

Big Lake Elementary Handbook



2022-2023

**Every student graduates with the knowledge and skills for
future learning and success.**

16802 Lake View Boulevard
Mount Vernon, WA 98274
(360) 855-3525
Matt Lutes ~ Principal



Every student graduates with the knowledge and skills for future learning and success.

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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Welcome Message

Welcome to another amazing year at Big Lake Elementary. Big Lake's goal is to provide every student with knowledge and skills for future learning and success.

Big Lake Elementary is an environment where children can feel safe, supported, and academically challenged. Parent involvement is strongly encouraged in the classrooms. Please visit Big Lake Elementary often, ask questions, and become involved with as many activities as possible. Your input and support is valued and appreciated. The Big Lake staff provides a high-quality, rigorous education for all students. We pride ourselves in developing students who: (1) think critically, (2) take pride in and ownership of their learning, (3) understand the importance of communication and equity in collaborating with peers, and (4) grow as responsible citizens at school, home and in their community. Monthly newsletters are posted to our website. Please review these newsletters to remain informed. Additionally, teachers send out informational emails on a regular basis.

Attendance is critical. Whether due to illness or family vacations, absenteeism directly impacts the development of a student's academic habits, and academic progress over time. One of the most important things you can do to help your child succeed is to help him/her develop a habit of regular, punctual attendance.

Staff

Administration & Certificated Staff

Principal	Matt Lutes
Administrative Secretary	Shawna Carpenter
Secretary	Jackie Roberts
Kindergarten	Mary Lynch
Kindergarten	Katie Reijm
First Grade	Stephen Collins
First Grade	Ariel Maras
Second Grade	Timathi Fitzpatrick
Second Grade	Kristi Muña
Third Grade	Brandon Constantine
Third/Fourth Grade	Natalie Sakuma
Fourth Grade	Ivy Leverenz
Fifth Grade	Rachael Brown
Fifth/Sixth Grade	Jael Crouse
Sixth Grade	Elizabeth Vaith
Special Ed	Jamie Harr
PE Specialist	Reille Jones
LAP	Sarah Bolser
Counselor	Ariel Williams
Music	Kerri Kincaid

Specialists

Speech	Jessica Dalgas
Psychologist	Jennifer Coomes
Nurse	Kami Smith
Physical Therapist	
Occupational Therapist	Leanna Serrano

Classified Employees

Paraprofessionals & Campus Safety:

Erica Covert
Kaysee Leyva
Deborah Hedberg
Melissa Lamont
Teresa Percy
Amy Souza
Patsy Walz

Custodian	Theresa “Tish” Geldart
Food Services	Lynn Phillips
Building Tech Support	Michael Benninghoven

Parent Group

Each parent is automatically a member of Big Lake’s Parent Group Association (BLPGA). We encourage all parents to attend and become involved. The BLGPA meets on the third Thursday of each month at 7 p.m. in the Cafeteria or Zoom if needed.

The School Counselor

The Big Lake School Counselor provides a variety of services to students, teachers and parents in the classroom, small groups and one on one. The counselor’s role is to support the students' social, emotional and behavioral needs of students. Our counselor is in the office every Monday, Wednesday and Friday.

Arrival and Dismissal

These rules are necessary to ensure the safety of our students. If you have any questions regarding this policy, please give us a call.

<u>Doors open to classrooms</u>	9:10/10:10AM (W)
School begins	9:25/10:25AM (W)
School dismissed	3:30PM
Early Release days dismissed	12:30PM

(W) = Late Start Wednesday

Any change from the normal routine requires a note or a phone call. In the absence of communication indicating a change, **students will be sent home based on their normal transportation plan.**

Picking Children Up At School

If you pick up your child from Big Lake for any reason, before dismissal time, you **must check in at the office**.

Written parental permission or a phone call to the main office is required for any other person to pick up a child.

One of the most important things you can do to help your child succeed is to help him/her develop a habit of regular, punctual attendance. Please try to schedule appointments outside of the school day whenever possible. Tardies and early pick-ups are a major disruption to our classroom routines. Please respect our 9:25-3:30 times. Early pick-ups will be tracked and counted against attendance, just like tardies.

Emergency Information Forms on file with the school are imperative. Please keep phone numbers and addresses current.

Lost and Found

All lunch boxes, hats, gloves, coats, boots and other articles of clothing should be plainly labeled with your child's name.

Articles of clothing or other items found on the school grounds are brought to the office. Any article that is marked with a child's name is returned to him/her. Unidentified items are kept in the "lost and found" located next to the main office. Students are encouraged to check for lost items in this area. Twice a year unclaimed items are donated to local agencies.

Messages for Students

If you need to get a message to your child, please contact the main office. We will send a note out to your child's teacher as soon as possible.

Visiting School

All employees, volunteers and indoor contractors in educational settings are required to be fully vaccinated* or have a medical or religious exemption per Governor's proclamation 21-14.3. Visitors are not required to be vaccinated. Visitors would be those picking up students from the office, or signing them in, or attending an extracurricular activity.

**Fully Vaccinated: An individual is fully vaccinated when they have received both doses in a two-dose COVID-19 vaccine primary series or one dose of a single-dose COVID-19 primary series approved or authorized for use in the United States. Staying up to date with all recommended vaccinations and boosters is the best option to protect from severe disease and hospitalization.*

Student Progress

The purpose of semester report cards is so students, parents, and teachers can monitor progress in accordance with the state requirements. We hope to clearly communicate the expectations for our students and the student's progress toward meeting these expectations. Student progress is formally reported two times per year as listed below:

Student/Parent/Teacher Conferences

Conferences will be officially held two times a year. Additional conferences may be requested by the teacher or by the parents at any time. The first semester conferences will be held on **November 7th and 8th**. Both days are early release days for students. The second semester conferences will be held on **March 2nd and 3rd**. Both days will be early release for students.

First Semester – Report cards will be sent at the end of the first trimester, 2/9.

Second Semester – Report cards will be sent at the end of the second trimester, 6/15.

Any questions about report cards should be addressed with your child's teacher.

Schoolwide Expectations

Big Lake Elementary has established schoolwide expectations so students have a clear understanding of what is expected in key locations at Big Lake. These expectations will be reviewed with staff and will be taught to students. Posters and banners highlighting an area's expectations will be posted throughout Big Lake. These expectations will be reviewed monthly with students throughout the year.

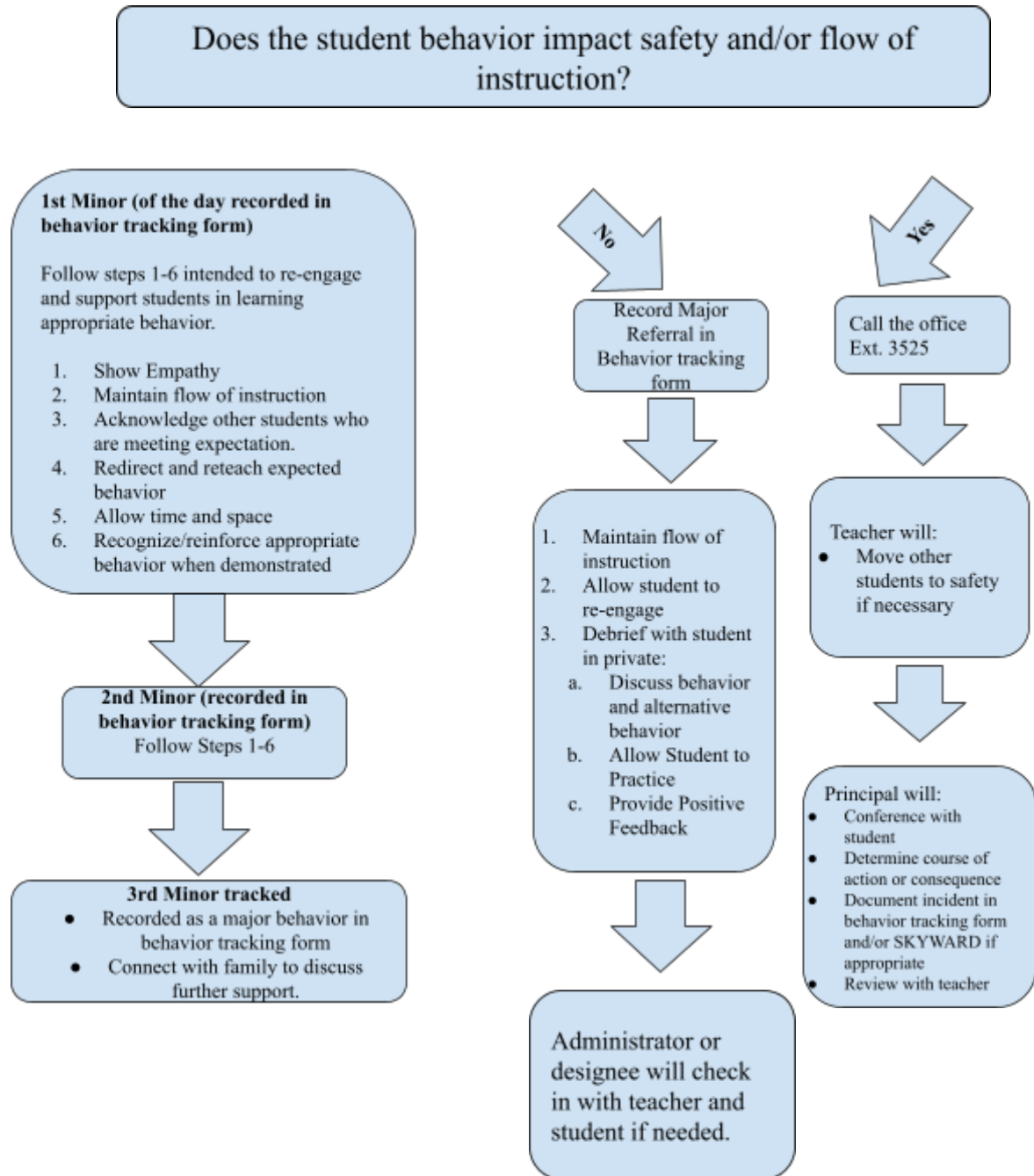
Trait	Setting						
	Classroom	Hallway	Cafeteria	Bathroom	Recess	Bus	Arrival & Dismissal
B E R E S P E C T F U L	<p>Follow Directions</p> <p>Use kind words and actions</p> <p>Cooperate with others</p> <p>Be truthful</p> <p>Keep hands, feet, and objects to self</p>	<p>Keep hands to yourself</p> <p>Be courteous of other classrooms</p> <p>Respect materials (e.g. posters)</p>	<p>Use manners</p> <p>Listen to and follow adults requests</p> <p>Keep food on your plate</p>	<p>Take care of your own business</p> <p>Give others privacy and remain in stall</p> <p>Keep water in the sink</p> <p>Knock before entering</p>	<p>Respect other people's personal space on the playground</p> <p>Follow the rules of the game on the playground</p> <p>Respond when the adult/teacher calls on the playground</p> <p>Be kind to peers while playing games on the playground</p>	<p>Use kind words toward the bus driver and others</p> <p>Listen to and follow the bus driver's rules</p> <p>Remain seated after entering the bus</p> <p>Stay clear of the roadway</p>	<p>Respond immediately when teacher/adult calls</p> <p>Raise your hand for help</p>
B E R E S P O N S I B L E	<p>Bring required materials</p> <p>Exercise self-control</p> <p>Participate in all activities</p> <p>Take care of school property</p> <p>Use time wisely</p>	<p>Walk</p> <p>Follow instructions given for drills and emergencies</p> <p>Report unsafe hallway behavior(s)</p>	<p>Eat your own food</p> <p>Clean up after yourself</p>	<p>Flush toilet</p> <p>Wash hands with soap</p> <p>Throw away any trash properly</p> <p>Report any problems to teacher</p> <p>Use the restroom quickly and return to class quietly</p>	<p>Return equipment when you are done</p> <p>Line up when the bell rings</p> <p>Stay in established area</p> <p>Report problems/unsafe behavior to the adult</p>	<p>Remain in seat</p> <p>Use self-control</p> <p>Be ready when the bus arrives</p> <p>Carry on all personal belongings needed</p> <p>Keep alert and watch for your stop on the way home</p> <p>Keep all food and drinks stored away</p>	<p>Stay in assigned areas</p> <p>Arrive on time</p> <p>Bring to school and take home all necessary materials</p> <p>Arrive on time to before and after school activities</p>

G I V E B E S T E F F O R T	Participate in class activities with best effort	Walk directly to next location	Keep the lunch tables clean	Keep bathroom tidy		Keep hands and feet to yourself	Resolve conflicts peacefully
	Complete work with best effort	Use time appropriately and efficiently	Clear away trash			Stay clear of a moving bus	Fulfill before and after school commitments
	Try first, then ask for help politely	Pay attention to where you're going				Be alert and prepared in emergency situations	
	Use classroom materials appropriately						
	Remain on task & focus on your own work						

Reactive Plan

This flowchart outlines how staff will support students at school. Behaviors are identified in two categories: Major and Minor. Definitions for each category are outlined on page 10 and 11 of this handbook. Based on whether a behavior is minor or major, staff will intervene appropriately.

Responses should be positive, proactive and implemented with the end goal of supporting the student to learn and demonstrate behavior expectations.



Major and Minor Behavior Definitions

Below is a list of minor and major definitions for student behaviors. These definitions outline the course of interventions stated in the Reactive Plan on page 9.

Minors: Behaviors that impact the student and their learning or cause disruption to others	
If these become chronic, move to Major (chronic= 3 in a day)	
<ul style="list-style-type: none"> ● Class Disturbance <ul style="list-style-type: none"> ○ Crawling on floor (negatively impacts learning) ○ Distracting behaviors ○ Consistently not following directions ○ Mimicking behavior ○ Not in line or out of seat ○ Argumentative Behaviors ● Property Misuse <ul style="list-style-type: none"> ○ Destruction of property ○ Playing with things ● Physical Aggression <ul style="list-style-type: none"> ○ Spitting on others ○ Poking/touching, pushing/shoving ○ Throwing things ● Technology Violation <ul style="list-style-type: none"> ○ Accessing school-allowed websites (Youtube, google, etc) during non-permitted times (test, class discussion, etc) ● Dishonesty <ul style="list-style-type: none"> ○ Lying ○ Leaving supervised area ● Inappropriate language <ul style="list-style-type: none"> ○ Inappropriate language/gestures/noises ● Intimidation 	<p>Initial Responses: The consequences below are part of our PBIS framework and are intended to support students to be successful in all settings by taking an instructional approach to behavior and responding calmly, supportively, and respectfully.</p> <p style="padding-left: 40px;">Have a clear sequence of expected responses to support students not meeting expectations.</p> <p>Steps 1-6</p> <ol style="list-style-type: none"> 1. <u>Show empathy</u> (get down on student’s level, show concern, consider triggers for students. The goal is to support students in making good choices and to create a positive, productive, and safe environment.) It is important to assess whether the student is able to do what is being asked of them (is it a won’t do or a can’t do problem?) 2. <u>Maintain Flow of Instruction:</u> tend to students displaying appropriate behavior first and ensure instruction is moving forward 3. <u>Acknowledge other students</u> who are meeting expectation: important to show students meeting expectations will get attention rather than inappropriate behavior 4. <u>Redirect and Reteach:</u> (prompt) students(s) who are struggling by providing verbal or nonverbal reminders in private (get down on their level and keep language clear, minimal and positive). If consistent behavior, reteach and model expectations for students. **Consider providing choices: provide student with choices to help break behavior chain (eg. choice of task location, choice of task sequence) 5. <u>Allow time and space</u> for student to respond to request and re-engage 6. <u>Recognize/reinforce</u> students when appropriate behavior is demonstrated/their behavior has changed.

Majors: Behaviors that impact safety or are illegal

Chronic Minor Behaviors (chronic = 3 in one day)

- **Actions that cause physical harm**
 - Biting
 - Punching
 - Throwing Things
 - Fighting (physical)
- **Bullying**
- **Credible threat** to do injury to person or property
- **Harassment**
- **Illegal Substances**
- **Technology violation**
- **Intimidation**
- **Vandalism**
- **Weapons**
- **Arson**
- **Gang Related Activities**
- **Illegal Substances**
 - Alcohol
 - Drugs
 - Marijuana
 - Tobacco

If a student continues behavior with 3 separate incidents in a day, then follow the Reactive Plan

- After 3rd minor behavior in a day, set up a meeting with student and parent to **determine a suitable intervention outlined in the building Ci3T implementation plan.**
- If secondary or tertiary interventions are implemented with fidelity and given adequate time (document using treatment integrity forms) and do not yield desired outcome(s), options can be:
 - meeting with parents again with student to discuss how best to support
 - SST meeting to determine next steps of support
 - or review of other interventions in the building Ci3T implementation plan
- If a student has an IEP and is struggling behaviorally, the IEP team must be called together to determine how best to support.

*Behaviors that are specific to a student's Behavior Intervention Plan (BIP) will be documented per the Individual Education Plan (IEP) and do not need to be entered into Skyward **UNLESS** support is needed that goes beyond their specific plan.*

A student may be placed under Emergency Expulsion, as defined in the Sedro-Woolley School Board Policy #3331, while an investigation of an incident takes place.

- Some offenses may demand a call to the police or authorities.
- If a child has an Individual Educational Plan (IEP), stated behavioral goals may take precedence.
- Discipline notices will be followed up with communication home via telephone or email.
- **The principal reserves the right to make adjustments to the discipline steps as determined on an individual student basis.**

Definition of Terms

Bullying – To intimidate with perceived power; to be cruel verbally and/or physically. Ongoing and pervasive. This includes cyber bullying.

Assault – Physical attack on another person.

Arson – Malicious burning or attempt. Possession of combustibles (matches, lighter) and/or explosives (firecrackers, smoke bombs, live ammunition) is considered attempted arson.

Fighting – Being physically aggressive with the intent to do bodily harm. “Play fighting” will be considered fighting.

Forgery – The illegal production of counterfeit material (including parent signatures on school documents).

Gang Related Items – Any clothing items (hats, scarves, belts, shirts, and shoelaces), hand signals, or other gestures, body markings related to gang activity.

Harassment – Unwelcome and/or inappropriate advances. This can be of a verbal, physical or sexual nature. This includes cyber bullying.

Inappropriate Language – Words and phrases, which generally offend members of our school community. These include cussing and comments deemed offensive by a class of students (gender, race, sexual orientation).

Intimidation – Influence or force by fear.

Retaliation – Continuation of harassment behaviors after directives to stop.

Substance Abuse – Possession, use of, or selling of any illegal drugs, alcohol or mind altering substances or any medication which is not prescribed by a physician.

Theft – Taking something that does not belong to you.

Vandalism – Willful damage or destruction of property.

Target – A person at which teasing, bullying, intimidating behaviors are directed.

Threat – An expression of an intention to inflict something harmful (written or verbal).

Tobacco – No student shall be in possession of tobacco products of any kind on district property, including district vehicles and athletic fields.

Verbal Assault – Inappropriate language, harassment, gestures, name-calling, put-downs or threats intended to directly offend others.

Weapons – Any instrument that can be construed to be potentially dangerous or harmful to themselves or others. Any student in possession of firearms, dangerous weapons (including knives, “nun-chu-ka sticks”, “throwing stars”, BB guns, pellet guns, paintball guns, etc.) or explosive devices will be subject to expulsion. This includes “look-alike” facsimile.