

# Lummi Nation School Student Handbook 2024-2025



# Lummi Education Division Philosophy

**The Lummi Education Division is primarily responsible for providing services to Lummi Tribal members in education and/or career placement. The Education Division acknowledges education is an inherited right passed through the generations to each Lummi member since time immemorial. The Education Division is made up of three houses of learning: Early Learning Programs, Lummi Nation School, and the Johnson O'Malley Program. Each of these houses of learning are responsible for fulfilling the vision and philosophy that was once present in traditional Lummi societies. In traditional Lummi societies, the leader, whose primary role was educating the next generation, was called Qwintan. Qwintan was responsible for ensuring young generations of Lummi's knew what it meant to be Lummi. Qwintan was responsible for identifying young people's gifts, and facing them toward their destiny with the tools they would need to be successful members of society. The Lummi Nation views the works of the Education Division in this same capacity. The Education Division is responsible for ensuring each Lummi Tribal member has access to the tools they would need to be successful.**

# Lummi Nation School

**The Lummi Nation School is an honorable house of learning within the Lummi Education Division. Lummi Schelangen, (way of life) is of the utmost importance in academics, and is well presented in the overall climate of the school. The school was created to preserve inherent rights to self-govern and maintain tribal sovereignty. We strive to create a holistic educational environment that places importance in spiritual, physical, emotional, and intellectual capacities. We acknowledge that students within our Nation learn differently than one another and at different rates. We reserve the right to implement Schelangen and the celebration of our ancestors through language, cultural arts, and song and dance. Our commitment and responsibility to our ancestors, Elders and families is one of our foremost values, and we will fulfill that obligation. We are determined to make students productive members of society and prepare them to participate within the dominant culture as productive and accomplished individuals.**

# LNS Mission

**At Lummi Nation School, all students learn through our Schelangen, academics, community, and culture. Philosophy/Belief Statement: Lummi Self-Determination for thousands of years, the Lummi were an independent and self-sufficient people. Our mission is to sustain that way of life.**



**Lummi Nation Nondiscrimination Statement**

The Lummi Nation School does not discriminate in any programs or activities on the basis of sex, race, creed religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Kevin Villars: Civil Rights Coordinator and Title IX Officer

Phone: 360-758-4318 email: [Kevin.villars@lummi-k12.org](mailto:Kevin.villars@lummi-k12.org)

Ali Salvino: Gender-Inclusive Schools Coordinator

Phone: 360-758-4497 email: [Ali.Salvino@lummi-k12.org](mailto:Ali.Salvino@lummi-k12.org)

Willetta George: 504 Coordinator

Phone: 360-758-4319 email: [Willetta.george@lummi-K12.org](mailto:Willetta.george@lummi-K12.org)



**NONDISCRIMINATION AND SEXUAL HARASSMENT**

Civil Rights Coordinator's Kevin Villars, [Kevin.Villars@lummi-k12.org](mailto:Kevin.Villars@lummi-k12.org)  
2334 Lummi View Drive, 360-758-4318 (Temporarily)  
Title IX Officer Kevin Villars, [Kevin.Villars@lummi-k12.org](mailto:Kevin.Villars@lummi-k12.org) ,  
2334 Lummi View Drive, 360-758-4318  
504 Coordinator Willetta George, [Willetta.George@lummi-k12.org](mailto:Willetta.George@lummi-k12.org) ,  
2334 Lummi View Drive, 360-758-4319

**You can report discrimination and discriminatory harassment** to any school staff member or to the Lummi Nation School Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your Lummi Nation School nondiscrimination policy and procedure, contact your school or view it online here:  
[https://www.lns-onlinelearning.org/files/ugd/cb3d79\\_5747debe17a84235b444e5fdd7c48b60.pdf](https://www.lns-onlinelearning.org/files/ugd/cb3d79_5747debe17a84235b444e5fdd7c48b60.pdf)

**SEXUAL HARASSMENT**

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

**Sexual harassment is unwelcome behavior or communication that is sexual in nature when:**

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

**Examples of Sexual Harassment:**

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault.

**You can report sexual harassment** to any school staff member or to the Lummi Nation School Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your school's sexual harassment policy and procedure, contact Lummi Nation School, or view it online here:  
[https://www.lns-onlinelearning.org/files/ugd/cb3d79\\_b36fe7d777fc48a9b84ebf1b9d29be03.pdf](https://www.lns-onlinelearning.org/files/ugd/cb3d79_b36fe7d777fc48a9b84ebf1b9d29be03.pdf)



**COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

**Complaint to Lummi Nation School**

***Step 1. Write Your Complaint***

In most cases, complaints must be filed within one year of the date of the incident or conduct that is the subject of the complaint. A complaint must be made in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the Lummi Nation School should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to Lummi Nation School education director or civil rights compliance coordinator.

***Step 2: Lummi Nation School: Investigates Your Complaint***

Once Lummi Nation School receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The Education Director or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, Lummi Nation School will notify you in writing to explain why staff need a time extension and the new date for their written response.

***Step 3: Lummi Nation School Responds to Your Complaint***

In its written response, Lummi Nation School: will include a summary of the results of the investigation, a determination of whether the Lummi Nation School failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring Lummi Nation School into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time.

**Appeal to the Lummi Education Board**

If you disagree with the school decision, you may appeal to the Lummi Education Board. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you receive Lummi Nation Schools response to your complaint. The school board will schedule a hearing within 20 calendar days after they receive your appeal unless you agree on a different timeline. The Lummi school board will send you a written decision within 30 calendar days after the school receives your notice of appeal.



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**HARASSMENT, INTIMIDATION, BULLYING AND CYBER BULLYING:**

“Harassment, Intimidation or Bullying” means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics when the intentional written, verbal or physical act brings physical harm to a student or damages student’s property, interferes with a student’s education, or is so severe, persistent, or pervasive that it creates an intimidating and/or threatening educational environment. In addition to traditional means of Harassment, Intimidation or Bullying, Cyber Bullying is also prohibited. Cyberbullying occurs when someone harasses, torments, threatens or humiliates someone else using technology — including text messages, social media sites, email, instant messages and websites. Harassment, intimidation, bullying and cyber Bullying will not be tolerated at the Lummi Nation School.



### HARASSMENT, INTIMIDATION, AND BULLYING:

Lummi Nation School strives to provide students with optimal conditions for learning by maintaining a school environment where every student is treated with respect and students are not physically or emotionally harmed.

In order to ensure respect, prevent harm, and improve school climate, it is a violation of school policy for a student to be harassed, intimidated, or bullied by other students in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying of a student or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, prevent its reoccurrence, and report it to the building level administrator.

#### **Definitions**

**Aggressor** means a student who harasses, intimidates, or bullies another student.

**Harassment, intimidation, or bullying** means an intentional electronic, written, verbal, or physical act that:

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

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

This procedure does not govern harassment, intimidation, or bullying toward or by an employee, volunteer, parent/legal guardian, or community member.



**Retaliation** occurs when a student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student.

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

**Targeted Student** means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

**Complainant** means the person who has reported harassment, intimidation, or bullying.

### **Behaviors/Expressions**

Harassment, 'intimidation,' and 'bullying' are separate but related behaviors directed toward students. Although this procedure defines the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying."

Harassment refers to any malicious act, which causes harm to any student's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student, including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

It is considered a violation of the state HIB law if any of the above behaviors are occurring.

### **Relationship to Other Laws**

This procedure applies only to conduct toward students as reflected in RCW 28A.600.477 – Prohibition of Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. [RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying](#)
2. [RCW 28A.640.020 – Sexual Equality](#)
3. [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 – The Law Against Discrimination](#)

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a student's membership in a legally protected class under local, state, or federal law.

### **Prevention**

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Annually, the Principal will ensure that language provided by OSPI summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways and is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC.

#### **Education**

Annually, students receive age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based process.

#### **Training**

The principal or designee will participate in at least one mandatory training opportunity offered by OSPI. As feasible, the principal or designee will attend annual training as a refresher course, particularly in the event that changes to the HIB law or process occur. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, and the use of the district's Incident Reporting Form.

#### **Prevention Strategies**

Lummi Nation School will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, Lummi Nation School will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

#### **Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying of a student. If any district staff member receives allegations in a written report of harassment, intimidation, or bullying that indicates a potential violation of Policy 4060, that staff member must promptly notify the principal or designee.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy [Policy 4071], or if during an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy/procedure. The investigation and response timeline for the nondiscrimination procedure begins when the school district knows or should have known that a written report or investigation or harassment, intimidation, or bullying involves a potential violation of the district's nondiscrimination policy;



5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
7. Assess the training needs of staff and students to ensure successful implementation throughout the school, and ensure staff receive annual training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis;
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: [www.k12.wa.us/SafetyCenter/default.aspx](http://www.k12.wa.us/SafetyCenter/default.aspx).
10. Lummi Nation School will provide updated names and contact information to OSPI after a change of the district's HIB Compliance Officer.

### **Staff Intervention**

All staff members will intervene and report when witnessing or receiving reports of harassment, intimidation, or bullying of a student. Incidents that do not meet the definition of harassment, intimidation, or bullying, or conduct not directed toward a student may require no further action under this procedure, other than tracking, to ensure they are not repeated.

### **Filing an Incident Reporting Form**

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: [www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx)

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

### **Addressing Harassment, Intimidation, or Bullying – Reports**

#### **Step 1: Filing an Incident Reporting Form**

In order to protect a targeted student from retaliation, a student need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

### **Status of Reporter**

#### **Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

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**Confidential**

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody knows who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

**Non-confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

**Receiving an Incident Reporting Form**

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation, or bullying of a student will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, if the incident does not meet the definition of harassment, intimidation, or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure. If the parties involved are not satisfied with the attempt to resolve the situation, the staff member will notify the HIB Compliance Officer, the parties will be provided with a HIB Incident Report form, and given the opportunity to complete the form, thereby initiating the process for an official HIB investigation.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student will be recorded on a district Incident Reporting Form and submitted to the principal or designee, once recorded, the principal or designee must communicate with the district HIB Compliance Officer regarding the complaints.

**Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying**

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying of a student, Lummi Nation Schools designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, we will immediately contact law enforcement and inform the parent/guardian.
2. For allegations involving a staff member the Human Resources Department must be involved so union representatives can be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of policy and procedure 3210 – Nondiscrimination of Students, policy and procedure 5010 – Nondiscrimination and Affirmative Action, and other applicable policies and laws, including



WAC 392-190-0555. The Human Resources Departments should work with their legal services to determine the appropriate complaint process and response.

3. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant, targeted student, and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k1wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student, and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

4. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
  5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
  6. The investigation will include, at a minimum:
    - a. An interview with the complainant.
    - b. An interview with the targeted student, if different than the complainant.
    - c. An interview with the alleged aggressor.
    - d. A review of any previous complaints involving the complainant, the targeted student, or the alleged aggressor; and
    - e. Interviews with other students or staff members who may have knowledge of the alleged incident.
  7. The principal or designer may determine that other steps must be taken before the investigation is complete.
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8. The investigation will be completed as soon as practicable but generally no later than five (5) school days after the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - a. The results of the investigation.
  - b. Whether the allegations were found to be factual.
  - c. Whether there was a violation of policy; and
  - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from the HIB compliance officer.

#### **Corrective Measures for the Aggressor**

After completion of the investigation, the principal or designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to school policy. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

#### **Step 5: Complainant's Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her



designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

2. If the complainant remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

#### **Step 6: Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to policy 4060 Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure by not reporting harassment, intimidation, or bullying or not preventing retaliation, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [WAC 181-87](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

#### **Step 7: Support for the Targeted Student**

Students found to have been subjected to harassment, intimidation or bullying will have appropriate support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

##### **J. Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying of a student. Retaliation is prohibited and will result in appropriate discipline.

##### **K. Other Resources**

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, or bullying of a student. However, nothing in this procedure prevents a student, parent/guardian, school, from taking action to remediate



discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law.

**L. For questions or more information, students and families can reach out to the following state or federal agencies:**

- OSPI Equity and Civil Rights Office (for discrimination complaints)  
360.725.6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission  
800.233.3247  
[www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX  
206.607.1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service  
877.292.3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombuds  
866.297-2597  
Email: [OEInfo@gov.wa.gov](mailto:OEInfo@gov.wa.gov)  
<http://oeo.wa.gov/>
- OSPI Safety Center  
Email: [Schoolsafety@k12.wa.us](mailto:Schoolsafety@k12.wa.us)  
360.725-6068  
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>



**Gender-Inclusive Schools - Procedure**

The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and consider whether safety concerns are present for the student.

The goals of the meeting are to:

- Develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodation that the student is requesting or that the district will provide according to Policy 4420 and this procedure and under state and federal law; and
- Develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Policy 4420, this procedure, and state and federal law regarding gender expression or identity.

**Key Definitions/Terms**

- Assigned sex at birth: The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- Cisgender: A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- Gender Expansive: A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.



**Gender-Inclusive Schools - Procedure**

- Gender Expression: The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- Gender Identity: A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- Transgender: A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- Transitioning: The process in which a person goes from living and identifying as one gender to living and identifying as another.

**Communication and Use of Names and Pronouns**

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student.



**Gender-Inclusive Schools - Procedure**

For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

**Official Records**

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. The Lummi Nation School will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at:

<https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>.

The process should not be overly cumbersome, and the district may not require verification from a physician. The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

**Confidential Health or Educational Information**

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act.



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**Gender-Inclusive Schools - Procedure**

(FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Parents have the right under FERPA to request their student's records and if requested, Lummi Nation School will provide the student's educational records to the parent according to 4420/4420P – Student Records modify number and name of policy as accurate for your district. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

**Restroom Accessibility**

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

**Locker Room Accessibility**

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI 's guidelines. In most cases, Lummi Nation School should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- A separate changing schedule (i.e., utilizing the locker room before or after the other students). The school will provide accommodations needed to allow the student to keep their transgender or gender-



**Gender-Inclusive Schools - Procedure**

expansive status private. No student will be required to use a locker room that conflicts with his or her gender identity.

**Sports and Physical Education Classes**

Lummi Nation School will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

**Dress Codes**

Lummi Nation will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of Lummi Nation School guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI's guidelines.

**Other School Activities**

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

**Training and Professional Development**

The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender or gender expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, Lummi Nation conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:



**Gender-Inclusive Schools - Procedure**

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents.
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy.
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying.
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

**Discrimination and Harassment Complaints**

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the school. It is the responsibility of Lummi Nation School, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender expansive students. The primary contact will be with the Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 4071P.

Lummi Nation School will share this policy and procedure with students, parents/guardians, employees, and volunteers.

# School Information

LOCATION & PHONE	SCHOOL HOURS
2334 Lummi View Drive,  Bellingham WA, 98226  Phone: 360-758-4300	Middle & High School: 8:00 AM – 2:40 PM  Elementary: 9:00-3:30  Office Hours: 3:30-4:30

# Office Information

NAME	ROLE	EMAIL & EXTENSION
Heather Leighton	Principal	<a href="mailto:Heather.Leighton@lummi-k12.org">Heather.Leighton@lummi-k12.org</a> ext. 4497
Dr. Kevin Villars	Principal	<a href="mailto:Kevin.Villars@lummi-k12.org">Kevin.Villars@lummi-k12.org</a> ext. 4318
Shelley Jefferson	Vice Principal	<a href="mailto:Shelley.Jefferson@lummi-k12.org">Shelley.Jefferson@lummi-k12.org</a> ext. 4497
Willetta George	SPED Director	<a href="mailto:Willetta.George@lummi-k12.org">Willetta.George@lummi-k12.org</a> ext. 4319
Lawrence Solomon	Curriculum Immersion Director	<a href="mailto:Lawrence.Solomon@lummi-k12.org">Lawrence.Solomon@lummi-k12.org</a> ext. 4341
Dr. Katherine Brossard	Curriculum & Assessment Coordinator	<a href="mailto:Katherine.Brossard@lummi-k12.org">Katherine.Brossard@lummi-k12.org</a> ext. 4489
Ashlee Carstens	Counselor	<a href="mailto:Ashlee.Carstens@lummi-k12.org">Ashlee.Carstens@lummi-k12.org</a> ext. 4419

NAME	ROLE	EMAIL & EXTENSION
Joseph Shepherd	Counselor	<a href="mailto:Joseph.Sheperd@lummi-k12.org">Joseph.Sheperd@lummi-k12.org</a> ; 4366
Nicole Phair	Registrar	<a href="mailto:Nicole.Phair@lummi-k12.org">Nicole.Phair@lummi-k12.org</a> ext. 4431
April Hillaire	Nurse	<a href="mailto:April.Hillaire@lummi-k12.org">April.Hillaire@lummi-k12.org</a> ext. 4369
Vinnie Thompson	Security	<a href="mailto:Vinnie.Thompson@lummi-k12.org">Vinnie.Thompson@lummi-k12.org</a> ext. 4340
Lila Brockie	Admin Executive Assistant	<a href="mailto:April.Solomon@lummi-k12.org">April.Solomon@lummi-k12.org</a> ext. 4385
Bryan Gutierrez	IT Department	<a href="mailto:LNS.IT@lummi-k12.org">LNS.IT@lummi-k12.org</a> ext. 4313
Ashley Brady	Attendance K-12	<a href="mailto:Ashley.Brady@lummi-k12.org">Ashley.Brady@lummi-k12.org</a> ext. 4452
Vacant	Family Outreach	

<b>ISSUE</b>	<b>RESPONSIBLE PERSON</b>
Academic Progress	Individual Teachers or Counselors
Attendance Concerns	Shelley Jefferson, Vice Principal
Attendance Reporting	Ashley Brady or Attendance Specialists
Behavior / Discipline	Matt Johnson Director of Student Intervention
Advice /Problem Solving	Joseph Shepherd, Counselors
Illness / Injury / Medication	Nurse April Hillaire
Sports & Athletics	Jerome Toby, Athletic Director
Student Mental Health	Ashlee Carstens, Mental Health Professional
Student Mental Health / Student Crisis	Ashlee Carstens or Joesph Shepherd, Counselors
Student Schedules	Joesph Shepherd, Counselors

- Counselors are located in the counseling wing on the second floor!

# Athletic Opportunities

FALL SEASON	WINTER SEASON	SPRING SEASON
<ul style="list-style-type: none"> <li>• Cross Country MS*</li> <li>• Football</li> <li>• Girls Volleyball (M.S.&amp; H.S.)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Cheerleading</li> <li>• Girls Volleyball (M.S.)</li> <li>• Wrestling*</li> </ul>	<ul style="list-style-type: none"> <li>• Baseball (M.S.)</li> <li>• Golf</li> <li>• Track and Field</li> </ul>

If a student would like to play a sport that is not listed, the student is able to join the nearest school's team. The school will be chosen based on the student's home address, not based on Lummi Nations School address.

Contact Jerome Toby, LNS Athletic Director with any further questions.



# Culture

At Lummi Nation School Culture is at the root of everything we do. Here at LNS students learn through Schelangen, (our way of life): academics, community, and culture. The Blackhawk Singers are led by Lawrence and Denise Solomon. Over the last five years the Blackhawk Singers have grown to 80 dancers. Among the all the many forms of art that have been inspired by the Native American people, dance is, perhaps, one of the most spectacular and awe-inspiring of them all. The Black Hawk Dancers perform at graduation and several other activities at LNS. Please contact Lawrence Solomon at 360-758-4341, and Denise Solomon at 360-758-4416 if you would like to be a Black Hawk Dancer.



# **CLOSED CAMPUS**

Lummi Nation School has a closed campus. This means that once a student arrives on campus, he/she must remain on campus until the end of the school day. Students who leave school during the school day must have written permission from the office. Students who violate our closed campus policy will be subject to disciplinary action. To ensure the safety of our students, parents are asked to come to the office and sign their student in and out of school for medical appointments, etc.

Lummi Nation School

K-12

2024-2025

School Calendar





AUGUST

Days Taught

3

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	31

SEPTEMBER

Days Taught

20

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					

OCTOBER

Days Taught

22

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	31		

NOVEMBER

Days Taught

18

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


DECEMBER


Days Taught

15


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	31				

KEY:

STUDENT 1/2 DAY = 

NO SCHOOL DAYS = 

INCLEMENT WEATHER

MAKE-UP DAYS (if needed) = 

AUGUST 2024	
21-26	Teacher In Service
27	Teacher Work day, No School
28	First day of School
SEPTEMBER 2024	
2	Labor Day Holiday, No School
13	1/2 Day- Prof. Development
27	1/2 Day- Prof. Development
OCTOBER 2024	
11	1/2 Day- Prof. Development
14	Indigenous People's Day
25	1/2 Day- Prof. Development
NOVEMBER 2024	
8	1/2 Day- Teacher Holiday
11	Veteran's Day, No School
22	1/2 Day- Prof. Development
25	1/2 Day- Open House Prep.
26	1/2 Day- Family Open House
27	1/2 Day - Student Half-Day
28-29	Thanksgiving, No School
DECEMBER 2024	
6	1/2 Day- Prof. Development
20	1/2 Day- Prof. Development
23-31	Winter Break, No School
JANUARY 2025	
1-3	Winter Break, No School
10	1/2 Day Prof. Development
20	MLK Day
21	Semester Work Day, No School
22	Treaty Day
27	Semester Two Begins
31	1/2 Day- Prof. Development
FEBRUARY 2025	
7	1/2 Day- Prof. Development
17	President's Day, No School
21	1/2 Day- Prof. Development
MARCH 2025	
7	Billy Frank Jr. Day
19-21	1/2 Day- Family/Teacher Conferences
APRIL 2025	
7-11	Spring Break, No School
18	Good Friday, 1/2 Day
25	1/2 Day- Prof. Development
MAY 2025	
9	1/2 Day, Teacher Holiday
23	1/2 Day- Prof. Development
26	Memorial Day, No School
JUNE 2025	
5	LHS Graduation Day
16	Last Day of School
17	Teacher Work Day

JANUARY

Days Taught

17

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	31	

FEBRUARY

Days Taught

16

S	M	T	W	T	F	S
		CLOSURE				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	

MARCH

Days Taught

20

						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	31					

APRIL

Days Taught

17

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			

MAY

Days Taught

21

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	31

JUNE

Days Taught

11

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					

1st Semester= 90

2nd Semester = 90

Total = 180

## 2024-2025 K-12 School Bell Schedule

### Full Day Middle/High School

Period 1/6 - 8:00AM - 9:17 AM  
 Period 2- HawkTime- 9:20 AM - 10:05 AM  
 Period 3/7 - 10:08AM - 11:25 AM  
*Lunch 11:25 AM - 12:00 PM*  
 Period 4/8 - 12:03 PM to 1:20 PM  
 Period 5/9 - 1:23 PM to 2:40 PM

Every **Monday & Wednesday\***  
**Maroon Day** - Periods 1,2,3,4,5

Every **Tuesday & Thursday\***  
**Black Day** - Periods 6,2,7,8,9

### Half Day Schedule Middle/High

*No HawkTime*  
 Period 1/6 - 8:00 AM to 8:45 AM  
 Period 3/7 - 8:48 AM to 9:32 AM  
 Period 4/8 - 9:35 AM to 10:20 AM  
 Period 5/9 - 10:23 AM to 11:07 AM  
*Lunch 11:05 AM to 11:30 AM*

Every **Monday & Wednesday\***  
**Maroon Day** - Periods 1,3,4,5

Every **Tuesday & Thursday\***  
**Black Day** - Periods 6,7,8,9

### Full Day FRIDAY Middle/High

Period 1 - 8:00 AM to 8:40 AM  
 Period 2-HawkTime-8:43 AM to 9:04 AM  
 Period 3 - 9:07 AM to 9:47 AM  
 Period 4 - 9:50 AM to 10:30 AM  
 Period 5 - 10:33 AM to 11:13 AM  
*Lunch 11:13 AM - 11:48 AM*  
 Period 6 - 11:51 AM to 12:31 PM  
 Period 7 - 12:34 PM to 1:14 PM  
 Period 8 - 1:17 PM to 1:57 PM  
 Period 9 - 2:00 PM to 2:40 PM

### K-6 "Bell" Schedule

#### Full Day

9:00 AM-11:55 AM- Class & Specialist time  
 12:00 PM-12:55 PM- Lunch  
 1:00 PM-3:25 PM- Class & Specialist time  
 3:30-Busses

#### Half Day

9:00 AM-11:55 AM- Class & Specialist time  
 12:00 PM-12:25 PM- Lunch  
 12:30-Busses

# 7-12 GRADING SYSTEM

Grade Earned	% Earned	Grade Points for GPA
A	100-93	4.00
A-	92-90	3.67
B+	89-87	3.33
B	86-83	3.00
B-	82-80	2.67
C+	79-77	2.33
C	76-73	2.00
C-	72-70	1.67
D+	69-67	1.33
D	66-63	1.00
D-	62-60	0.67
F	59-Below	0.00

**Incompletes need to be made up within 2 weeks of the new semester start.**

**NC (No Credit): excessive absences**

**D (Pass): no effect on GPA non-fail**

**POLICY 3050**



# Behavioral Expectations

	Expectation
General	<ul style="list-style-type: none"> <li>● Please have your students dress appropriately for current weather conditions.</li> <li>● Please refrain from wearing clothing that may be offensive to others.</li> <li>● Tank tops must have a strap that is (3) three fingers wide.</li> <li>● Please refrain from wearing hoods in school.</li> <li>● Arrive at school and class on time on a daily basis.</li> <li>● Come with proper rest and cleanliness.</li> <li>● Remain on campus during the school day.</li> <li>● Follow directions from staff.</li> <li>● Profanity is not allowed.</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>● Arrive at class on time and do not leave class without permission from their teacher.</li> <li>● Be aware of all rules and student expectations for appropriate behavior.</li> <li>● Respect the rights of others and exercise good judgment in self-discipline.</li> <li>● Do their personal best to complete daily assignments and homework.</li> <li>● Treat teachers, staff, and fellow students with respect.</li> <li>● Express their opinions and ideas in a positive and respectful manner.</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>● Keep pace at walking speed.</li> <li>● Use a hall pass or teacher note when leaving the class during instruction periods.</li> <li>● Do not engage in rough housing.</li> </ul>
Property	<ul style="list-style-type: none"> <li>● Bring necessary supplies to be academically successful.</li> <li>● Cell Phones are turned off during class time, meetings, and group activities. <ul style="list-style-type: none"> <li>○ Cell phone usage time: Before school, at lunch, and after school.</li> </ul> </li> </ul>
Lunch	<ul style="list-style-type: none"> <li>● Stays in designated areas.</li> <li>● Uses appropriate trash / recycling bins.</li> <li>● Cleans up after they are finished.</li> </ul>

Personal Relations	<ul style="list-style-type: none"> <li>• Conduct themselves in a manner which will not disturb their education or the education of others.</li> <li>• Keeps hands and body to themselves.</li> </ul>
	<ul style="list-style-type: none"> <li>• Uses respectful, positive language towards others.</li> </ul>
Recess (K-6)	<ul style="list-style-type: none"> <li>• Take turns.</li> <li>• Play fair</li> <li>• Include everyone.</li> <li>• Have fun.</li> <li>• When in doubt, rock it out! (Rock, paper, scissors)</li> <li>• Use positive language</li> </ul>
Line Up (K-6)	<ul style="list-style-type: none"> <li>• Face forward</li> <li>• Hands at your sides</li> <li>• No talking</li> <li>• Walking feet</li> <li>• Listening ears</li> <li>• Follow directions</li> </ul>

# Tips for General Academic Success

High School / Middle School	<ul style="list-style-type: none"> <li>• Use your class time to complete as much work as you can.</li> <li>• If you have missed school, reach out to your teachers as soon as possible to come up with a plan to make up for missing assignments.</li> <li>• Utilize Hawk Time for Career Readiness plans and to meet with teachers about work.</li> <li>• Review Skyward for grades.</li> </ul>
Elementary	<ul style="list-style-type: none"> <li>• Comes to school rested and ready.</li> <li>• Students are on time for learning.</li> <li>• Supporting students' academic work and achievements at home.</li> </ul>

# LNS Graduation Requirements

## CLASSES WITH CREDITS NEEDED FOR GRADUATION \*TALK TO A COUNSELOR FOR FURTHER QUESTIONS\*

### English (4.0 Credits)

- ☐ 9TH ENGLISH
- ☐ 9TH ENGLISH
- ☐ 10TH ENGLISH
- ☐ 10TH ENGLISH
- ☐ 11TH ENGLISH
- ☐ 11TH ENGLISH
- ☐ 12TH ENGLISH
- ☐ 12TH ENGLISH

### Math (3.0 Credits)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### World Language (2.0 Credits)

(OR Grad Pathway Specific Elective)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### History (4.0 Credits)

- ☐ WORLD HISTORY 1
- ☐ WORLD HISTORY 2
- ☐ US HISTORY 1
- ☐ US HISTORY 2
- ☐ NATIVE AMERICAN HISTORY
- ☐ TRIBAL GOVERNMENT
- ☐ CIVICS/CURRENT WORLD PROBLEMS (CWP)

### Science (3.0) (2 Lab Sciences)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Culture (1.0 Credit)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Physical Education (1.0 Credit)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Occupational ED/CTE (1.0 Credit)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Required Electives (4.0 Credits)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

<u><b>Health (1.0 Credit)</b></u> <input type="checkbox"/> HEALTH 1 <input type="checkbox"/> HEALTH 2	<u><b>Fine Arts/Music (2.0 Credits)</b></u> (or 1.0 of Grad Pathway Specific Elective) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
<u><b>Additional Requirements</b></u> (State Required) <input type="checkbox"/> WA State History <input type="checkbox"/> HS and Beyond Plan	<u><b>Assessments/Pathway</b></u> <input type="checkbox"/> SBA/WA-Aim _ELA _Math <input type="checkbox"/> WCAS (SCI-2021) _ <input type="checkbox"/> ACT/SAT _ELA _Math <input type="checkbox"/> ASVAB _ <input type="checkbox"/> CTE/Industry Cert _ <input type="checkbox"/> Dual Credit _ <input type="checkbox"/> Running Start _ELA _Math <input type="checkbox"/> Running Start _ELA _Math <input type="checkbox"/> Other _____	<u><b>ADDITIONAL ELECTIVES</b></u> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

**26 CREDITS REQUIRED**

*Please review the full policy and procedure on the Lummi Nation School website for more information.*

# Selected Policies\*

## NON-DISCRIMINATION POLICY

Notice that the Lummi Nation School does not discriminate based on race, color, national origin, sex, sexual orientation, gender identity, gender expression, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability. •Notice that the Lummi Nation School provides equal access to the Boy Scouts and other designated youth groups.

•Contact information for each compliance coordinator is listed below.

**Dr. Kevin Villars: Civil Rights Coordinator and Title IX Officer**

**Phone: 360-758-4318 email: [Kevin.villars@lummi-k12.org](mailto:Kevin.villars@lummi-k12.org)**

**Ali Salvino: Gender-Inclusive Schools Coordinator**

**Phone: 360-758-4432 email: [Ali.Salvino@lummi-k12.org](mailto:Ali.Salvino@lummi-k12.org)**

**Willetta George: 504 Coordinator**

**Phone: 360-758-4319 email: [Willetta.george@lummi-K12.org](mailto:Willetta.george@lummi-K12.org)**

*Please review the full policy and procedure on the Lummi Nation School website for more information. (<https://www.lns-onlinelearning.org/>)*

# Electric Use Policy

## CELL PHONES AND CELL PHONE CHARGERS MUST BE OUT OF SIGHT

- 1<sup>ST</sup> offense: warning, refusal to put away device results in surrendering device to office and a referral.
- 2<sup>nd</sup> offense: surrender device to office, parents receive a call or letter.
- 3rd and 4<sup>th</sup> offense: surrender device to office; device will be returned to guardian only.
- Continued offenses: loss or phone privileges at school for the remainder of the year.

Students may use cellphones before and after school, during lunch and passing time.

IN ADDITION:

NO ENERGY DRINKS OR SODA

HOODS MAY NOT BE WORN IN THE BUILDING

# Student Dress Code

## Policy 4080

Students are expected to wear clothing that is not offensive to anyone and that does not distract from the education process. Personnel appearance guidelines are difficult to interpret because clothing decisions may be a result of fashion trends, individual needs and taste and personal dictates. Community groups may vary in the way they view dress guidelines. So that we can concentrate on improving student achievement and focus our efforts on that direction, the following guidelines are in effect: Clothing that disrupts learning is not appropriate for school and students will be asked to change their clothes. Provocative clothing is inappropriate as well.

1. Clothing that disrupts learning is not appropriate for school and students will be asked to change their clothes. Provocative clothing is inappropriate as well.
2. Parents will be encouraged to monitor appropriate student dress to support, in collaboration with the school, a learning environment without distraction or disruption.
3. Apparel items posing a threat to safety of the school, and/or community are not to be worn in school (i.e. chains, studded accessories, etc.)
4. Generally, recesses will be outside except during extremely inclement weather. Students should be dressed appropriately for the weather conditions of the day. If you wish for your child to remain indoors or to limit participation in outside activities because of recuperation from an illness, please send a written request.
5. Clothing that advertises tobacco, drugs, alcohol, gangs, or profanity is **ABSOLUTELY UNACCEPTABLE**. Those students will be instructed to change or will be sent home until proper clothing is worn.
6. Students are **NOT** allowed to wear revealing clothing of any kind. Students wearing ripped jeans should not have any rips that reveal any private areas. Skirts and shorts, when worn should be at the length that does not show any private area. Students found to be in violation of the above policy will be sent to the office and will be required to change clothing or sent home with a parent.
7. Bandanas of any color are not allowed at school, with the exception of one being related to cultural ceremonies.
8. Colors worn to signify gang affiliation will not be tolerated. This could include, but not be limited to, predominately dress in red, red/black, blue, or blue/black. Any group, which sets itself apart by a unique or specific mode of dress, could be questioned. It is the role of the staff and administration to determine the safety of an issue. Symbols such as "CK", "BK", or marijuana or other drug symbols on shirts, hats, shoes, jewelry, or other clothing are not acceptable.
9. Sponsors of athletic and extracurricular activities will also be expected to have students adhere to the above guidelines.

*Students have received the full policy and procedures via their email.*

*ADOPTED: 3/23/05; AMENDED: 2/13/23*

## **SEXUAL HARASSMENT**

### **Policy 4070**

Students are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

You can report sexual harassment to any school staff member or to the district's Title IX Officer. For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://www.lns-onlinelearning.org/>

*Students have received the full policy and procedures via their email.*

## **EXCUSED & UNEXCUSED ABSENCES**

### **Board Policy and Procedure 4020P**

Regular attendance is critical for the mastery of the educational program provided to students of Lummi Nation School. Lummi Nation realizes that students may at times be absent from class. This policy shall govern the development and administration of attendance procedures within Lummi Nation.

For the purpose of these procedures, the term "parent" means a custodial parent, legal guardian, or other person having legal custody of a child, or, in the case of adult students (those 18 or older) and emancipated students (those over 16 who have been emancipated by court action), the student himself or herself.

#### **EXCUSED ABSENCES**

Students may be temporarily excused from school attendance due to:

1. Illness or health condition.
2. A religious or cultural event, when requested by the student's parents.
3. Family emergencies, including funerals and bereavement.

4. School sponsored event or pre-arranged planned travel.
5. Court appointments; or
6. Disciplinary exclusion from class, short-term and long-term suspensions.

In addition, the principal may temporarily excuse a student for agreed reasons upon the request of a parent provided that the absence will not adversely affect the student's educational progress.

#### **UNEXCUSED ABSENCES**

As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absences. A student's academic grade or credit in a particular subject or course may be greatly affected by reason of absence or tardiness, and disciplinary action may be imposed.

The school will notify a student's parent about unexcused absences, and where required by law or otherwise appropriate. Lummi Nation School will also document all contact with parents and keep copies of all mailed letters. If a student has seven (7) unexcused absences in a month or ten (10) in a semester, in which he/she has failed to attend the majority of hours or periods in an average school day and the corrective action to correct the attendance problem is not successful, the principal and/or his/her designee shall forward to the district's attendance manager the following information on the student for truancy court.

Truancy is not acceptable at Lummi Nation School. Students are expected to be in school and attending classes on a regular basis.

Students have received the full policy and procedures via their email.

## **PROHIBITION OF HARASSMENT, INTIMIDATION, & BULLYING**

### **Board Policy and Procedure 4060**

"Harassment, Intimidation or Bullying" means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A. 36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics when the intentional written, verbal or physical act brings physical harm to a student or damages student's property, interferes with a student's education, or is so severe, persistent, or pervasive that it creates an intimidating and/or threatening educational environment. In addition to traditional means of Harassment, Intimidation or Bullying, Cyber Bullying is also prohibited. Cyberbullying occurs when someone harasses, torments, threatens, or humiliates someone else using technology-

including text messages, social media sites, email, instant messages, and websites. Harassment, intimidation, bullying and Cyber Bullying will not be tolerated at the Lummi Nation School.

## **USE OF TOBACCO AND PROHIBITED SUBSTANCES**

### **Board Policy and Procedure 5010**

To protect children from exposure to the addictive substance of nicotine, Washington State law (RCW 28A.210.310) requires a no tobacco policy. Lummi Nation School is a Tobacco Free Campus. No individual may be in possession of tobacco paraphernalia, or tobacco in any form; including cigarette, cigar, pipe, vape, or tobacco paraphernalia, nor shall students chew or snuff tobacco products at school or school sponsored events, or while passenger in school vehicles, or on school property. Those individuals who violate this rule will be subject to progressive disciplinary action.

Lummi Nation School recognizes that the use of tobacco, including smokeless tobacco, is a health hazard and is addictive in nature. Lummi Nation will NOT tolerate the use or possession of tobacco by any participant.

*Students have received the full policy and procedures via their email.*

## **DRUG AND ALCOHOL ABUSE**

### **Board Policy and Procedure 4220**

Lummi Nation School recognizes that chemical dependency is a serious illness that not only plagues today's students but also violates the law. It is the belief that in order to instill the importance of abstinence from these substances, Lummi Nation needs to enforce a NO-TOLERANCE policy on the use of such substances.

The school substance abuse policy applies to alcohol or other drug/use possession, possession of drug paraphernalia, etc. on school grounds, before or during school hours or during school functions such as sports events, or other extra-curricular activities. As in any case where laws are violated, appropriate law enforcement agencies will be notified, and students may face legal sanctions in addition to any school disciplinary actions. Students who are involved in extracurricular activities such as sports or SB, etc., will also face consequences as outlined in the extracurricular/athletic substance abuse policy.

*Students have received the full policy and procedures via their email.*

# Lummi Nation School K-6

Blocks	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Intervention s
	8:00-8:55	Prep/Grade Level Meetings/PLCs					
9:05-10:15  Read- 2/3	9:00-9:40	ST- 6A LL- 4A CA- 4B PE- 6B- Hunter	ST- 6B LL- 4B CA- 4A PE- 6A- Hunter	ST- 4A LL- 6B CA- 6A PE- 4B	ST- 4B LL- 6A CA- PE- 4A		SEL 5 9:00-9:40
Math- K/1  Specials: 4/5/6	9:45-10:25	ST- 5A LL- 5B CA- upstairs PE-	ST- LL- CA- 5A PE- 5B	ST- 5B LL- 5A CA- 6B PE-	ST- LL- 6A CA- 5B PE- 5A		SEL 4/6 9:45-10:25
	10:30-10:45	Brain Break					
10:50-12:00 Read- K/1/5	10:40-11:20	ST- 2A LL- 2B CA- 3A PE- 3B	ST- 2B LL- 3A CA- 3B PE- 2A	ST- 3A LL- 3B CA- 2A PE- 2B	ST- 3B LL- 2A CA- 2B PE- 3A		
Math- 4/6  Specials- 2/3	11:25-11:55						
	12:00-1:00	Lunch/Brain Break					
1:05-2:15 Read- 4/6	1:05-1:35						SEL K/1 1:55-2:25
Math-2/3/5  Specials- K/1	1:40-2:15						
	2:20-2:35	Brain Break					
	2:50-3:25	ST- KA LL- KB CA- 1A PE- 1B	ST- KB LL- 1A CA- 1B PE- KA	ST- 1A LL- 1B CA- KA PE- KB	ST- 1B LL- KA CA- KB PE- 1A		SEL 2/3 2:40-3:25
	3:25-3:45	Pack up/ Busses					
	3:45-4:00	PREP					

# K-6 Alternative Schedules

## One Hour Delay Schedule

Time	Math	Literacy	Specials	
10:00 – 11:00	K/1	2/3	4/5/6	
11:00 – 12:00	2/3	K/1	4/5/6	
12:00-1:00	K-6 Lunch and Recess			
1:00 – 3:30	Return to the regular schedule.			

## 2-Hour Delay Schedule

Time	Math	Literacy	Specials	
11:00 – 11:45	K/1	2/3	4/5/6	
11:45 – 12:30	2/3	K/1	4/5/6	
12:30 – 1:30	K-6 Lunch & Recess			
1:30 – 3:30	Return to the regular schedule.			

1-Hour Delay Half-Day Schedule		2-Hour Delay Half-Day Schedule	
10:00 – 11:00	Math K-6	11:00 – 12:00	Teacher's Choice
11:00 – 12:00	Literacy K-6	11:50- 12:30	K-2 Lunch
11:50 – 12:25	K-2 Lunch	12:00- 12:30	3-6 Lunch
12:00 – 12:25	3-6 Lunch		

- A quick grab-and-go breakfast will be served before class starts.
- Certain specials may be canceled due to conflicts with MS/HS schedule. Check your email the morning of for a specials schedule.
- In case of no scheduled transition times, do your best to make quick transitions.

# LNS K-6 Grading Scale

Grades are based on curriculum and assessments!

<b>4-Four</b>	<b>Exceeds Grade Level</b>
<b>3-Three</b>	<b>Meets Grade Level</b>
<b>2-Two</b>	<b>Below Grade Level</b>
<b>1-One</b>	<b>Well Below Grade Level</b>

## Playground Rules

### PLAYGROUND EXPECTATIONS

#### **GOAL**

Students will play safely with all games and on all equipment.

#### **Responsible Playground Behavior:**

Students will:

- Not engage in rough play (i.e., wrestling or play fighting).
- Stop what they are doing and go to their designated area when the whistle is blown.
- Settle differences peacefully using Conflict Managers whenever possible.
- Show respect for others and follow instructions given by staff.
- Not use any object found on the playground in any way and/or in a dangerous manner.
- Play only in designated playground areas.
- Show pride in their school by keeping the grounds free of litter and graffiti.
- Take turns on play equipment.
- Not chew gum, eat food, or drink beverages on the playground.
- Stay on the playground and/or in designated school areas during recess periods.

There are to be no public displays of affection (i.e., hugging, kissing, and arms around one another.)

In case of an emergency, the student selected to take a Red Card to the office must go directly to the office and get the attention of an adult.

### **PLAYGROUND EQUIPMENT RULES:**

- Students are not allowed to walk on top of any metal frames or equipment.
- Students are not allowed to hang upside down from any metal frame or equipment.
- Students are not allowed to run along the metal bridge under the canopy.
- Students can only play tag on the ground.
- The green handicap swings are for handicap use only.
- Remember to watch all students not just the ones you are responsible for.

### **END OF RECESS:**

When recess is over, please have all the students line up before walking into the school. There have been incidents of students running, pushing, hitting, and shoving as they run into the school which has resulted in injuries.

### **BULLYING:**

Bullying can be verbal or physical. It is the Para's job to intervene every time they see or hear an incident of bullying of any kind. The clip board must be used to make notes on any behavior and/or bullying you see at recess. Please note the student's name and date of the incident, who is being bullied and the student's name who is the instigator. These notes should be passed onto the vice principle. This will help us with the anti-bullying campaign here at Lummi and help protect those students who are being bullied.

## **BUS EXPECTATIONS POLICY 4180**

### **GOAL**

Safely transport students to and from school and on field trips. Students will follow rules and procedures to keep them safe and not interfere with the safe operation of the bus.

Bus changes will only be made in case of an emergency and need to be made before 2:30 p.m. with the written permission of the principal.

**DO NOT** make changes through the bus driver. It is important to have a permanent pick up and drop off point for your child (ren). When in doubt about a drop off point for any student, we will resort to the address you listed on your registration form. It is important for you to notify the office of any change of address.

### **GUIDELINES FOR STUDENTS RIDING BUS**

#### **Prior to loading the bus:**

- Be at your designated bus stop five minutes before the scheduled time. The bus will not wait for tardy students.
- When it is necessary to walk along the roadway, walk on the left side of the road facing traffic. If there is a shoulder or sidewalk, use it.
- When crossing the roadway, walk. Do not run. Before stepping into the oncoming traffic lane, look in both directions. If the bus has arrived, cross at least 10 feet in front of it, never behind it.
- While waiting for the bus, stay off the traveled portion of the roadway. Stand on the sidewalk if there is one. Do not engage in horseplay. Respect the property of homeowners in the area. Do not run beside the bus when it is moving.
- When loading, wait until the bus has come to a complete stop before moving toward it.
- Do not push or crowd.
- Upon entering the bus, go directly to a seat, sit down, and remain seated.
- If you miss the bus, go directly home and immediately seek a ride to school.

#### **On the bus:**

- Follow the directions of the driver and other personnel on the bus.
- Do not stand or sit on the step well or driver's seat. Be seated at all times while the bus is in motion, facing forward with feet under your seat.
- Do not distract the driver or disturb other riders.
- Do not talk to the driver except for important matters or emergencies.
- Be quiet while the bus is approaching and crossing railroad tracks so the driver can listen for approaching trains.
- Ride only on your regularly assigned bus and leave the bus at your regular destination. Give written permission of your parent and principal, or designee, to the driver to ride another bus or get off at a different stop arranged 24 hours in advance.
- Report bus damage to the driver.
- No personal music is allowed on the bus at any time.
- No student use of the driver's cellular phone will be permitted.
- Obtain driver permission before opening a window. Keep your hands, legs, etc. inside the bus at all times. Do not throw or pass object(s) through open windows.
- Do not bring knives, sharp items, firearms, tobacco, alcoholic beverages, matches, or live animals on the bus.
- Do not use profane language on the bus.
- Deposit paper, food containers, and other unwanted objects in the trash container provided.
- Keep the aisle and front step well clear of books, lunches, coats, packages, and musical instruments. When departing, remove all items which were brought onto the bus.
- Use the fire extinguisher, first aid kit, and emergency door only in an emergency and with

the permission of the driver or other authorized person.

- Do not stand up until the bus has come to a complete stop. Leave the bus in an orderly manner with students in the front unloading first.
- Bus drivers have the option of assigned seating for all or any student.

#### **Leaving the bus:**

- When it is necessary to cross the road after unloading, cross at least 10 feet in front of the bus. Before stepping into the lane used by oncoming traffic, look both ways to be sure no traffic is approaching from either direction. Glance at the driver, who will signal if it is not safe to cross. Walk, do not run, when crossing the roadway.
- Do not loiter around the bus or run beside it when it is moving.
- Do not throw balls, rocks, objects of any kind in the area of a school bus stop.
- If there is a shoulder or sidewalk, use it. When it is necessary to walk along the roadway, walk on the left facing traffic.
- After leaving the bus, go directly home.

## **LNS Emergency Procedures**

### **LOCKDOWN LEVELS DEFINED**

**Level 1 Definition:** Due to a possible emergency or threat outside of the building, staff and students are asked to remain in classrooms, but learning will continue.

**Reasoning:** This makes it so that all the population is controlled, accounted for, and can easily be briefed as conditions change. It also allows for easy communication and easy transition if the situation were to escalate

**Level 2 Definition:** Due to a possible emergency or non-violent threat inside of the building, staff and students are asked to remain in secure locations, but learning will continue.

**Reasoning:** All the population is controlled, accounted for, and can easily be briefed as conditions change. This allows for easy communication, as well as clearing the hallways for necessary staff, students, or emergency personnel.

**Level 3 Definition:** Due to a hostile and immediately dangerous threat on school grounds, teachers and staff must quickly assess the situation and take actions to save as many lives as possible.

**Reasoning:** In an active shooter situation, evacuation and barricading have shown to save the most lives. As a LAST resort, fighting back can save lives as well.

## **LOCKDOWN PROCEDURES**

- 1- The administration at Lummi Nation School will use explicit communication in order to identify any threat or perceived threat to students and staff.
- 2- The level of a lockdown may change at any time. Students and staff should be prepared to respond appropriately.

### **LEVEL 1**

**The threat is exterior to school.**

-Examples of events that may cause a Level 1: Criminal activity nearby, industrial accident, or dangerous animal in the area.

**Procedures:**

- All students and staff outside the building are brought inside. Close and lock exterior doors and classroom doors
- Monitor main access doors
- Block visibility into classrooms from exterior windows and doors.
- Remain in current location once inside.
- Conduct accountability procedures: email LOCKDOWN with names of any missing or additional students/staff in your room.
- Continue classroom instruction or normal activities within the classroom
- No entry into or exit from the school is allowed

- Do not contact the office unless you have pertinent information or an emergency.

## LEVEL 2

**The threat or situation is inside school, but not physically threatening at current time.**

-Examples of events that may cause a Level 2: Angry parent or student that is verbally upset and agitated, medical emergency, police investigation, or unauthorized individual in the building.

### Procedures:

- Remain in current location, contain, and secure students.
- Close and lock all exterior doors as well as classroom doors
- Conduct accountability procedures: email LOCKDOWN with names of any missing or additional students/staff in your room.
- Block visibility into classrooms from exterior windows and doors
- Continue classroom instruction or normal activities in current location.
- Do not contact the office unless you have pertinent information or an emergency.

## LEVEL 3

**There is a direct threat to the school and those in it are at risk.**

**Examples Include:** An active shooter, hostage situation, or direct knowledge of a planned event.

"Run, hide, fight!"

### Procedures:

- Assess the situation and take the appropriate action. Options:
  1. Immediately exit the building and run to rally points

2. Lock and barricade doors, exit through the window

3. Prepare to fight back.

- At rally points students may use silent text as needed to notify family/school of safety and location.
- After the threat has been contained, return to Stommish grounds to take attendance, and be reunified with families.