



Manson
Elementary School

2024 - 2025

Student & Family

Handbook



509-687-9502



www.manson.org



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Contact Information

Manson School District

135 S. Hill St.

Manson, WA 98831

(509) 687-3140

www.manson.org

Manson Early Learning Center

140 Hill St.

Manson, WA 98831

(509) 888-4890



Manson Elementary School

950 Totem Pole Rd

Manson, WA 98831

(509) 687-9502

Manson Secondary School

1000 Totem Pole Rd

Manson, WA 98831

(509) 687-9585



Meet the Team

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Rosanna Pittman
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Linda James
William Thompson
David Olson
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Jay Fox
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Avid Castro
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Mary Rios

Honorina DeJesus
Monica Marble
Stan Lindert
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Maria Zaragoza
Michelle Rogge
Stephanie Tichelaar
Luz Segura
Sandra Clausen
Andrew Bloch
Junior Valdovinos
Alicia Alexander
Heidi Lindsey
Olivia Castro
Ben Riippi

Kindergarten
Kindergarten
1st Grade
1st Grade
1st Grade
2nd Grade
2nd Grade
K-2 Spanish Instruction
3rd Grade
3rd Grade
4th Grade
4th Grade
5th Grade
5th Grade
PE Teacher
Art Teacher
Music Teacher
Pre-School Teacher
Transitional Kindergarten Teacher
Librarian
Reading Specialist

Paraprofessional – LAP
Paraprofessional ELC
Special Services Paraprofessional
Special Services Paraprofessional
Special Services Paraprofessional
Special Services Paraprofessional - ELC
Custodian
Custodian

Head Secretary
School Nurse
School Counselor
Attendance Clerk & Food Services
Speech Language Pathologist
Special Education Teacher
Special Education Teacher
ELD Coordinator
Head Cook
Assistant Cook
Principal

Letter from the Principal

Dear Manson Students and Families,

Welcome to the new school year of 2024-2025! On behalf of the entire staff, I extend a warm greeting to all our students and families. Whether you are returning or new to our community, we are thrilled to have you as part of the Manson Elementary family.

At Manson Elementary, we believe in creating a nurturing environment where every student can thrive academically, socially, and emotionally. Our team of dedicated educators is committed to providing a safe, supportive, and stimulating learning experience for all students. We aim to build strong relationships with our students and families to foster a sense of belonging and community.

Please read this Manson Elementary Student and Family Handbook, an important resource that outlines our school's policies, procedures, and expectations. This handbook is designed to ensure that everyone in our school community is informed and aligned with our goals and values. Please take the time to review it carefully and discuss its contents with your child. If you have any questions or need further clarification, do not hesitate to reach out to our office.

We are dedicated to supporting your child's growth and success. Our comprehensive educational programs and extracurricular activities are designed to inspire and challenge students, helping them reach their full potential. We also encourage active parental involvement and invite you to participate in our various school events, meetings, and volunteer opportunities. You are most welcome here!

We look forward to partnering with you in making this school year a remarkable and rewarding experience for your child. Together, we can create a positive and enriching environment that prepares our students for future success.

Thank you for your continued support and trust. Let's make this year an outstanding one!

The Future Looks Bright!

Ben Riippi
Principal
509-687-9502



School Calendar

[MSD 2024-25 Calendar.pdf](#)

Mission & Vision

Mission

Our school district's mission is "Continuous Student Learning." This simple but powerful statement captures the belief of our employees, families, and community that all children can and will learn.

Vision

In partnership with the community, Manson Elementary provides integrated, hands-on learning opportunities built on a solid foundation of respectful relationships. Caring staff, through a focus on the whole child, will meet the needs of every student, ensuring that they leave here ready to pursue their dreams.

Manson Wildcats

Ah, the spirited and paw-sitively delightful wildcat! When it comes to elementary school mascots, The WILDCAT brings a whole lot of energy to the playground. Here's a brief rundown on what a Manson Elementary Wildcat is all about:

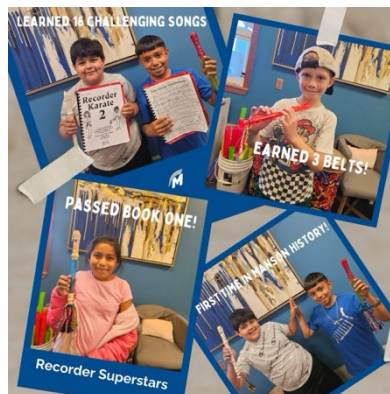
1. **Courage and Tenacity:** The wildcat embodies determination. Just like our young students, it faces challenges head-on, whether it's mastering multiplication tables or navigating the monkey bars.
2. **Unity and Team Spirit:** When kids don their wildcat gear—tiny paws raised high—they're part of a pack. Whether cheering at a soccer game or celebrating a successful science project, they learn the power of teamwork.
3. **Roaring School Pride:** Picture the school assembly: pint-sized wildcats chanting their hearts out, their roars echoing through the gym. That pride and school spirit is contagious. When the Wildcats win a prize drawing or receive another positive reward, you'd think they'd won the Super Bowl!
4. **Playful and Curious:** Wildcats are curious critters, just like our elementary students. They explore, investigate, and often pounce on interesting facts. Plus, they're known to chase after knowledge like it's a laser pointer dot.
5. **Imagination Unleashed:** Ask a Manson Elementary Wildcat what they want to be when they grow up, and you'll hear everything from astronaut to dinosaur whisperer. Their imaginations soar, and the wildcat mascot encourages them to dream big

Manson PRIDE

Here at Manson Elementary we encourage and reward positive behaviors. Students can earn Wildcat Tickets by showing *Respect*, *Making Positive Decisions*, and by *Solving Problems*.

Throughout the school year, we teach students about Manson PRIDE and recognize those who show exceptional positive behaviors and achievements.

P	Persistence
R	Respect
I	Integrity
D	Diversity
E	Empathy



Manson Learns

The Manson Learns Tree is the visual image we've linked to clarify how we meet our district's student goals. To reach these goals each school is granted "some" autonomy in how they accomplish this work with their specific age level of students and will develop an aligned way to articulate their work. For example:



- Manson High School = Manson *Strong*
- Manson Middle School = Manson *Explores*
- **Manson Elementary** = Manson *Builds*

At Manson Elementary, we work hand in hand with our community to offer engaging, hands-on learning experiences for our students. Our dedicated and caring staff prioritizes building strong, respectful relationships with every child. By focusing on the whole child, we ensure that each student's needs are met, preparing them to chase their dreams with confidence and enthusiasm.

B	Balanced.	We strive to provide a balanced educational experience that incorporates the whole child.
U	United.	Staff, families, district, and community all work together for the well-being and safety of our students.
I	Integrated.	We provide integrated, hands-on learning to let students access knowledge in meaningful ways.
L	Learning.	We focus on literacy and math as crucial areas to prepare our students for the future, providing individualized interventions and challenges as needed.
D	Diversity.	We embrace diversity, respect cultures and languages and teach tolerance.
S	Staff & Students.	We have talented and caring educators who work to create meaningful relationships that foster learning for our students.



General Information

Early Learning Center and Elementary School Hours

Preschool (half days)	Mondays and half days: No Preschool	Tuesdays-Fridays: AM: 8:30am – 11:45am PM: 12:00pm – 3:15pm
Transition to Kindergarten	Mondays: 9:30am – 3:15pm	Tuesdays-Fridays: 8:30am – 3:15pm
Kindergarten – 5 th grade	Mondays: 9:30am – 3:15pm	Tuesdays-Fridays: 8:30am – 3:15pm

Arrival Time

- Monday at 9:05am.
- Tuesday– Friday at 8:05am.
- Breakfast is served in the cafeteria on Mondays between 9:05am-9:25am and Tuesdays-Fridays between 8:05am-8:25am.
- If you are dropping off your student: Drop off times are Mondays between 9:05am-9:25am and Tuesdays-Fridays between 8:05am-8:25am.

Vehicle Loading and Unloading

For the safety of our students, please follow the directions on the lower elementary parking lot as well as directions from staff.

- Form a single-vehicle line.
- Stay in your vehicle (unless parked in the lower lot).
- Please follow the instructions of the adult supervisors assisting and monitoring this area after school.
- During **school dismissal time** (3:10pm-3:20pm), staff members will supervise the area to ensure children are following their transportation plan and/or are being picked up by an authorized adult.

- Students are not allowed to cross the parking lot by themselves and need to be accompanied by an adult.
- It is important that you use the **lower parking lot**, as the upper parking lot is utilized for ADA parking, our Special Needs Bus, and service delivery vehicles.

Counseling Services

At Manson Elementary School, we are dedicated to supporting the academic, social, and emotional well-being of our students. Our comprehensive school counseling program offers a variety of services to help students succeed and thrive. Our experienced school counselor is available to provide individual and group counseling, classroom guidance lessons, and support for students facing challenges. Whether a student needs help with academic planning, conflict resolution, or personal issues, our counseling services are here to assist. We encourage students and parents to take advantage of this valuable resource to enhance the overall educational experience. For more information or to schedule an appointment, please contact our school counselor.

Communication Folders

All school-wide communications are sent home in a communication folder every Tuesday. This includes homework or other classroom communications as well. Please check your child's backpack every Tuesday, review the materials, and respond as needed.

Dress Code

At our elementary school, we believe that a respectful and distraction-free learning environment is essential. To support this, we have established the following dress code guidelines:

1. Clothing

- Should be appropriate for school activities.
- Should not have holes or tears that reveal undergarments or skin inappropriately.
- Shirts with offensive, violent, or inappropriate graphics or text are not allowed.
- Pants should not have strategic holes/cuts/tears at or above the thighs.
- Tops that expose bare midriffs (crop tops) or are low-cut are not acceptable for school.

2. Footwear

- Closed-toe shoes are recommended for safety reasons.
- Sneakers are required for physical education days.
- Flip-flops and high heels are not allowed.

3. Accessories

- Hats, caps, and hoods are allowed inside the building. However, teachers may ask students to remove them during class. Students are expected to comply with the teacher's requests and follow directions.
- Sunglasses are not to be worn indoors unless medically required.

4. Special Considerations

- Cultural or religious attire is respected and accommodated.

Dress code Enforcement

- Teachers and staff will monitor compliance with the dress code.
- Students who do not adhere to the dress code will be asked to change into appropriate clothing. They will either be provided with temporary, appropriate clothing or their parents/guardians will be contacted.
- Repeated violations may result in parental contact or further disciplinary action.

By following these guidelines, we can ensure a positive and effective learning environment for all students. Thank you for your cooperation!

Discipline

At Manson Elementary, we believe in creating a safe and supportive environment where every student can thrive. Discipline is approached with fairness and understanding, following Washington state law and OSPI guidelines to ensure consistency and respect for each child's individuality. When behavior expectations are not met, teachers and staff work collaboratively with students and parents to address concerns constructively. Our focus is on teaching positive behavior and problem-solving skills, encouraging students to take responsibility for their actions and learn from their mistakes. By fostering a culture of mutual respect and accountability, Manson Elementary strives to cultivate a nurturing learning community where all students can achieve their full potential.

Although infrequent, some actions warrant in-school or out-of-school suspension, or expulsion. This is outlined in Board Procedure 3240P.

Library

Books may be checked out from the library for two weeks and may be renewed if necessary. If a student wishes to come to the library during class time, they must have the permission of their teacher and there must be a staff member supervising the library. Parents are also welcome to check out books from the library!

Lost and Found

Please check the lost and found clothing rack regularly. Items that are not claimed will be given to charity several times during the school year. For this reason, it is important to write your

child's name on their coats, sweatshirts, and snow gear. For smaller lost items, please check with the office staff.

Medication at School

According to Washington state law, medication is considered to be anything other than Vaseline, saline (salt water), and soap & water. **A written authorization must be updated annually and for each medication, whether over-the-counter (including cough drops or pain relievers) or prescription.** You can obtain this authorization form in the office. Please read Board Policy #3416 for more information.

Nut Smart School

To reduce the risk of exposure for people with severe nut allergies, any student who brings a lunch from home will store the lunch in the grade-level bins in the cafeteria. Lunches and snacks from home should not be stored in the classroom, and students are not allowed to share.

P.E. Participation

Students must wear athletic shoes that fasten with either shoelaces or Velcro straps. Participation in physical education requires active engagement; students cannot observe without a doctor's note submitted in advance. Additionally, jewelry is not allowed during P.E. classes. This may also apply to other accessories (hats, caps, etc.) as decided by the P.E. teacher.

Personal Items at School

To maintain a safe and focused learning environment at Manson Elementary, certain personal items are not allowed on school grounds. These include, but are not limited to:

- Electronic Devices
 - Cell Phones
 - Tablets
 - Smart Watches
 - Gaming Devices
 - AirPods
- Toys
- Trading Cards (Pokémon, etc.)
- Valuable Items
- Items that could cause disruption or harm

We encourage students to leave these items at home to prevent distractions and ensure everyone's safety. Exceptions may be made for educational purposes with teacher approval.

If students bring these items to school, they are expected to keep them secured in their backpacks. *The school cannot be held responsible for any loss or damage to these personal*

belongings. In emergency or special situations and under adult supervision, students may be allowed to use their phone to contact a parent or guardian.

Child Abuse

Child Abuse is reported to proper authorities if reasonable cause exists as required by state law. All staff are mandated reporters and must report at the first opportunity but in no case longer than 48 hours. Child interview is provided to Child Protective Services (CPS) and law enforcement.

Child Custody

Child custody is assumed to reside with the residential/custodial parent(s)/guardian(s). It is the parent/guardian's responsibility to file certified court custody papers with the school. Other family members may not contact the student and interrupt the educational process without written permission of residential/custodial parent(s)/guardian(s).

Child Find

Child Find, as mandated by IDEA (Individuals with Disabilities Education Act), aims to identify children who may require special education and related services. School districts are required to conduct proactive Child Find activities to locate, evaluate, and identify students suspected of having disabilities, irrespective of the severity. These activities encompass all students within the school district's jurisdiction, whether enrolled in public schools or not.

McKinney Vento Act

The McKinney-Vento Act is a federal law designed to safeguard the educational rights of homeless students. It aims to remove obstacles to their enrollment, retention, and academic achievement, ensuring they have equitable access to the same free and appropriate public education as their peers. **Individuals who lack a fixed, regular, and adequate nighttime residence are considered homeless.** This includes:

- Shared housing due to loss of housing, economic hardship, or a similar reason.
- Living in motels, hotels, trailer parks, or camping grounds.
- Emergency or transitional shelters.
- Awaiting Foster Care placement.
- Children and youth whose primary nighttime residence is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in the aforementioned circumstances.

For more information or to determine if you qualify under the McKinney Vento Act, please contact the school counselor.

Attendance

All children ages 8-18 are **required by law** (Becca Bill) to be enrolled in school. The law also applies to children ages 6-7 if parents have enrolled their child in school. It is required that children attend school every day, all day, and on time when school is in session. OSPI and the Becca Bill have provided updated guidelines for school districts to address absences and to ensure students are in school, full-time, every day, and on time.

Absences

Students are absent from school for many valid reasons. However, even when there is communication from the parent and there is a valid excuse, absences add up and can significantly impact a student's progress towards learning. We wholeheartedly believe that all absences matter, all absences have reasons, and that all absences have impact.

Excused Absences

Absences due to the following reasons are excused:

1. Physical health or mental health symptoms, illness, or a health condition. Examples could be medical, mental health wellness, dental, optometry, and behavioral health treatment. **However, when a student has more than 5 excused absences within a month or more than 10 excused during the school year, a doctor's note or proof of appointment is required for the absence to be excused.** A parent/guardian can sign a Release of Information (ROI) form that allows the school nurse or counselor to contact your doctor directly. That way, you don't have to provide a doctor's note.
2. Family emergency such as a death or illness in the family.
3. Safety concerns.
4. For a complete list of excused absences, please see WAC 392-401-020 and the district's policy.

Unexcused Absences

1. Staying home because of tiredness/oversleeping, missing the bus, needing to go to a family member's appointment, providing childcare for siblings, or staying home because school is "too easy" or "too hard" or you "don't like the substitute teacher".
2. When a student does not attend the majority of hours or periods in a school day.
3. Missing school because of family trips/vacation **without pre-approval** from the school. Please fill out the "Extended Absence Form" at least a week prior to any trips and submit this to the front office. Note that even when family vacation is approved and absences are excused, the amount of missed school days still add up and can lead to excessive absences. Teachers are not required to provide your student with any materials.

4. Any absence that is not on the excused list per state law or per district policy.

Tardiness

It is crucial for students to arrive at school on time each day. When a student arrives five to ten minutes late, or even more than 30 minutes, they miss valuable instruction and disrupt the teacher and the learning environment for others.

Excessive Absences

In addition to the Washington state law (WAC 392-401-020) legal requirements for elementary excused absences, there is regulatory authority for school districts to address excessive excused absences (RCW 28A.020). The school principal, counselor, and attendance clerk have the authority to determine if an absence meets the criteria for an excused absence.

At 5 excused absences within any month, the parent/guardian will receive a “Becca Bill” letter from the school requesting to schedule a required conference. Any future absences will require medical notes or proof of appointment.

At 10 cumulative absences within a school year, the parent/guardian will receive another Becca Bill letter, and is required to attend a second conference. Medical notes or proof of appointment continue to be required.

If attendance does not improve, the school can stop excusing the absences in accordance with district policy and Washington state law. This would start the truancy process, which includes screening, interventions, and possibly the filing of a truancy petition.

Chronic Absenteeism

A student is considered chronically absent when they miss 10% or more of their school days within a year for any reason. This includes excused and unexcused absences as well as suspensions. This is not the same as truancy.

Truancy

A student is considered truant when they have 7 or more unexcused absences in a month, or 15 unexcused absences in a school year. When this happens, the school is required to file a truancy petition with the Chelan County Juvenile Court.

Prior to the school filing a truancy petition, you will have received a minimum of two Becca Bill letters and will have attended two conferences with the attendance team. The student/family has been referred to the Community Engagement Board (CEB) and an action plan or attendance agreement has been put in place in an effort to improve attendance and remove barriers. If despite these interventions the absences continue, the truancy process will be started.

Questions and Information regarding attendance:

For more information regarding attendance and absences or if you have any questions, please reach out to:

Luz Segura

Attendance Clerk

509 687 9502

LSegura@manson.org

Stephanie Tichelaar (Ms. T.)

K-5 Counselor

509 687 9502 ext. 216

STichelaar@manson.org

Ben Riippi

Principal

509 687 9502

BRiippi@manson.org



Manson School District Transportation Department

Hours: 7:00 am to 3:30 pm

Contact: Eric Sivertson

Phone: (509) 687-3140

School Bus Safety & Rules

Transportation provided by the district is a privilege. Any inappropriate behavior at bus stops, on district vehicles, or while boarding or exiting a vehicle may lead to disciplinary action, including the suspension of transportation privileges.

- Obey the driver's instructions and do not distract the driver.
- Remain seated and keep the aisles clear.
- Remain seated until the scheduled stop.
- Keep hands, arms, feet, legs, and head inside the vehicle.
- Talk quietly. Do not yell or use vulgar or abusive language.
- Be courteous to the driver and others.
- Do not throw anything inside the vehicle or from the vehicle.
- No smoking, drinking, or eating is allowed.
- Do not bring animals, weapons, dangerous instruments, tobacco, alcohol, or drugs in the vehicle.
- Maintain orderly conduct at designated bus stops.
- Provide proper identification when asked to do so (bus note).

Parents and guardians, with your assistance and cooperation, we can work together to ensure the safety of your children while they ride the bus and as they walk to and from the bus stop. Please review the following school bus conduct guidelines with your child.

Conduct While Waiting for the Bus

- Be at your bus stop approximately ten minutes before the bus is scheduled to arrive.
- Stay at a safe distance from the curb on the sidewalk area.
- Do not play games in the street.
- When the bus approaches, get in line. Line up parallel to the street away from the curb.
- Stand clear of the bus until it has come to a complete stop. Do not push or shove while waiting. Let smaller children board first.
- If you miss the bus to school, go straight home. Remember, your bus driver has a schedule to keep and if you are not at the bus stop, he cannot wait for you.
- Parents should instruct their children on what to do if the bus is unable to pick them up, e.g.,

- Where to go and wait (back home or to a friend's house).
- Whom to telephone (parents, school, or a friend).

Conduct While Boarding the Bus

- Always use the handrail
- Go up the steps one at a time.
- Avoid pushing and shoving.
- Go directly to your seat. The bus will not move until all passengers are seated.
- Regulations do not permit passengers to stand in a moving bus.

Conduct On the Bus

- Passengers are to remain seated while the bus is in motion.
- Place books, parcels, and musical instruments on your lap. The bus aisle must be kept clear.
- Loud talking, screaming, and unnecessary movement could distract the driver and create an unsafe condition.
- Normal conversation is of course permitted, but vulgar or profane language is prohibited.
- Do not change seats. Stay in the first seat selected.
- Arms, head, and other parts of the body are to be kept inside the bus.
- Throwing objects inside or out of the bus may cause an accident and is not allowed.
- Chewing gum, drinking pop, or eating food or candy is not permitted.
- Do not mark, cut, or scratch any part of the bus. Vandalism costs everyone.
- The emergency door and exit controls shall be used by students ONLY during supervised drills or actual emergencies.
- Reasonable requests: A student's refusal to give the correct name, accept temporary or permanent seating assignment, or give a positive response to reasonable requests will be grounds for suspension of the bus privilege.

Conduct While Getting Off the Bus

- Stay seated until the bus is completely stopped.
- Use the handrail and take one step at a time when leaving the bus.
- Pushing or crowding shows poor manners and could cause an accident.
- Move away from the side of the bus immediately. Go directly home.
- Parents must communicate with office if their student is to get off at a bus stop other than their regular stop.
- If a dropped article rolls near or under the bus do not crawl or reach under the bus, instead tell the driver. She/he will help you retrieve the article.
- Do not chase or hang onto the bus as it is starting up.

Conduct While Crossing the Street

- If you must cross the road, walk about ten feet in front of the bus, then wait for the driver to signal that it is safe to cross.
- Look continuously to the left and right as you cross the road. Proceed directly across the road in a courteous manner. Do not stop or walk slowly up or down while you are in the street. Do not run.
- Never cross the road behind the bus.
- Caution! Be alert for vehicles that do not stop when the bus is loading or discharging passengers.
- When crossing at an intersection, check traffic in all directions. Be sure to obey traffic signals and signs. Stay in the designated crosswalk. Cross only when it is safe to do so.

We have six buses (and therefore routes) in our district. For more information about bus routes and specific times, or Snow Routes, please visit www.manson.org/Page/638 Please feel free to call the Transportation Department, Elementary or District office.

Harassment, Intimidation, and Bullying

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, including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do if 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. However, 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.

What happens after I make a report about HIB?

If you report HIB, school staff will 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. Manson Elementary staff will take action 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 will notify the families of the students involved with the complaint and will make sure a prompt and thorough investigation takes place. The investigation will be completed within 5 school days unless we have agreement on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you of the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation will provide you with the outcomes of the investigation within 2 school days.

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.

Manson Elementary 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, 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.

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.

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.**

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

Contact the school principal
email briippi@manson.org
phone 509-687-9502

You may also schedule a meeting the principal or submit a written complaint.

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. 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?

An investigation will be completed within 30 calendar days unless there is agreement on a different timeline. If the complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing.

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

- A summary of the results of the investigation
- Notice about how you can appeal the decision

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
- 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