas, lawns and fields.

Embark	Caseron	Trimec Classic
Crossbow	Surflan	Speedzone
Buccaneer	Glystar	Wil-Gro Weed & Feed

Insecticides:

To control insects around school facilities, landscaped areas, lawns and fields.

Dursban Pro

Wetting Agent:

Activator 90

Registry

To receive advance notification of intended pesticide use, please make your request in writing to:

*Marty Yates, Maintenance Supervisor
Anacortes School District #103
2200 M Avenue • Anacortes WA 98221*

Please indicate your school or schools of concern and your preferred method of contact (i.e. mail, fax, e-mail). Your name will remain in the Registry for the entire school year.

Pesticide Notification and Posting

The Anacortes School District complies with all legal requirements for record keeping regarding its pest control practices and planned activities at individual schools and sites. This includes the following notification and pre-notification procedures:

Pre-Notification: At least 48 hours before the intended application of a pesticide to school facilities or school grounds, the district shall notify interested parents and staff of the planned application in writing.

In addition, the pre-notification information will be displayed on a poster, minimum size of 8.5 x 11 inches, and posted in a prominent location in the school main office.

The pre-notification to be sent to parents and staff will include the heading: "Notice, Pesticide Application," and shall state --

- The product name of the pesticide to be applied
- Intended date and time of the application
- Physical location where the pesticide will be applied
- Pest or vegetation to be controlled, the name and phone number of a contact person at the school.

(If the application is not made within 48 hours of the pre-notification, the process must be repeated.)

Posting: at the time of application to school grounds

Notification signs shall be placed at the location of the application and at each primary point of entry to the school grounds. The signs shall be no smaller than 4 by 5 inches. At a minimum the following words shall be included: THIS LANDSCAPE HAS BEEN RECENTLY SPRAYED OR TREATED WITH PESTICIDES BY YOUR SCHOOL. FOR MORE INFORMATION PLEASE CALL MARTY YATES, THE DIRECTOR OF MAINTENANCE AT 293-1228, OR CONTACT THE SCHOOL DIRECTLY.

Posting: at the time of application to school facilities other than school grounds

Notification signs no smaller than 8.5 x 11 inches shall be posted at the location of the application and shall include, at a minimum, the following: the product name of the pesticide to be applied, intended date and time of the application, physical location where the pesticide will be applied, pest or vegetation to be controlled and the name and phone number of a contact person at the school.

Notification signs shall remain in place for at least 24 hours from the time the application is completed or longer if required by the label of the pesticide. These signs are required even if students will not occupy the grounds or facility for 48 hours after the application. Notification signs are not required for the application of antimicrobial pesticides or the placement of insect or rodent baits that are not accessible to children.

Pre-notification not required in four instances

- The school facility application is made when students are not occupying the school for at least two consecutive days after the application.
- The application is to control any pest that poses an immediate human health or safety threat, such as an application to control stinging insects. In such cases notification will be made as soon as possible after the application.
- The application is of an antimicrobial pesticide, which sanitizes or disinfects for microbial pests such as viruses, bacteria, algae and protozoa.
- The placement of insect or rodent bait in areas not accessible to children.

An annual summary of pesticide use will be available in a database report and made available to interested persons. Copies shall be kept in the Anacortes School District administrative office.

For information regarding the district's pesticide policy, you may access the district's website at www.asd103.org, click on School Board, then click on policies, or contact

Marty Yates, Maintenance Supervisor..... 293-1228

Pesticide Record-Keeping

The district employee applying a pesticide shall fill out the “Pesticide Application Record” the same day as a pesticide application occurs. These records shall be compiled in a database to include, at a minimum, the following information:

- Product name of all pesticides used during the previous year.
- Active ingredient of all pesticides used during the previous year
- Quantities of each pesticide applied by active ingredient and by amount of tank mix applied
- Names of the schools where pesticides were applied

An annual summary of pesticide use will be available in database report and made available to interested persons. Copies shall be kept in the Anacortes School District Office and each school office.

The Anacortes School District is not responsible for the unauthorized removal of signs. The district is not responsible for personal property damage or bodily injury resulting from signs that are placed as required.

For more information regarding the district’s pesticide policy, you may access the district’s website at www.asd103.org, click on School Board, then click on Policies, or contact

Marty Yates, Maintenance Supervisor 293-1228

Community Use of School Facilities

The community is encouraged to use school facilities when they are not in use for students, staff and school activities. Classrooms, auditoriums, gymnasiums and multi-purpose areas are used by the community on a regular basis in our school system.

State law requires that user fees be charged to cover the cost, such as utilities and extra labor expenses associated with providing facilities to outside users.

Each school receives requests and schedules its facility for community use. Applications and information are available at the administrative offices of each school or at the district office.

Proof of liability insurance or the purchase of special event coverage is a condition of use of facilities by non-school groups. School district policy and associated administrative regulations contain all the rules developed to cover community use of school facilities. Please call the district office at 293-1200 for additional information.

Immunizations

Washington State laws (WAC 246-105-040, RCW 28A.210.080-090) require that all students, including those in birth to three and preschool, receive required immunizations prior to school admissions. Parents/guardians must complete and sign the State Certificate of Immunization Status Form.

A new law effective July 22, 2011 changes the process for parents or guardians to exempt their child from school or child care immunization requirements. Under the new law, parents must get information from their health care provider about immunizations. The health care provider and parent/guardian must then sign a Certificate of Exemption form for most types of exemptions. More information is available online:

<http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/Exemptions/ExemptionFAQ.aspx>

For a complete chart of required immunizations in English and Spanish or information in additional languages:

<http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/VaccineRequirements.aspx>

Unimmunized students will be excluded from school in the event of an outbreak of any disease they are not fully vaccinated against.

If you have any questions regarding immunization requirements, please contact your primary care physician, or: *Skagit County Health Department, 360-336-9477; or Emily Nesheim, School District Nurse, 360-503-1552.*

Washington’s Child Restraint Law

Washington State’s updated booster seat law went into effect June 1, 2007. The new law requires:

- Children ride in a booster seat until 8 years of age, or until they reach 4 feet, 9 inches tall.
- Children under age 13 must ride in the back seat, whenever possible.
- All children must be restrained in either a car seat or booster seat up to age 8, or in a properly fitting seat belt, if over age 8.
- Vehicles with lap-only belts are exempt from the booster seat requirement.
- Fines are more than \$100 for each unbuckled or improperly buckled child.

Human Papillomavirus (HPV)

The district will provide parents/guardians of sixth through twelfth grade students with information about human papillomavirus (HPV) disease and its vaccine according to Washington state law. For more information:

<http://www.doh.wa.gov/YouandYourFamily/Immunization/Vaccines/HumanPapillomavirusHPV.aspx>

Meningococcal Vaccine

The district will provide parents/guardians of sixth through twelfth grade students with information about meningococcal disease (meningitis) and its vaccine according to Washington state law. For more information:

<http://www.doh.wa.gov/YouandYourFamily/Immunization/Vaccines/MeningococcalVaccine.aspx>

Health Care Coverage for Kids

Students up to age 19 are eligible for medical coverage. Coverage may include preventive care, doctor and dental visits, hospital care, glasses, prescriptions and more. For more information, or to receive an application, please call your child's school or the school nurse:

Emily Nesheim, School District Nurse360-503-1552

Student Illness

Keeping your child home from school at the first sign of a communicable disease protects your ill child from other health problems and protects other children from exposure to the disease. A child should stay home if he/she has a fever of 100 degrees or higher, has been vomiting or has diarrhea. If your child has a fever, the student should remain home until the fever has gone without fever-reducing medicine for 24 hours, even if the fever has subsided and the child's temperature is in the normal range. A student should remain home 24 hours after the last time he/she vomited or had diarrhea. If a student is on antibiotics for infection, the student should stay home until 24 hours after the first dose of antibiotics.

If your child should become ill at school, the school office staff must know how to reach you or your representative during the day. Please keep your school informed of emergency numbers.

Individual Emergencies

In case of serious injury or illness of any student at school, the primary number is called first. If a parent or guardian cannot be reached at that number or at the alternate number(s) listed on the Emergency Information Card, the person listed as an emergency contact is called next.

If the emergency contact cannot be reached, the family physician may be called. If the family physician cannot be reached, the student may be taken to Island Hospital. Complete, accurate contact information is very important. Please notify the school promptly if there has been a change in telephone numbers, address, change in physician, or change in emergency contact.

Medication at School

When your child's health requires medication during the school day, both prescription and/or nonprescription, you must use the district form with written authorization and directions from a licensed physician, dentist, and/or other licensed health care provider. You may obtain a form from the school office.

School employees are not allowed to give medication to students except under very specific conditions and with appropriate training. Prescription medication must be provided in its prescription container with directions, and nonprescription medication must be provided in the original manufacturer's container.

Both prescription and nonprescription medications must be brought to school by the parent or guardian. Under no circumstances should such medicine, prescription or nonprescription, be sent to school in lunch boxes/backpacks or with the bus driver. Please check with your building school nurse for additional details.

Life Threatening Conditions

Washington state law (RCW28A.210.320) requires that any student with a life-threatening condition must have a medication or treatment order and a nursing plan in place before the child starts school. A life-threatening condition is defined as "a health condition that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place." Conditions such as bee sting or food allergies, asthma, diabetes, seizures and certain heart conditions are under this requirement. For more information, please contact Emily Nesheim, School District Nurse, 360-503-1552.

Student Liability Insurance

The school district purchases adequate liability insurance to cover its educational programs and operations. The school district is not liable for all student accidents which occur at school; parents and guardians are advised to provide insurance to cover routine, unanticipated injuries sustained at school or while participating in school activities.

Students who participate in interscholastic activities and athletic programs are required to provide proof of adequate family medical insurance coverage or are required to purchase student accident insurance.

For families who do not have medical insurance or if families feel the need for additional accident insurance, coverage may be purchased through the school from a private insurance provider.

For information on this supplementary student accident insurance, contact the school your child attends or call the district office at 293-1200.

Parent and Community Involvement

A child's education is a shared responsibility of the school and the family over the course of the child's academic career. Research shows that regardless of economic, ethnic or cultural background of the family, parent involvement in a child's education is a key factor in achieving student success. Parent involvement comes in many forms and may be as fundamental as ensuring that your child arrives at school ready to learn.

All students benefit from parent and community involvement. The Anacortes School District recognizes the value of parent and community involvement and welcomes your participation in any of our schools. If you are interested in becoming involved, please contact the building principal, the PTA in your school or the volunteer coordinator, Keiko McCracken, 293-1234.

Parent Teacher Association (PTA/PTSA)

Each school in the Anacortes School District has a local PTA/PTSA unit, a non-profit membership association dedicated to working on behalf of children in the home, school and community. PTA members assist in providing a variety of activities for all age levels, including cultural arts, academic enrichment, after school programs, and carnivals.

Members also serve on advisory committees and site councils. Through affiliation with the Washington State PTA and National

PTA, valuable resources on topics such as parenting education, child advocacy issues, and education reform are available.

Anacortes PTAs have had a long tradition of supporting our children in our school communities and encouraging all parents, school staff and other interested individuals to join PTA. Contact your child's school for information on how to get involved.

Title I Parent Involvement Policy 4130

Schools that receive support from the Title I program provide parent involvement activities. These activities include: annual meetings, parent surveys, parent compacts, opportunities for parent volunteers, parent conferences, and family involvement activities. Contact your school principal for more information about parent involvement at your school. Policies are available on the district's website.

Parent-Teacher Conferences

Measuring and reporting student achievement are important to the instructional program. Parent-teacher conference dates are scheduled with planned release time so that each parent/guardian has an opportunity to meet with the teacher. The dates are on the district student calendar. Each school sends out information regarding parent conferences.

Students sometimes attend or are involved in leading the conferences. Teachers also make every effort to communicate with parents by telephone, progress reports, additional conferences or other means.

Conference Tips for Parents

Some ideas to assure a successful parent-teacher conference:

1. **Be prepared.** Make a list of things you want to ask the teacher. Items on the list may include homework policy, test results, progress on essential learnings, and your child's attitude.
2. **If possible, students are encouraged to attend** the parent-teacher conference. Before meeting with the teacher, ask your child about any concerns he or she has about progress in class.
3. **Be on time for your conference.** During the November and March conference periods, teachers have a tight schedule. At other times during the year conferences are scheduled between teaching activities.
4. **Make notes of the teacher's comments.** Share them with your child and spouse after the conference. Review them at regular intervals to be sure that progress or improvement is being made.

5. **Stress the positive comments made by the teacher.** By focusing on the strengths, the student will be more likely to remedy weaknesses.
6. **Besides report cards** many teachers compile student portfolios that include examples of student work over several years, so students and parents can observe and monitor growth in reading, writing and mathematics.

Parent Concerns / Complaints

Parent concerns are important to us. Complaints from individuals concerning school-related issues, including instruction, discipline, transportation or building management should be directed to the appropriate level of response.

Most complaints are resolved by addressing the person(s) closest to the situation. If you are unable to resolve an issue at its point of origin, you should attempt to resolve it at the next higher level. Contacts should be made in the following sequence:

1. Classroom Teacher or Staff Member
2. Building Principal/Program Manager
3. Program Directors
4. School District Superintendent
5. Board of School Directors

Report Cards

Report cards are issued at the end of each grading period. Schools are on a semester schedule.

Citizen Complaints

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

1. Find this WAC online:
<http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.
A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

2. Anyone can file a citizen complaint.
3. There is no special form.

Follow steps 1 through 5 to complete the citizen complaint process.

STEP 1 Use Your Local Process First

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

STEP 2 File a Citizen Complaint Through OSPI

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

- **Contact Information of the Person Filing the Complaint.** Your name, address, telephone number and email, if you have one.
- **Optional:** If someone is helping you to file this citizen complaint, include 1) their contact information, and 2) your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (subgrantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.
- **The Facts – What, Who & When.** Include a description of the facts and dates, in general, of when you think the alleged violation happened.
 1. What specific requirement has been violated?
 2. When did this violation occur?
 3. Who you believe is responsible: names of all the people, and the program or organization
- **Optional:** Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.
- **The Resolution You Expect.** A proposed solution, if you think you know or have ideas about how the issue can be resolved.

STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI

Office of Superintendent of Public Instruction
Attn: Citizen Complaint-Title I, Part A
 P.O. Box 47200
 Olympia, WA 98504

STEP 4 OSPI Staff Process Your Complaint

Once federal program staff at OSPI receive your written complaint, here is what follows:

1. OSPI sends a copy of your complaint to the school district, ESD or school service provider (subgrantee).
2. The school district, ESD or school service provider begins a formal investigation led by a designated employee.

3. The designated employee provides the written response of the investigation to OSPI — within 20 calendar days.
4. OSPI staff will send you a copy of the results of the investigation conducted by the school district, ESD or school provider (subgrantee).

Their response must clearly state one of two results:

- Denial of the allegations in your complaint and the reason for denial.
- Proposal of reasonable actions that will correct the violation. If you need to provide more information about the allegations in the complaint, send that information to OSPI within 5 calendar days of the date of the response from the school district, ESD or school service provider (subgrantee).

STEP 5 Final Decision by OSPI

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

Here are the steps OSPI staff will follow to reach a final decision:

1. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.
2. Decide independently whether or not the district, ESD or school service provider (subgrantee) violated a federal rule, law or regulation or a state regulation that applies to a federal program.
3. Provide you with the final decision: findings of fact, conclusions, and reasonable measures necessary to correct any violation.
4. The district, ESD or school service provider (subgrantee) must take the corrective actions OSPI prescribes within 30 calendar days of the final decision.
5. A citizen complaint is considered resolved when OSPI has issued a final written decision and corrective measures, if necessary, are complete.

Extend or Waive Timelines

If you as the complainant, and the school district, ESD or school service provider (subgrantee) named in your citizen complaint agree to extend the timelines, this agreement must be in writing and sent to OSPI within 10 calendar days of the date the school district, ESD or school service provider (subgrantee) received notification from OSPI.

Office of Superintendent of Public Instruction
 Attn: Citizen Complaint—Title I, Part A
 P.O. Box 47200
 Olympia, WA 98504
 Fax: 360-586-3305

Bad Weather

The district’s transportation supervisor and superintendent decide in the early morning hours whether students can safely reach school in case of snow or ice. We attempt to notify families by 5:30 a.m. if schools are closed or delayed. Students, staff and families are notified in the following ways:

- Flash Alert <http://www.flashalert.net/> Families and staff are encouraged to sign up for Flash Alert for the most timely notifications. Local media outlets use this information.
- District website, Facebook and Twitter pages.
- Emails sent to families, staff and AHS students.
- We do not typically call families in the event of adverse weather, to avoid phone calls in the early morning hours.
- Staff are alerted via phone.

Emergency Dismissal

In the event of unusual circumstances, it may be necessary to dismiss school early. Parents and students should formulate emergency plans in the event school closes early and there is no adult at home.

Parents will want to make sure the child knows what to do and where to go in advance, since it may not be possible to alert parents ahead of time. In the case of primary age children, every attempt will be made to contact the parents or the alternate contact (listed on the Emergency Information Card) before children are sent home. Please note that the schools will not send elementary students home without contacting a responsible adult.

Emergency Preparedness

Each Anacortes School District building has an emergency preparedness (crisis management) plan. Contact the building principal for information about the site’s specific plan.

Attendance, Absences and Truancy (Becca Bill)

The Compulsory School Attendance law of Washington State, also referred to as the Becca Bill (RCW 28A.225.020), requires that school district personnel report any student with five or more unexcused absences during a one-month period or 10 for the year to the Skagit County Juvenile authorities.

For the purpose of compiling excused absences, prearranged absences (such as vacations) do count in the total, but school-related absences (such as field trips, counseling appointments, or school activities) do not count in the total.

If your child is absent from school, you must notify the school upon the student's return to school explaining the nature of the absence. Excused absences are for illness, injury, emergency, and religious observances.

Good attendance is a learned habit that is important in the educational development of your child. Please help show your child that you value his/her attendance by scheduling appointments outside of the school day. It is important for educational progress that each child be present at school every day unless he/she has an excused absence.

Release of Students

Because your child's safety and security are of the utmost importance to us, we require an authorized parent/guardian to sign the child out at the school office before we will allow the student to leave school. Identification will be required of any person picking up a child. The school must grant prior approval for any individual other than the authorized parent or guardian to remove a child from school.

Visitors to School

Parents are always welcome to arrange for a classroom visit with their child in the Anacortes School District. All visitors, including parents and volunteers, are required to sign in at the school office when arriving at the school building. *Note: Student-age visitors cannot be accommodated during school hours.*

DISTRICT SERVICES

The Anacortes School District meets students' special needs through a variety of program areas. These programs are managed through the district's Support Services staff.

Guidance & Counseling

The Anacortes School District has a K-12 guidance and counseling program. Certified school counselors with master's level education are available at every building to all students and parents. Our goal is to assist students by offering a proactive program to enhance learning and promote student success. We offer a comprehensive program and respond to individual needs to help students develop in personal, social, academic and career areas. Referral into any of the schools' support programs may be made by school guidance counselors. You may reach school counselors by calling the school's main office. (See page 2 for school listings.)

Mental Health

Since 2011 Anacortes School District has provided mental health therapy to students at the middle and high schools. In 2014, services to kindergarten-sixth grade students were added. Prevention is the district's mental health model, and any student or parent can access a mental health therapist. For more information, contact Connie Martin, 293-1216.

Claudia Mason: K-6 cmason@asd103.org

Suzanne Staum: AMS and AHS sstaum@asd103.org

English Language Learners (ELL)

ELL support is available for students with a primary language other than English and who need assistance in learning English. Support is designed to meet each student's academic needs and increase school performance. Connie Martin is the program director, 293-1216.

Challenge Program

The Challenge Program offers educational options for highly capable students. At the elementary and middle school level, students are nominated for the program. Nominations for admission to the program may come from any source, including parents, teachers, principals and peers. After the nomination period, a selection process is completed. At the high school, students may enroll in advanced coursework if they meet the prerequisites. Cindy Simonsen is the program director, 293-1214.

Kindergarten Roundup

Kindergarten Roundup is a spring enrollment process for students entering kindergarten in the fall. Student records are started at this time with data from physical and academic assessments.

Kevin Schwartz, Principal, Whitney Early Childhood Learning Center, 293-9536

Transportation

The bus routes and times for the new school year are available on the district's website at www.asd103.org.

Information included is for the home-to-school stops and times for regular education bus routes for the local elementary schools, the middle school and high school. Any additional information can be obtained by calling the bus garage:

Karen Garrison, Transportation Supervisor..... 293-1223

Arts / Cultural Education Program

This program serves all students in the district and supports state and national art standards. The goal is arts enrichment and cross-curricular learning, as well as exposure to other cultures and peoples. Students attend several performances throughout the school year.

- Local Artists in the Schools (LAIS) is a linchpin in the arts program. Excellent local artists are identified and spend extensive time on a contracted basis in all our schools, working directly with students and teachers. All residencies address essential learning requirements and our district arts continuum in visual arts, theatre arts, music arts and literary arts.
- After School Arts Program (ASAP) is a program for K-8th grade students that takes place at all of the elementary schools and Anacortes Middle School for fall and winter. Examples of classes offered include: Art Start for the very young, Jewelry Making, Felting, Cooking 101, Beginning Guitar, Woodworking, Dance, Mosaics, Basket weaving, Cartooning and more.

Tina Franulovich-Martin, Cultural Education Coordinator, 293-1200, tmartin@asd103.org

Athletics and Activities

Extracurricular activities are an important part of Anacortes School District student life. Students are invited to participate in intramural and interscholastic sports. Student eligibility is determined by academic progress and citizenship within the school.

Eligibility will be monitored throughout the school year including any school-sponsored summer activities. All students are expected to meet standards set in the Athletic/Activity Codes for each school.

Erik Titus, AHS Athletic/Activities Director..... 293-2166

Mark Perkins, AMS Athletic/Activities Director 293-1230

Title I & Learning Assistance Program

Title I is a federally-funded program designed to provide academic enrichment activities to help students in the areas of math and reading. Children are eligible for service based on academic need.

Learning Assistance Program (LAP) is a state-funded program designed to provide enhanced academic opportunities for students identified as potentially 'at-risk' of academic failure. Eligibility is based on academic need.

Title I/LAP support is available for children grades K-12 focusing on the academic areas of reading and math. Eligibility is based on the needs of the student. If you feel your child is not performing in the average range academically, please contact your child's principal or teacher to have your child screened for Title I or LAP academic support.

Cindy Simonsen, Title/LAP Program Director..... 293-1214

Educational Screening/Pre-School

The Anacortes School District offers free screening for children birth through twenty-one years of age in order to locate, evaluate and identify children with a suspected disability, regardless of the severity of their disability.

Children referred for screening must reside within the boundaries of the district and not currently be served by special education and related services. Screenings for pre-school children, birth through age 5, are conducted by a qualified educational team and are scheduled on a quarterly basis or more frequently as needed. Parents who are interested in having their child, birth through age 6, screened should call Support Services at the district office.

Concerns regarding gross and fine motor coordination, speech and language development, learning, self-help skills, or social emotional adjustment deficits are common reasons for referral. In addition, children with specific congenital syndromes and/or health conditions, which might have a significant impact upon a child's educational progress, should be referred.

Children who perform significantly below expectations for their age on the screening may be scheduled for further assessment and observation in order to determine possible eligibility for special education services.

Others may be scheduled for individual assessments or referred to outside agencies for appropriate services. Children who meet state and federal guidelines will be offered special education services.

Children who attend a private school at the parents' choice may still be eligible for some special education services.

Connie Martin, Director, Student Support Services.....293-1216

Kevin Schwartz, Principal, Whitney Early Childhood Learning Center,293-9536

School Nurse

The school district employs a registered nurse (R.N.) who conducts vision and hearing screenings, makes sure immunizations records are current, facilitates individual planning for students with special health needs, and serves as a liaison between the school, family and physician.

Emily Nesheim, School District Nurse360-503-1552

Drug and Alcohol Support

Support and help for students' abuse problems are available through a school counselor. Services may include consultation, pre-screening assessments, referrals and support for students and families. The counselor provides support for students impacted by drugs, alcohol and/or tobacco either at home, among friends or their own personal use. Students may schedule an appointment Monday through Friday. Contact the school's main office (see page 2 for school listings).

Special Education Services

Special Education Services provide specially-designed instruction and support for students having a diagnosed disability that substantially interferes with their ability to benefit from the general education program. Federal and state guidelines determine which students are eligible for services. If you have concerns that your child (ages birth to 21) is delayed in any area and might need special education support, the Anacortes School District special education program staff is available to discuss your concerns and assist in referring your child for assessment.

Connie Martin, Director, Student Support Services,293-1216

Section 504

Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 mandates the Anacortes School District to provide free and appropriate public education to each student with a disability, regardless of the nature

or severity of the disability. It is the intent of the district to ensure that students who are disabled, as defined by Section 504, be identified and provided with appropriate services, including special modifications and accommodations in an educational setting.

Students may be considered disabled under Section 504 even though they do not require services as specified in the Individuals with Disability Education Act (IDEA).

504 Grievance Procedure

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Section 504 Coordinator, *Connie Martin,293-1216.*

Individuals with Disabilities Education Act (IDEA) of 2004

The Individuals with Disabilities Education Act (IDEA) of 2004 mandates the Anacortes School District to provide students with disabilities, who are in need of specially-designed instruction, with a free, appropriate public education in the least *restrictive environment* in accordance with state and federal laws.

To the maximum extent possible, *a least restrictive environment* means the district will educate children with disabilities with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur *only* under special circumstances. That is, when the nature or severity of the child's disability, even with the use of supplementary aids and support services, cannot be achieved satisfactorily in a regular classroom.

Designing an Individual Education Plan (IEP)

An Individual Education Plan (IEP) will be developed by the IEP team and implemented for students requiring specially-designed instruction.

Members of the IEP team include: 1) the parent(s) of a child with a disability; 2) at least one regular education teacher, if the child participates in the general classroom environment; 3) at least one special education teacher, or where appropriate, at least one special education provider of such child; 4) a representative of the district who can interpret the instructional implications of evaluation results. (i.e. counselor, school psychologist, etc.)

In addition, at the discretion of the parent or the school district; 5) other individuals who have knowledge or special expertise

regarding the child may be part of the IEP team. Also, whenever appropriate, the child with a disability will be provided service as outlined in the individual education plan (IEP).

This information is provided as information only and is not intended to represent parent/student rights. For a complete copy of procedural safeguards and student and parent rights, please contact: *Sue Matto, Student Support Services Office, 293-1218.*

ADA Compliance

(Americans with Disabilities Act)

The Anacortes School District ensures that each activity, program or service is readily accessible and usable by individuals with disabilities. Persons needing special accommodations should contact the school principal or *Connie Martin, Director of Student Support Services, 293-1216.*

Military Opt Out

Each fall, the high school releases the names, addresses and phone numbers of all the junior and senior class members (male and female) to the military. This information is used by recruiters to contact the students by phone and/or mail. If you or your children do not want this information released, email Kim Kitchen, High School Registrar at kkitchen@asd103.org with your request to opt out. PLEASE NOTE: The military has other sources for obtaining this information even if it is not released by the high school.

Federal ESSA Parent's Right To Know Information

Under the Every Student Succeeds Act (ESSA), what does a parent have the right to know?

In compliance with the ESSA, parents may request information about the professional qualifications of their student's teacher(s) or instructional paraprofessional(s).

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

- Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
- The college major and any graduate certification or degree held by the teacher.

- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

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

Paraprofessionals must work under the supervision of a certified teacher. In a Targeted Assistance program, any paraprofessional who is under the direct supervision of a certificated teacher must meet the professional qualifications.

Paraeducators must have a high school diploma or GED and complete the following:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math;
4. Completed previously the apprenticeship requirements and must present a journey card or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway. Paraprofessionals hired before January 8, 2002, must meet these requirements no later than January 8, 2006.

If you wish to request this information, please contact your child's school Principal. (See page 2 for listings.)

District Assessment

The district gives students the following assessments. A State/ District Assessment Refusal Documentation Form can be found at the end of this handbook.

NWEA Measures of Academic Progress (MAPs)

Math and Reading

Grades: K-7

Purpose: Used to measure student growth during the year and placement into programs such as the Learning Assistance Program (LAP), Title I or Challenge.

Required: LAP, Title I and Challenge are all state programs that require the district use academic achievement data for placement. Anacortes School District uses the MAP test for this purpose.

Results: K-6 reports are mailed home with the student's report card. Anacortes Middle School reports are available upon parent/guardian request.

Approximate time for testing: 1 -1.5 hours per subject area

Approximate dates: September and June

Smarter Balanced Assessment

English Language Arts (ELA) and Math

Grades: ELA Gr 3-8 and 10, Math Gr 3-8 and 10 or 11

Purpose: Used by the district and the state to measure our students progress in meeting the required Washington State Learning Standards. The results from this test are also used to place students into programs such as Challenge and Honors Classes.

Required: Washington State requires that our students participate in this test.

Results: Student results are mailed home.

Approximate times: 3 hours per subject area.

Approximate dates: May – June

Classroom Reading Benchmark Assessments

Grades: K-6

Purpose: Informs the classroom teacher of the student's reading ability.

Required: The district requires the teachers to understand each student's reading ability in grades K-6. The classroom Reading Benchmark Assessment provides a system for teachers to use across the district.

Results: Shared at teacher conferences.

Approximate time: 10-20 minutes

Approximate dates: Throughout the year.

English Language Proficiency Assessment and Screener for the 21st Century (ELPA21)

Grades: K-12

Purpose: Determines if a student qualifies for services as an English Language Learner (ELL) and their level of language learning.

Required: The state requires this assessment to receive services in ELL.

Results: Mailed to parent.

Approximate time: 1-2 hours

Approximate dates: ELPA21 Screener is given with 10 days of enrolling. ELPA21 is given February – March.

Washington Alternative Assessment WA-AIM

Grades: 3-8 and 11

Purpose: Determines growth in specific areas for a student with cognitive disabilities.

Required: The state requires this test for specific students.

Results: Mailed to parents.

Approximate time & dates: observational data collected throughout the year.

Learning by Choice

Learning by Choice consists of three major components:

Family Choice

Running Start

Seventh and Eighth Grade Choice

Family Choice allows parents to select which public school district their children will attend, within certain limitations.

Running Start is a program designed for 11th & 12th grade students. Running Start allows these students to enroll in courses or programs in a community college, technical college, or select four-year universities (currently only Central Washington, Eastern Washington and Washington State universities) without paying college tuition.

Seventh and Eighth Grade Choice – a seventh or eighth grade student may receive credits for completing high school courses.

Contacts

Family Choice: 293-1212

Running Start: AHS Counseling Dept., 293-2166

Seventh & Eighth Grade Choice: AMS Counseling Dept., 293-1230

Appeal Process

The denial by the resident district may be appealed to the Superintendent of Public Instruction at the following address:

Legal Services

Old Capitol Building

P.O. Box 47200

Olympia, WA 98504-7200

or online at: <http://www.k12.wa.us/ProfPractices/AdminResources/appeals.aspx>

A decision by the Superintendent of Public Instruction may be appealed to the Superior Court.

HIGH SCHOOL PROGRAMS

Advanced Placement

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases, they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

For each AP course, an AP exam is administered, except for AP Studio Art, which is a portfolio assessment. Each AP exam contains

a free-response section (either essay or problem-solving) and a section of multiple-choice questions. The modern language exams also have a speaking component, and the AP Music Theory exam includes a sight-singing task. Each AP exam is given an overall grade of 1, 2, 3, 4, or 5; with 5 indicating a student who is extremely well qualified to receive college credit and/or advanced placement based on an AP exam grade. Exam fee reductions are available. See your counselor for assistance or call 293-2166.

Running Start

Running Start allows eleventh and twelfth grade students with 15 credits and a 2.25 GPA (grade point average) to enroll in community and technical colleges while attending high school. Students earn credits in both high school and college. Students from Anacortes High School usually attend the Mount Vernon or Whidbey Island branch of Skagit Valley College. However, other area community colleges are available for Running Start classes.

Anacortes High School 293-2166

Tech Prep

Tech Prep courses are a competency-based direct credit option for certain courses currently offered at Skagit Valley College (SVC). This credit option allows students to enroll in specific TECH PREP courses at Anacortes High School. Students will receive transcribed college credit upon course completion with a performance of a B or higher.

In order to receive SVC credit, the student must enroll for class through his/her high school teacher, complete an on-line registration form, and be assessed by the high school teacher to have performed at a level of B or higher. No fees will be charged for these college credits. For more information, please contact *Joe Furin, CTE Director, 293-2166* or see the *Anacortes High School curriculum course description catalog*.

Career/Technical Education

Career/Tech opportunities are available for middle and high school students.

High school classes in business/marketing management, family and consumer science education, visual design, technical arts and communication, computer information technology and industrial trade technology education help prepare students for the work world or to enter advanced programs at technical, community colleges, or four-year universities. contact

Joe Furin, CTE Director 293-2166

High School Career Center

The High School Career Center is located next to the Counseling Center and is a great resource for students and parents who need additional information or have concerns regarding career options and scholarships.

Cap Sante High School

Cap Sante High School serves students in grades 9-12 who may find success via a more individualized educational setting. Options include onsite and offsite, self-paced, learning utilizing hardcopy and online curriculum. Attendance is individualized and determined by course load and the estimated time needed to make adequate academic weekly/monthly progress. Students must make adequate academic monthly progress in order to remain enrolled at Cap Sante High School. Students are required to satisfy all district and state graduation requirements. For more information, contact

Kecia Fox, Administrator..... 360-293-2166

DISCIPLINE POLICY

In Anacortes School District a safe and orderly school is our first priority so that learning and healthy development can occur. We strive to carry on a tradition of mutual respect and regard for one another. All students have the responsibility to show self-control, good manners, and good citizenship at all times. By accepting personal responsibility for behavior, each student's school experience will be peaceful and enriching.

Students need to know what to expect when they do not accept personal responsibility for their behavior. If students or parents have questions about the discipline rules at their school, the teacher(s), counselor(s), assistant principal, or principal should be contacted. Staff is available to help students and parents understand school behavior expectations and consequences.

Students who violate school rules should expect that parents will be notified by telephone and/or by mail. All rules stated in district policy or in the school's handbook apply on all school district property and at school district events.

A handbook is available at each school building to define general student behavior, expectations and consequences appropriate for students at that grade level.

Suspension / Expulsion

The nature and circumstance of the student conduct violation must reasonably warrant a suspension or expulsion. As a general rule no

student shall be suspended unless other forms of corrective action for misconduct of the same nature have proven ineffective.

A student may be suspended for exceptional misconduct when such misconduct is of frequent occurrence or is serious in nature and/or is disruptive to the operation of the school.

The superintendent shall recommend for board approval the nature and extent of the corrective actions and/or punishments which may be imposed as a consequence of exceptional misconduct. An administrator and/or hearing officer may grant an exception when warranted by extenuating circumstances.

Safety Standards / Weapons

A student shall not possess or transmit any object that can reasonably be considered a firearm, air gun or a dangerous weapon. Violation of this rule with a firearm shall result in a minimum one-year expulsion, unless modified by the superintendent.

(School Board Policy 3241)

ANACORTES SCHOOL DISTRICT

Weapons Policy

Possession of firearms on school property will result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement. (School Board Policy 3241)

Drugs/Alcohol

Use, possession, sharing, selling or attempted selling of any mood altering, controlled, or illegal substance by staff, students or community members, or any substance purported to be mood altering, controlled or illegal violates state law and district policy, and is strictly prohibited.

Drug-Free Schools

The National Commission on Drug-Free Schools has indicated that drug and alcohol use among our nation's youth remains widespread. Appreciable numbers of students begin to use alcohol in the elementary grades and increasing numbers begin to use illicit drugs in middle school. Anacortes School District is committed to drug-free schools. Use and/or possession of alcohol and illicit drugs is unlawful, wrong, and harmful.

Tobacco

Use of tobacco by staff, students or community members is strictly

prohibited on school district properties. Students are prohibited from possessing tobacco products on school district properties.

Grievance Procedure

A grievance procedure exists to seek a remedy for what is seen as unfair application of rules, regulations or procedures.

The student, parent or guardian who is aggrieved by the imposition of discipline shall have the right to a conference with the principal or designee to resolve the grievance. Subsequent to the building level grievance meeting, the student, parent or guardian shall have the right to present a written and/or oral grievance to the Superintendent. If the grievance is not resolved, the student, parent or guardian shall have the right to present a written and/or oral grievance to the School Board pursuant to WAC 180-40-240 and district policy 3241.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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 school official 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 the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.**

Parents or eligible students who wish to ask the school to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school 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 provide written consent before the school discloses personally identifiable information (PII) from 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School Board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-8520

VOLUNTEERS

The district recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. The superintendent shall be responsible for developing and implementing procedures for the utilization of volunteers. The responsibilities of the volunteer should be clearly

identified with emphasis on their duty to assist students and staff.

All volunteer applicants are required to complete a volunteer application form, a disclosure of crime statement, and participate in a national background check.

Disclosure of Crime

Prior to working with students, the district shall require all volunteers to disclose whether he/she has been:

- 1. Convicted of any crime against children or other persons;**
- 2. Convicted of crimes relating to the financial exploitation if the victim was a vulnerable adult;**
- 3. Convicted of any crimes related to drugs as defined in RCW 43.43.830;**
- 4. Found in any dependency action under RCW 13.34.040 to have sexually assaulted or exploited any minor or to have physically abused any minor;**
- 5. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;**
- 6. Found in any disciplinary board final decision to have sexually or physically abused exploited any minor or developmentally disabled person or to have abused or financially exploited any vulnerable adult; or**
- 7. Found by a court in a protection proceeding under chapter 74.34 RCW, to have abused or financially exploited a vulnerable adult.**

The disclosure statement shall be made in writing and signed by the applicant and sworn to be true under penalty of perjury.

To help assure student safety, it is the district's goal to assure volunteers are in supervised situations with students. For purposes of this policy, supervised means in the presence of a district staff employee or another approved volunteer.

Background Check

All volunteers with access to children will be required to submit their name, birth date and social security number for a national background check. If the background check reveals evidence of convictions as identified above, the applicant will be subject to superintendent review and/or meeting. When such a background check is received, the superintendent is directed to consult with legal counsel. The superintendent will make the final recommendation regarding if and how the applicant will be allowed to volunteer in the schools.

Background Check For Volunteer Coaches

Volunteer coach applicants who have access to children shall require a record check through the Washington State Patrol criminal identification system under RCW 43.43.830 through 43.43.834 and through the Federal Bureau of Investigation before approval. The record checks shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. The requesting entity shall provide a copy of the record report to the applicant. When necessary, applicants may volunteer on a conditional basis pending completion of the background investigation.

If the volunteer coach applicant has had a federal bureau of investigation record check within the previous two years, the district may waive the requirement. Except as provided in subsection (2) of this section, the district, pursuant to chapter 41.59 or 41.56 RCW, the volunteer coach applicant shall pay the costs associated with the record check.

Volunteers shall:

1. **Serve in the capacity of helpers.**
2. **Maintain a high level of confidentiality. Refrain from discussing the performance or actions of any student except with the student’s teacher, counselor or principal.**
3. **Refer to a regular staff member for final solution of any student problem which arises, whether of an instructional, behavioral, medical or operational nature.**
4. **Receive such information as:**
 - a. General job duties and limitations; volunteer requirements, expectations and responsibilities including safe behaviors, safe locations and safe communications with students;
 - b. Information about school facilities, routines and procedures;
 - c. Work schedule and place of work; and
 - d. Expected relationship to the regular staff
5. **Be provided appropriate training and supervision by the classroom teacher or appropriate staff person at the building level, consistent with their tasks and existing district standards. This training shall be developed under the leadership of the principal and/or volunteer coordinator in consultation with the supervising staff member.**
6. **Have assignments, activities and expectations clearly explained. Examples of suggested duties for volunteers may include:**
 - a. Assisting a teacher in the classroom setting;

- b. Tutoring a student or students before, during or after school;
- c. Participating in special school projects and/or activities (e.g., dances, fundraisers, field trips, overnight trips);
- d. Assisting para-educators in lunchroom supervision and other school activities;
- e. Assisting in classrooms with such activities as preparation of bulletin boards or paperwork, helping students, or cleaning up after activities;
- f. preparing materials for various classrooms including art, science, math classes, etc.;
- g. Helping with clerical duties such as typing, stencils, inventories, assembling booklets, newsletters and related items, student lunchroom counts, attendance and class records;
- h. Assisting with library, technology and/or audio visual duties;
- i. Assisting with physical education exercises;
- j. Assisting with instructional activities appropriate to the volunteer’s training and classroom needs, such as monitoring math assignments, listening to oral reading, etc;
- k. Assisting with vision and hearing testing and approved medical surveys; and
- l. Assisting in playground supervision with a staff member

The school district reserves the right to end the volunteer’s services for circumstances which, in the judgment of the administration, may necessitate such action.

Keiko McCracken, Volunteer Coordinator293-1234

ANACORTES SCHOOL DISTRICT COMPLIANCE

The Anacortes School District is committed to providing a quality education for all students regardless of learning differences. Anacortes School District #103 complies with all state and federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex or handicap. This holds true for all district employment and opportunities, as well as all students who are interested in participating in educational programs and/or extra-curricular school activities.

Title IX / Affirmative Action

Anacortes School District #103 complies with all applicable State and Federal laws, including but not limited to, Title VI, Title VII, Title IX of the Civil Rights Act, the Americans with Disabilities Act (ADA), RCW 49.60, Law Against Discrimination, Section 504 of the Rehabilitation Act, and RCW 28A.640, “Sexual Equality”, and does not discriminate

on the basis of race, creed, color, national origin, sex or handicap/disability. This holds true for all district employment and educational opportunities, as well as all extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to:

Cindy Simonsen, Title IX/RCW Officer 293-1214
Connie Martin, Section 504 Coordinator..... 293-1216

Nondiscrimination

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

Inquiries regarding compliance and and/or grievance procedures may be directed to:

Cindy Simonsen, Title IX/RCW Officer 293-1214
Connie Martin, Section 504 Coordinator..... 293-1216

What Is Discrimination?

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

What is a Protected Class?

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

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

What should I do if I believe my child is being discriminated against?

You should report your concerns to your child's teacher or principal immediately! This will allow the school to respond to the situation as soon as possible.

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

What if I can't resolve the problem with the school?

If you cannot resolve your concern, you may wish to file a complaint with the school district. Anyone can file a complaint with the school district. You can file a formal complaint by writing a letter to your superintendent that describes what happened and why you think it is discrimination. It is helpful to include what you want the district to do. Your letter must be signed.

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

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

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

What if I don't agree with the superintendent's decision or no one responds to my letter?

Your next step is to appeal to the school board. You can file an appeal by writing a letter to your school board. The letter must include the part of the superintendent's written decision that you would like to appeal and what you want the district to do. Your letter must be filed with the secretary of your school board by the 10th calendar day after you received the superintendent's response letter.

The school board will schedule a hearing within 20 calendar days

after they receive your appeal letter. You may also all agree on a different date.

What will happen at the hearing?

You will explain why you disagree with the superintendent’s decision. You may bring witnesses or other information that is related to your appeal.

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

What if I don’t agree with the School Board’s decision?

You may appeal the school Board’s decision to the Office of Superintendent of Public Instruction (OSPI).

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

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

OSPI
Administrative Resource Services
P.O. Box 47200
Olympia, WA 98504-7200
Phone (360) 725-6133

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

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

Pregnant and Parenting Students

The district provides all pregnant and parenting students (male and female) equal access to all school programs and activities. Contact your school counselor for additional information.

Inquiries regarding compliance and/or grievance procedures may be directed to:

Cindy Simonsen, Compliance Officer 293-1214

Harassment, Intimidation & Bullying

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted, — a verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, or mental or physical disability), or other distinguishing characteristics, when an act:

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

Individual school handbooks include information about harassment, intimidation and bullying. Every school provides age appropriate information on the recognition and prevention of harassment, intimidation and bullying.

A complete copy of the Harassment, Intimidation and Bullying policy is available at each school and the district office, or on our webpage www.asd103.org.

If you have questions or concerns, please contact the school principal or counselor. The compliance officer at the district office is also available to assist you:

Cindy Simonsen, Compliance Officer 293-1214

Sexual Harassment

This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

- Submitting to the harasser’s sexual demands is a stated or implied condition of obtaining an education or work

- opportunity or other benefit;
- Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
- Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students,

parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy will be reproduced in each student, staff, volunteer and parent handbook.

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

Informal Complaint Process:

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member, although staff will always inform complainants of their right to and the process for filing a formal complaint. Staff will also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct. Informal remedies include:

- A. An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- B. A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or
- C. A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant.

Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process:

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. Potential complainants who wish to have the district hold their identity confidential will be informed that the district will almost assuredly face due process requirements that will make available

to the accused all of the information that the district has related to the complaint. The district will, however, fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The superintendent or designated compliance officer may conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint. The following process will be followed:

- A. The compliance officer will receive and investigate all formal, written complaints of sexual harassment, or information in the compliance officer's possession that the officer believes requires further investigation.
- B. All formal complaints will be in writing; will be signed by the complainant; and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. Based on the report of the complainant, the compliance office may draft the complaint for the complainant to review and sign.
- C. When the investigation is completed the compliance officer will compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent will take further action on the report.
- D. The superintendent will respond in writing to the complainant and the accused within thirty days stating:
 - *That the district does not have adequate evidence to conclude that harassment occurred;*
 - *Corrective actions that the district intends to take; and/or*
 - *That the investigation is incomplete to date and will be continuing.*
- E. The response of the superintendent will include notice of the complainant's right to appeal to the school board, and will identify where and to whom the appeal must be filed.
- F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

Appeal Procedure

A. Level One

If a complainant remains aggrieved as a result of the action or inaction of the superintendent in resolving a complaint, the complainant may appeal to the board of the district by filing a written notice of appeal with the secretary of the board by the 10th calendar day following:

1. The date upon which the complainant received the superintendent's response, or
2. The expiration of the 30-calendar day response period based on the receipt of the complaint by the school district, whichever occurs first; and

The board will schedule a hearing to commence by the 20th calendar day following the filing of the written notice of appeal. Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material. The board will render a written decision by the 10th calendar day following the termination of the hearing and will provide a copy to the complainant.

B. Level Two

If a complainant remains aggrieved as a result of the decision of the board in resolving a complaint, the complainant may appeal to the Superintendent of Public Instruction by filing a written notice of appeal with the Superintendent of Public Instruction by the 20th calendar day following the date upon which the complainant received written notice of the board's decision.

The notice of appeal must state the areas of disagreement and the relief requested.

Appeals to the Superintendent of Public Instruction will be conducted de novo and in compliance with the state Administrative Procedures Act. The complainant will present his or her case and the school district will defend the decision rendered by the board.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will

get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and on their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents will be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of sexual harassment.

A copy of the district's sexual harassment policy must be included in any publication of the district or of a school that sets forth the rules, regulations, procedures, and standards of conduct for the school or school district. The policy must also be conspicuously posted in each school district and provided to each employee, volunteer, and student.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- A. Demands for sexual favors in exchange for preferential treatment or something of value;
- B. Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- C. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- D. Making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- E. Using derogatory sexual terms for a person;
- F. Standing too close, inappropriately touching, cornering or stalking a person; or
- G. Displaying offensive or inappropriate sexual illustrations on school property.

Annually the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

COMMUNITY PARTNERS

Anacortes Schools Foundation

Anacortes Schools Foundation is a non-profit, 501(c)3 organization that functions independently of the school district for the benefit of our students, educators and community. ASF manages more than \$2 million in endowments and annually distributes over \$100,000 in scholarships. ASF also supports a variety of enrichment programs in the schools including Early Learning and STEM (Science Technology Engineering Mathematics). STEM enrichment is funded by the "Celebrate the Season" event in December.

Anacortes Early Learning Partners

The Anacortes Early Learning Partners is a group of home child care and preschool providers in partnership with the Anacortes School District and the Anacortes Public Library. The group's mission is to provide quality early childhood programs that ensure successful learning for children ages birth to six years old. Monthly meetings provide opportunities to share ideas, participate in professional trainings and host educational events for children and their families. Parents are welcome to attend. For more information, contact Nicole Mortimer @ nmortimer@asd103.org or (360) 293-9536.

Head Start

Samish Longhouse Head Start serves all low-income families in the Anacortes community who have children that have turned three years of age by August 31. The Samish Longhouse Head Start program gives priority to families that fall at or below the Federal Poverty Guidelines, have high social service needs or who have children with disabilities. Priority is also given to families of Native American or Alaskan Native descent. Spanish translation is available for enrollment and in the classroom. If you are interested in more information or would like an enrollment application sent to you, please call 588-8806.

EXTENDED LEARNING

Skagit Valley Family YMCA

Skagit Valley Family YMCA has teamed up with Anacortes School District to offer Early Learning and Extended Day programs in our school facilities. For more information, please contact Skagit Valley Family YMCA, 215 East Fulton Street, Mount Vernon WA 98273, or call (360) 336-9622.

Tutoring

Our volunteer coordinator is able to assist families in finding a tutor for their child. Please call Keiko McCracken, Volunteer Coordinator, at 293-1234.

Anacortes Senior College

Anacortes School District is proud to be a partner with Anacortes Senior College, which provides a curriculum of intellectually satisfying programs and special events for people 50 years of age and older. Classes are held at Anacortes Middle School. For more information, visit their web page at: <http://www.seniorcollege.info>.

After School Arts Program (ASAP)

The Anacortes School District After School Arts Program offers a variety of classes throughout the school year. They offer three sessions: fall, winter and spring for students in grades K-6 and the list of classes can be found on the district website. For more information, please contact Tina Franulovich Martin, Director, at 293-1200.

WWU Youth Programs

Western Washington University Youth Programs in partnership with the Anacortes School District and Western's Shannon Point Marine Center offer Early Release Enrichment, Ocean STEM After School, and summer programs in Anacortes.

Western's Youth Programs have been inspiring youth for 33 years through academic enrichment and recreational activities. Taught by highly regarded educators, students enjoy access to specialized courses as they explore their intellectual and creative passions in a safe, lively educational atmosphere.

For more information on these offerings, please visit wwu.edu/youth or contact us at youth@wwu.edu or 360-650-3308.



Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

State/District Assessment Refusal Documentation Form

Please print the following information:

Student's Name _____

Parent/Guardian's Name _____

School _____

Student's Grade Level _____

Date of Assessment _____

As the parent/guardian of the above named student, I choose for my child to not participate in the Washington state assessment. I choose for him/her to not participate in:

the entire SBA _____

the entire WA-AIM _____

certain subtests: _____ please specify: _____

(Reading, Writing, ELA, Math, Science)

NWEA Measures of Academic Progress (MAP's) _____

English Language Proficiency Assessment (for ELL students) _____

My reason for this decision is: _____

I have read and understand the benefits and consequences listed on the back of this form. In particular, I understand that:

- ✓ The state assessments assess critical state standards, including higher-level thinking, communication, reasoning, problem solving, and application of knowledge and skills in new situations. Teachers gain information about students' progress toward meeting grade-level expectations (what students should know and be able to do) in the core academic areas of reading, writing, math, and science, and can plan instruction accordingly.
- ✓ If my child is an English Language Learner (ELL) but does not take the ELPA21, my child will not be eligible to receive services in this area.

Signature of Parent/Guardian: _____

Date Signed: _____

School Representative: _____

This form is to be filed within the student's cumulative record located at the school building. The online system or the demographic page of all relevant test booklets must be marked refused.

Benefits for Students Taking the State Assessment (SBA/MSP/HSPE/EOC)

- ✓ The state assessments assess critical state standards, including higher-level thinking, communication, reasoning, problem solving, and application of knowledge and skills in new situations. Teachers and staff can gain information about students' progress toward meeting grade-level expectations (what students should know and be able to do) in the core academic areas of reading, writing, math, and science, and can plan instruction accordingly.
- ✓ By taking the Smarter Balanced Assessment (SBA) in grades 3-8, students become familiar with the test and have several chances to get feedback on their performance, before taking the state assessment as a graduation requirement.
- ✓ Each student's state assessment performance provides a profile of the student's strengths and weak areas in each subject area tested.
- ✓ Parents and students can see student growth from year to year.
- ✓ Through a request to the state, parents can view their child's answers on their completed state assessment to gain a deeper understanding of how their child is progressing on state standards.
- ✓ Because the state assessment measures students' progress toward meeting standards, information regarding the performance of district groups of students can help district staff make decisions about the effectiveness of various instructional programs.

Benefits for Students Taking the WA-AIM (for students with significant cognitive disabilities)

- ✓ The student's growth on key tasks is documented two times a year, showing the student's progress toward state standards.
- ✓ The evidence submitted ensures that students with the most intensive disabilities have an opportunity to "show what they know" and to receive instruction at a level that is challenging and attainable.

Consequences When Students Do Not Take the State Assessment

- ✓ Students may not have assessment data required to access programs such as ELL, LAP, Title I, Challenge and Honors classes.
- ✓ Teachers and staff lack full information about the instructional needs of students who do not take the state assessment, which could lead to some students not receiving all the instructional support they might need to be successful later in school.

ANACORTES SCHOOL DISTRICT #103

2200 M Avenue Anacortes WA 98221 Phone: (360) 293-1200 Fax: (360) 293-1222
<http://www.asd103.org>

Procedure 2022-F1
Instruction

Anacortes School District – Student Image Opt Out Form **Photo and video, or student work**

PLEASE RETURN THIS PAGE TO THE ANACORTES SCHOOL DISTRICT OFFICE OR YOUR STUDENT'S SCHOOL

PLEASE COMPLETE A FORM FOR EACH STUDENT IN YOUR FAMILY

Parent/Guardian Opt Out:

Check below if you **DO NOT** want publicly viewable (district website, social networking sites, news article) publishing of:

_____ Student work

_____ Students images (videos/photos)

OPT-OUTS remain in effect for the current school year.

Parent/Guardian Signature _____ Date _____

Student Name _____ School _____ Grade _____

ANACORTES SCHOOL DISTRICT
2200 M AVENUE
ANACORTES, WA 98221



A Lighthouse for Public Education in Our Community:
Ensuring No Child Is Lost Creating Lifelong Learners Inspiring High Achievement Nurturing Responsible Citizenship

