

Napavine Elementary Student – Parent Handbook

NAPAVINE



2025-2026

*All Staff,
Supporting All Students,
in All Settings*

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INTRODUCTION

Welcome to Napavine Elementary! We are proud of our school and are pleased to have you as part of our "family."

We believe all children have a right to achieve success in a safe and orderly environment that promotes self-esteem and respect for others and develops intellectual and decision making skills, so students may become successful citizens in a democratic society. Our goal is to provide the best education possible while challenging each student to reach his or her potential.

It is our hope this handbook will answer many common questions. Please read through the handbook carefully with your student.

Our doors are always open, please feel free to drop in any time or contact us by phone or email. We look forward to supporting each child behaviorally and academically throughout the school year in order to provide a safe and engaging environment.

Sincerely,
Bob Hunt, Principal
rhunt@napavineschools.org
360-262-3345

SCHOOL HOURS

School day	8:25 AM - 2:50 PM.
Student drop off	No earlier than 8:15 (8:00 if student needs breakfast)
Early Release dismissal	11:50

School doors open at 8:15 AM. Students not eating school breakfast should not arrive before 8:15 AM. Breakfast is served starting at 8:00 AM each morning. When dropping off students, please pull over to the right, have your student get out on the right only (safety!). You may then pull back on road and proceed **(Please do not park in this drop off zone, as it will hold up the drop-off flow)**

What is Effective Teaching and Learning?

Effective teaching and learning is demonstrated by caring, knowledgeable teachers engaging students in mastery of rigorous curriculum through various strategies in a positive and safe environment.

PRINCIPLES OF LEARNING

All the Napavine Elementary School Community Members are responsible for the success of all children in our school. We believe that optimal learning can only take place if it contains the following elements:

- *Learning should take place in an environment that is safe and orderly and in an atmosphere of support and respect.

- *Learning should be an active process that demands full student participation, where students need to make choices and accept responsibility for those decisions.

- *Learning should be both a cooperative and an individual venture.

- *Learning should have clear learning requirements that are realistic and attainable but challenging.

- *Learning should be documentable and diagnostic, while providing continuous feedback to students and parents.

- *Learning should use evaluation as a tool to develop further teaching and learning strategies.

MISSION STATEMENT

The mission of the Napavine School District is to work with the community to continue positive growth by preparing individuals in a safe and secure environment for living, learning and working responsibly in society.

GOALS

- 1) **Powerful Teaching & Learning:** Engage and inspire critical thinking skills in every student through instruction that is individually relevant, motivating, aligned and diverse. Recruit and retain passionate teachers, providing ongoing training that is responsive, collaborative and professionally focused.
- 2) **Community Engagement:** Foster support by proactively celebrating student success and encouraging participation, using varied media, while promoting inclusive partnerships with our community and families in ways that enhance student learning.
- 3) **District Climate:** Promote a safe and welcoming environment, emphasizing mutual respect and cultural awareness. Foster collaboration and accountability at all levels, recognize accomplishments and instill a love of learning.
- 4) **College and Career Readiness:** Ensure that every student transitions successfully between grades and schools, and graduates with the guidance, knowledge, life skills and attitude necessary to excel in diverse post-secondary opportunities.
- 5) **Technology:** Promote 21st Century skills by employing technology in ways that are bold, intentional and integrate seamlessly into curriculum. Support this effort through the development of a long range plan that addresses tech currency and the skills of students and staff, while emphasizing the relevancy of instruction.
- 6) **Stewardship:** Engender trust by ensuring the responsive and optimal use of district resources in a manner that is clear and transparent to stakeholders.

STAFF/PARENT EXPECTATIONS AND STUDENT OUTCOMES

We want to focus our efforts on making school successful for all students. If we identify the expectations that parents and school staff have of one another, it will allow us to be more capable of meeting student outcomes. Only through a cooperative effort between home and school can we provide the best possible education for the students we serve. When parents and staff work mutually towards common expectations, the results will be positive student outcomes.

Expectations of Staff

1. Believe and expect each child is capable of learning
2. Take responsibility for all children.
3. Commit to building positive self-esteem in each child for their emotional, social, and academic development.
4. Challenge each child to become a thinker and a problem solver.
5. Be flexible with instruction to assure success for each child.
6. Be caring and treat others with compassion and thoughtfulness.

Expectations of Parents

1. Send children to school on time daily.
2. Ensure children are fed and well rested.
(Breakfast and lunch are available at school.)
3. Regularly attend parent enrichment activities.
(Conferences, open-house, etc.)
4. Send children to school appropriately clothed for the weather.

Student Outcomes

1. Positive self-esteem
2. Critical thinking skills
3. Concern for others
4. Decision making skills
5. Self directed learners
6. Cooperation and competition skills
7. Academic skills:
 - a. able to read, write, speak and listen
 - b. able to use technology
 - c. able to compute and solve problems
8. Accepts responsibility for his/her own actions
9. Will not infringe upon the rights of others.

NAPAVINE SCHOOL DISTRICT

DIRECTORY

Napavine District Office

PO Box 840
413 E. Park St.
Napavine, WA 98565
360-262-3303

Napavine Elementary Office

PO Box 837
209 E. Park St.
Napavine, WA 98565
360-262-3345
360-266-0452 (fax)

DISTRICT OFFICE

Shane Schutz - Superintendent
Debbie Wickert - Business Manager
Kelly Hylton- District Secretary / Accounts Payable
Amber Woodrum- Payroll / Human Resources
Sharee Ozretich- Office Assistant

ELEMENTARY OFFICE

Bob Hunt- Principal
Conner Hogue- Dean
Laura Stanley – Secretary
Debbie Bagge - Office Assistant

rhunt@napavineschools.org
chogue@napavineschools.org
lstanley@napavineschools.org
dbagge@napavineschools.org

INSTRUCTIONAL STAFF

TEACHING STAFF

Bruneau, Sarah- 1st
Bullock, Dani- 2nd
Carbaugh, Stacey- Title
Caviness, Lorena- 6th
Gallanger, Caleb- 6th
Hansen, Rebecca- 1st
Huston, Haylee- 4th
Johnson, Tracie- 3rd
Keller, Brennan- 6th
Keller, Trisha- 5th
Loren, Alison- 1st
Lantau, Kristen- sped
LeBaron, Monique- music/hicap
Meldrum, Liz- 2nd
Mitchell, Cindy- 4th
Moodenbaugh, Jamie- 5th
Popowich, Nicole- sped
Sanchez, Britney- K
Schouten, Laura- K
Schutz, Leah- 2nd
Stanley, Joleen- K
Stanley, Peyton- PE
Stratton, Sali- 5th
Teitzel, Heather- 4th
Uglick, Christine- 3rd
Verrall, Megan- 3rd

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mverrall@napavineschools.org

SUPPORT STAFF

Alvord, Julianne
Calstoy, Donivananne
Fuller, Felcia
Krakenberg, Britany
Housden, Linda
Lyons, Dana
Milton, Heather
Neumann, Deanna
Scott, Jonathan

Ross, Michelle
Wilson, Cassie
Shea, Danielle
Stark, Rebecca
Freeman, Leah
Valentine, Amber
VanWyck, Kristi
Roberts, Kimber
Todd, Kaylin

TRANSPORTATION SUPERVISOR- Bobbi Atkins (360-262-3630)

MAINTENANCE AND CUSTODIANS

Tabitha Handly, Samantha Bradley, Elliot Rogers, Lance Calstoy

KITCHEN SERVICES-Contracted through CHARTWELLS

NURSE-Kalie Potter kpotter@napavineschools.org

PSYCHOLOGIST- Contracted through Lewis County Cooperative

OCCUPATIONAL THERAPIST- Contracted through Lewis County Cooperative

SPEECH THERAPIST- Contracted through Lewis County Cooperative

HIGHLY QUALIFIED STAFF

All staff meet state and federal requirements for their job assignments, including state certificate and endorsement requirements. Parents may request information on staff qualifications by contacting the Principal or the District Office.

DAY TO DAY INFORMATION

School Hours

School begins at 8:25 AM and ends at 2:50 PM.

School doors open at 8:15 AM. Students not eating school breakfast should not arrive before 8:15 AM. Breakfast is served starting at 8:00 AM each morning.

The crosswalk at the intersection of 2nd Ave. NE and Park St. is supervised from 8:00 to 8:25 AM and from 2:50 to 3:00 PM.

School will be dismissed at 11:50 AM on early release days including the days prior to Thanksgiving and Winter Breaks.

Preschool begins at 12:00 PM and is dismissed at 2:50 PM Monday through Thursday. Preschool students will attend in the morning and be dismissed at 11:50 AM on select early release days. The preschool teacher will provide a schedule to families.

It is important that students be on time for school. Tardiness disrupts teaching and distracts students. If your child is tardy please escort him or her to the office or send a note regarding the tardy. Only the front main entrance door will remain unlocked all day. All other doors into the building will be locked at 8:30 A.M.

Changes in Transportation and Pick-Up

Students going anywhere other than the regular routine after school must bring a permission note signed by a parent. Last-minute changes must be called in no later than 2:30 PM.

Students leaving school before dismissal time must have a note and are required to check out through the office. For unexpected early pick-up, parents can come to the office and the student will be called from the classroom.

Student Information

Parents are to provide the office with current address, phone, and emergency numbers for each student. As changes occur please update this information in the office as soon as possible.

Attendance Policy

The State of Washington has a mandatory attendance law, where all students must attend public school or have some other arrangement allowed by state law. We are required to take daily attendance and notify you when your student has an unexcused absence.

If your student has five excused or three unexcused absences in one month or ten or more excused absences in a school year, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify barriers and agree on supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan will reconvene. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made a plan so your student does not fall behind academically.

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile Court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court and may face fines or other sanctions.

In order to best ensure the safety and well-being of your child, it is advised that you contact the school at 360-262-3345 when your child is absent from school. If you know of an absence in advance, please call the school. Missing assignments can often be given to the student in advance.

Emergency School Closure

Under certain conditions, school may open 1-2 hours late. Only under severe conditions will school be closed. In the event of bad weather, the following radio stations will carry closure information:

KITI - 1420 AM	KITI - 95.1 FM
KELA - 1470 AM	KMNT - 104.3FM

Emergency Drills

We will conduct monthly emergency drills at Napavine Elementary to prepare in the event of a fire, earthquake, intruder or other emergency, so staff and students can respond appropriately if an actual problem should arise.

School Evacuations

In the event of an emergency evacuation of the school, the first assembly area will be the high school football field; the next assembly area will be Bethel Church. Parents must not come to the school to get their children. Parents should listen to KITI, KMNT, KELA, and/or KING 5 TV for information regarding the pickup site.

School Breakfast and Lunch Service

Hot lunch and breakfast are offered daily. Prices for students are:

Breakfast-	No cost to students (adults \$2.45)
Lunch-	No cost to students (adults \$5.00)
Milk-	\$.65 or free to students who order lunch

Parents may view student lunch accounts and add money on Skyward's Family Access. To set up a password for Family Access, contact the main office. Money can also be put into student accounts at the school office.

This year, all students are eligible for free lunch. However, "free and reduced lunch eligibility forms for these programs must still be completed in advance and are available in the office. Parents are encouraged to update this information as income levels change.

Any student whose school meal account has a zero or negative balance will be allowed to receive a school meal. This will result in a negative balance on the student's account until funds are added to the student's account. Once a student receives a negative balance of \$9 or more, students will be given an emergency lunch until the balance is paid. Parents will receive notification 24 hours before the student will receive an emergency lunch.

Health Concerns

Immunization Requirements: Each student in the state of Washington must show that he or she has been properly immunized against certain diseases upon enrollment.

Medication at School: To give medication at school, a doctor's permission and instructions must be secured in writing. This includes over the counter medication, such as Tylenol or aspirin. A form is available in the office. All medicine will be kept and administered in the office.

Health Screening: Students are screened each year for height, weight, vision and hearing. Fifth grade students are also screened for scoliosis. Special screening can also be arranged with the school nurse.

Head Lice: Head lice are a common problem and spread easily, especially among young children. Please notify the office if your child has this problem. Head lice must be treated with a commercial product and children must be free of live bugs before returning to school.

Illness or Injury at School: Parents will be notified to come and get a student who becomes ill or is injured while at school. Parents must notify the office if they will be unavailable with who will be responsible for the student's care.

Dress Expectations

Clothing is expected to be clean, neat, and should not distract the educational process (determined by teacher and principal). During warm weather, shorts must be appropriate (hang past finger length), midriffs should not be exposed, and tank tops will appropriately cover the upper body. Students are allowed to wear hats at school, however, not during class time, unless permitted by

teacher. The teacher or office will contact parents of students not meeting dress expectations to discuss a solution.

Cell Phone Policy

Cell phone use is not allowed during the school day. We encourage parents to keep their students' cell phones at home. In some cases students may need to bring their phones for use before and after school. Students who bring their phone to school must have it silenced and stored in their backpack when they arrive and must not take it out or turn it on until they leave the building after school is dismissed. Cell phones that are out during school hours will be confiscated and given to student at the end of day. The second time, will result in confiscation and need to be picked up by a parent or guardian.

Grading

Report cards are issued four times throughout the year. You are encouraged to contact your child's teacher if you have concerns between grading periods.

Lost and Found

Lost clothing articles are kept in the commons. **We recommend marking coats, jackets, lunchboxes and school supplies with students' names.** Unclaimed items are donated to charity during Winter and Spring and Summer Breaks.

Parent-Teacher Conferences

Communication between teachers and parents is important. Conferences will be scheduled twice during the school year to discuss each student's strengths and areas of needed improvement. Special conferences may be initiated by teacher or parent at any time throughout the year.

Opportunities for Involvement

Volunteers are very active within our school. Being a volunteer is a rewarding job and does not require a great deal of time. Some areas that benefit greatly from volunteer support are library, classroom assistance, health screenings, special events, and field trips. We run a background check on each adult who

volunteers in our school. Parents are always welcome at Napavine Elementary School. If you would like to visit your child's classroom please make an appointment with the teacher prior to your visit and check in at the office. We encourage participation in our school's PTA. If you would like to be involved as a parent volunteer, please contact your classroom teacher or the office.

Students as Spectators

Elementary students are allowed to attend appropriate Jr./Sr. High School activities, such as sports events, plays, etc. Elementary age students must be under the supervision of a parent or designated adult while in attendance. Students are expected to conduct themselves in an appropriate manner. Students who attend activities need to remain in the stands or bleachers during the event. Playing in the hall, foyer or along the bleacher or football field is unacceptable. If students fail to act appropriately, they will forfeit the privilege of attending.

STUDENT SERVICES

Learning Assistance Program (LAP)

Eligibility for the Learning Assistance Program (LAP) is determined by Washington State Test results and other assessments administered at school. The focus of LAP is to help every student read at grade level. Student assistance through LAP may be additional support within the classroom or a short pull-out group to offer assistance on specific skills that are challenging a student. This support will always be in addition to general classroom services.

Schoolwide Title 1

Napavine Elementary participates in a federally funded Schoolwide Title 1 program. Essentially, this means our primary goal at Napavine is to ensure that all students in our school meet proficiency in State Academic Achievement Standards. As a Schoolwide Title Building, we particularly address students who show need for additional instruction in reading or math. All students in our building qualify for additional assistance when a need is clearly identified in these core subject areas. Additionally, all teachers at Napavine Elementary are determined to be highly qualified in their subject areas. Parents may contact the district to request the teacher's professional qualifications.

Napavine Elementary has a family involvement policy that describes different ways that families can be involved in the Title 1 program through parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the PTA and throughout our community. This policy is reviewed each year at fall student conferences and adjustments to the policy are made to fit our students and families' needs.

A district committee meets throughout the year to plan, evaluate, and review the Schoolwide Title 1 program. Family, school, and students share in the responsibility of student learning by signing a yearly school/parent compact that was reviewed by this committee.

For more information about how you can be involved in these committees or as a volunteer to support our programs, please contact the school office.

Highly Capable Program

Our Hi-Cap program is made up of kindergarten through sixth grade students who are nominated by parents, teachers, community members, or self-nominated. Nominations are accepted in September each fall. These nominated students must then meet a set criteria established by the state and school district. The screening process will take place following nominations, and students who qualify will be notified at Fall Parent-Teacher conferences. The screening process includes:

- score in the 97th percentile or better in a major area of the standardized achievement test
- Nomination by a parent, staff member or community member
- Upon parent permission, students who meet one of the above mentioned standards are given the CogAT (Cognitive Aptitude Test).

Students who are part of the Hi-Cap program take part in differentiated instruction activities in the classroom and other activities throughout the year.

Special Education

After parental permission and extensive testing, qualifying students receive specially designed instruction in math, reading, language and writing in the regular education or a small classroom environment.

Speech /Hearing

A speech and language therapist is available to help students improve articulation, fluency, and voice quality. He/She works with students who have difficulty listening effectively, making sense of what they hear, or expressing their thoughts to others. The therapist consults with staff and parents to help maximize each student's success.

Occupational Therapy

An occupational therapist is available to provide evaluation, treatment, consultation, and supervisory services to students who are limited by physical, developmental or learning disabilities. The therapist is responsible for evaluating students in need of this service and for providing direct treatment and consultation with family and other staff.

School Psychologist

The school psychologist works primarily in assessing and programming for special education students. The psychologist is responsible for sharing assessment results with parents and exploring ways parents and schools can work more effectively together to assist students. The psychologist assists teachers in planning and implementing individualized programs based on each student's strengths and areas of need. The psychologist coordinates screening for entering kindergarten and preschool students.

Pre-School

A preschool program is available for children with delays in areas of speech, language, motor, cognitive, and/or social skills. Eligibility for enrollment is determined after testing. As space permits, we will serve community students.

Nursing

A registered nurse is contracted by the District. The nurse is responsible for tracking health-plans, conducting yearly health screenings and addressing the health concerns of students. Special problems that arise during the nurse's absence may be referred to the office.

Student Behavior Expectations: Tiger Etiquette

Napavine Elementary is a school that creates a safe and caring learning environment for all students and staff. Our school has an underlying philosophy that all staff work to support all students. Behavioral expectations are defined, taught, and acknowledged. A key to our success is to be intentional in the way we teach our children to behave in different settings, as well as to be intentional in the way we teach them in their academics.

Students who demonstrate the behaviors consistent with school expectations are recognized and rewarded through our Tiger Awards/Slips/prize box and student of the Month program.

What is Tiger Etiquette?

Tiger Etiquette is the way the members of our school community act each day to show their respect for themselves and others and their commitment to do their best. At Napavine Elementary we will teach all of our students that in all they do, **TIGERS ARE:**

- **Safe**
- **Kind**
- **Responsible**
- **Awesome!**

Teachers will model and teach what these expectations look like around the school. Students will be provided guided practice and multiple opportunities to learn the rules. We will conduct all school lessons to re-teach specific expectations as students show us they need the support.

Parent Support

Our system will be most effective with your parent support. Please take a moment to review the behavior expectations with your child for the different settings. Keep it in a place that is visible in your home to use as a tool with your child when you talk about expectations for different settings at school.

Examples of What Tiger Etiquette Looks Like:

	LOCATIONS				ACTIVITY TIMES	
	Hallways/ Commons Area	Restrooms	Playground	Cafeteria	Arrival / Dismissal	Assemblies
Be Safe	Walk in a straight line Use the stairs one at a time Keep body under control Keep outside doors closed	Keep water and soap in the sink No playing, crawling, or climbing	Keep rocks on the ground Use equipment correctly Walk to your classroom when the bell rings Keep body under control and to yourself	Walk at all times Voices off when lights go out or an adult raises their hand Use both hands when holding a lunch tray	Walk Walk your bike/scooter in front of the school Use the sidewalk and crosswalks Wait with teacher until dismissed	Stay seated Keep your body to yourself
Be Kind	Quiet voices and feet Smile to friends	Voices Off Respect privacy Close the door	Share equipment Help others Play nicely Take turns	only eat and touch your own food quietly talk with the students next to you good table manners	Listen to the outside staff	Clap when it's appropriate Voices off No Stomping
Be Responsible	Respect wall displays Go directly to your destination and back	Put paper towels in the garbage Flush, wash, dry, and leave Wait your turn Conserve resources	Return equipment quickly to box when the bell rings Keep toys and umbrellas at home Follow adult directions Follow game rules Be honest	Keep area clean Raise your hand if you need help Stay seated Pick up what you drop Line up quietly ready for recess	Go directly to your destination Use the main doors and wait out front for pick up Pick up younger siblings quickly Stay dry	Sit patiently Look and listen to speaker
Be Awesome	Admire student work	Use the bathroom at recess.	Find a new friend Remember it's just a game Problem solve together	Offer to help Take what you eat and eat what you take Remember to say thank you and smile	Greet peers and staff with a smile Come prepared for a great day	Celebrate your peers

Tiger Awards

Students “caught” meeting our expectations are given a Tiger Award to enter in classroom and schoolwide drawings. Teachers also have other positive reward systems in their classrooms.

Student of the Month Assemblies

Monthly Tiger Student of the Month Assemblies focus on character traits and aspects of Tiger Etiquette. We recognize students and classes who have demonstrated good Tiger Etiquette. Our goal is to teach students about character and to build community. Each assembly includes a presentation to help students learn Tiger Etiquette. Teachers provide students with opportunities in their classrooms to learn and practice the character traits.

Discipline

We believe each student is responsible for his/her own behavior and that we will intervene only when the student is not responsibly managing that behavior. Normally students just need a reminder to change inappropriate behavior, but when warnings do not work, more formal actions must be taken. Students may be written up and assigned progressive discipline such as loss of recess and other privileges or in more serious instances suspension or expulsion. Some serious offenses which can lead to immediate suspension and/or expulsion, include but are not limited to the following:

- Weapons or explosive devices of any kind (Minimum: one-year expulsion and notification to parents and law enforcement)
- Possession and/or use of drugs, tobacco or alcohol
- Fighting/assault, threatening or verbal abuse
- Arson or vandalism
- Disruption of the educational process
- Blatant disrespect, or refusal to follow reasonable directions
- Out of control behavior

Napavine School-Wide Discipline Matrix(aligned with Policy 3241F1&2)

LEVEL 1		Step 1	Step 2	Step 3
Disruption Student engages in behavior causing interruption in a class or activity. Disruption includes sustained loud talk, yelling, screaming, disrespect or other deliberate distracting behavior	Classroom Response	• Reteach expectations • Student's perspective • Contact Parents • Classroom Consequence	• Reteach expectations • Student's perspective • Contact Parents • Classroom Consequence	• Reteach expectations • Conference with Parents
	Office Response (Document event)		• Contact parents • Possible loss of recess, detention, restorative response, or loss of special event	• Conference with Parents Possible loss of recess, detention, restorative response, or loss of special event
LEVEL 2 (May go to Step 2 or 3 depending on severity and grade level)		Step 1	Step 2	Step 3
Defiance/Disrespect Student refuses to follow directions, talks back and/or delivers socially rude interactions.	Classroom Response	• Reteach expectations • Student's perspective • Contact Parents • Classroom consequence	• Reteach expectations • Student's perspective • Contact Parents	• Reteach expectations • Conference with Parents
	Office Response (Document event)		• Contact Parents • Possible loss of recess, detention, suspension, restorative response, or loss of special event • Monitor intervention effectiveness	• Conference with Parents • Possible loss of recess,, 1-2 days detention, restorative response, or loss of special events
Physical Contact/Aggression Student involved in physical contact with little or no physical harm done.				
Property Misuse/Damage Student participates in an activity that results in destruction or disfigurement of property.				
Theft Student is in possession of someone else's property without that person's permission.				
Lying/Cheating Student delivers message that is untrue and/or deliberately violates rules.				
LEVEL 3 (May go to Step 2 or 3 depending on severity and grade level)		Step 1	Step 2	Step 3
Harassment/Bullying Student is involved in a repeated behavior that creates a threatening, intimidating environment for another student. This can include: making threats, spreading rumors, physical and verbal attacks or damaging another student's property. <i>(May go to Step 2 or 3 depending on severity and grade level)</i>	Classroom Response	• Reteach expectations • Contact Parents	• Reteach expectations • Conference with Parents	• Reentry conference with Parents
	Office Response	• Contact Parents • Possible loss of recess or detention	• Conference with Parents • 1-2 day suspension	• Reentry conference with Parents • 2-3 day suspension (progressive)
Abusive Language Student delivers disrespectful messages to another person that includes threats and intimidation, obscene gestures, pictures or written notes.				

LEVEL 4 (May go to Step 2 or 3 depending on severity and grade level)		Step 1	Step 2	Step 3
Fighting/Assault Student is involved in physical violence. Use/Possession of Tobacco, Drugs, Alcohol Student is in possession of or is using alcohol/substances/ illegal drugs or tobacco *Police may be notified depending on severity	Classroom Response		Reentry conference with Parents	Reentry conference with Parents
	Office Response	- Contact parents 1-2 day suspension	- Reentry conference with Parents 2-3 day suspension (progressive)	- Reentry conference with Parents 3-5 day suspension (progressive)
LEVEL 5 (May go to Step 2 or 3 depending on severity and grade level)		Step 1	Step 2	Step 3
Use/Possession of Weapons or Combustibles Student is in possession of or is using knives or objects capable of causing bodily harm or property damage (i.e. lighters, matches, firecrackers, gasoline, lighter fluid) Bomb Threat/False Alarm Student delivers message of possible explosive materials being on campus, near campus, and/or pending explosion Threat of violence Student delivers message of possible threat of violence with a weapon or a threat on life. *Police may be notified depending on severity	Classroom Response		Reentry conference with Parents	Reentry conference with Parents
	Office Response	- Contact parents 2-3 day suspension - Initiate threat assessment - May result in emergency suspension/expulsion depending on severity	- Reentry conference with Parents 3-5 day suspension (progressive) - Initiate threat assessment -May result in emergency suspension/expulsion depending on severity	- Reentry conference with Parents - Suspension of five or more days depending on severity and grade level - Initiate threat assessment -May result in emergency suspension/expulsion depending on severity

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer, Tara Deebach, 360-262-3301, that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

For the student designated as the "targeted student" in a complaint:

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s Nondiscrimination Policy [3210](#) and Procedure [3210P](#), visit [Policies and Procedures](#)

What is sexual harassment?

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

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

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

To review the district’s Sexual Harassment Policy [3205](#) and Procedure [3205P](#), visit [Policies and Procedures](#)

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator:

Shane Schutz, Superintendent, 413 East Park Street, 360-262-3303

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Josh Fay, Athletic Director, 404 4th Ave NE, 360-262-3301

Concerns about disability discrimination:

Section 504 Coordinator:

Tara Deebach, MS/HS Dean of Students, 404 4th Ave NE, 360-262-3301

Conner Hogue, Elementary Dean of Students, 209 E. Park Street, 360-262-3345

Concerns about discrimination based on gender identity: Gender-Inclusive Schools Coordinator:

Tara Deebach, Dean of Students MS/HS, 404 4th Ave NE, 360-262-3301

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

What happens after I file a discrimination complaint?

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

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

- A summary of the results of the investigation

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

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

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

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

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

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

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

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

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy [3211](#) and Procedure [3211P](#), visit [Policies and Procedures](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Tara Deebach, Dean of Students at Napavine Jr./Sr. High at 360-262-3301.

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

FOOD SERVICES NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
program.intake@usda.gov