

ORCAS ISLAND ELEMENTARY SCHOOL

360-376-2286 | 611 School Road | Eastsound, WA 98245 | orcasislandschools.org

FAMILY HANDBOOK



Updated 2023-2024

The purpose of OIES is to prepare students for the future through:

- o Providing academic rigor and support**
- o Fostering critical thinking and problem solving**
- o Encouraging ownership of their learning and self**

“A community recognizing the brilliance in every child.”

[Elementary Website](#)

OIES | WELCOME LETTER



Welcome to Orcas Island Elementary School! I am so excited for the 2023-24 school year. My goal is to provide a safe environment for ALL and do what is best for the students, families, and staff that I serve. I am committed to work with every family to meet the educational needs of your child! **With that in mind, if you believe that your child is not flourishing or is not excited about school, please reach out to your child’s teacher right away. If things are still not meeting your expectations, reach out to me. The sooner that we know there are issues, the sooner those issues can be solved. It is my personal goal to make sure that every child is passionate about learning and feels positive about their school experience!**

In order for your child to be successful, it is important for school and home to work cooperatively and to communicate effectively. When we work together, your child benefits the most. Please feel free to contact me with any concerns or suggestions. In turn, I will be asking for your assistance and suggestions. If you have any questions or concerns, please reach out - I am here to support every family. Periodically throughout the year I will be holding a “Parent Principal Chat” please join me. If you have suggestions on topics to discuss, please let me know.

In an effort to keep you informed, we are providing each family with an Orcas Elementary handbook. This handbook contains procedures and guidelines for Orcas Island Elementary School. Please take the time to review the information in the sections that follow and become familiar with its contents. When appropriate, please read and discuss sections with your child. We make changes in the handbook as required by changes in school policy and state laws; and at the suggestion of students, staff, and community members. If parts of the handbook are in disagreement with school district policy or Washington State law those superseding policies/law will be applied/followed. As you work with this handbook this year, think about information it should contain or information that should be expanded or rewritten. You may find errors that should be corrected in the next edition. Please take time to make notes on your copy and share these with me.

On behalf of the Orcas Island Elementary Staff, I invite you to be **an active participant in your child’s education**. I am here to help each student and am committed to providing a quality education in a nurturing, positive environment.

[Lorena Stankevich](#)

Orcas Island Elementary School Principal
National Board Certified Teacher



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Equal Educational Opportunity

The Orcas Island 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, 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 employees have been designated to handle questions and complaints of alleged discrimination:

Section 504/ADA and Title IX Coordinator: Becky Bell, Special Education Director, 360-376-1562, bbell@orcas.k12.wa.us, Orcas Island School District, 557 School Rd., Eastsound, WA 98245

Civil Rights Compliance Coordinator: Eric Webb, Superintendent, 360-376-2284, ewebb@orcas.k12.wa.us, Orcas Island School District, 557 School Rd., Eastsound, WA 98245



OISD | STAFF DIRECTORY

Orcas Island Elementary Staff

Principal	Lorena Stankevich
Office Manager	Debbie Bruland
Attendance	Rebekah Hardee
Nurse	Cindy Sapp
Kindergarten Teacher	Alexa Nigretto
Kindergarten Teacher	Sara Wood
1 st grade Teacher	Jenny Johnston
2 nd grade Teacher	Terry O'Flynn
3 rd grade Teacher	Catherine Laffin
4th & 5th grade Teacher (ELA/SS & 4th homeroom)	Kelly Carpenter
4th & 5th grade Teacher (Math/Science & 5th homeroom)	Kimberly Malo
OIMP Teacher	Lauren Ford Johnson
Special Education Teachers:	
Pre School - Kindergarten - OIMP	Kristee Rajczi
1 st -5 th Grade	Kamala McCullum
Occupational Therapist	Kristi Billgren
Speech Therapist	Kelly Tynch
Speech Assistant (Fridays only)	
School Psychologist	Dr. Timothy Kopet
Farm-to-Classroom Teacher	Mandy Randolph
Physical Education Teacher	Don Johnston
Elementary General Music and Strings	Pamela Wright
Creative Arts (Bucket Drumming) and Band	Darren Dix
Librarian/Media Specialist	Vicki O'Keefe
Elementary SAFE Advocate/PIP Coordinator	Margie Sabine
School Social Worker	Sandi Burt
2 nd Step SAFE Advocate/Para Educator	Geancarla Shanks Morales
Reading Specialist	Kate Naujoks
EL Specialist	Allison O'Brien
Custodial Services	Andy Willard
Bus Drivers	Jay Savell
	Dave Mowry
Food Service Director	Madden Surbaugh
Head Cook	Zach Holley
Asst. Food Service	Bing Mowery
Superintendent	Eric Webb
Executive Assistant	Suzanna Smith
SPED Director	Becky Bell



OIES | ABOUT OUR SCHOOL

Located on beautiful Orcas Island, Orcas Island Elementary School is a K-5 school with an enrollment of approximately 140 students. The Nellie S. Milton Building was erected in 1949 to house all grades, K-12. In 1980 a new high school reduced the space to a K-8 building and then in 1992, with a growing population, more building took place and the present elementary school was completely remodeled with a new addition to the north. Our maple tree out front, we believe, was planted in 1905. Sadly it's life is ending. We are working on ways to make use of its wood and seedlings so "Grandmother Maple" can live on.

Our purpose is to prepare students for the future through providing academic rigor and support – fostering critical thinking and problem solving and – encouraging ownership of their learning and self. Our desire is to challenge students to learn through hands-on, cooperative group experiences, while raising the bar academically through integrated outside projects and experiences.

OIES also places tremendous emphasis on the "whole" child, helping each child grow to reach their fullest potential while being safe, respectful and responsible. We strive to individually meet each child through a variety of social and emotional supports such as social skills groups, PIP, and social/emotional learning in all classrooms.

Beyond the basic academic programs offered to all OIES students, the school also features music education (including band and strings for 5th grade students), physical education, Creative Arts (A-OK Art and bucket drumming), and our own unique Farm-to-Classroom program.

Orcas Island Elementary features an experienced and highly educated teaching staff with an average of 16 years teaching experience, and more than half of the teachers hold masters' degrees. The principal and three other teachers are either National Board Certified or pursuing certification.

Schoolwide Title 1

OIES is a schoolwide Title 1 school. This is a federally funded program that targets service for those students who are in need of some special academic attention. Sometimes interventionists will "push in" to a classroom to assist and sometimes, small groups of students will be "pulled out" for additional targeted services. At OIES specific academic support is given in reading. Being a school wide title 1 school has a few requirements, which include:

- Develop and implement a Parent and Family Engagement Plan (highlighted in the Parent/Guardian Involvement section of this handbook)
- Develop and maintain a school improvement team that consists of teachers, staff and parents.
- Develop and implement a school improvement plan (SIP) with school improvement goals.
 - **Goal 1:** OIES will focus on building school connections (Food, Fun and Togetherness) through a variety of activities for families and staff. To demonstrate



success in this goal, each class will have a minimum of 50% of their families attend the family events.

- Class Game Nights - 1 per year
 - Family STEM / Reading Night - Teachers/Classes can choose
 - Classroom Cultural Celebrations within the School Day - Facts shared in Cafeteria - Schoolwide Lunch Potluck
 - Talent Show - Winter 2024
- **Goal 2:** OIES will focus on academic growth in ELA through a variety of activities in writing and vocabulary.
 - Use the school website and classroom sites.
 - Use the daily/weekly folders to discuss my child's learning and use the materials sent home to support my child's learning.
 - Read with my child every day and talk about how the story connects with things that he or she has experienced.
 - Attend parent opportunities to learn and practice new ways to support my child academically and emotionally.
 - Connect with the teacher RIGHT AWAY as questions and concerns arise. Parent - Teacher regular communication is vital for student success. Email your child's teacher to identify the best way to regularly stay connected.
- School Website, Weekly Newsletter, Classroom Sites are regularly updated with important information.
 - Use of 1 to 1 chrome books to integrate technology into classroom learning.
 - Daily/Weekly folders to go home.
 - Develop School-Parent Compact During October Conferences - Student, Parents and Teacher will create personal goals in reading and possibly math. Everyone attending the conference will reflect on the goals and identify at least one strategy to assist the student. This will be recorded on a goal setting form and the parents will receive a copy. At the March student-led conference everyone will reflect on the goals and make changes as needed.
 - Practical ideas for supporting student learning goals at home for parents will be sent via updated classroom site, classroom newsletters, and specifically from teachers as needed.
 - Schoolwide focus on the writing process and progression, integrated into CKLA

OIES | BASIC SCHOOL INFORMATION



School Communication -

There are 3 main ways to receive communication from the school:

- Email - Through School Messenger
- Weekly School Newsletter
- [School Website](#)

Typical School Day Schedule

8:00	The School Library is OPEN at 8:00a.m. for Students to check out and return Library Books.
8:10	Campus Opens to Students - Please do not drop off students prior to 8:10 - No Supervision is available.
8:10	Cafeteria opens for breakfast of all elementary students
8:20	Building Opens for Students to Enter Parents are encouraged to say "goodbye" to students as they leave their car or at the front door
8:30	School Begins
8:45	K-5th English Language Arts
10:45 - 11:30	Kindergarten Recess (20 minutes) then Lunch (25 minutes) - More Recess/Movement Breaks as needed each day!
10:55 - 11:40	1st, 2nd Grades Recess (20 minutes) then Lunch (25 minutes) - More Recess/Movement Breaks as needed each day!
11:20 - 12:05	OIMP Recess (20 minutes) then Lunch (25 minutes) - More Recess/Movement Breaks as needed each day!
11:25 - 12:10	3rd Grade Recess (20 minutes) then Lunch (25 minutes) - More Recess/Movement Breaks as needed each day!
11:30 - 12:15	4th and 5th Grades Recess (20 minutes) then Lunch (25 minutes) - More Recess/Movement Breaks as needed each day!
	55 minute "Specials" for ALL students will happen every afternoon. Each class receives 1 Music, 2 PE times, 1 Farm to Classroom time AND 1 Creative Arts Time (Art and Bucket Drumming)

	4th and 5th grade students have some specials right before recess and at 10:35, band and strings is one of the specials that happens before recess and lunch.
Afternoon	K-5th 60-90 minutes of Math K-5th Science and Social Studies
2:15 Parents plan to arrive a 2:10 for pick up	WEDNESDAY DISMISSAL - Staff participate in Professional Learning Communities (Staff Development)
3:15 Parents plan to arrive at 3:10 for pick up	Dismissal, Monday, Tuesday, Thursday and Friday

Recess/Movement Breaks - Movement is important for all elementary students. Besides the scheduled 20 minute recess break before lunch, teachers take regular movement / recess breaks as needed throughout the day. These breaks may be in the form of walking the track, outside free play, indoor breaks for games, choice time or “go noodle” movement breaks.

Snacks - Some students need a snack break either in the morning or afternoon and some do not. All teachers recognize that it is challenging for a “hungry” student to learn and will always accommodate students as needed. Some classes schedule regular snack breaks - if your child’s classroom does not have a regular snack break and your child needs a snack break, simply reach out to your child’s teacher, a plan can be arranged.

Outdoor Education - Outdoor Education opportunities are vital and happen throughout the school year. This program is integrated into what is happening in the classroom and organized by the teachers. Classrooms will focus on different outdoor areas around Orcas Island, using state parks, YMCA Camp Orkila, Camp Four Winds, San Juan Preservation Trust land, and Landbank spaces. A special thank you to OIEF for funding this extremely important addition to our school year!

Before School - Because supervision is not available, **do not** drop off your child **before 8:10** any morning - supervision of students **begins at 8:10**. Parents are encouraged to drop off children at the drop off/pick up drive through in front of the high school. **Do not drop off your child in the turn around near the cafeteria - that is where buses will arrive and depart.**

The School Library is OPEN at 8:00a.m. for Students to check out and return Library Books.

Before 8:20 elementary students may be:

- In the Cafeteria - for those eating breakfast
- At the back door/Covered play area/Play structure, NE corner of the building



- **Students should not wait at the front door.**

Make sure your student has an after school plan that ensures their safety **before they leave in the morning**. If there are changes to the student's after school plan, contact Debbie by 1:30pm to ensure your child gets the message.

Typically after school plans includes one of the following:

- Walking or riding a bike home
- Meeting a parent at the tree
- Riding the bus home
- Being picked up by parents driving through the pick up area in front of the high school at the car pick up
- Going to the Funhouse or a Parks and Rec Activity

End of Day Student Messages - Please use discretion when calling to leave a message for your student to change their after school plans. After 1:30p.m. we can't guarantee messages will get delivered. Try to make and stick to plans set in the morning. Our office staff will deliver messages to students prior to the end of each school day.

Dismissal and After School Procedures - **Dismissal is at 3:15 Monday, Tuesday, Thursday and Friday - 2:15 every Wednesday.** Parents please plan to arrive **5 minutes before dismissal to pick up your child**, sometimes classes will be dismissed a couple of minutes early.

- Students walking, meeting parents at the tree, or riding a bike will exit the front doors. Parents, if you are meeting your child, plan to arrive at school 5 minutes before dismissal.
- Students participating in a Funhouse or Parks and Recreation Program will exit the back door, near the modular, to meet under the covered play area.
- Students will walk with their classes to the buses and parent pick up area in front of the high school. Siblings can connect at either the bus or the parent pick up area.
 - **For the safety of all** - when **driving through the parent pick up area** in front of the high school, please:
 - Pull forward to the end of the sidewalk.
 - Stay in your car to greet your child - An adult will open the door for your child.
 - Teach your child how to quickly enter the car and safely buckle themselves. If you need to assist, please pull forward to keep cars moving, then assist your child.
 - Each NEW elementary family will receive 2 cards with the student's first names to store in cars, this will help with connecting students to the correct car for pick up.

NEW - We recognize that our school is the center of the community. **If you choose to stay and visit with other families, after school, for safety reasons, please move to the playground.** If a student is taking part in an after school program that does not begin immediately following dismissal, we ask that students not be left at school without adult supervision.



Spirit Days - We have scheduled spirit days throughout the year. These are special days where students can dress according to certain themes. More details will follow about each specific day.

Assemblies - Assemblies will typically be on the last school day of the month (the nearest Thursday or Friday) from 2:20-3:00. Information about upcoming assemblies will be sent via school messenger, found in our weekly newsletter, or found on our website. Parents may attend in person.

Lost and Found - Please label all items your child brings to school: clothing (sweaters, caps and jackets), as well as lunch boxes, backpacks and musical instrument cases. **Unclaimed clothing will be donated to a worthy cause after one month.**

Student Property; Toys, Money, and Pets - Toys and other valuable property or money should be left at home, unless a student brings an item for prearranged sharing. The school cannot guarantee recovery of or be responsible for lost or stolen property. Money should **not** be brought to school.

Dress Code - Students are expected to wear clothing appropriate to the school setting. T-shirts must not display inappropriate pictures or language, for instance those with references to tobacco or alcohol products are not allowed. Shorts must be no shorter than mid-thigh length. Tops with exposed midriffs are not allowed at school.

3rd-5th grade Students Team Peace - This is a wonderful opportunity for 3rd-5th grade students to learn a variety of conflict resolution skills and then practice applying these skills during recess with younger students. There will be a student application process, requiring parent/guardian and teacher signatures. Students will need to miss some class time, so being responsible for work completion even while working for Team Peace will be critical.

3rd-5th grade Student Leadership Jobs - We encourage students to be involved with different jobs on campus. Jobs are available for a semester at a time. A list of student leadership jobs is available on the bulletin board near the office. Any interested student can complete an application, get their teacher's signature and turn it into the office.

3rd-5th grade Student Council - Students interested in being on student council are selected by their classmates and will give up approximately 2 lunch recesses a month to meet to work on various school improvement leadership activities. Some activities the student council is responsible for include completing the annual elementary yearbook, planning spirit days, running assemblies, and designing our annual elementary t-shirt.

3rd-5th grade Safety Patrol - Students and parents are on duty rain or shine every morning from 8:10-8:30 helping people safely cross the street near the corner of Madrona and School Roads. Any interested student can write a note to Ms. Lorena, talk to their parents and teacher, get trained and become a member. Parents who are able to help are greatly appreciated, simply complete a volunteer packet and let Ms. Lorena know you are willing to help!



OIES | PARENT/GUARDIAN INVOLVEMENT

School Communication -

There are 3 main ways to receive communication from the school:

- Email - Through School Messenger
- Weekly School Newsletter
- [School Website](#)
- [District website](#)

Families in the Building - Parents/Guardians are welcome to come into the building as needed to touch base with a staff member. **An interpreter will be available to assist with communication from 8:20-8:45 every day, ask Debbie to connect the interpreter to you.**

If you are coming into the building and staying for longer than 5 minutes or so, please sign in on the clipboard on the counter and take a yellow guest badge.

Concerns - Parents are key to a student's success at school. If your child is struggling or you have a specific concern about your child's progress, behavior or social/emotional well-being, you are encouraged to **IMMEDIATELY contact your child's teacher**. Sandi Burt, our school social worker, is also available as a resource. Classroom teacher's and specialists are busy, but eager to know when there are problems. The best way to reach out is to talk to your child's teacher first, either through email or a conference. Emails links can be found on our [elementary web page](#). If the issue is not resolved, communicate with Ms. Lorena.

Specialists include:

- PE - Mr. Johnston
- Music and Strings - Mrs. Wright
- Creative Arts and Band - Mr. Dix
- Farm to Classroom - Ms. Mandy

Parent Teacher Student Conferences - Two days are set aside in October and March as non school days, for parent, student, teacher conferences. During these days each family will have a scheduled time to come to school to meet with the teachers and talk. In October the purpose is to build a positive parent, student, teacher relationship and to set individual student learning goals. The March conferences are student led, giving the parent/guardian a chance to learn about the learning from the student's perspective. Please plan to attend these very important conferences and be respectful to the teachers and not schedule family vacations during this time.

Volunteers - We love our volunteers and are grateful for any time given. If you think you might like to spend an hour or two with a student who may need some extra attention, help with a project, share a skill or information, or just get involved, please call at 376-1556 and complete

the **volunteer registration packet**. Each year a **NEW volunteer registration packet must be completed**. Part of this registration is a **background check**. **Volunteers must have a Washington State Driver's License**.

- We track volunteer hours. Please log your volunteer hours using this QR code.



Parent and Family Engagement Plan - HIGHLIGHTS - OIES (Orcas Island Elementary School) is committed to the goal of providing quality education for every child. To this end, we want to establish partnerships with parents and with the community. OIES intends to include parents in ALL aspects of the school. The goal is a school-home partnership that will help all students to succeed. The OISD/OIES Parent and Family Engagement Plan Is updated and available on our school website. Comments and suggestions can be made ANY TIME to the school principal, office manager or any staff member.

- Watch for emails regarding Parent Principal Chats; this is a great way to learn about a variety of topics and important school information. Interpreters will be available for those who need them.
- Written materials will ALWAYS be translated.
- Throughout the year Parent/Family Information Nights will be held. Childcare and Interpreters will be available. This is a fun, engaging way to connect what is happening at school to home!
- Parent FEEDBACK is ALWAYS welcome, and EVERY Winter, parents and students will be asked to give specific feedback. Feedback can happen through survey input. This feedback is IMPORTANT as it immediately begins to shape what happens in the Spring and for the next year!
- Parent/Student/Teacher conferences will be scheduled EVERY October and March. Unscheduled parent/student/teacher conferences can happen ANY time as requested by the parent, student or teacher. If needed interpreters will be provided.
- Every Monday, electronic, translated newsletters are sent out.
- This school handbook is updated each year and sent out electronically to ALL families. If you need a paper copy, just let us know.
- The web site is kept up to date, AND teachers regularly update their "Classroom Site."



OIES | CURRICULUM, HOMEWORK, ASSESSMENTS

Curriculum - Within our school, we work in collaborative teams to implement and integrate the Washington State Learning Standards in all subject areas. Teachers are continuing to be trained in GLAD (Guided Language Acquisition Design) to support their instructional practices. We monitor student learning and target interventions / extensions as appropriate for each child.

- Math Curriculum:
 - Kindergarten-3rd grade - Bridges from The Math Learning Center
 - 3rd -5th grade - My Math from McGraw Hill Education.
- English Language Arts Curriculum:
 - K-5th grade - [Core Knowledge Language Arts](#) (CKLA) from Amplify
 - Writing is integrated into reading, science and social studies through the four main writing genres, narrative, opinion, informative and poetry.
- Social Studies and Science: Social Studies and Science units happen through integration with other subject areas. These STEAM (science, technology, engineering, art, math) units are aligned with the national Next Generation Science standards.
 - Since Time Immemorial Units for Social Studies.
 - FOSS and AMPLIFY science kits provided through the NWESD assist with hands on materials
 - Outdoor Education experiences in our beautiful San Juan island.
- Kelso's Choice and 2nd Step: A wonderful quality about OIES is that we focus on the whole child. Our 2nd Step Advocate teaches a weekly social and emotional curriculum to all students. The program focuses on helping students differentiate between small problems, which they are encouraged to solve themselves and big problems, which require some adult assistance. Then students learn a variety of problem solving skills and strategies to apply. The goal is to help students feel confident in solving problems and asking for help when needed.
 - [Kelso's Choice](#)
 - [Second Step](#)
 - Elementary
 - Bully Prevention Unit
 - Child Protection Unit

Homework - We value family time, and understand the need for children to play. We encourage families to read together as much as possible. Each individual classroom teacher will address student needs regarding homework. If your child is in 3rd-5th grade and is using their in class time wisely, they should not have more than an average of 30 minutes of homework each night, including reading. If homework becomes frustrating, please communicate with your child's teacher.

Student Assessments - Assessments fall into a few general categories: screenings, classroom-based, and annual state assessments (for students in 3rd-5th grade).



Screenings -

- Child Find - For students in preschool - scheduled by appointment approximately 2 times per year.
- RAN (Rapid Automatic Naming) - K-1st grade (and any new to OISD students) - This is a quick assessment required by the state, and is one screener used to identify dyslexia.
- Fastbridge - K-5th grade - This is a quick online screener (about 20 minutes each for reading and math) and happens 3 times a year to monitor student growth.
- Developmental Reading Assessment - K-5 grade - This 1:1 individual assessment is given 3 times a year for students not reading at grade level.
- Washington Kids - This is a state required, one on one assessment that screens all kindergarteners in the areas of literacy, language, numbers, gross motor, fine motor and social skills.
- World Class Instructional Design (WIDA Assessment) - K-12 - This screener is given to any student new to the district, who identified a language other than English, on the Home Language Survey (in the registration packet) - depending on the scores of this screener, students may or may not be eligible for Multi Lingual Services.
- Highly Capable Assessments – OISD will annually test all 3rd grade students late winter using the Cognitive Abilities Test, screening for highly capable. Each fall nominations for students NOT in 3rd grade can be completed and submitted by either a parent or teacher, if you are interested in recommending your child be evaluated for highly capable, contact your child's teacher. At this time, we do not offer specific highly capable pull out programs, but do identify students so teachers can extend and enrich instruction to better meet individual needs.

Classroom Based Assessments -

- Students in each grade participate in a variety of in class, end of unit assessments in different subject areas. Some of these assessments are paper and pencil, some are on line, some are presentations or project-based assessments.

Annual State Assessments -

- Smarter Balanced Assessments - 3rd-5th grade - Online standards based achievement tests are based on Washington State Learning Standards, and administered each spring in math and ELA. 5th grade students also participate in a state assessment, each spring, in science.
- World Class Instructional Design (WIDA Assessment) - K-12 - This annual language assessment is given to all students who are identified as a Multi Lingual Learner. The assessment is given online and measures students' reading, writing, listening and speaking abilities in English.



School Visitors and Parents in the Building - Visitors and parents are welcome on our campus and in our buildings.

- Enter and exit through the front door - so we are aware of additional adults in the building in case of emergencies.
- Sign in at the counter in the main office
- Complete and wear a **yellow** name badge. This name badge lets school staff know that you have signed in.
- Sign out when departing.
- At the start of school, we ask that parents drop their children off in the parent drop off area or at the front door.

An interpreter will be available to assist with communication from 8:20-8:45 every day, ask Debbie to connect the interpreter to you!

Gun – Free Campus - The Orcas Island School District will not tolerate possession of weapons by students on district property, including school buses or school provided transportation, or at district-sponsored activities. Firearms include stun guns, BB guns, pellet guns, or air guns, or facsimile or other dangerous weapons as defined in RCW 9.41.280. Students who do so will receive suspension or expulsion. Students who make threats with or in fact use a weapon will be expelled. Law enforcement agencies will be notified. Unless otherwise provided by law, in cases involving the possession of a firearm or an air gun, the principal/designee shall, without exception, expel the student. In cases involving other weapons, the principal/designee shall place the student on long-term suspension, unless expulsion is warranted under the circumstances. A student expelled for a firearm violation is also expelled from ALL schools in the State of Washington for one calendar year.

Drug – Free Campus - The use of alcoholic beverages, controlled substances, items purporting to be alcoholic beverages or controlled substances or the possession of such substances or paraphernalia will not be tolerated by any person on school property, in school buses or school provided transportation, or at any activity sponsored or supervised by the Orcas Island School District. Compliance by students, staff, and all visitors is mandatory. Sanctions for violations will be imposed including expulsion or termination of employment and referral for prosecution.

Smoke – Free Campus - Because the use of tobacco and/or tobacco products is harmful, the Orcas Island School District is a smoke-free campus. Compliance by students, staff and all visitors is mandatory.



OIES | ACADEMIC AND SOCIAL EMOTIONAL ASSISTANCE

Academic Assistance -

Tier 2 or 3 Intervention - Any student struggling in reading or math is eligible for some additional support or intervention. Tier 2 intervention is a small group in class or pull out supplemental support; A tier 3 intervention is a 1:1 or very small group pull out. Both types of intervention will be monitored through an individualized student learning plan and will include weekly progress monitoring.

Special Education Programs - The special education program is federally funded with very specific guidelines concerning students' qualifications for service. Teachers and/or parents can refer students for evaluation and possible services.

Social Emotional Assistance -

At OIES we Celebrate Differences - Regardless of those differences, we believe everyone deserves to be treated with respect, which is why respect is taught through teachable moments across every subject and in every aspect of OIES.

The Bully - Each year, one in four students headed back to school will face what no child or parent wants to face: a bully that doesn't back down. In addition to anxiety surrounding school, bullied students are most likely to experience a range of academic and psychological effects outside of the classroom, including depression, sleep disruption, changes in eating patterns, and isolated behavior.

It's important to remember that at the elementary level, children are developing physically, mentally, and emotionally. In addition to the turmoil happening internally and externally, students may be faced with a number of new challenges at school, including bullying, teasing, and exclusion by classmates that interrupts positive growth and attitudes toward school and learning.

OIES is no exception to bullying behavior, but our approach to dealing with these issues turns these challenges into opportunities for teaching respect and empathy from the very beginning.

Bullying isn't a topic we take lightly at OIES. In addition to a zero tolerance policy for bullying behavior, our staff are trained to teach respect and resolve conflict between students.

Additional Help and Understanding From Home is Encouraged:



- **Learning about other cultures builds a foundation for respect at home** - When our students learn about people, places, food, clothing, cultures, and celebrations from around the world, they're also learning how to be curious about our differences and celebrate the beauty between them. The curiosity and understanding that our students build through celebrating other cultures also make it much easier for them to show respect for the differences among their own classmates, instead of making fun of them for being different or being afraid of the things they don't understand.
- **Parents and families are allies in ending the bullying crisis** - At Orcas Island Elementary School, we like to establish a positive, warm rapport with parents at the beginning of the school year before we ever need to give them difficult information. If and when a bullying situation arises, staff will ask for a conference and share how the student isn't treating others well, or in the case of the bullied student, isn't being treated well by others. We will always try to solve the problem by working one-on-one with the aggressive child and their family, in order to try and correct behavior. If we can work through the complex feelings of aggression at hand, it may never come to the point of bringing it to any other parent's attention. In addition to triaging the needs of the child lashing out at others, we also make it a priority to help children on the receiving end of disrespectful behavior learn to stand up for themselves.
- **Keeping an eye on behaviors of both bullies and bullied students are key to solving the root cause of conflict** - If a child is rude and disrespectful at home to parents, siblings, or other adults, this might be an indicator to how he or she behaves in public. Since parents are on the front lines of children's behavior, it helps staff to know more about how children treat those around them outside the classroom, so that issues can be resolved with more context. "Is the child hot-tempered, impulsive, or quick to blow up? Are they obsessed with being popular, or insist on having their way?" These are just a few indications that reveal deeper bullying behaviors, and although parents may struggle to admit that their child could be a bully to others, transparency is necessary in order to understand what's going on, and what can be done to help everyone involved. Those that are being bullied struggle with other, more subtle signs, such as unexplained injuries, avoidance of school or wanting to stay home, a change in appetite, missing personal items, a desire to isolate and spend time alone, disrupted sleep or avoidance of once-favorite activities.
- **Bullying isn't always bullying** - Bullying is one of those words that tends to walk a fine line and requires some unpacking. While bullying and the effects of bullying behavior are real, sometimes what parents see as bullying is simply disrespect manifesting early and often. **Bullying itself means a repeated attack on the same person or many people, using the same bullying behaviors and intimidation tactics. It's about seeking power and control over a situation, in order to stand-in for control over feelings or emotions that haven't been fully explored.** Although a child was teased once about his new haircut, or made fun of for her name in passing, doesn't mean they were bullied — but it does mean they were disrespected and treated unfairly.



- **Families are best equipped to help students work through conflicts at home** - As parents, we never want to think that our polite, well-mannered youngster could be putting others down. That's why candid, open conversations about acceptable behavior should happen regularly at home, around the dinner table, in the car, or in line at the grocery store. When disrespect does rear its head, consequences need to be meaningful and consistent in order to help children learn what kinds of behavior won't be tolerated — and why. At a fragile age when children are constantly looking to their parents for approval, acceptance, and positive affirmations, parents are in the ideal position to model the facets of kindness, acceptance, grace, generosity and love in their actions towards others. That respectful behavior, above all, is often the single most powerful influence a parent can have.

2nd Step / Bullying Prevention / Kelso's Choices - Our 2nd Step SAFE advocate will teach specific social skills lessons in each classroom each week. We use a combination of curriculum resources including Kelso's Choices, 2nd Step Elementary, the 2nd Step Bully Prevention Unit, 2nd Step Prevention Unit, as well as other mindfulness curricula.

- **Role-playing builds social skills and confidence** - As part of our curriculum, we teach how to stand up to bullies, and how to come to the aid of a friend, so that our students can learn to communicate with one another in ways that are respectful and appropriate. To help students become more confident in dealing with stressful or awkward situations, we often have students role-play their way through a wide variety of social situations and conflicts, so they have a well of concrete experience to draw from when they encounter those situations in real life.
- **We don't just resolve the conflict for the student, but teach conflict resolution** - When a conflict arises and it's necessary for a staff member to step in, we facilitate the students in problem solving, taking care of the problem and dealing with such conflicts on their own in the future. The staff will take the students somewhere private if necessary to avoid embarrassing them in front of their classmates, and then ask the students to use some of the problem-solving skills they've learned, like taking turns talking and using "I" statements, to express their perspective and feelings to one another. Once the immediate conflict is resolved, if necessary, the teacher and the students will continue to work together to find a long-term resolution.

PIP (Primary Intervention Program) - PIP is a program specifically designed to help young children in school who are identified by parents or school staff as having emotional or behavioral difficulties that are interfering with their ability to focus on tasks in the classroom and learn to their full potential. Children are referred to the program by the school staff or by the parents/guardians. The program is explained to the parents and a mutual decision is made on whether it would be helpful. When parent permission is obtained a child may enter the program. Each child accepted into the program is assigned a Child Assistant who works with the child in the playroom for 30-45 minutes once a week. This room is set up so that the child and his/her assistant can be involved in various play activities (clay, games, doll house, painting, etc.).



Social Skills Groups - Our social worker will work with identified students in a small group setting focusing on a variety of topics: anger management, grief, how to be a good friend, etc. These groups are formed in consultation with the classroom teachers and parent permission is always required. Social skill groups usually happen once a week for about 45 minutes for a 6-8 week period of time. Parent permission is required for student participation.



OIES | ATTENDANCE AND TARDIES

In accordance with RCW 28A.225.005, regular school attendance is **required** and is important for success in school. Washington State Law, the Becca Bill, requires that all children regularly attend school or participate in an approved home school program. Chronic absenteeism and tardiness are a concern, even if the absences and tardies are **excused**. OIES will use the following process to notify parents of absenteeism and tardy concerns:

Tardies - If a student is late to school, they must report to the office before going to class

- 5 tardies will trigger a letter from the school.
- 10 tardies may trigger a phone call from the school
- 15 or more tardies may trigger a conference with parents, principal and student to develop a plan for improvement.

Absences - When a student is absent, a parent/guardian must call or email the school to state the reason for the absence. An excused absence is for a doctor, dentist, illness, mental health, or family emergency. If a student returns to school without an excuse, the school is required to contact the parent.

Unexcused Absences -

- 3 unexcused absences in a month will trigger a parent, principal and student conference to create a plan for improvement.
- The 2nd-5th unexcused absence in a year will trigger deeper interventions including county involvement (Community Truancy Board).
- After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences during the school year will trigger filing of a truancy petition.

Excused Absences -

- 5 absences will trigger a letter from the school.
- 10 absences during the school year will trigger a letter that could require a parent, principal and student conference to create a plan for improvement.



OIES | TECHNOLOGY AND CELL PHONE POLICY

Technology Use Policy - Before students can have access to the Internet they must have an OISD Internet Use Agreement on file. This agreement is located later in this handbook and will be available through classes and in the office. Any vandalism, intentional copyright violations, or attempted access to unauthorized data will result in disciplinary action, which may include restitution.

Cell Phone / Personal Electronic Device Policy - At the elementary school level, no cell phone, or smart watches may be used in a classroom, building or playground without the permission of the classroom teacher. **During the school day, cell phones and smart watches must be turned off and stored in the student's backpack.** If a cell phone, smart watch, or other electronic device is used in a class without the permission of the teacher, the item is taken to the office and kept in the office until the end of the day. The student may pick up their item at the end of the day.

Harassment or bullying using personal technology is prohibited. This includes such things as posting harassing or bullying statements on social networking sites or via instant messages, or creating other web content such as web pages or blogs that harass or bully another individual. This includes harassment or discrimination against any person on the basis of race, color, national origin, religion, gender, age, sexual orientation, and disability.

Students will not use technology at school to view, share or transmit obscene, abusive or sexually explicit language or content. Students will not use technology at school to engage in illegal activity.



OIES | FOOD SERVICE

General Information: For Menus, Dietary Accommodations information, Free & Reduced Applications, student meal account payments, and more, access the Food Services website by clicking the link below:

[OISD Food Services Website](#)

Breakfast - Elementary school breakfast is available daily, from 8:10 - 8:25 in the cafeteria.

Lunch - All students eat lunch at class tables in the cafeteria. While eating, students have the opportunity to visit with friends. Only one adult supervises the cafeteria during lunch time, so **students need to be self-sufficient with opening food items and warming items in the microwave if needed.** Please take the opportunity to teach your child how to open containers and packages.

Thoughts from our Food Service Director, Madden - One of the joys (and pains) of raising children is helping them to become more self-sufficient. As our little ones head off to school for the first time, the world is opening up for them. A big part of what we are doing prior to that is giving them the experiences and teaching them the skills to overcome the daily challenges life throws at us. These are as complicated as interpersonal relationships and as simple as opening a door.

The better prepared children are for the challenges that come up, the more confident they are, which allows them to focus their energy on other things. Many of these lessons are unconscious, taught through modeling our own behavior, but some require forethought and planning. There are many things that will come up for our children that are simply not on our radar.

As someone who is with your children every day in the cafeteria I have witnessed many skills that we take for granted, and that our children may not learn until they have to. I have created a list of skills that can be taught at home to help your children be successful in the school cafeteria.

- How to carry a tray/plate with food on it so it does not spill
- How to bus their seat (take their dirty dishes to the proper place)
- How to open a milk carton
- Pouring milk into their cereal (learning about buoyancy and overflow)
- Opening the foil cover on a juice
- Using a fork for cutting (such as enchiladas)
- Peeling fruit such as bananas, mandarins and kiwis (google "Peel a kiwi with a spoon")
- How to open the different containers in their lunch box
- Safely using a microwave to reheat food



Your Child's Breakfast / Lunch Account

- All students have an individual meal account that is used to pay for their breakfast & lunch. Student meals need to be paid for in advance. Although cash can be brought at the time of service the easiest way to insure your student has funds for their meals is to pay into their student meals account.
- To make a payment on your students meal account please follow the link below and then click on the Skyward Food & Fees button:
- [Student Meal Account Payments](#)
- Cafeteria Pricing for the 2023-24 School Year

<u>Grade</u>	<u>Breakfast</u>	<u>Lunch</u>
Kinder-5th	\$1.75	\$3.10
6th-8th	\$2.00	\$3.35
9th-12th	\$2.25	\$3.60

Free & Reduced Meals

- Information regarding Free & Reduced Meals can be found on the food services website here: [OISD Food Services](#), or on the school and district websites, or in the school office.
- A new application **must** be submitted each year in order to maintain your family's qualification. All students that have not submitted new applications will be reverted to Paid status in October. Any charges made after reverting to paid status are the families responsibility to pay.
- Free and Reduced applications are used for more than just free meals; they are used for qualifying for utility bill credits, reduced scholastic & sports fees, and are integral to annual district funding.

Food Service Charge Policy

- The Orcas Island School District recognizes that there is a link between a healthy diet and a student's ability to learn effectively and achieve high standards in school.
- School meals will be provided at a reasonable and affordable rate to all students
 - Families qualifying for Free or Reduced assistance are encouraged to apply for this program at any time during the school year.
- At no time will a student be denied access to a healthy and nutritious meal
- All efforts will be made to contact the family of students with a negative balance using the Skyward notification system, phone calls and/or mail.
 - Families in need of temporary financial assistance should contact the food service director, school principal or school family advocate for assistance
 - The food service program will work in cooperation with families to eliminate any negative balance through either a payment plan or other available assistance
 - All negative food service balances must be settled prior to the end of each semester in order for students to receive final grades or records.



OIES | HEALTH AND MEDICAL POLICIES

When to keep your child home from School - Just a reminder that if your child is ill that you keep them home from school. They should stay home until they are fever free for 24 hours without fever reducing medication AND their symptoms have significantly improved. If they are at the tail end of a cold, occasionally cough, have very slight congestion and feel well they are probably ready to return. If they are continuing to frequently cough, have persistent congestion and are fatigued they probably should stay home longer. If you have any questions about this always feel free to contact Cindy Sapp, School Nurse 360-376-1593.

Student Illness at School - If a student should become ill while at school, they should let their teacher know. Teachers will talk with the student and if possible, try to redirect them. If symptoms get worse, the student will be sent to the school office. The school nurse, or the office manager will check out the student's symptoms and if necessary contact the parent regarding health concerns. If the parent cannot be reached, we will try to reach the emergency contact person listed on the student's information. In an emergency health situation, 911 emergency medical help will be called. Every effort will be taken to keep the student in school.

Life – Threatening Conditions - The law defines a life-threatening condition as “a health condition that will put the child in danger of death during the school day if a medication or treatment order and an individualized health plan is not in place.” Children with life-threatening conditions such as severe bee sting or food allergies, severe asthma, diabetes, severe seizures, etc. are required to have an individualized health plan in place at school. This paperwork must be updated every school year.

Medication While at School - Any child who needs medication at school MUST have the Medication at School Authorization form completed, **and** signed by the parent/guardian and health care provider. Prescriptions or over the counter medication cannot be administered at school without a Medication at School Authorization form signed by a doctor and on file.

Head Lice Policy - Although head lice do not pose a serious health problem, they cause concern and frustration for some parents, teachers and children. The Centers for Disease Control and Prevention (CDC), the National Association of School Nurses, and the American Academy of Pediatrics all recommend that students with nits not be excluded from school. Students with active head lice infestations will be sent home from school. While parents have the primary responsibility for the detection and treatment of head lice, our school community works with families to manage head lice effectively by notifying them if head lice are detected and providing information about treatment.

Immunization Requirements – Student Immunizations will be confirmed by our school nurse on Certificate of Immunization Status (CIS) upon enrollment and annually each year.



Certificate of Exemption - if parents/guardians want to exempt a child from school immunization requirements, they must get information from a licensed health care provider about the benefits & risks of vaccinations. The provider & parent must sign and date a Certificate of Exemption Form confirming that the parent got this information, and the form must be turned into the school.



OISD | LIBRARY

The School Library is OPEN at 8:00a.m. for Students to check out and return Library Books.

The library serves students, teachers, and staff of Orcas Island School. Since we serve grades Kindergarten through 12, our materials are arranged to distinguish what is appropriate for older students (MS/HS) vs. elementary students. Each section of the library is marked with wall signs.

The librarian, Ms. Vicki O'Keefe works with students on finding resources, respecting library materials and fellow students in the library, expressing creativity, and following the path to find information.

Checking out books - Kindergartners can check out a book each week at library time. This is to foster knowledge of the library, help them learn responsibility by borrowing and taking care of books, and to give them access to reading materials.

1st-3rd can check out up to 3 books. No checkouts if a book is overdue.

4th-6th can check out up to 5 books. No checkouts if a book is overdue.

7th-12 can check out up to 10 books. No checkouts if a book is overdue.

Overdue Books - The library will contact families when books are overdue. **Please assist your students in being responsible for what they've borrowed from their library.** Remind them to treat materials with care. Lost or damaged books must be reimbursed to the school library by paying the cost of replacement, or through alternative methods of volunteer work compensation. Consequences for not reimbursing may include a "hold" on report cards and records.

Finding books online - The school library has an online catalog that you can use to identify books in our library. We've also put together RESOURCE LISTS that may give you ideas for more books. Here is a link to the library catalog: <https://orcas.follettdestiny.com/>

Library Questions - Please contact Ms. Vicki O'Keefe at 360-376-1514 or email vokeefe@orcas.k12.wa.us



OIES | EMERGENCY PROCEDURES

SNOW...ICE...NO ELECTRICITY...EMERGENCY SCHOOL CLOSURE - In case of a school district closure you will be notified via email and phone through **School Messenger**. It is important that all phone numbers and email addresses are up to date in the school office. Updated information will also be posted on the school website. **School closure or late start announcements will also be made on the Orcas Island School District FACEBOOK page and the following radio and television stations:**

- **KGMI AM 790 Bellingham**
- **KOMO Channel 4 TV**
- **KING 5 TV Channel 5.**

Earthquake Procedures - During and immediately after an earthquake students should not attempt to leave the building. Students should immediately seek cover under tables or desks, or next to supporting walls. Keep away from window areas. When instructed by your teacher, proceed to the emergency evacuation area (ball field) taking care when walking near the buildings – do not walk under the covered play structure.

Emergency Evacuation - When the alarm rings - evacuate all buildings and report with your class to the emergency evacuation area (ball field). Walk quickly and quietly. As you are walking to the ball field, move away from the building, take care walking near the covered play structure and when crossing driveways and parking lots. Do not re-enter the building until you are directed to.

Shelter in Place / Lockdown Procedures - In the event of a lockdown for student safety, an announcement will be made via the intercom system that the school is in a lockdown. Students are to remain in the room that they are in at the time of the announcement. Any student out of a classroom should immediately seek shelter in the nearest classroom. Once the school is locked down no one inside a room is to open the door. Emergency or school personnel will open the classroom door with a key. Students are asked to remain quiet and calm and to follow their teacher's directions. Following the declaration of a lockdown no announcements over the intercom or bells/alarms should be regarded.



OIES | STUDENT MANAGEMENT / DISCIPLINE

Positive Behavior Intervention and Supports (PBIS) - As a result of our commitment to help students achieve high academic and behavioral standards, we have restructured the school's discipline plan to reflect the research, training, and work of the Positive Behavior Team at OIES. The plan celebrates the positive actions of students and explicitly teaches appropriate behavior decisions when a student makes an inappropriate choice.

The main part of our plan is centered on the "Orcas Big Three" school-wide rules that have been established for use in all areas of the school. The staff has established specific behavior guidelines for all locations on campus based on the "Big Three."

- **BE SAFE**
- **BE RESPECTFUL**
- **BE RESPONSIBLE**

In order for your child to do his/her best, the parents and the school must work together. With discipline and self-control, your child can be successful and enjoy school.

Positive Recognitions - At OIES we have a variety of opportunities to recognize students who are following the expectations, "making a good decision".

- High 5 Stickers
 - Students can collect 5 High 5 Stickers for 1 High 5 Slip
- High 5 Slips – a different color each month
 - Students can collect 10 high 5 slips for a "Golden Ticket"
 - Drawing every Monday
- Golden Tickets
 - Earned by going Above and Beyond
 - Positive Phone Call Home
 - Student gets to choose:
 - 5 minutes extra lunch recess
 - Go to front of lunch line
 - An extra time in the library
 - Read to a kinder student
 - Help an Adult



Minor and Major Behaviors -

Behavior	"Minor" Teacher Managed	Zero Tolerance "Major" Office Managed
Defiance - Disrespect - Non-Compliance	<ul style="list-style-type: none"> ● Not doing what an adult asks the first time ● Not working/Unfinished work ● Making faces/rolling eyes ● Huffing, sighing, etc ● arguing - in appropriate response to teacher request ● Cheating / Lying 	<ul style="list-style-type: none"> ● Not doing what an adult asks the first time - repeatedly with an attitude ● Blatant insubordination ● "F-You" flipping off, etc ● Repetitive minor incidents that normal classroom consequences are not addressing
Disruption	<ul style="list-style-type: none"> ● Making noises ● Talking ● Out of seat ● Not listening 	<ul style="list-style-type: none"> ● Screaming / yelling ● Teacher cannot teach ● Students cannot learn ● Out of control behavior ● Repetitive minor incidents that normal classroom consequences are not addressing
Inappropriate Language	<ul style="list-style-type: none"> ● Negative talk ● Name calling ● Inappropriate school language 	<ul style="list-style-type: none"> ● Blatant swearing ● Offensive / Harassing / Racist language
Electronic Devices	<ul style="list-style-type: none"> ● Accessing cell phone in class during school hours ● Accessing "off limit" areas on computer the first time 	<ul style="list-style-type: none"> ● Refusing to give up cell phone during school hours ● Repetitively accessing "off limit" areas on computer
Physical Contact	<ul style="list-style-type: none"> ● Poking ● Tripping ● Bumping into another student 	<ul style="list-style-type: none"> ● Spitting ● On purpose tripping ● Fighting ● Pushing ● Punching ● Inappropriate touching
Property Misuse	<ul style="list-style-type: none"> ● Minor vandalism (writing on a desk) ● Taking minor items 	<ul style="list-style-type: none"> ● Vandalism ● Breakage of school property on purpose ● Defacing school property ● Stealing major items ● Graffiti



Consequences - Children are expected to follow our school expectations. The consequences listed below will be used when students do not adhere to the expectations.

If students CHOOSE not to follow the school expectations outlined above, the following consequences may be applied:

- **Minor:** Minor discipline situations (redirections) are handled by the staff member who witnessed the behavior. The staff member will determine which of the consequences will be applied. The goal is for the minor discipline to be addressed immediately, in the moment.
 - Conference with the student
 - Loss of a privilege
 - Time out
 - Parent contact
 - Behavior referral form completed indicating “minor”

- **Major:** If negative behavior continues or the situation is severe, it could be elevated to a “major” and the student may be referred to the principal. Sometimes a written behavior referral form may be completed with a parent signature required to acknowledge the behavior choice and plan for improvement. The principal will determine which of the consequences will be applied.
 - Conference with the principal - discussing how to solve the problem
 - Loss of privilege
 - Take a break / Time out
 - Written and/or oral apology
 - Referral form completed
 - Parent contacted
 - Behavior plan completed for the future
 - Students who exhibit a pattern of poor behavior choices may need to have a positive behavior plan developed in order to ensure the student’s success in school.
 - Teacher, parent, student and principal conference.

Orcas Island Elementary School Common Area Expectations

Area	Be Safe	Be Respectful	Be Responsible
All Common Areas	-Keep hands, feet and objects to self -Walk -Use all equipment and materials appropriately -Students are only in rooms alone with adult permission	-Use kind words and actions -Wait for your turn -Clean up after yourself -Follow adult directions -Use appropriate tone, voice volume and language.	-Remind others to follow school rules -Be honest -Take care of personal belongings -Help others when needed



Cafeteria- Lunches in Lunch Tub	<ul style="list-style-type: none"> -Keep food to self -Walk -Sit in chair (stay in place) -Keep hands, feet and objects to self -Push in chairs 	<ul style="list-style-type: none"> -Sit at assigned grade level table -Use quiet voices -Use manners 	<ul style="list-style-type: none"> -Raise hand if you need help or need to move from your assigned space -Wait for teacher signal to clean up -Wait for teacher signal to be excused -Clean-up after yourself -Put leftovers/garbage in correct place -Tell adults about spills -If you finish all your lunch you may have something from the "share" basket
Hallways/ Transitions	<ul style="list-style-type: none"> -Walk facing forward -Keep hands, feet and objects to self -Keep feet on ground -Stay on sidewalks -Travel on the right 	<ul style="list-style-type: none"> -Be aware of surroundings -Be considerate of others -Hold the door for the people behind you -Voices quiet (no conversations) inside the building when moving from one point to another or washing hands -Keep hands off bulletin boards -When working in the hallway... "Be considerate of others with your voice and actions" 	<ul style="list-style-type: none"> -Transition in a timely manner -Be aware of others -Keep pace - no gaps
Bathroom	<ul style="list-style-type: none"> -Keep feet on floor -Keep water in sink -Wash hands -Put towels in garbage 	<ul style="list-style-type: none"> -Knock on stall door -Give people privacy -Use quiet voices 	<ul style="list-style-type: none"> -Flush toilet after use -Return to room promptly -Take nothing to the bathroom
Arrival/Dismissal Area	<ul style="list-style-type: none"> -Walk -Use crosswalks -Wait in line -Keep hands, feet and objects to self 	<ul style="list-style-type: none"> -Follow adult directions -Use kind words -Wait your turn -Greet and respond to others appropriately 	<ul style="list-style-type: none"> -Arrive on time -Know before school how you will be leaving
Main Office/ Debbie's' Desk	<ul style="list-style-type: none"> -Sit and wait for help -Keep hands, feet and objects to self 	<ul style="list-style-type: none"> -Obtain permission to use the phone -State your needs politely -Use kind words -Wait until adult can help you -Greet Ms. Debbie 	<ul style="list-style-type: none"> -Walk promptly to and from the office
Special Events/ Assemblies	<ul style="list-style-type: none"> -Wait for arrival and dismissal signal 	<ul style="list-style-type: none"> -Looking at the speaker -Sit on bottom -Listen attentively -Celebrate appropriately for the event 	<ul style="list-style-type: none"> -Keep hands and feet to self -Be the example



Stairs	<ul style="list-style-type: none"> -Walk facing forward -Keep hands, feet and objects to self -Single file line -Banister for hands only -Travel on the right 	<ul style="list-style-type: none"> -Quiet feet and voices -One step at a time -Keep hands to self (off walls) 	<ul style="list-style-type: none"> -Be aware of others -Keep pace - no gaps
Off Campus Education	<ul style="list-style-type: none"> -Keep hands, feet and objects to self -Walk, when asked -Use all equipment and materials appropriately -Students stay in designated spaces -Students should always be able to see an adult -Stay with the group 	<ul style="list-style-type: none"> -Use kind words and actions -Wait for your turn -Clean up after yourself -Follow ALL adult directions -Use appropriate tone, voice volume and language -Respect the location, place, land - pick up own trash - take care of the space 	<ul style="list-style-type: none"> -Remind others to follow school rules -Be honest -Take care of personal belongings -Help others when needed -Being good ambassadors for our schools - being our best selves
Garden	<ul style="list-style-type: none"> -Always walk -Feet stay on woodchips -Use tools appropriately: -Tips point down when walking -Tips stay below waists -Tips: sharp end of tools -Identify plants before eating 	<ul style="list-style-type: none"> -Work before harvest/ give before take -Take only what you will eat -Always leave some for others -Use the compost for unwanted food 	<ul style="list-style-type: none"> -Always close/ check gates -Clean and put away tools -Notice if plants need your help and help them by watering, weeding, and pruning as needed
Sensory Path	<ul style="list-style-type: none"> -Walk/jump through the sensory path -Keep hands, feet and objects to self 	<ul style="list-style-type: none"> -Be aware of surroundings -Be considerate of others -Voices quiet (no conversations) inside the building when moving from one point to another or washing hands -Keep hands off bulletin boards 	<ul style="list-style-type: none"> -Transition in a timely manner -Be aware of others

Orcas Island Elementary Playground Matrix

Play Area	Be Safe	Be Respectful	Be Responsible
Overall Expectations	<ul style="list-style-type: none"> -Stay within the playground boundaries -Walk to and from the playground -Leave playground only with adult permission -Keep hands, feet and objects to self -Use all equipment appropriately 	<ul style="list-style-type: none"> -Use kind words and actions -Take turns -Clean up after yourself -Wait quietly in line for your teacher -Follow directions -Use appropriate voices and language 	<ul style="list-style-type: none"> -Return equipment to proper place -Dress appropriately for the weather -Be honest -Help others when needed -When the whistle blows 3 times STOP and quickly walk to the line



	<ul style="list-style-type: none"> -One whistle means there is a problem - STOP and LISTEN -When the whistle blows 3 times STOP and quickly walk to the line -Line up under the covered play area closer to the Modular 		
Swings	<ul style="list-style-type: none"> -One person per swing -Stay safe distance from moving swings -Swing sitting down -Swing straight -No climbing on the frame -STOP before getting off-no jumping 	<ul style="list-style-type: none"> -Count to 25 -Take turns -Use kind words 	<ul style="list-style-type: none"> -When the whistle blows 3 times STOP and quickly walk to the line
Covered Area/Wall	<ul style="list-style-type: none"> -2 courts -Line-Up at the corner of buildings -Do not jump on or climb on the basketball poles/rims -Kick balls on grassy areas, not under the covered play area 	<ul style="list-style-type: none"> -Take turns -Use kind words and actions -Do not run through ongoing games 	<ul style="list-style-type: none"> -Use equipment appropriately -Return balls to ball court -Follow agreed upon game rules -When the whistle blows 3 times STOP and quickly walk to the line
Sandbox	<ul style="list-style-type: none"> -Use sands, rocks, sticks, and equipment appropriately -No throwing anything 	<ul style="list-style-type: none"> -Share the space -Use kind words and actions 	<ul style="list-style-type: none"> -Return sand toys -Clean yourself off before entering the school -When the whistle blows 3 times STOP and quickly walk to the line
Track	<ul style="list-style-type: none"> -No climbing the fences -Keep rocks and sand in there places -Be aware of others around you 	<ul style="list-style-type: none"> -Share the space -Use kind words and actions -Play fair 	<ul style="list-style-type: none"> -When the whistle blows 3 times STOP and quickly walk to the line
Fields	<ul style="list-style-type: none"> -Be aware of others around you 	<ul style="list-style-type: none"> -Share the space -Use kind words and actions -Play fair 	<ul style="list-style-type: none"> -Return balls to ball cart -Clean yourself off before entering the school -When the whistle blows 3 times STOP and quickly walk to the line
Forest	<ul style="list-style-type: none"> -Follow the rules -Keep feet on the ground (no climbing in the trees) 	<ul style="list-style-type: none"> -Use kind words and actions -Play fair 	<ul style="list-style-type: none"> -When the whistle blows 3 times STOP and quickly walk to the line
Gaga Ball	<ul style="list-style-type: none"> -Share the space -Be aware of others around you 	<ul style="list-style-type: none"> -Use kind words and actions -Play fair 	<ul style="list-style-type: none"> -Return equipment -When the whistle blows 3 times STOP and quickly walk to the line



	<ul style="list-style-type: none"> -No throwing -Run a lap around the track before playing Gaga Ball 		
Play Structures	<ul style="list-style-type: none"> -Slide feet first -No standing on the slide - No climbing on top of any playground structures. -NO Tag -Use walking feet 	<ul style="list-style-type: none"> -Keep hands and feet to self -Share the space -Use kind words and actions 	<ul style="list-style-type: none"> -Clean yourself off before entering the school -When the whistle blows - STOP and quickly walk to the line
<p>Library - Tuesday, Wednesday, Thursday</p> <p>1st/2nd meet Librarian at the Rock</p> <p>3rd-5th may walk to the library independently</p>	<ul style="list-style-type: none"> -Students need to choose to go to the library as they are leaving their classroom - If they get to the playground, they need to stay on the playground -Stay in the Library for the entire Recess -Walk 	<ul style="list-style-type: none"> -Share the space -Use kind words and actions -Keep hands, feet and object to self -Use an indoor voice -Make a quiet/indoor choice -Follow adult directions 	<ul style="list-style-type: none"> -Take care of and return materials to proper place -When asked - STOP and quickly walk to the line

OISD Student Discipline Policy 3241 -

<http://go.boarddocs.com/wa/orcasiland/Board.nsf/goto?open&id=C3FSEP72550E>



OISD | TRANSPORTATION

We have 2 bus routes:

- [East Bus Route](#)
- [West Bus Route](#)

Our bus drivers are:

- Jay Savell
- Dave Mowry

They will not always drive the same route, so over the year, it is likely you will get to know both of them.

OISD | BOARD POLICIES AND ANNUAL FORMS



[OISD Board Policies Link](#) - Once at this site, click “policies” in the upper right hand corner, then search for the policy below.

- 3205 SEXUAL HARASSMENT OF STUDENTS PROHIBITED
- 3207 PROHIBITION OF HARASSMENT, INTIMIDATION, OR BULLYING
- 3210 NONDISCRIMINATION
- 3211 GENDER-INCLUSIVE SCHOOLS
- 3241 STUDENT DISCIPLINE
- 3220 FREEDOM OF EXPRESSION



Orcas Island School District

Bullying and Harassment Reporting Form

Reporting Person (optional):

Targeted Student:

Your email address (optional):

Your phone number (optional):

Today's Date:

Name of adult you've already contacted (if any):

Name(s) of bullies (if known):

On what dates did this incident(s) happen (if known):

Where did this incident happen? (circle all that apply)

Classroom Hallway Restroom Playground Locker room Lunchroom Sport field
 Parking Lot School Bus Internet Cellphone During a school activity Off school grounds
 On the way to/from school
 Other (please describe): _____

Please check the box that best describes what the bully did. Please choose all that apply.

- ▶▶ Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- ▶▶ Getting another person to hit or harm the student
- ▶▶ Teasing, name calling, making critical remarks or threatening in person, by phone, by email, etc.
- ▶▶ Putting the student down and making the student a target of jokes.
- ▶▶ Making rude or threatening gestures
- ▶▶ Excluding or rejecting the student
- ▶▶ Making the student fearful, demanding money or exploiting
- ▶▶ Spreading hurtful rumors or gossip
- ▶▶ Cyberbullying (bullying by calling, texting, emailing, web posting, etc).
- ▶▶ Other: _____

Why do you think harassment, intimidation or bullying occurred?



Were there any witnesses? Circle one: YES or NO If yes please provide their names:

Did a physical injury result from this incident? If yes, please describe:

Was the target absent from school as a result of this incident? YES or NO If yes please describe:

Is there any additional information you would like to provide?

-----For Office Use Only-----

Received by:

Date received:

Action Taken:

Parent/guardian contacted:

Circle One: Resolved or Unresolved

Referred to: _____



McKinney-Vento Homeless Assistance

The goal of the Orcas Island School District Homeless Program is to keep students in school. We also want to assist families in staying involved in their children's education and reducing risks they may face.

If your family lives in any of the following situations:

- Living in a shelter, motel, vehicle, or campground
- Living on the street
- Living in an abandoned building, trailer, or other inadequate accommodation
- Doubled up with friends or relatives because you can't find or afford housing
- Waiting for a foster-care placement

For enrollment and support, please contact: Margie Sabine OISD Homeless Liaison @ 360-376-1590

Your school-aged children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Know Your Rights:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled). If that is your preference and is feasible.

If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

Contact Us

Margie Sabine
 McKinney-Vento Liaison/Program Manager
 msabine@orcas.k12.wa.us
 Phone: 360-376-1590
 Fax: 360-376-5410

McKinney-Vento Program Forms and Information:
Student Housing Form
 Spanish Student Housing Form

The State of Washington – (OSPI) Homeless
 Education Office
<http://www.k12.wa.us/homelessed/assistanceact.aspx>

Additional Resources and Information:

Free and Reduced Lunch Application

Weekend Packs for Kids Application

Orcas Island School District
557 School Road
Eastsound, WA. 9824



For School Personnel Only: For data collection purposes and student information system coding

(N) Not Homeless (A) Shelters (B) Doubled-Up (C) Unsheltered (D) Hotels/Motels

McKinney-Vento Act 42 U.S.C. 11435

SEC. 725. DEFINITIONS.

For purposes of this subtitle:

(1) The terms' "enroll" and "enrollment" include attending classes and participating fully in school activities.

(2) The term "homeless children" and "youths" -

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) include

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(3) The term unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

Additional Resources

Parent information and resources can be found at the following:

http://center.serve.org/nche/ibt/parent_res.php

<http://naehcy.org/educational-resources/naehcy-publications>

<http://www.schoolhouseconnection.org/>



Internet Use Agreement

BASED ON OISD POLICY 2022 ELECTRONIC RESOURCES AND INTERNET SAFETY

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements - These procedures are written to support the Electronic Resources Policy of the Orcas Island School Board of Directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices - In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day.

Network - The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with the mission of the district.

Acceptable network use by district students and staff include:

- Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that support education and research;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- Staff use of the network for incidental personal use in accordance with all district policies and procedures; or
- Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district network after checking with (*insert title of position, i.e., technology director, IT director, assistant superintendent*) to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

Unacceptable network use by district students and staff includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Actions that result in liability or cost incurred by the district;
- Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the
- Support for or opposition to ballot measures, candidates and any other political activity;



- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- Unauthorized access to other district computers, networks and information systems;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Internet Safety - Personal Information and Inappropriate Content:

- Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Filtering and Monitoring - Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
- The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;



- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.
- The district will provide a procedure for students and staff members to anonymously request access to internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

Internet Safety Instruction - All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response:

- Age appropriate materials will be made available for use across grade levels; and
- Training on online safety issues and materials implementation will be made available for administration, staff and families.

Copyright - Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Ownership of Work - All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security and Privacy - Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- Change passwords according to district policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and



- Lock the screen or log off if leaving the computer.

Student Data is Confidential - District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

No Expectation of Privacy - The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Archive and Backup - Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

Disciplinary Action - All users of the district's electronic resources are required to comply with the district's policy and procedures (and agree to abide by the provisions set forth in the district's user agreement). Violation of any of the conditions of use explained in the (district's user agreement), Electronic Resources policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

With my signature below, I affirm that I have read and understand Orcas Island School District policies regarding use of the internet for staff and students:

Student Name: _____ Teacher Name: _____

Signature: _____ Dated: _____

Parent Signature: _____ Date: _____



STUDENT PHOTOGRAPHS, VIDEOS, AND/OR SOUND RECORDINGS OPT-OUT

A parent may withhold permission to have a student photographed, videotaped, and/ or audiotaped during school-sponsored activities, learning experiences, and/or media events. The school system and its schools use photographs and audio, digital, video and other recordings of students to publicize school activities in a variety of outlets, such as school newsletters, brochures, yearbooks and annuals and the school websites and social media. Your child may also appear in photographs, audio recordings or video recordings that appear in local media outlets, such as newspapers, television news and their affiliated websites.

To opt out means a parent/guardian is not permitting the Orcas Island School District or its schools to publish photographs or audio, digital or video recordings of his/her child. To make your preferences known, you must put your request in writing or complete the form below and send it to your student's principal **no later than October 1st** of this school year or within thirty (30) calendar days of your student's enrollment in school. **Unless otherwise indicated below, I give Orcas Island School District permission to use, edit, reproduce, and publish photographs, video, and audio of the Student, both while the Student attends Orcas Island Schools and thereafter in perpetuity.**

Please note: Only complete and return the form below if you wish to OPT OUT of this release.

Student Name (printed):

School:

Grade:

Teacher:

Please CHECK the statement(s) below that represents your preference(s).

1. Do not allow my child to be photographed or recorded by outside media, such as newspapers, television news or news websites.	
2. Do not allow my child to be photographed or recorded by the school for the school or school system's websites.	
3. Do not allow my child to be photographed or recorded for use in school system publications, such as yearbooks, class pictures and newsletters.	
4. Do not allow my child to be photographed or recorded for any publications or websites.	

Note: This does not include videotaping by security cameras in school or on school buses

Parent Signature _____ Date _____



ORCAS ISLAND SCHOOL DISTRICT

360-376-2284 | 557 School Road | Eastsound, WA 98245 | orcasislandschools.org

Notice Concerning Release of Student Directory Information

Under the Family Educational Rights and Privacy Act, the following information is considered "Directory Information" and may be released to anyone, including the PTSA, media, colleges and universities, and the military.

To prevent the release of this information, you must inform Orcas Island Public Schools that you do not want this information released (using this form). "Directory Information" includes:

- Student /Parent/Guardian name, grade, date of birth, email, telephone number(s), and/or physical address
- Photographs, audio, digital or video recordings
- Participation in officially recognized activities, organizations, and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- Dates of attendance: current, historical
- Schools previously attended and/or post high school career plans

You have the right under the above law to choose whether your student's information is released or not. The district will not disclose directory information unless the district or school will use the information in a publication or a third party has requested the information for a reason that, in the judgment of the district, serves the student's best interests. For example, the district will comply with directory information requests from another school in which a student seeks to enroll, universities and colleges, law enforcement, PTSA, and Child Protective Services. The district will provide directory information for commercial purposes only if beneficial to students, such as yearbook or class ring sales.

The request to **prevent** disclosure of directory information must be received by *October 1 or within 10 days of enrollment*. All requests will be honored for the current school year unless specifically revoked in writing. Parents/Guardians of continuing students must complete a new non-disclosure form each school year. Submission of this form will not affect directory information already published or released.

Request to Prevent Disclosure of Student Directory Information

If you do **NOT** want Orcas Island School District to release Directory Information about your child, please sign and return this form to your child's school by *October 1st or within 10 days of enrollment*. Please sign and return one form for each child. ***Note: If releasing this information is acceptable to you, no action is required.**

Student's Name: _____ School: _____ Grade: _____

Signature of parent/legal guardian: _____ Date: _____

(Student may sign form if he/she is 18 or older)