

2018-19 District Calendar and Family Handbook





Arlington Public Schools
provides resources to meet
the needs of all students.

Since the 2016-17 school year, Arlington Public Schools has provided school supplies for all students to ease the burden on families.

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Safety and Security are top priorities for Arlington Public Schools.

OCTOBER 2018



Students and staff practice safety drills throughout the year, including how to safely exit a school bus during an emergency.

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	School Board Meeting 6 p.m.										
14	15	16	Early Release All Students	17	18	19	20				
21	Elem Conferences Elem Early Release	22	Elem Conferences Elem Early Release	23	Elem Conferences Elem Early Release	24	Elem Conferences Elem Early Release	25	Elem Conferences Elem Early Release	26	27
	School Board Meeting 6 p.m.										
28	29	30	31	1	SEPTEMBER 2018 S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			NOVEMBER 2018 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			



NOVEMBER 2018



The Know Our Schools tour allows families and community members the opportunity to see what schools are doing to improve learning. A Post Middle School student explains how students constructed bridges for a project.

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OCTOBER 2018						DECEMBER 2018																					
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4						5						6		MS Conferences MS Early Release		7		HS Conferences HS Early Release		8		9		10			
												End of HS/MS Quarter 1															
11						No School Veterans' Day Holiday (Observed)						12		13		14		Know Our Schools Tour		15		16		17			
														School Board Meeting 6 p.m.													
18						19						20		Early Release All Students		21		No School Thanksgiving Break		22		No School Thanksgiving Break		23		24	
25						26						27		28		29		30						1			
						School Board Meeting 6 p.m.																					



DECEMBER 2018



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Our schools collect food and other items for families in need in the community. Arlington High School DECA students gather and deliver donations to families.

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JANUARY 2019



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Haller Middle School students learned about different cultures and customs from around the world by participating in the Flat Stanley Project.

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MARCH2019



Arlington Police Officer Kendahl Beecher lets Tara, the department’s drug detection K9, greet students at the Stillaguamish Valley Learning Center during a career day.

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31	School Board Meeting 6 p.m.				End of MS/HS Quarter 3	30																																																																																				

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Our staff engage in Professional Learning Communities (PLCs) to achieve better results for the students they serve.



APRIL 2019



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Educators receive targeted and job embedded professional development that advances instructional practices to meet diverse student needs.

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We prepare and inspire students to graduate and seek their full potential as lifelong learners.

JUNE 2019



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In 2017-18, 379 students graduated from Arlington and Weston High Schools. We also had our first GED recipient in our Open Doors Program!

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Arlington Public Schools Strategic Plan

Mission

Arlington Public Schools educates all students, preparing and inspiring them to graduate and seek their full potential as lifelong learners.

Motto

Educate - Prepare - Inspire

Goal 1: Student Learning & Achievement

Students will engage in learning that is rigorous, research-based and focused on successful grade transitions leading to graduation and further pursuits.

Actions

- Implement best teaching practices and technology across each grade and course
- Engage students in research-based, challenging and aligned curriculum that addresses diverse learning styles and abilities
- Engage staff in professional learning communities to achieve better results for the students they serve
- Provide targeted, job-embedded professional development that advances instructional practices while meeting students’ needs
- Identify areas of improvement based on data

Goal 2: Safe & Caring Environment

We will cultivate and maintain a safe and caring environment that supports a positive culture to increase student achievement.

Actions

- Enhance safety and security for students, staff and community
- Foster a culture that supports the academic, behavioral, social and emotional health needs of every student
- Model respectful conduct and civility
- Cultivate an environment where diversity is valued and respected
- Provide professional development for all staff around welcoming schools and customer service
- Regularly assess facilities for the ability to safely provide educational services

Goal 3: Resource Stewardship

We will align all resources (people, time, money and property) to support the District’s mission.

Actions

- Allocate resources to maximize student learning
- Maintain, improve and replace buildings and equipment
- Invest community resources prudently
- Share responsibility among students, staff and community for the care of district equipment and facilities
- Recruit, hire, motivate and retain a high quality, professional and diverse teaching and support staff

Goal 4: Parent & Community Partnerships

We will engage and encourage parents and our community to partner in the education of students.

Actions

- Promote students and families as active and integral participants in the learning process (learning walks)
- Enhance partnerships with the local community, business groups, city officials and civic organizations
- Improve communication with district families and the community using a variety of formats
- Increase Naviance use by parents and students
- Develop standardized district and building volunteer processes
- Increase volunteer opportunities across the district, including within and outside of the classroom and reduce barriers to volunteering
- Recruit more volunteers to support student learning by intentionally asking and developing programs with community organizations

Board of Directors and District Administration



Dr. Jeff Huleatt
Board President
Director District #1
(360) 435-2786
jhuleatt@asd.wednet.edu



Kay Duskin
Board Vice President
Director District #4
(360) 435-5201



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Marc Rosson
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Director District #5
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mrosson@asd.wednet.edu



Annika Hatfield
Student Advisor
to the Board
Term 2017-2019



Brooklynn Hill
Student Advisor
to the Board
Term 2018-2020

Administration Office

315 N. French Ave., Arlington, WA 98223 - Office (360) 618-6200 - Fax (360) 618-6221 - Hours: 7:30 a.m. to 4:30 p.m., M-F

Superintendent

Dr. Chrys Sweeting
(360) 618-6202

Assistant Superintendent

Ms. Kathleen Ehman
(360) 618-6207

Executive Director, Teaching and Learning

Ms. Kari Henderson-Burke
(360) 618-6220

Executive Director, Human Resources

Mr. Eric DeJong
(360) 618-6212

Executive Director, Financial Services

Ms. Gina Zeutenhorst
(360) 618-6203

Executive Director, Operations

Mr. Brian Lewis
(360) 618-6238

Director, Communications

Mr. Gary Sabol
(360) 618-6217

Director, Child Nutrition and Support Services

Mr. Ed Aylesworth
(360) 618-6213

Director, College and Career Readiness

Mr. Brian Long
(360) 618-6325

Director, Early Learning & Categorical Programs

Ms. Terri Bookey
(360) 618-6210

Director, Special Education

Mr. Dave McKellar
(360) 618-6209

Director, Technology

Mr. Mark Ehrhardt
(360) 618-6211

Director, Transportation

Ms. Cheryl Power
(360) 435-1268

Arlington Public Schools Information

Arlington High School
Duane Fish, Principal
18821 Crown Ridge Blvd.
Arlington, WA 98223
(360) 618-6300

Weston High School
Will Nelson, Principal
4407 - 172nd St. NE
Arlington, WA 98223
(360) 618-6340

Haller Middle School
Trevor Summers, Principal
600 East 1st St.
Arlington, WA 98223
(360) 618-6400

Post Middle School
Voni Walker, Principal
1220 East 5th St.
Arlington, WA 98223
(360) 618-6450

Eagle Creek Elementary
Bethany Belisle, Principal
1216 East 5th St.
Arlington, WA 98223
(360) 618-6270

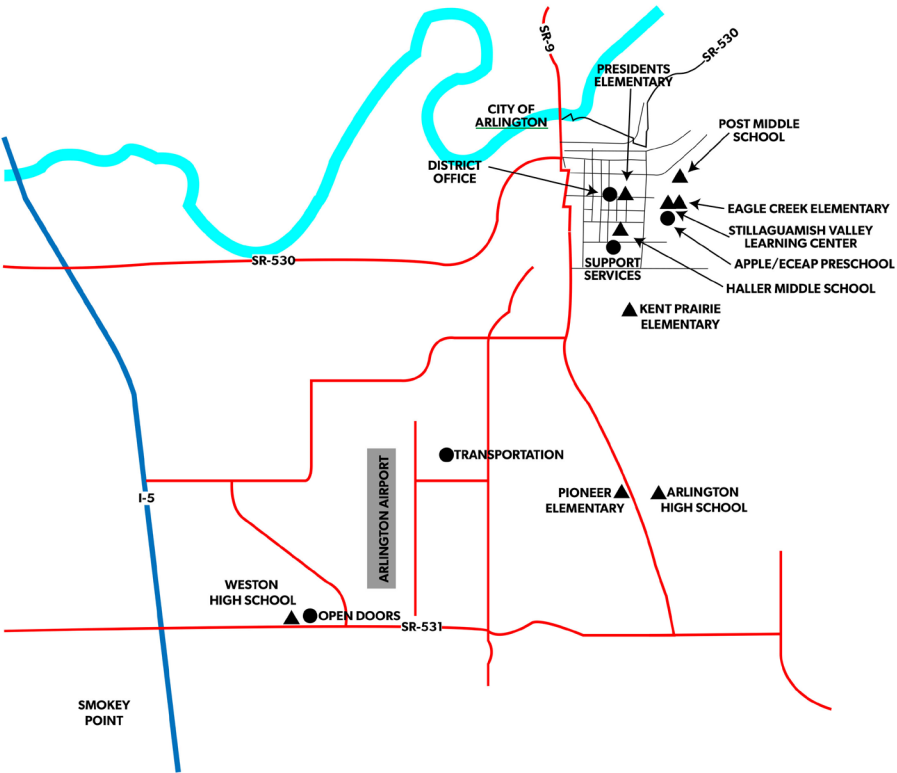
Kent Prairie Elementary
Karl Olson, Principal
8110 - 207th St. NE
Arlington, WA 98223
(360) 618-6260

Pioneer Elementary
Kerri Helgeson, Principal
8213 Eaglefield Dr.
Arlington, WA 98223
(360) 618-6230

Presidents Elementary
Derek Larsen, Principal
505 East 3rd St.
Arlington, WA 98223
(360) 618-6240

Stillaguamish Valley Learning Center
Joseph Doucette, Principal
1215 East 5th St.
Arlington, WA 98223
(360) 618-6440

ECEAP/APPLE Preschool
Carrie Saunders, Director
1216 East 5th St.
Arlington, WA 98223
(360) 618-6434



General Information

Attendance and Absences

Daily and on-time attendance is essential for success in school. State law requires that all children between eight and 18 attend school. The parent must notify the school as soon as possible when their child will be absent from school. Within five days of returning to class, the child should bring a note signed by the parent or guardian explaining the reason for the absence. Parent-excused absences are determined by Board Policy 3122 and include:

- Illness
- Medical Appointment
- Family Emergency
- Medical/Health Condition
- Court-ordered activities
- Foster care or dependency status
- Migrant status
- Safety concerns including bullying
- Religious

• Prearranged Absence

The school district may excuse a student's absence for the following reasons:

- Suspension
- Expulsion
- In-School Suspension
- School Activity
- School Related
- Office
- Homeless
- Search & Rescue

(Please see Policy 3122 for the full explanation.)

Under the state law the school is required to begin a truancy petition process, commonly known as a BECCA process, if a student has a large number of absences.

Under BECCA, if a student has five unexcused absences in one month, or 10 absences during a school year, the school must file a petition with the juvenile court asking that the court order the student to attend school. For more information, call your child's school.

Releasing Students

Students will not be released from school grounds, any school building or school function during school hours except by an authorized person, according to district procedures. Before a student is released or excused, the person seeking to remove the student must present proof/evidence of authority to do so according to the principal's satisfaction. Exceptions will be made when protective custody is dictated by appropriate legal authorities and in specific legal circumstances, according to Washington state law RCW 28A.605.010.

Emergency Closure Information

Severe weather or other emergencies may cause changes to the school day. When this happens, schools may need to close, start late or dismiss early. Plan in advance for such emergencies.

Please ensure that your child's school has your family's current emergency contact information.

We understand that decisions about school schedules and bus route changes have an impact on our families. We appreciate your patience during these situations. While we know that our students and families are best served when we are open, our main concern is the safety of our students and staff. Typically, decisions regarding schedule changes are made in the early morning before school. This allows for the most current weather information to factor into the decision. This information is generally posted by 5:30 a.m.

When it is necessary to close school due to extreme

weather conditions or other unusual circumstances, announcements will be made on local radio and TV stations early in the morning. Please do not call the school office. You can also check:

www.flashalert.net

Please take time in advance to sign up for notifications by going to the above site. They will send out email and/or text notices to you if you sign up!

Community Flyers for Students & Families

Community organization flyers are available on the District Internet site under the "Community" tab and in school offices. The ease and availability of the internet offers us an opportunity to reduce paper usage, save staff time and continue to assist other organizations to communicate information of interest to families.

Arlington Public Schools does not sponsor or guarantee the information in any material provided by other organizations. The request form to post flyers can also be found on the district website under the "Community" tab.

Community Use of School Facilities

The public is encouraged to use school facilities for activities such as evening meetings and other uses. Fees are based on a fee schedule, utility cost and custodial services required.

To reserve a facility, complete a Facility Use Application available on the district website or contact the Facility Coordinator at the district office. Activities sponsored by the District, including curricular and co-curricular functions, have first priority. For more information, call (360) 618-6217.

General Information

Assessments

Assessments are used by the state and district to provide information about individual and group achievement. They help schools improve learning. Teachers use ongoing classroom-based assessments to personalize instruction and monitor student progress. Teachers may use observations, tests, quizzes, presentations, performances, online assessments and other tools to assess students’ understanding.

Current state assessment information can be found on the OSPI website at www.k12.wa.us/assessment/State-Testing/default.aspx.

Curriculum

Parents/Guardians have the right to inspect any district instructional materials. Requests to review materials should be made in writing to the Teaching & Learning Department, 315 N. French Ave., Arlington, WA 98223 or by calling (360) 618-6216.

Graduation Requirements

As established by the Arlington Public Schools Board of Directors, the following are needed in order to earn a diploma from Arlington Public Schools:

- For the Class of 2019-20, students must complete 22.5 credits. The State Board of Education has increased the credit requirement to 24 for the Class of 2021 and beyond.
- Pass the designated State assessments.
- Complete a high school and beyond plan.
- Please read Policy No. 2410 on the district website under Administration/School Board/Policies & Procedures for details and a schedule of assessment and graduation requirements. Information regarding state-approved assessments, state-approved alternatives and the high school and beyond plan is contained in Procedure 2410P.



Parent/Student/Teacher Conferences

Conferences are held in the fall and spring. Students are excused early during conference days as indicated by the district calendar. These conferences are intended to give parents an opportunity to meet with the teacher and set academic goals. Parents are invited to contact the teacher to arrange a conference at any time regarding their child’s progress.

Family & Community Engagement

Family and community engagement in student learning is strongly encouraged. Family members can be

nominated by a principal or Board member to serve on the Advisory Council for Education (ACE) Committee, School Improvement Team at their child’s school, or provide input at Special Education or Bilingual parent meetings.

Our schools host opportunities for families to learn more about what we teach and how to build a seamless connection between home and school learning. School principals and staff can recommend many ways for families to have a positive and significant impact on student learning.

General Information

Visiting Our Schools

Families and community members are encouraged to visit our schools. We require all visitors to check in at school offices, wear a visitor’s badge and follow school procedures.

Volunteering

Arlington Public Schools recognizes that involvement of parents and community members in each student’s education contributes to a positive and successful school experience. Parent involvement continues to have a strong effect on academic performance, even throughout high school. Besides helping the school, volunteers are teaching the next generation the joy and obligation of giving some of one’s precious time to worthwhile causes!

When becoming a volunteer, you will want to find an opportunity that can fit both your interests and time availability. There are many ways family and community members can spend their volunteer time. Oftentimes, contacting your child’s school is a good place to start. Here is a list of common volunteer opportunities in Arlington Public Schools:



- PTA (officer, fundraising efforts, etc.)
- Classroom helper
- Book fair
- Tutor
- Room parent
- Lunch buddy
- WATCH D.O.G.S.
- Parents on campus
- Recess volunteer
- Classroom speaker
- Athletic booster club
- Music/drama productions
- Committee advisor
- Field trip chaperone
- Preparing materials for projects
- Curriculum adoption committee

All volunteers must complete a Washington State Patrol background form. Go to the district website to begin the volunteer application process. When you enter a school building, please check in at the office to sign in and pick up an identification badge.

Technology/Internet Access

The Board recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Parents and students should read and fully understand the expectations provided by the school. If you do not want your child to access the Internet at school,

please complete the opt out portion of the Network Use Expectations form and turn it in to your school office. This must be done at the beginning of each school year. If no documentation is on file, it will be assumed that permission for Internet usage has been granted.

Reporting to Parents Through Skyward Family Access

Family Access is a part of Skyward that allows family members to access student information over the Internet. One of the great things about Family Access is that it is available from your home, office or anywhere you have access to the Internet. Secure user names and passwords are issued to parents/guardians and to middle and high school students for access to Family Access.

Family Access is configured so that parents/guardians and students have access to student information, such as lunch account balances, attendance, schedules, current grades and report cards.

Payment Policy

Our school district has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment, it must include your current, full and accurate name, address and telephone number. When paying by check, you authorize the recovery of unpaid checks and the recovery of the state allowed fee by means of electronic re-presentment.

For assistance regarding check payment recovery, you may contact PAYTEK at (866) 399-4101. In addition, providing a non-sufficient funds check will result in you being barred from writing checks to the school or district for the remainder of the school year.

Special Programs

Highly Capable Program

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences or environments. Outstanding abilities are seen within students’ general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes.

- A student may be referred for the district’s Highly Capable Program by his/her parent or guardian, community member, student’s teacher, or school administrator by completing the district’s Referral Form 2190F1. Completed referral forms are to be submitted to the building principal or the Highly Capable Program Facilitator.
- Such referrals will be accepted throughout the school year with the emphasis being placed on November for kindergarten and first grade, and in April for all grades.
- The Highly Capable Multidisciplinary (HCM) team will screen each referral to indentify students who qualify for further assessment.
- The district will obtain written parental permission prior to conducting assessments.
- The HCM team will evaluate individual student assessment profile data to determine program eligibility.
- Parents will be notified of the HCM team decision and be provided with a full explanation of the procedures and assessments results.

Contact the school principal of your student’s school or Terri Bookey at (360) 618-6210 for more information.

Title I

Title I is a federally funded program designed to help children who are achieving below grade level in reading and math. Trained teachers, instructional assistants and materials are provided by Title I funds to qualifying schools. Based on their scores, children receive instruction to accelerate their learning. Families at Title I schools are invited to participate in the planning and evaluation of the program. Schools that receive Title I funds are Eagle Creek, Kent Prairie and Presidents.

Teachers assigned to Title I, Part A targeted assistance programs and all teachers assigned to a Title I, Part A schoolwide building must meet applicable state certification and licensure requirements. Paraeducators in schools that operate a Title I, Part A schoolwide or targeted assistance programs must continue to meet certain federal standards.

If you would like to be involved in Title I policy development and program coordination, please contact Terri Bookey, Categorical Programs Director, at (360) 618-6210.

For citizen’s complaints regarding federal programs, please following Arlington School District Policy 4220. If concerns continue, see information at <https://www.k12.wa.us/TitleI/Citizencomplaint.aspx>.

Learning Assistance Program

LAP programs serve eligible students who need academic support for reading, writing and math, or who need readiness skills to learn these core subjects. With special emphasis on reading literacy in the early grades, schools use their state LAP funds to deliver supplemental services that give these students the strong start they need for academic success.

Special Education Child Find

Arlington Public Schools provides for a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons, ages 0-21 which includes preschool, who have disabilities in the following areas: autism, deaf-blind-ness, developmental delay, deafness, hearing impairment, intellectual disabilities, multiple disabilities, orthopedic impairment, other health impairment, emotional disability, specific learning disability, speech or language impairment, traumatic brain injury and visual impairment.

Parents/guardians of children who may have any of these conditions and live within the Arlington Public Schools boundaries are encouraged to contact their school counselor or psychologist.

Section 504

Students who are disabled under the definition of Section 504 of the Rehabilitation Act of 1973 are eligible for accommodations/services that allow the student to participate in and benefit from the educational program. Please contact your building principal if you believe your child may be eligible.

Accessibility

The district ensures that each program, service or activity, when reviewed in its entirety, is readily accessible to and usable by individuals with disabilities per the Americans with Disabilities Act.

Special Programs

Educational Services for Displaced Youth

The purpose of the McKinney-Vento Act is to provide educational services for homeless students which are equal to those provided for all other enrolled students, and ensure that homeless children and youth have equal opportunities to enroll in, attend, and be successful in school. Your child may qualify as homeless if you are:

- Sharing housing with others due to loss of housing, economic hardship, or similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate living accommodations;
- Living in emergency or transitional shelters;
- Are abandoned in hospitals;
- Awaiting foster care placement;
- Living in public or private places not designed for, or ordinarily used as, regular sleeping accommodations for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- Migratory children living in conditions described above.

According to the child’s best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. The District liaison for homeless students is Brian Long at (360) 618-6325.

Bilingual Services-English Language Learners

Students who indicate their first language is not English

when registering with Arlington Public Schools are given the Washington English Language Proficiency Assessment to determine eligibility for the ELL program. This placement must be done within 10 days of the student’s entry into the school district. The district bilingual services include:

- Kindergarten and first grade Transitional Bilingual Program - this is an instructional model that employs two languages.
- Kindergarten through eighth grade Supportive Mainstream - this model provides language development instruction through a pull-out/push-in model.
- High school Content-Based/Sheltered Instruction - this model integrates language and content instruction.

For interpreting services, please call (360) 618-6291.

CTE and STEM

Career and Technical Education (CTE) offers students in grades 7-12 an opportunity to explore career options, support basic academic and life skills, enable achievement of leadership skills and options for high skill, as well as advanced continuing education. Contact Brian Long at (360) 618-6325.

Science, Technology, Engineering and Math (STEM) coursework has become a national priority in education with a focus on preparing our students to compete in these fields internationally. Arlington offers many STEM courses in middle and high school. Interested students should contact their counselor with questions and career pathway options.

Student Insurance

Arlington Public Schools does not provide student insurance coverage for injuries arising from accidents during school, in athletic competition, in work-based learning or during school-sponsored activities, such as ASB activities or field trips. Parents and guardians are responsible for the payment of medical treatment or hospitalization for student injuries incurred during school and outside activities.



At the beginning of the school year, the district provides parents with information on voluntary insurance programs offered by student accident insurance providers. Student accident insurance brochures are available at your child’s school. For students who are not covered by a family health or accident insurance plan, parents/guardians should consider purchasing student accident insurance available through the district.

Privacy Rights & Notifications

Notification of Rights Under FERPA

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

1. The right to inspect and review the student’s education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Parents or eligible students who wish to ask the school to amend a record they believe is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A

school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on a special committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

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

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

PPRA Notice

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the district to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationship, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parent(s); or
- Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. The district will provide parent(s), within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under state law.)

Release of Information Post-Secondary (College and Military) Organizations

The federal Elementary and Secondary Education Act requires high schools to provide military recruiters with a list of its 11th and 12th grade students. If you do not wish to have such information released, you must notify the school in writing. You can pick up a copy of the form at your child’s school, fill it out and give it to the office staff. Parents objecting to the release of their child’s name should submit the form as soon as possible after the school year has begun.

Privacy Rights & Notifications

Photographs

Occasionally the school or district staff take photographs of students for use in district or school-produced materials (for example: annual yearbooks, newsletters, school or district web-site, videos, or presentations, to name a few) or for use in the news media. If you do not wish to have your child’s photograph released, you must notify the school in writing. You can complete the Use of Student Information Form and give it to the office staff at your child’s school. Parents objecting to the release of their child’s photograph should submit the form as soon as possible after the school year has begun.



Releasing Student Information

Most information about our students is confidential and cannot be made public without consent of parents/guardians. However, the federal Family Educational Rights and Privacy Act (FERPA) permits a school district to release “directory information” about a student unless a parent/guardian chooses not to have it released. Requests for this type of information often come from the news media for news stories, sports articles, academic achievements, awards and special programs. There are also times when schools or the district may want to recognize students in newsletters and other district publications.

The district defines directory information as the student’s name, photograph, address, telephone number, email address, date and place of birth, dates of attendance, grade in school, graduation year, participation in officially recognized activities and sports, weight and height of members of athletic team

members, diplomas and awards received, and the most recent school attended by the student.

You have the right to withhold this information. If you do not wish to have such information released, you must notify the school in writing by completing the Use of Student Information Form and giving it to the office staff at your child’s school.

Social Media

Social media technology has had an impact on our world and lives. People that we might otherwise not hear from are now a click away and our lives have the potential of being an “open book.” Our thoughts, ideas, photos and happenings can be posted continuously and instantly. All of these things have social and educational implications.

One area of concern is posting photos as they relate to student confidentiality and safety. Here are some guidelines for you to consider when using Facebook, Instagram, etc.:

- Many parents do not want their child’s photo online. Written permission from the child’s parent/guardian must be received prior to posting any pictures from school/classroom events. This is for your own protection as well as the protection of the student(s).
- Do not tag or list students’ last names on posted photos.
- Any photo taken by a company is copyrighted and should not be posted (e.g., class and individual student pictures).
- Pictures should not be taken at school for the purpose of posting online. Prior permission from the school office must be obtained anytime you take pictures on campus. Office staff must also screen

pictures taken for yearbooks and annuals, since parents can opt out of having their student’s picture included.

- Student photos are not to be used to promote a business of any kind.

Our school district recommends that staff members do not “friend” our families or students. This is to make sure to keep professional boundaries. We appreciate your willingness to adhere to these guidelines. As a school district, we are responsible for the safety of our students while they are on school grounds.

Integrated Pest Management and Asbestos Management Plan

The health and safety of students and staff is paramount. The district manages vegetation and pests using a minimum of pesticides. The district uses physical, mechanical, cultural, biological and educational tactics as primary controls. Chemical controls are a last resort and the least toxic alternative is used. When pesticides are used, notification signs are posted at buildings 48 hours prior to pesticide use and for 24 hours after. Individuals wishing advance notification of pesticide use at any site may contact the Support Services Department. The asbestos notification requirement is in response to the Asbestos Hazard Emergency Response Act (AHERA). The district has developed and maintains an asbestos management plan, including records of surveillance, training and abatement activities. Detailed reports of both pesticide use and asbestos records are available at the Support Services Department, 135 S. French Ave., or by calling (360) 618-6430.

Arlington Public Schools has copies of the AHERA reports in all school offices in buildings that were built before 1988. If you have any questions, please contact the Executive Director of Operations at (360) 618-6238.

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Health Information

The health information you provide at registration and throughout the year is shared with staff as necessary to benefit the health and safety of your child and others. Please notify your child’s school when there are changes in your child’s health and when your emergency contact phone numbers change.

Immunizations

Before children can attend school, parents/guardians must provide proof of full immunization, proof that a schedule of immunization has begun or a certificate of exemption. Immunization must be provided against Diphtheria, Pertussis (Whooping Cough), Tetanus, Polio, Mumps, Measles, Rubella, Hepatitis B and Varicella. Kindergarten and any newly enrolled students will not be able to attend school and/or be assigned to a classroom until all immunizations are in compliance.

Children entering kindergarten must have received four to five doses of DTaP (depending on when vaccine was given); three doses of polio, provided the last dose was given on or after the fourth birthday; two doses of MMR given on or after the first birthday and at least 28 days apart; three doses of Hepatitis B vaccine; and two doses of Varicella (Chickenpox) on or after the first birthday or health care provider’s proof of diagnosis.

Children entering the sixth grade must show proof of Varicella vaccine or parent-reported history of disease. Students ages 11 and older are now required to show proof of DTaP (Diphtheria, Tetanus and Pertussis) vaccination if it has been five years since receiving a Tetanus-containing vaccine (DTaP, DT, or Td).

If a child has been exempted from a vaccine, s/he will be excluded from school in the event of an outbreak of that particular disease.

Medications at School

Medication Authorization forms are available at the school or can be downloaded from the district’s website. A new Medication Authorization form is required each school year.

Prescription medication must be provided in its prescription bottle with directions and non-prescription medication must be provided in the original manufacturer’s container. The form and medication must be brought to school by a parent/guardian. Under no condition should any type of medicine be sent to school with the student, in lunches or with the bus driver. If a health professional and a student’s parents request that a student be permitted to carry his or her own medication and/or be permitted to self-adminster the medication, the Principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions shall be the same as established for oral medications.

Tobacco, Vaping, Alcohol, and Drug-Free Schools

Under the Drug-Free Schools and Communities Act, all Arlington Public Schools must be totally free of unlawful drugs (including Marijuana) and alcohol. No one is allowed to possess, use or distribute such drugs (including Marijuana) or alcohol while at school or while taking part in school activities. In addition, State Law and Board Policy prohibit the use of tobacco products and vaping by anyone on public school property. Disciplinary actions will be taken for drug, alcohol and tobacco violations. The law allows for discipline that may include prosecution for illegal acts, as well as suspension or expulsion for students.

The District fully supports the Drug-Free School and Communities Act. It is expected that all students and employees will follow the regulations and policies prohibiting possession, use or distribution of drugs, alcohol and tobacco on school property or as part

of any school activity. Services are available within this area for students who are involved with drugs or abusing alcohol. Resources can be found by contacting school staff or your family doctor.

Maintaining Professional Staff/Student Boundaries (Policy 5253)

The purpose of this policy is to provide all staff, students, volunteers and community members with the information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Arlington Public Schools Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

Staff members will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member’s duties in the district. The superintendent or designee has developed staff protocols for reporting and investigating allegations and developed procedures and training to accompany this policy.

Concerns about professional staff/student boundaries should be addressed to the Executive Director of Human Resources at (360) 618-6212.

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Student Rights and Responsibilities (Policy 3200)

Students and their parents/guardians can find detailed information about rights and responsibilities in individual school student handbooks. Parents/guardians are encouraged to immediately report concerns to their child’s teacher or principal to allow the school to respond as soon as possible.

If you are unable to meet with the teacher or principal or the problem cannot be solved, you may contact Kathy Ehman (360-618-6228) at the district office and file a complaint. You also have the right to contact the Office for Civil Rights or the Washington State Human Rights Commission. The Office of the Superintendent of Public Instruction has specific information at www.k12.wa.us/Equity.

Safety and Civility in Schools (Policies 3205 & 4299)

It is the policy of Arlington Public Schools to encourage students and staff to learn and work in schools that are free from violence, intimidation, threats, harassment and fear. Because of wise, consistent enforcement of the rules and ethical decision-making by both youth and adults, the school environment is attractive to students and creates the most favorable conditions in which to learn.

Complaints are handled individually at each school according to the school’s policy. Such complaints must be appropriately investigated and consistently handled with due process requirements. Informal reports may be made to any staff member. The policies promote mutual respect, civility and orderly conduct among district employees, parents, students, and the public. Arlington Public Schools staff will treat parents, students, and other members of the public with respect

and expect the same in return.

The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. The district is committed to maintaining orderly educational and administrative processes to keep schools and administrative offices free from disruption and prevent unauthorized persons from entering school and district grounds. This policy is not intended to deprive any person of his or her right to freedom of expression, but to maintain a safe, harassment-free learning environment for our students and workplace for our staff.

In the interest of providing positive role models to the children of this district, as well as the community, Arlington Public Schools encourages positive communication and discourages volatile, hostile or aggressive speech and/or actions. The district seeks the public’s cooperation in this endeavor.

SafeSchools (1-844-241-1346)

We have a SafeSchools Alert Tip Line for our school community. Anyone can make an anonymous report of a potential crisis, inappropriate behavior, or suspicious activity to school administrators. Visit the SafeSchools Alert website at <https://asd-wa.safeschoolsalert.com> to report a concern via text message, email, phone message, or web notification. You can also access the SafeSchools Tip Line through Quick Links located on each building’s website.

Prohibition of Harassment, Intimidation and Bullying (Policy 3207)

Arlington Public Schools is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or

bullying.

“Harassment, intimidation, or bullying” means any intentional act, which may be expressed in written, graphic, verbal, electronically-transmitted or physical form, including but not limited to one shown to be motivated by race, religion, creed, color, ancestry, national origin, age, marital status, honorably discharged veteran or military status, gender, gender expression or identity, sexual orientation, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, that:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” can include, but are not limited to, physical appearance, clothing or other apparel, socioeconomic status and weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons,

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pranks, gestures, physical attacks, threats, or other written, oral, physical or electronically transmitted messages or images.

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

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

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

Interventions
Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student and severity of the conduct in determining intervention strategies. Interventions will range from education, counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individualized Education Plans or Section

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

Retaliation/False Allegations
Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation or bullying.

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

Compliance Officer
Ms. Kathy Ehman
Assistant Superintendent
315 N. French Ave., Arlington WA 98223
(360) 618-6228

Student Conduct Expectations & Reasonable Sanctions (Procedure 3240)
Respect for the Law and the Rights of Others
The student is responsible as a citizen to observe the laws of the United States, the state of Washington and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district-provided transportation or otherwise under school authority. Students with disabilities have certain disciplinary protections.

Compliance with Rules
Students shall comply with all rules adopted by the district. Failure to do so shall be cause for corrective action. Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district; criminal acts; and/or violation of school rules and regulations, may be subject to disciplinary action by the school and prosecution under the law.

- Discipline Offenses*
- Accumulation of Violations
 - Arson/Reckless Burning
 - Assault
 - Civility/Profanity, Inappropriate Language and Gestures
 - Disruption of Educational Process
 - Drugs, Alcohol or Paraphernalia, Possession of or Use of
 - Drugs or Alcohol, Sale of, Purchase of, Trade of, or Providing of (Including the Intent to Sell or Distribute
 - Extortion
 - False Alarm Pulls
 - Forgery and Misrepresentation
 - Gang Associations/Activities
 - Harassment, Intimidation and Bullying
 - Insubordination

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- Lying to Staff
- Prohibited Items at School
- Safety Violation
- Sexual Misconduct
- Technology Misuse
- Theft
- Threat
- Tobacco/Smoking/Vaping
- Trespass
- Vandalism
- Weapons

Sexual Harassment (Policy 5011)
This district is committed to a positive and productive education and working environment, free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district activities. Sexual harassment occurs when:

- A. Submitting to the harasser’s sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- B. Submission to or rejection of sexual demands is a factor in an academic, work, or other school-related decision affecting an individual; or
- C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual’s performance or creates an intimidating, hostile or offensive environment.

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

The district will take prompt, equitable, and remedial

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

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

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

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

The superintendent will develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff members are responsible for receiving informal complaints and reports of sexual harassment and informing

appropriate district personnel of the complaint or report for investigation and resolution. All staff members are also responsible for directing complainants to the formal complaint process.

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

Suicide Prevention (Policy 2145)
The Arlington Public Schools Board of Directors recognizes that suicidal behaviors are complex issues, a major cause of death among youth, and are to be taken seriously. While school staff may recognize potentially suicidal youth and the district may make an initial risk assessment, the district cannot provide in-depth mental health counseling. Instead, the Board directs school staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

The Board also recognizes the need for youth suicide prevention procedures and directs the superintendent to establish appropriate programs for teachers, staff, and students that: a) identify risk factors for youth suicide; b) intervene with such youth; c) provide referral services; d) follow-up on a completed suicide; and e) offer training about how to provide proper assistance.

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School staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student’s family, and appropriate resource services as defined in the procedures of this policy and appropriate state and federal law.

The superintendent will develop and implement procedures and a staff training schedule to achieve the Board’s goals and objectives.

Procedure for Policy 2145 I. Prevention

Suicide prevention strategies may include, but are not to be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with the school and each other, and is characterized by caring staff and harmonious inter-relationships among students.

A. Student Health Education Program
The district’s comprehensive health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills and self-esteem. Developmentally appropriate suicide prevention instruction will be incorporated into the health education curriculum and designed to help students:

- Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy and anxiety can lead to thoughts of suicide;
- Identify alternatives to suicide and develop coping and resiliency skills;
- Learn to listen, share feelings and get help when communicating with friends who show signs of

suicidal intent; and

- Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse and/or suicide prevention services.

B. Student Responsibility
The district will encourage students to notify a teacher, principal, counselor or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another student’s despair or suicidal intentions.

Where appropriate, the district will use students to help educate their peers to identify the warning signs of suicidal behavior and to get a suicidal student adult help.

C. Staff Training
The district’s suicide prevention training will help staff identify and respond to students at risk of suicide. The training shall periodically be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health or public health agencies and may include information on:

- Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability and other factors;
- Warning signs that may indicate suicidal intentions, including changes in students’ appearance, personality or behavior;
- School and community resources/services; and

- District procedures for intervening when a student attempts, threatens, discloses the desire to commit suicide or displays other indicators.

D. Principal/Designee Prevention Planning
School administrative teams will designate specific individuals to be promptly contacted regarding a suicide threat including the school counselor, psychologist, nurse, superintendent, the student’s parent/guardian and, as necessary, local law enforcement or mental health agencies.

The principal or counselor will develop a re-entry plan, including a student/staff support plan for use after a suicide attempt.

II. Intervention
Whenever a staff member suspects or has knowledge of a student’s suicidal intentions he/she shall take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview.

The principal or counselor shall then notify the student’s parents/guardians as soon as possible, unless notification of the parents will jeopardize the student’s safety. The district may also refer the student to mental health resources in the community.

Additionally, the principal or designee shall ensure the student’s physical safety by one of the following as appropriate:

- Secure immediate medical treatment if a suicide attempt has occurred;
- Secure emergency assistance if a suicidal act is being actively threatened;
- Keep the student under continuous adult supervision until the parent/guardian and/or

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appropriate support agent or agency can be contacted and has the opportunity to intervene.

- Document the incident and disposition in writing as soon as feasible;
- Follow-up with the parent/guardian and student, in a timely manner, to provide referrals to appropriate services as needed;
- Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident; or
- Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.

A. Parent Responsibility
If a student is determined to be at risk, the principal or designee shall contact the parent/guardian and:

- Ask the parent/guardian whether he or she is aware of the student’s mental state;
- Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
- Provide names of community counseling resources, if appropriate, and offer to facilitate the referral;
- Determine the parent’s/guardian’s intent to seek appropriate services for the student; and
- Discuss the student’s re-entry into school.

B. Post–Event
In the event that a suicide occurs or is attempted, the principal or designee shall follow the crisis intervention procedures contained in the school safety plan.

After consultation with the superintendent or designee and the student’s parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians and staff with information, counseling and/or referrals to community agencies as needed.

School administrators may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students and staff. Following a suicide, the district will also assess the impact within all schools and the local community and provide appropriate information and support.

III. Communications
The district’s suicide prevention policy and procedure and the crisis intervention plan will be available for all staff, students and community through the District Calendar and Family Handbook and in school and district offices.

All requests for specific information regarding an incident will be directed to the building principal or designee.

IV. Resources
The district will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. Community resources include:

- A. Prevention Resources:**
- Washington Youth Suicide Prevention Program, www.yspp.org, (206) 297-5922;
 - Washington State Department of Health, www.doh.

- wa.gov/preventsuicide; (360) 236-2800;
- Prevention Center of Northwest Educational Service District 189, (360) 299-4010 ; and
 - 211 System – This is an information referral service and it assists with providing resources in your community.

B. Crisis Response Resources:

- Emergency Response: 911
- Local Crisis Hotline: Care Crisis (425) 258-4357 or 1 (800) 584-3578
- National LifeLine: 1 (800) 273 and Talk (8255)
- Mental Health: North Sound Mental Health Agency 1 (888) 693-7200.

Non-Profit Org
US Postage
PAID
Permit No 55
Arlington WA 98223

Arlington School District No. 16
315 North French Avenue
Arlington WA 98223

Welcome to Arlington Public Schools!

I'm excited to welcome you to the 2018-19 school year in Arlington Public Schools! TOGETHER with staff, parents and community, we will cultivate growth in learning for EACH student. This year we will emphasize the positive benefits of having a growth mindset to increase student learning. Cultivating growth involves reinforcing:

- Embracing challenges
- Never giving up
- Seeing effort as part of learning
- Using feedback (positive & negative) to improve growth in learning
- Being inspired and learning from the success of others

We will continue work started last year with the Washington State Leadership Academy. Several administrators, teachers and community member are working with the academy to answer the question, "How do we improve K-12 teaching and learning in order to increase achievement for each student in mathematics?" We have several actions that are being implemented to address this question.

Attendance continues to be a focus this school year. According to the Office of Superintendent of Public Instruction (OSPI), every absence, excused or unexcused, is a learning opportunity lost and can have significant impacts on a student's success in school and life. You will see increased communication between the district, schools and families explaining why it's so essential for your child to be in school every day.



The Open Doors Youth Re-Engagement Program – a program that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21 – continues to thrive and grow. A program that started with only 10 students last fall has now increased to more than 40 in just a year.

In 2018, Arlington Public Schools was named to the Advanced Placement (AP) District Honor Roll for increasing the number of students taking AP exams by 17 percent.

Our District Strategic Plan provides a map of our priorities and a tool to hold us accountable to measurable results. The four goal areas, 1) Student Learning & Achievement, 2) Safe & Caring Environment, 3) Resource Stewardship, and 4) Parent & Community Partnerships are vital to supporting the success of each Arlington student. Thank you for partnering with us for this vital work!

I look forward to seeing what our students will learn and achieve this year.

Passionate for Student Learning!

Chrys Sweeting

Dr. Chrys Sweeting, Superintendent

Arlington Public Schools provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with hearing, vision, or speech disabilities.

The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Officer and Compliance Coordinator, Mr. Eric DeJong, Executive Director, Human Resources, 315 N French Ave., Arlington, WA 98223, 360.618.6212, edejong@asd.wednet.edu; Section 504 Coordinator, Mr. Dave McKellar, Director of Special Education, 315 N French Ave, Arlington, WA 98223, 360.618.6209, dmckellar@asd.wednet.edu.

School Hours

Elementary

Grades P-5

Start	9:10 a.m.
Dismissal	3:40 p.m.

Middle School

Grades 6-8

Start	8:00 a.m.
Dismissal	2:30 p.m.

Arlington High School

Grades 9-12

Start	8:00 a.m.
Dismissal	2:30 p.m.

Weston High School*

Grades 9-12

Start	8:00 a.m.
Dismissal	2:20 p.m.

**Class times vary based on individual student schedules.*