

SOCIAL + EMOTIONAL HEALTH

Research indicates that positive school climate is a critical dimension of effective risk prevention, health promotion efforts and learning. Reviews of the research show effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climates. One of the fundamentally important dimensions of school climate is relational, i.e., how connected people feel to one another in school, and the nature of the school-family-community partnerships. In fact, “school connectedness,” or the extent to which students feel attached to at least one caring and responsible adult at school, is an area of increased attention among risk prevention and school climate researchers. School connectedness is a powerful predictor of adolescent health and academic outcomes, violence prevention and is a protective factor against risky behaviors.

Additional research proves that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

We understand educating our children requires a partnership. Students need support at home and from the community to succeed in school and life. Each student is unique and learning styles are different. We believe the diversity of our school community, which in simplest terms means the ways in which people are different, enhances the district’s ability to implement our goals. Education involves acknowledging and valuing what is comfortable and known and leading students to an understanding and appreciation of what is new and different. Encountering different perspectives, ideas, ways of thinking, and understandings is an essential part of this process. Through their experience with such differences students develop the ability to think critically, to make informed judgments, to imagine, to understand, and to grow. Helping students understand their connection to the world and to each other will enable them not only to achieve their highest potentials, but also to serve as strong and effective leaders. This principle is at the heart of our mission to foster unlimited possibilities.

In an effort to improve the school climate and “connectedness” each of our schools is working to implement Positive Behavioral Interventions and Supports (PBIS). For school specific information, please contact the building administrator and/or counselor.

HARASSMENT, INTIMIDATION + BULLYING (HIB)

The 2010 Legislature passed Substitute House Bill 2801, a Washington State law which prohibits harassment, intimidation, or bullying (HIB) in our schools.

RCW 28A.300.285 defines harassment, intimidation or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.
- If you feel your child has experienced harassment, intimidation or bullying please contact their school counselor and fill out the HIB Incident Report.