



Monte Cristo Elementary School

*At Monte Cristo, we all strive to be responsible, safe, and kind!
The future of our school is in our school.
Together we are Miner Pride Strong!*

Student and Family Resource Guide

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Welcome to Monte Cristo Elementary School

Principal's Message

Dear Monte Cristo Families,

Welcome to the 2024-2025 academic year! I hope you and your family are enjoying a restful summer as we approach the start of the school year on Wednesday, September 4, 2024. The beginning of the school year is one of my favorite times of the year because it reunites the Monte Cristo Elementary learning community. Monte Cristo Elementary offers a unique experience for students and families due to our small community school which serves students in third through fifth grade levels. We are thrilled about our first family event—Meet & Greet Night on Thursday, August 29, 2024 at 4:30pm-5:30pm. You can bring school supplies, check-in medications for school, learn about our SEL/Flash Health Curriculum in the library, and meet our staff. Due to our increased enrollment numbers at Monte Cristo Elementary, your student's classroom placement is tentative for the 2024-2025 School Year. There is a possibility that another classroom will be created and classroom placement will be rebalanced to serve all students.

The ECEAP and Preschool Programs have moved to the district office building due to the impact of increased enrollment numbers. We will miss them dearly at Monte Cristo, but we know students will eventually return to the building in third grade. In addition, Assistant Principal, Christine Vo, has relocated to Issaquah School District. We wish her the very best on her new journey.

We remain committed to making the 2024-2025 School Year a safe and engaged learning year for students. We need your help to ensure Monte Cristo students will have the best year ever. Remember to turn in your volunteer form and come join us in the classrooms or school. If your schedule makes it challenging to volunteer onsite, we have other options for you. Please reach out to our MCE Boosters Club or office professionals to learn how you can support Monte Cristo Elementary.

Please welcome our new Monte Cristo staff members: (3rd) Peyton Schmidt, (4th) Maddy Rathert, (5th) Cory Bardue, (Life Skills Teacher) Jessica Jones, and (Counselor) Chase Bennett. A few of these names look familiar because they have worked in our building previous years. Our staff is available to assist you via in-person, email, telephone, or Remind App.

A strong partnership between the home and school will help your student be successful. If you have any concerns or questions, reach out to the classroom teacher first, and then, connect with our MCE School Counselor, Chase Bennett. I am also available to assist you, but during school hours, we always put the needs of our students first. Thank you for understanding that our priority will be serving students first; therefore, we will ask you to schedule a time to meet with a staff member or principal. Thank you for your steadfast support and trust in us as we embark on another great school year

Sincerely,

Paige Nguyen, Principal

Monte Cristo Elementary

Bell Schedule

BELL SCHEDULE	
8:35am	First Bell
8:40am	Second Bell (Tardy Bell)
3:00pm	Student Dismissal
3:11pm	End of Day

EARLY DISMISSAL	
8:35am	First Bell
8:40am	Second Bell (Tardy Bell)
1:40pm	Student Dismissal
1:51pm	End of Day

HALF DAY	
8:35am	First Bell
8:40am	Second Bell (Tardy Bell)
11:51am	Student Dismissal
11:56am	End of Day

Teacher Contract Day: 8:05am - 3:35pm **Student School Day:** 8:35am - 3:11pm

Monte Cristo Elementary 2024-2025

Faculty & Staff

Principal:

Paige Nguyen pnguyen@gfalls.wednet.edu

Counselor:

Chase Bennett cbennett@gfalls.wednet.edu

Office Staff:

Megan Rice mrice@gfalls.wednet.edu

Michele Burrage mburrage@gfalls.wednet.edu

3rd Grade:

Brandon Davis bdavis@gfalls.wednet.edu

Jessica Weese jweese@gfalls.wednet.edu

Lexi Lachapelle alachapelle@gfalls.wednet.edu

Mary Thor mthor@gfalls.wednet.edu

Shawn Bennison sbennison@gfalls.wednet.edu

Peyton Schmidt pschmidt@gfalls.wednet.edu

Lori Davis ldavis@gfalls.wednet.edu

Emily Eastman eeastman@gfalls.wednet.edu

4th Grade:

Maddy Rathert mrathert@gfalls.wednet.edu

Shellie Pulliam spulliam@gfalls.wednet.edu

Laura Bennison lbennison@gfalls.wednet.edu

Shaleen Cook scook@gfalls.wednet.edu

Michelle Daugherty mdaugherty@gfalls.wednet.edu

5th Grade:

Jenna Lawrence jlawrence@gfalls.wednet.edu

Cory Bardue cbardue@gfalls.wednet.edu

Cassandra Benedict cbenedict@gfalls.wednet.edu

Brian Moen bmoen@gfalls.wednet.edu

Stephanie Jones sjones@gfalls.wednet.edu

Alaina Cornelison acornelison@gfalls.wednet.edu

Math Specialist: Julie Dickson jdickson@gfalls.wednet.edu

PE Teacher: Mike Schireman mschireman@gfalls.wednet.edu

Music Teacher: Brooke Rundle brundle@gfalls.wednet.edu

Reading Inventionist: Maiza Hall mhall@gfalls.wednet.edu

ML Teacher: Mandi Maxfield mmaxfield@gfalls.wednet.edu

ML Teacher: Gabe Campbell gcampbell@gfalls.wednet.edu

Student Support Advocate: Kathryn Bernhardt kbernhardt@gfalls.wednet.edu

Speech Language Pathologist: Molly Alldredge
malldredge@gfalls.wednet.edu

[u](#)

Occupational Therapist: Maya Nolan mnolan@gfalls.wednet.edu

Physical Therapist: Margaret Lupo mlupo@gfalls.wednet.edu

Resource Room: Jana Brainard jbrainard@gfalls.wednet.edu

Resource Room: TBD

Positive Behavior Support : Renee Solway rsolway@gfalls.wednet.edu

Life Skills: Jessica Jones
jjones@gfalls.wednet.edu

Nurse: Janae Porter jporter@gfalls.wednet.edu

Health Attendant: Heather Still

Kitchen Staff: Becca Arnett, Joline Thayer, Roxy Stokes

Custodial Staff: Josue Batrack Valenciano and Beck Meline

Speech Assistants (SLPA): Amanda Pawlak and Megan Butler

Library Assistant: Cathy Mueller

Behavior Support: TBD

Student Supervisors: Laryssa McAlvey, Pam McKibben, Kerri Mullene, Amber Morrison

Paraprofessionals: Melissa McLaughlin, Jennifer Dennis, Jennifer Westfall, Jamahna Colton, Jennifer Occhiuto, Kennedy Speers, Cathy Hautajarvi, Maegan Gill, Corrin Sheets, Hailey Nelson, Amber Michelsen

Monte Cristo School Procedures

Student Arrival, Dismissal, and Attendance Procedures

Please call the school office if your child will be absent or arriving late. We have an answering machine, so you may call at any time. Leave your child's name, grade, and teacher's name along with a message stating whether your child will be absent or late.

Arrival: Students should come to school no earlier than 8:15 a.m. as there is no supervision until this time. Breakfast begins at 8:15 a.m. Students go directly through the cafeteria and back outside to their outside classroom line and enter the classroom after the first bell. If a child arrives late, they should go directly to the classroom unless they need a pass at 8:40am., they must stop by the office for a class Admit Slip. Students are to remain on the school grounds during the school day.

Dismissal: School ends each day at 3:11 p.m. Students not picked up will come to the office to wait for their parent to pick them up as there is no outside supervision at this time. Students will sign in and need to be signed out by someone on the yellow emergency card. **PLEASE NOTE: The office closes at 3:30. All students must be picked up by this time.** Please remember, all adults need to wait outside as well. No adults should be in hallways or the shared spaces before or after school unless they have checked in at the office. This helps keep our children safe.

We understand that, on occasion, emergencies and doctor appointments may require you to have your child dismissed before the end of school at 3:11 p.m. If your appointment is after 3:11 p.m., please write a note to your child's teacher so the teacher will send them down to the office to wait for you. To protect learning time and avoid an enormous number of classroom interruptions, we will not call the classrooms. A change of transportation plan slip will be given to the teacher and student. Please contact the office by 1:30 p.m. to change your child's expected plan to go home. Parents must come into the office to sign their child out for early dismissals. Students cannot wait outside for parents to drive by. If someone other than a parent/guardian will be signing the child out from school, please send a signed authorization to the office that morning. We discourage signing out your child early on a regular basis because of the disruption it causes both in the learning environment in the classroom and the office. We recognize that this will, at times, be unavoidable and we will work with you when given an advance notice.

Cell phone Policy

Students are allowed to have a cell phone at school if they can adhere to the following expectations: The cell phone is turned off and put away securely (out of sight) during the school day from 8:15am-3:11pm. **All communication that families desire to have with their students during school hours must be arranged through our office staff.**

Students who do not follow our cell phone policy, will be given a verbal reminder of our cell phone expectations. A second offense will result in the student's cell phone being brought to the office and the student's family being contacted.

Upon a third violation of the school's cell phone policy, a meeting will take place with the student's family. Arrangements will be made to check the student's cell phone at the office when they arrive and pick it up

when they leave school.

Personal Items/Technology:

Please do not bring items to school that are distracting or disruptive to the learning environment. Examples of these items include toys, unsafe items, skateboards, scooters, rollerblades, personal athletic equipment (our school provides this), tablets, or other electronics.

Cell Phones and Other Like Devices, etc.:

- These devices must be turned off during the school day, stored out of sight, and none of the features accessed.
- Monte Cristo Elementary and the District are not responsible for lost, stolen, damaged, or misused devices.
- Students who violate the policy will be subject to disciplinary action.
- Administrators may confiscate a device and hold it until the parent or guardian can retrieve it.

Medications at School:

- Medication doses should be given at home whenever possible.
- All prescription medications to be administered at school require parent/guardian permission and a licensed healthcare provider's order and signature.
- Medications will only be given through our nurse's office, not by a classroom teacher or other staff member.
- Please contact our School Nurse if you need additional guidance.

Life-Threatening Condition:

In 2002, the Washington State Legislature passed a new law that requires an emergency action plan to be in place as a requirement for your child to attend school if he/she has a life-threatening condition. If your child has a life-threatening condition, the school must have health care provider's order(s) for medication and/or treatment, necessary medications and supplies, and an emergency plan that will assist school personnel on how to help your child in the event of an incident.

For more detailed Health Plan/Medical Information please reference the district handbook.

Field Trips:

Learning experiences may require travel during the school year. Student field trips are supervised. All school and transportation rules apply throughout the entire field trip. Students are required to have a signed parent/guardian permission slip to participate/attend field trips. Volunteers and chaperones must have a current Washington State Background Check on file. Please pick up a volunteer packet in advance as this does take time to process.

Yearbooks:

Students can purchase a Monte Cristo yearbook through our MCE Parent Boosters. They will send flyers home once ordering has been opened for the school year.

Volunteering:

Volunteers are welcome and greatly appreciated at Monte Cristo Elementary. All volunteers must complete a Volunteer Application before actively volunteering. Note: Parents and family members cannot chaperone field

trips, etc. without a complete approved application. Please check the school's newsletter and your student's teacher for opportunities to volunteer.

Families of Monte Cristo students are welcome and encouraged to volunteer at our school. To become a volunteer, it is a district requirement to complete a Volunteer Application form, which can be obtained from the Secretary or online. This application is good for two years. For security reasons, we do require that all volunteers and visitors sign in on the appropriate sheet in the office when they arrive and wear a name badge for identification. Please sign out when you leave the school.

When you are working in the school, you have the authority and responsibility for helping students learn and work together cooperatively. Please be available to help them figure out problems they may be having.

Classroom and school volunteers may not bring siblings or other children while visiting the classroom or volunteering. If the teacher/school is having a special celebration, they will let you know if siblings are welcome.

1. No alcohol, controlled substances or tobacco will be consumed or used on school grounds or when attending school outing with students.
2. Volunteers may act immediately on judgments of student safety.
3. Volunteers are encouraged to ask for direction, clarification or assistance from staff.
4. Volunteers should wait until class time is over to discuss concerns about their child/program.
5. Volunteers in the building during school time should refrain from conversing with each other in a way that might disrupt classroom activity.
6. When visiting classrooms, volunteers are urged to actively assist students or to participate in activities as a learner.
7. Volunteers should not discuss other student issues regarding behavior or academics in or outside of school.

Tips for Parents:

1. **Respect the child's right to privacy.** As a guest in the lives of children and their families, confidentiality is expected at all times.
2. **Let the child know that you care.** All children like to feel there is some special adult who really likes them.
3. **Be a good role model.** Children will be looking up to you and learning from you. When you demonstrate positive behaviors, they will follow your lead!

If you would like to be on our Parent Patrol Squad to help supervise on the playground or campus during recess, before school or after school, please contact the front office.

Parking Lot Safety and Expectations

Car pick-up and drop-off: Drivers should make sure to obey posted speed limits and to watch for students when arriving and leaving school. If you are dropping off or picking up a student(s), please follow the instructions of

Monte Cristo staff members and student leaders. Do not let students enter or leave the car in any space other than the drop off area, and ALWAYS from the curbside of the vehicle; the safety of students is our main concern. Remember that you are a role model for students who are watching you. Please continue to pull forward as space allows when loading or unloading students to help ease congestion and to help avoid traffic on the main road. Drivers of parent pick up must stop while in line if you see a handicap parking space to avoid blocking the use of that space for our students with disabilities. If you need to talk to your child's teacher, please avoid having conversations while you are in the pick-up line; this creates a lot of congestion and heightened emotions. Please park and come in to speak to the teacher.

Parking lot safety (walking): Parents and students must use cross walks that are manned by adults or student patrols. Please refrain from jay walking at all times. It is to keep everyone safe during a busy time. Students with bicycles must walk their bikes and use normal walking procedures while on school grounds and they must secure their bike in the bike rack provided.

Reserved Parking Spaces: Please respect the instructions of the reserved parking spaces, even if you will only be a few minutes. We have staff members or administrators who are traveling back and forth from multiple schools and meetings.

Student Expectations

Classroom Management

Monte Cristo's Rules are Be Respectful, Be Responsible, Be Safe, and Be Kind. Students and parents agree to following these school rules and to make choices that will keep everyone safe.

At Monte Cristo Elementary, every classroom teacher has a Classroom Management Plan that is aligned with PBIS: Positive Behavioral Interventions and Supports. Each teacher will have clear and specific plan that is consistently followed and clearly articulated to both students and parents. Plans must include positive reinforcement, supportive corrective actions, and consequences.

Disagreements between students will be resolved using a problem solving and reflective method and assistance from an adult that may take place in the Success Room, also known as Room D6. Often this space is a break room for students or a place for them to tell their side of the story during a conflict. The goal of the management system is to change student misbehavior into appropriate behavior. In the event a student should fail to respond positively to the behavioral expectations, the following process will be used:

Consequences

First Offense (Goal: To provide the child an opportunity to correct the problem on his/her own.)

A component of classroom management system

- Warning/discussion and learning outcome
- Redirect Student: Teach correct behavior, support student, provide feedback to student.

Second/Third Offense (Goal: For parent, teacher and child to work together to correct behavior.)

A component of classroom management system

- Communication between teacher, parent and student
- Redirect Student: Teach correct behavior, support student, provide feedback to student.
- Student reflects on behavior choices with the assistance of an adult.
- Possibly a classroom behavior plan is implemented
- Possible consequences or outcome, such as community service, and other “make it right” opportunities.

Habitual Offense/Serious Offense (Goal: For student, with direction and support of the teacher, parent, and/or principal to develop a plan to correct the behavior.)

- Student will talk with the principal if necessary
- Staff will decide if behavior contract is necessary
- Sometimes a SWIS Behavior Report, Pink Referral Slip and/or Behavior Contract will be sent home by teacher or principal
- Consequences or outcome

Recess Referral (Goal: For recess monitors to communicate misbehavior of student to the office or teacher to be able to correct the behavior)

- If a student misbehaves at recess, a recess referral will be completed and sent to teacher to communicate the offense. Teacher will decide which action to take depending on specific situation and prior offenses.
- Severe behavior will result in recess referral to the office. Principal will proceed with disciplinary actions.

Severe Clause

- Behaviors that are severe in nature will result in more immediate disciplinary action. A SWIS Report or Pink Referral Slip will be sent home by an administrator and disciplinary actions will be communicated.

Behaviors that will not be tolerated include by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly:

- Inappropriate physical contact intended or likely to hurt, distract, or annoy others, such as hitting, biting, pushing, shoving, poking, pinching, or grabbing.
- Inappropriate verbal conduct or behavior that may constitute harassment of any kind.
- Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (i.e.: lecture by teacher, response by other student, presentation by visitor) or during any time during the school day.
- Bullying: continual verbal or physical harassment
- Bringing inappropriate objects to school (i.e.: toy guns, weapons)
- Throwing any object, particularly ones likely to cause harm or damage to person or property.
- Intimidating or inciting other students to act inappropriately or to disobey the teacher, staff, school or class rules, without limitation.
- A repeated pattern of loud, obnoxious or outrageous behavior that interferes with the classroom learning environment.
- Disruption and intimidation caused by gang or group symbols, gestures or posturing.

We will try our best to make consequences age appropriate for our students. Sometimes we might need to call the Sheriff and other support staff in helping us make the decisions.

Granite Falls School District Policy and Procedures

Granite Falls School District Policy and Procedures

The following items may contain only portions of actual Board Policy. Complete policies can be found on the district website at www.gfalls.wednet.edu. Policies listed below may be subject to change due to current School Board Policy review.

Registration Information

Age Requirement:

All students who will be 5 years of age by August 31 are eligible to enroll in Kindergarten at Granite Falls School District. First grade students must be six years old on or before August 31. For those students with birthdates between September 1 and October 15, Early Entrance may be permitted based on results of assessments and observations administered by the District. For more information on Early Entrance to Kindergarten including eligibility, the application and assessment process, please contact Mountain Way Elementary or the curriculum department at 360.691.7717. The District also offers a developmental and low-income eligible preschool for qualifying students.

Granite Falls School District provides online enrollment for all NEW students and online annual registration updates for all current students. You can find a direct link by going to the District's website and selecting Skyward.

To register your child for school:

<https://www2.nwrdc.wa-k12.net/scripts/cgiip.exe/WService=wgranits71/skyenroll.w>

Elementary School:

- ✓ Proof of immunization as required by state law (without proof of immunization at the time of registration, your child may not be able to attend class until the requirements are met).
- ✓ Birth certificate
- ✓ For children transferring from another School District, a withdrawal sheet or report card is helpful for placement
- ✓ Proof of residency, such as a phone or water bill, or lease agreement.

Students who are homeless and eligible for McKinney-Vento Services may enroll in school immediately even if they do not have all listed records or documents. Contact the McKinney-Vento Liaison at 360-691-7717 for more information or assistance with enrolling a homeless student.

Student Assignment to Classes:

Each spring teachers and principals review students' performance and determine classroom assignments for the next school year. Every effort is made to assign students to classes that best meet their needs, considering classroom size, instructional needs, and behavior challenges. Parent requests are accepted prior to placement, which indicate the characteristics of a desired class. We will try to respond to parents' preferences, but we may not always be able to.

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?



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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer, Rachel Quarterman, rquarterman@gfalls.wednet.edu, 360-691-7717, that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s *Nondiscrimination Policy [3210] and Procedure [3210-P]*, visit <https://www.gfalls.wednet.edu/>

What is sexual harassment?

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

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

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

To review the district’s *Sexual Harassment Policy [5011] and Procedure [5011-P]*, visit https://www.gfalls.wednet.edu

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: **Rachel Quarterman (205 N. Alder Ave., Granite Falls, WA 98252, rquarterman@gfalls.wednet.edu 360-691-7717)**

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: **Rachel Quarterman (205 N. Alder Ave., Granite Falls, WA 98252, rquarterman@gfalls.wednet.edu 360-691-7717)**

Concerns about disability discrimination:

Section 504 Coordinator: **Rachel Quarterman (205 N. Alder Ave., Granite Falls, WA 98252, rquarterman@gfalls.wednet.edu 360-691-7717)**

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: **Rachel Quarterman (205 N. Alder Ave., Granite Falls, WA 98252, rquarterman@gfalls.wednet.edu 360-691-7717)**

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

What happens after I file a discrimination complaint?

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

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to **Rachel Quarterman, Compliance Officer (205 N. Alder Ave., Granite Falls, WA 98252, rquarterman@gfalls.wednet.edu 360-691-7717)** and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (**3210-P**) and Sexual Harassment Procedure (**3205-P**).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

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

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

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

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

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

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

Our School is Gender-Inclusive

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

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

student's gender or perceived gender

- Protect students from teasing, bullying, or harassment based on their gender or gender identity

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

<https://go.boarddocs.com/wa/gfalls/Board.nsf/goto?open&id=C732W9042280#> If you have questions or concerns, please

contact the Gender-Inclusive Schools Coordinator:

Rachel Quarterman (205 N. Alder Ave., Granite Falls, WA 98252, 360-691-7717)

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

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 a 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
- Ancestry/National origin
- Disability or the use of a trained dog guide or service animal
- Sexual orientation
- Gender, including gender expression or identity
- Mental or physical disability
- Honorably discharged veteran or military status
- Other distinguishing characteristics

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 District Compliance Officer, Elizabeth Mills, or designee, will investigate your allegations and provide the superintendent with a written report of the complaint, and the results of the investigation. You and the district may also agree to resolve your complaint in lieu of an investigation.

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

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

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

Your next step is to appeal to the school board. You can file an appeal by writing a letter to your school board. The letter must include the part of the superintendent's written decision that you would like to appeal and what you want the district to do. Your letter must be filed with the Secretary of your School Board by the 10th calendar day after you received the superintendent's response letter. The school board will schedule a hearing within 20 calendar days after they receive your appeal letter. You may also all agree on a different date.

What will happen at the hearing?

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

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

HARASSMENT/ NONDISCRIMINATION/EQUAL OPPORTUNITY- Required Annual Notice (Policy [3207](#) & [3210](#))

Granite Falls School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, marital status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

ELIZABETH MILLS
SECTION 504/TITLE IX COMPLIANCE OFFICER
GRANITE FALLS SCHOOL DISTRICT
205 NORTH ALDER AVE., GRANITE FALLS, WA 98252
(360) 691-7717
emills@gfalls.wednet.edu

The Granite Falls School District is committed to a positive and productive working and learning environment free of discrimination. The District prohibits sexual harassment, harassment, intimidation, and bullying of its employees or students, whether committed by a co-worker, supervisor, subordinate, contractor, volunteer, or student. For more details see School Board policies [2100](#), [3205](#) and [3207](#). The District's Compliance Officer, Elizabeth Mills, or designee, can be reached at 360.691.7717.

The District will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military

status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

Safety Tip Reporting Service: Safe Schools Alert

Safety is one of our District's top priorities. The District offers an **anonymous 24/7 tip line** for students, parents or community members to report unsafe behaviors or information on HIB through **Safe SCHOOLS**. You can report safety concerns in four different ways:

Phone:	855.742.6957
Text:	855.742.6957 , then follow instructions
Email:	1433@alert1.us
Web:	http://1433.alert1.us

Thank you for helping make our community, District and schools a safer place to live, work and learn! We greatly appreciate your support.

GENDER-INCLUSIVE SCHOOLS- ([Policy 3211/Procedure](#))

Civil rights laws prohibit discrimination and discriminatory harassment on the basis of gender expression and gender identity in Washington public schools. All students have the rights to be treated consistent with their gender identity at school. See [policy 3211 procedures](#) for further details on district processes.

EQUAL OPPORTUNITY EMPLOYER (EOE)- Required Annual Notification ([Policy 5010](#))

The District shall provide equal employment opportunity and treatment for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, religion, color, national origin, age, sex, honorably discharged veteran or military status, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. See [Policy 5010](#) for more information.

PARTNERSHIP WITH LAW ENFORCEMENT

The school district may partner with the Snohomish County Sheriff's Department regarding assistance with emergency plans, truancy, discipline, and de-escalation. Drug dogs may search the school campus at any time.

RELEASE OF INFORMATION TO POLICE

State and federal law require the District to cooperate with police during an active investigation by providing student records when a student is under investigation and the information is deemed necessary.

INTERROGATIONS AND SEARCHES ([Policy 3230: Student Searches](#))

Interrogations and searches are carried out in a manner that is consistent with applicable legal restrictions and requirements and with school district guidelines and procedures. Administrators or designees may search students and their lockers, belongings, and vehicles parked on campus with reasonable suspicion when necessary for the health, safety, or welfare of the students and the school. All student storage areas (e.g., lockers, desks, cubbies) remain the property of the school, and the school has and retains access at all times. The District may also conduct unannounced searches using dogs trained to uncover drugs, alcohol, weapons, and other contraband. [RCW 28A.600.210-240](#).

REPORTING CHILD ABUSE AND CPS ([Policy 3421](#))

It is the legal and ethical responsibility of a school employee to report, in good faith, suspected child abuse or neglect to the appropriate authorities. The Granite Falls School District will cooperate with Child Protective Services (CPS) and/or law enforcement should they choose to interview students at school regarding reports of abuse. See School Board [Policy #3421](#) for full information.

WEAPON FREE, DRUG-FREE, TOBACCO-FREE- Required Annual Notification ([Policies 3240, 4210 & 5530](#))

It is a violation of Granite Falls School District Board Policy [4210, 5530, 3240](#) and state law for any person to carry a firearm or any dangerous weapon (including toys that resemble weapons) on school premises, school provided transportation or areas of other facilities being used for school activities. [RCW 9.41.280](#) states: "...any violation of subsection (1) of this section by elementary or secondary school students constitutes grounds for expulsion from the state's public schools...an appropriate school authority shall promptly notify law enforcement and the student's parent/guardian regarding any allegation or indication of such violation." Expulsion for weapons related possession not less than one year (may be modified on a case by case basis).

The prohibition against weapons on school grounds extends to parents, family members, or other visitors. Parents, family members or other visitors may not bring weapons onto school property, including weapons in vehicles. If parents, family members or other visitors carry weapons in their vehicles they may not park in school parking lots but must instead park the vehicles off of school grounds.

School emergencies: what our families should know

The District has an "Emergency Info" page on the District website which will include all updates/communication to parents. This is updated regularly.

The decision to close school, for a crisis situation or weather related condition, is the responsibility of school administrators. The exception is a formal "state of emergency" declared by the Governor or local Health Department.

Each school has a team in place that has first aid training and that can remain at school after hours if needed.

The district has counselors trained in emergency response and has access to regional counseling services if needed.

The District works with local and county level emergency management organizations, including fire and law enforcement, to coordinate emergency preparedness plans.

In accordance with Granite Falls School District Board Policy [5201](#) and [4215](#), the possession, use and/or distribution of any illegal drug and/or alcohol or any other illegal chemical substance on school premises or during any school related activity is wrong and harmful physically and mentally as well as detrimental to the educational process. To ensure the safety, health and wellbeing of all students and staff, the Board is committed to the development of a program, which emphasizes counseling, prevention, intervention, rehabilitation, re-entry programs, aftercare support and necessary corrective/disciplinary actions. A complete list of referral agencies is available at all schools. Compliance is mandatory and will be enforced.

In accordance with Granite Falls School District Board Policy [4215](#), the use of any tobacco product on School District property, which includes school buildings, grounds, District owned vehicles and school buses, is prohibited. This prohibition applies vaping as well as smoking and holds true for employees, students, visitors, spectators and patrons. Staff (as outlined in the collective bargaining unit) and students (as outlined in the student handbooks, and policy [3240](#)) may be subject to disciplinary action for violation of this policy.

SCHOOL EMERGENCIES

Each school has developed a crisis plan to address emergencies. As a parent, you play an essential role in helping to keep children safe. Please become familiar with the following procedures so that you can help the school staff respond effectively when emergencies arise:

- During an emergency situation, local radio and TV stations will carry up-to-date announcements. You can also get information from the District website or at www.flashalert.net
- Stay calm. **Do not rush to school to pick up your child.** Emergency personnel will prevent you from entering the school and your presence will interfere with safety procedures.
- Please listen to instructions through the media/web pages and act accordingly. Do not call the school as the phones will be used for the emergency situation and staff members will be busy taking care of student needs. Messages to the media will be updated as needed; for instance, when, and where you can pick up your child.
- **If the school is in a lockdown, no individual (other than emergency response teams) will be permitted to enter the school building.** This is for your child's safety. Please do not come to the school but listen to the radio/TV for the time and place where you can pick up your child.
- In the event of an active shooter, the schools will use the Run-Hide-Fight protocols established by the Snohomish County Sheriff's Department. For further information contact the District Office.
- Please refrain from calling your child's cell phone. A ringing phone can divert a child's attention away from important safety instructions and during a lockdown, it could alert intruders to a child's whereabouts.
- Once the emergency situation is over, any adult coming to the school to pick up a child must have identification. This is for your child's safety so we can track who has picked up the child. Students who normally walk home will be allowed to do so only after the police have determined the area is safe. Under some conditions, students that normally walk may need to be picked up. Depending on the situation, high school students who drive may need parent permission to leave campus and drive home.
- If your child requires an evening or night administration of prescription medication and you wish to have a plan in place for the administration of your child's medication in the event of a lockdown or emergency that strands students at school, please contact your school nurse. A doctor's orders will be required before school staff may administer prescription or non-prescription medication.

Make sure your child's emergency information is current. Whenever you move, change phone numbers or change emergency contact names, notify the school immediately.

Unexpected Early Dismissal

In very rare cases, an emergency may warrant closing schools early in the day. Whenever possible, students who ride the school bus will be transported home. Parents who provide transportation will be contacted. Listen to the local radio and TV stations or log onto our website for information.

FIRE DRILLS, EARTHQUAKE AND LOCKDOWN PRACTICES ([HB1216](#))([Policy 3432](#))

State law requires all schools to practice fire drills, earthquake drills, and lockdown drills during the school year so that students know what to do should a dangerous incident occur during the school day.

WEATHER-RELATED SCHOOL SCHEDULE CHANGES

Inclement weather conditions can cause school closures or a late start.

Changes to the school schedule due to adverse weather conditions are normally posted on the website and available for radio and TV stations by 5:30 am. Go to the District website www.gfalls.wednet.edu or www.flashalert.net any time of the day or night for the latest communication on school schedule changes. The [FlashAlert](#) system allows the District to inform all parents, staff, students and community members at the SAME TIME as the media. You have the option to receive instant text alert updates to your phone--download the free cell phone app, FlashAlert Messenger, today!

Late starts: 1 or 2 hour late starts are implemented to allow road conditions time to improve. Do not bring your child to school earlier than the delayed opening time as there will be no student supervision available.

Closures: If conditions are extreme and there is little chance of roads becoming safe for travel, school will be canceled. When school is closed, all after school activities (ball games, concerts, etc.) are also canceled.

Bus transportation: Always keep in mind limited bus routes **MAY NOT** be announced - light snow or unexpected ice may close roads without warning. Keep in mind that because conditions can change rapidly and vary from one area to another throughout the District, some roads may be closed to school buses without notice. The rule of thumb for school bus transportation: if in doubt that the bus can make it up or down your road, assume it will not and send your child(ren) to the main road.

Parents always know the conditions in their own neighborhood best and are urged to use their judgment in sending children to school in severe weather. And always make sure schools have up-to-date phone numbers (home, work and cell) for parents and emergency contacts.

FOR SCHOOL CLOSURE INFORMATION, VISIT:

www.flashalert.net

www.gfalls.wednet.edu

(**[Quick Link: School Closure/Delay Information](#))

OUR EDUCATION PROGRAM

ACADEMICS

In alignment with the “Every student Succeeds Act (ESSA) the District created goals that describe what students should know and be able to do upon graduation. To meet those goals, the District has established a teaching and learning system that considers each student’s learning style, assesses each student’s progress, and responds to individual student learning needs. Our educational program includes the following:

- Clearly defined educational goals based on state standards that identify the skills and knowledge students should acquire at each grade level, no matter what school they attend.
- Frequent and consistent evaluations of student performance to improve what and how we teach each student.
- School Performance Reports that inform parents and community about our learning goals, what we do to improve student performance, how we use District resources effectively to improve student achievement, and how to be involved in our schools.
- A professional development program based on student performance so that teachers are current regarding educational research and best practices.
- Support for students who need specialized instruction.

More detail about the district’s educational goals, instructional programs, assessment results, and our Performance Reports may be found on the District’s website at www.gfalls.wednet.edu.

PARENT-TEACHER COMMUNICATION

Open and frequent communication about your child’s progress is extremely important to establishing a successful home-school relationship. If you have questions or concerns, please feel free to contact your child’s teacher by phone or email.

While teachers strive to maintain positive communication with parents, concerns can sometimes arise. If this happens, it is important to model constructive problem-solving behavior and demonstrate respect in expressing thoughts and feelings. Please avoid involving children in disagreements.

Strategies for Parents

- Listen to your child and when there are complaints, remember there are two sides to every story
- Decide if calling the teacher is necessary—a cooling off period may be all that your child needs
- Talk directly to the teacher in person or by phone; check the facts, define the problem and prepare a solution
- Avoid criticizing teachers in front of children
- Understand that, though some students work closely with paraprofessionals, all communication will go through the classroom teacher

Teachers will...

- Listen to your concerns and ask clarifying questions
- Avoid a defensive response
- Ask you to call or come back if an agreeable solution is not reached
- Work with you to find a solution
- Principals will mediate conflicts between parents and teachers if the above communication strategies fail

If attempts to resolve the problem are not met with a satisfactory resolution, please contact the principal to discuss your concerns.

OPTING OUT OF HEALTH CLASSES

Granite Falls School District offers a health education curriculum that maintains, reinforces, and enhances students' health knowledge, skills, attitudes, and practices. Optimal health and reduction or elimination of high-risk behaviors are the goals. Parents may request to inspect the District's health curriculum and instructional materials any time during school hours. Parents will be notified when health courses have been scheduled and may request that their child be exempt from a specific portion of the program. Students who are granted an exemption will be assigned an alternate educational assignment.

SCHEDULE CHANGES

Schedule changes must be approved by the school counselor, administrator and the student's parent/guardian. Changes will be made for justifiable educational reasons, a medical reason, or other extenuating circumstances. All high school schedule changes must be completed within 10 days of the start of semester. Any changes made beyond the first 10-days must have administrative approval.

CHALLENGING THE CURRICULUM

If you disagree with any teaching methods, activities, or presentations, you may challenge by following these complaint procedures:

- Most complaints can be resolved by informal discussions between the parent and the staff member involved. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with both parties.
- If the problem is not satisfactorily resolved at the school level, the parent should contact the superintendent's office. The superintendent may ask for a written complaint that describes the problem.
- If the problem involves a staff member, the matter will be referred to the Human Resource office for potential resolution. If that fails, the matter may be referred to the School Board.

If the complaint involves curriculum or supplemental materials, the parent should follow the procedures outlined in [Policy 2020](#), Selection and Adoption of Instructional Materials, specifically the Form C-6. The policy can be found on our website www.gfalls.wednet.edu, click on Our District, School Board, then on Board Policies and Procedures.

INSTRUCTIONAL MATERIALS- Required Annual Notification ([Policy 2020](#))

Granite Falls District [Policy 2020](#) refers to the selection and adoption of instructional materials including, but not limited to, reconsideration procedures, criteria, supplemental materials and conditions for loan or sale of materials.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued at the end of each quarter at the middle and high schools. Additionally, you may access progress reports at any time during the school year. Special education progress reports will be issued whenever report cards are sent home.

SKYWARD FAMILY ACCESS

Parents can check their child's records anytime using the Skyward Family Access online system, which stores records that include grades, attendance, assignments, and discipline. Parents may obtain a username and password from their child's school to access this information. You can find a link to Skyward Family Access on the district website.

www.gfalls.wednet.edu.

PARENT-TEACHER CONFERENCES

For middle school students, one conference is parent/teacher and one conference are student presentations. Parents are encouraged to attend to learn about student instructional needs and to celebrate accomplishments. You may also schedule additional conferences throughout the year by making an appointment with your child's teacher or counselor.

EDUCATIONAL SUPPORT SERVICES: WHEN YOUR CHILD NEEDS ASSISTANCE

The level of educational support that students receive is determined by state and federal mandates, teacher recommendations, and parental involvement. The district uses a Response to Intervention (RTI) model of services designed to meet the needs of all learners. The process includes:

Identifying What Children Should Know and When

Granite Falls School District's curriculum requires students to learn the skills and knowledge identified in state standards. Instruction is designed to assist students in mastering state objectives. For more information on performance and grade level expectations, visit the State Superintendent of Public Instruction website at

<http://standards.ospi.k12.wa.us/default.aspx>.

Assessing Whether Students are Meeting the Standards

Teachers regularly assess student learning to determine what and how they should teach so students will learn required concepts and skills. Teachers use observation, student performance, classroom tests, and district and state assessments to determine progress.

Providing Interventions

When assessments show that a student's performance is below grade level, teachers provide instruction to address the area of concern. The range of educational support that students receive depends on the level of difficulty they are experiencing. The district offers a variety of interventions to support students that may include small group instruction, tutoring, or participation in supplemental programs. These programs include Special Education, Section 504 of the Rehabilitation Act, Title I, Learning Assistance Program (LAP), and Transitional Bilingual Instructional Program (TBIP).

The Support Services Department also offers programs for Early Childhood Education and Assistance Program (ECEAP), Developmental Preschool, and students who are homeless. At the high school, students can access before and after school help from teachers. In addition, high school students can access math tutoring, help in other subjects and computer labs on a daily basis.

SPECIAL EDUCATION SERVICES "CHILDFIND" NOTICE- Required Annual Notification

Special Education services are offered to students (age- birth to 21) who meet state and federal guidelines and are in need of specialized education programs. Washington state defines special needs as having concerns with hearing, vision, speech, language, health, learning, developmental delay, transportation, behavior management, mental

retardation, intellectual disability, birth defects, orthopedic or spinal problems, autism or other disabilities. Parents or Guardians of children who might have any of these conditions, or if you suspect a student may need these services, are encouraged to contact the Director of Special Education, Equity and Civil Rights Department at 205 N. Alder Ave. Granite Falls, WA 98252 at 360.691.7717.

SPECIAL EDUCATION

Sometimes students do not respond to in-class interventions and are in need of more intensive educational assistance. The district offers a special education program designed to meet these children's needs. Students who are evaluated and qualify for special services are typically operating well below grade level and need specialized instruction to meet grade level expectations. An Individualized Education Plan (IEP) is developed to plan instruction for an eligible student.

504 PLANS

Some students may have a disability that substantially limits their ability to make progress at school, but they do not require the specially designed instruction provided to students in special education. For eligible students, a 504 Plan may be developed to identify the specific accommodations or modifications required by the individual student to enable him or her to access school in a way similar to that of non-disabled peers.

TITLE I AND LAP

These programs are operated in Granite Falls schools based on state and federal funding. Programs offer additional instruction and interventions for students who need academic support in math and reading.

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ECEAP is a preschool program providing free services and support to income-eligible children and their families. Students age three to five receive services designed to prepare them for Kindergarten. ECEAP students receive instruction in math, literacy, art and science. The Granite Falls ECEAP program provides both part day and full day classes including free meals, and family services such as parent education and home visits.

DEVELOPMENTAL PRESCHOOL

Children ages birth to three years old who have been identified with developmental delays are served through Snohomish County Early Support for Infants and Toddlers (ESIT). The Granite Falls Developmental Preschool serves children three to five years of age. Children may be eligible for services if they do not meet developmental standards in regards to vision and eye contact; hearing and listening; motor skills such as crawling or walking; using cups and spoons or stacking objects; following directions; or speaking in two- or three-word sentences.

INTERPRETATION & TRANSLATION SERVICES- Required Annual Notification

If you need assistance with obtaining information in languages other than English, please contact our Director of Special Education, Equity and Civil Rights Department at 360.691.7717.

TEACHER & STAFF PROFESSIONAL QUALIFICATIONS- Required Annual Notification

You have the right to request information about the professional qualifications of your student's teachers. Under ESSA, parents of children in schools that receive Title 1 dollars have the right to request information regarding the professional qualifications of the student's classroom teacher(s) and paraprofessionals. For more information, contact the Office of Human Resources at 360.691.7717.

TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM

Each school will survey new students for English language proficiency. If indicated, a member of the District's staff will then administer an assessment. The school will notify you if it determines that your child needs specialized language instruction. You are encouraged to become an active participant in your child's language instruction.

REMEDIAL PROGRAMS IN TITLE I SCHOOLS

Schools that are designated as Title I schools offer enrichment programs to all students who are at risk of not performing at the proficient level on state tests. Every Title I school has an agreement with parents to ensure that at-risk students are considered for special services and to ensure that parents know they have the right to attend the annual Title I Parent Advisory Committee meetings. The Title I Parent Advisory Committee provides advice and guidance to the District on its Parental Involvement Regulation and the District's annual federal application.

CAREER & TECHNICAL EDUCATION

The Granite Falls School District offers classes in many career and technical education program areas including Business Education, Computer Information Technology, Agriculture Science and Manufacturing Technology and Industry under its open admissions policy. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. For more information about CTE course offerings and admissions criteria, or inquiries regarding the nondiscrimination policies contact the Director of CTE at 360.691.7717.

HOMELESS/DISPLACED STUDENTS

If you have lost your housing and now live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing, your child might be eligible to receive help through a federal law called the McKinney-Vento Act.

Under the McKinney-Vento Act, children in transitional situations have the right to:

- Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled.
- Receive transportation to and from the school of origin.
- Enroll in school immediately, even if missing records and documents normally required for enrollment, such as a birth certificate, proof of residence, previous school records, or immunization/medical records.

Homeless students will be provided district services for which they are eligible, including ECEAP and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Local Liaison: Elizabeth Mills email: emills@gfalls.wednet.edu

Phone: 360-691-7717

National Center for Homeless Education Toll-free Helpline: 800-308-2145

Website: <http://ww.serve.org/nche>

email: homeless@serve.org

HIGHLY CAPABLE SERVICES- Required Annual Notification

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.

Students may be referred by parents, peers and members of the community to qualify for the District's Highly Capable program. Those referring will complete a behavioral characteristics questionnaire and teachers will provide information that includes classroom performance and general achievement levels. The District will screen each of those referred using reading, cognitive and math measures to identify students who qualify for further assessment. Prior to conducting the assessment, the principal or designee shall obtain written parental permission. Referrals identified through the screening process will be assessed using multiple criteria from a variety of sources and data, including tests that

MOS	Mom over shoulder	CD9	Parent Watching
Lit	popular	F2F	Face to Face
Ship	Romantic Relationship	Snatched	“on point”
SMH	“shake my head”	TBH	“to be honest”
YAS	“yes”	WTPA	“Where the party at?”

Acronyms are constantly changing so parents are encouraged to keep up with the newest information. See School Board [Policy 3245](#) for complete information.

INTERNET AND E-MAIL

Computer and Internet access

The District provides student access to the District computer network for internet services. In order for students to have their access revoked, a parent must petition the district by filling out an Opt-Out Form. Access enables students to explore thousands of libraries, databases, and Web sites. The District provides students with internet access to further educational goals and objectives.

Students who use computers and other electronic devices that are non-school issued have no expectation of privacy in files, disks, documents, etc., that have been created in, entered in, stored in, downloaded from, or used on the District wireless network system. Students must submit their computer hardware and software or electronic device for examination upon request made by district staff without exception.

Student Responsibilities

By using the network, students agree to act in a considerate and responsible manner. The network is available to conduct research, save student work and files. Access is a privilege, not a right, and therefore entails responsibility. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. All users will comply with all District regulations and will honor district policy and procedures.

Students who violate the Internet-use rules set forth in the regulations will be subject to disciplinary action and/or suspension of network use. Students are expected to review policies and procedures associated with proper network use before using school computers or the District network. Examples of misuse include, but are not limited to:

- Sending, displaying, or printing offensive messages, materials, photos, or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Sending threatening, inflammatory, or violent communications
- Offering for sale, purchase, or use of any prohibited or illegal substances
- Damaging computers, computer systems, computer networks, or wireless systems
- Downloading games, MP3, or music-base files
- Violating copyright laws
- Using another’s password or ID
- Hacking

- Trespassing in another user's folders, work, or files
- Using technology, computers, scanners, or other peripherals to produce counterfeit reproductions
- Buying or selling on E-bay or similar auction sites

- Displaying or printing instructions for making weapons or conducting illegal activities
- Wasting resources intentionally
- Damaging, destroying, or deleting software or the work of another individual or group
- Engaging in any other activity inconsistent with the stated intent of this computer network or wireless agreement

Teacher Supervision

During the instructional day, teachers supervise student use of the District internet system in a manner that is appropriate to the student's age and circumstances of use. Outside of school, families bear the responsibility of guiding their students in the use of the internet much as they exercise guidance over television, telephones, movies, radio, and other potentially offensive media.

Student IDs and Passwords

The District provides each student with a unique Internet ID and password for that student's use only. Students shall not share their passwords with anyone else, nor shall students use anyone else's password, regardless of how the password is obtained. Students who suspect that someone has discovered their password should contact the school principal immediately.

Protection of Identifying Information

When sending electronic messages on the District network or to users outside the network, students shall not include information that identifies themselves or other students. Identifying information includes, but is not limited to, last names, addresses, telephone numbers, family information, or any other personal information that could be used inappropriately. Students shall identify themselves by first names only.

Filtering Software

The District has installed filtering or blocking software to restrict access to Internet sites containing material harmful to minors. The software works by scanning for objectionable words or concepts as determined by the District. However, no software is foolproof. A user who accidentally connects to an inappropriate site must immediately disconnect from the site and notify a teacher or administrator. If a user sees another user accessing inappropriate sites, he or she should notify a teacher or administrator immediately. Students shall not tamper with the filtering service. Students shall not use the District network system to access material that is inappropriate.

Internet Safety Tips

The internet can be a valuable tool for work, school, or personal use. The District closely monitors student computer use during the school day and filters are used to block unsafe internet sites. Staff is strongly encouraged not to have students as friends on Facebook or have personal communication with students on Facebook, Twitter, or other social media sites. Messages should only be sent to all members of a student group (i.e., the entire athletic team or entire club) and not to individual students and communicate only school related information. Below are safety tips that can be used by students here at school and at home.

For Students

- Never give out any personal information including name, address, age, phone number, or password
- Don't agree to meet someone you have met online without an adult
- Never email pictures of yourself to strangers
- Don't respond to a threatening message
- Remember that people online may not be who they say they are

- An email you send to one person can be forwarded to hundreds without you knowing so think twice before sending any message
- Don't send threatening or bullying messages
- Tell a parent, guardian, or a trusted adult if you don't feel safe

For Parents

- Talk to your child about internet safety
- Establish guidelines for internet use and monitor the time spent on computers
- Learn about parental controls
- Put computers in family areas rather than in bedrooms or behind closed doors
- Report offensive or suspicious behavior to your internet provider and local police
- Be very aware of websites such as snapchat, tinder, and Instagram that have limited controls
- Print out copies of offensive emails for reporting purposes; do not delete the original email even if you have a hard copy so the police can track the source
- Contact the police if your child receives violent threats or obscene messages
- DO NOT forward to the school district any photos that are sexually explicit or sexually revealing, including even pictures of very young naked children. Instead print the photographs to share with law enforcement.

Active Directory

Each student is given an account in Active Directory that they will use to log on to any district-owned computer within the district network and provide them with access to educational resources that support their learning program.

GFSD Google G Suite for Education

This education-focused Google Apps environment is hosted by Google, and managed by GFSD. This collection of online applications provides students with a Google email account, calendar, and access to Google drive, where students can create, share, and publish documents, spreadsheets, presentations, and other artifacts of their learning. GFSD creates and manages user accounts; manages access to applications and email based on grade level organizations; and manages permissions. Students should only use their district Google Accounts for school assignment purposes only. There should not be an expectation of privacy by the student when using their Google account. The District reserves the right to review and suspend an account if violation of the Electronic Resources and Internet Safety Policy and Procedure 2022 is suspected. Through ongoing training, students will be taught that anything written or stated within the Google account should be treated with the same proper behavior expected publicly in their classroom, in the presence of peers and staff.

Microsoft 365

Microsoft 365 will be provided this year for specific grade level coursework. As we learn from these targeted classrooms, we may provide this tool district wide as another suite of educational tools that students can access from any networked device. This tool is a digital suite of tools that brings conversations, collaboration, content, assignments, and apps together in one place.

Online Curriculum Systems

Most of the curriculum adopted in the District is accompanied by or relies on access to an online system where content and assessments are stored. Many of these systems require students to have a unique account created for them which allows them to access supplemental video content, take quizzes, and strengthen their understanding about the ideas in a content area. For approved district curriculum, GFSD creates and manages these accounts. In these cases, the terms of use and privacy policies are reviewed thoroughly before providing any student account data to the vendor.

Online Educational Websites (those that require a student login or tracks student progress)

Many teachers use additional website that require a student log in, yet enhance the learning experience of students. Permission only applies for sites that require a student login, collecting basic information such as name of the student and their email address to send a password confirmation to access the site. Secondary students can email peers for collaborative purposes. Please visit our “**Vetted Website and Digital Resources**” list. This list will show what has been reviewed and updated as well as approved status.

The following domain(s) are the only websites sanctioned as official school district sites:

gfalls.wednet.edu schools.gfalls.wednet.edu

<https://www.facebook.com/GFSD332> twitter.com/gfsd332

fb.me/GraniteFallsMiddleSchool

fb.me/GraniteFallsHighSchool

fb.me/mountainwayelementary

fb.me/MonteCristoElementary

Any other sites that may include blogs, webpages, podcasting, or other forms of internet communication are not sanctioned by the Granite Falls School District and are not considered a school sponsored activity or learning tool. ([Policy 2077: Website Use and Content Development Management](#))

(Required Annual Notification)

TELECOMMUNICATIONS- Required Annual Notice ([Policy 3245](#))

[Policy 3245](#) outlines issues surrounding telecommunications devices. While on school property or while attending school-sponsored or school-related activities students shall not use personal telecommunication devices including but not limited to iPads/iPods, cellular phones, or other audio/visual devices, in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of self and others.

SOCIAL MEDIA- ([Policy 4309](#))

Granite Falls School District students are required to follow the guidelines for social media use, in accordance with board [Policy 2022](#), Electronic Resources and [Policy and Procedures 4309 regarding Social Media](#). The District reserves the right to determine if any guidelines not appearing in the list below constitutes acceptable or unacceptable social media use.

- State/post only what you want the world to see. Imagine your parents, the teachers, and the administrators visiting your social media. Once you share something it is likely available after you remove it from the social media site and could remain on the internet permanently.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else’s identity.
- Do not promote illegal drugs, illegal activities, violence, and drinking.
- Be cautious when you use exaggeration, colorful language, guesswork, derogatory remarks, humor, and characterizations. It is difficult for readers to determine the seriousness of the statements/posts.

