

2024-2025

REHS

Student Handbook



Our Mission

River's Edge High School is committed to personalizing learning while cultivating productive, responsible citizens who are prepared for success in their post-high school pursuits.

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REHS Portrait of a Graduate

River's Edge meets every student where they are at socially, emotionally, and academically. REHS staff members are committed to developing the whole student. REHS students will graduate with a diploma, along with the following characteristics of our Portrait of a Graduate.

A River's Edge Student is Goal-Driven, Resourceful, Assured, and Diligent in all that they do, whether it be for the community, our school, or for themselves.

Acronym	R	E	H	S
Characteristic	Resourceful	Engaged	Honorable	Safe
Restrooms	<ul style="list-style-type: none"> Make use of scheduled bathroom breaks 	<ul style="list-style-type: none"> Use the restroom for its intended purpose Use the facilities and leave when you're done 	<ul style="list-style-type: none"> Keep area clean and clear Give privacy to others Dispose of trash properly 	<ul style="list-style-type: none"> Notify staff of bathroom concerns One person per stall Wash hands
Classrooms	<ul style="list-style-type: none"> Ask for help and advocate for self Ensure you have your chromebook 	<ul style="list-style-type: none"> Be on time Stay in class Cell phones are put away unless specified by the teacher 	<ul style="list-style-type: none"> Be aware of others students desire to learn Ensure all work is original Use school appropriate language 	<ul style="list-style-type: none"> Keep aisles clear Respect personal space Communicate with your teachers
Cafe	<ul style="list-style-type: none"> Get your lunch and find an appropriate place to eat 	<ul style="list-style-type: none"> Invite new friends to sit with you 	<ul style="list-style-type: none"> Use appropriate language/volume 	<ul style="list-style-type: none"> Respect personal space Keep your hands and feet to yourself Keep the cafe tidy

Continued on next page

Acronym	R	E	H	S
Characteristic	Resourceful	Engaged	Honorable	Safe
Outdoor Spaces	<ul style="list-style-type: none"> • Find a safe place to park 	<ul style="list-style-type: none"> • Be mindful of pedestrians and other drivers 	<ul style="list-style-type: none"> • Dispose of trash in cans • Clean up any mess • Use appropriate language 	<ul style="list-style-type: none"> • Follow all driver laws • Be aware of surroundings
Front Office	<ul style="list-style-type: none"> • Get what you need from the front office and go to class 	<ul style="list-style-type: none"> • Come to front office to handle your business and return to class 	<ul style="list-style-type: none"> • Remain in the waiting area • Enter quietly • Say please and thank you 	<ul style="list-style-type: none"> • Use inside voices • Visitors enter through front office • Check out with front office before leaving

Vision Statements

Students

- Students take responsibility for their attendance and learning.
- Students treat themselves and others with respect and encouragement.
- Students identify their strengths and weaknesses and advocate for their own success.
- Students learn to set and evaluate short- & long-term goals.

Parents and Community

- REHS creates partnerships with community, businesses, and parents to provide opportunities that support student learning.

Environment

- REHS provides a safe, respectful, and nurturing learning environment that supports student learning.
- REHS recognizes the value of lower student-teacher ratio necessary to allow for quality education.
- REHS honors students where they are today.
- REHS has high expectations for ALL students.
- REHS addresses social/emotional barriers to learning with a focus on enhancing student strengths.
- REHS maintains consistent policies of attendance and discipline.
- REHS provides a variety of opportunities and is genuinely committed to student success.
- REHS provides opportunities to enhance school pride.

Our Staff

Paul Shaber	Principal
Tiffany Spencer	Vice Principal
Mackenzie Wagar	School Counselor (A-L)
Debby Hazen	School Counselor (M-Z)
Rachel Ayers	School Psychologist
Naomi Mccleary	Lead Secretary
Jolie Cottrill	Secretary
Wendy Fisher	Security
Nedda Dayley	Nurse
Andrew Kirk	ELA PBL
Scott Goodgame	Math PBL
Jackie Ives	History PBL
Denise Rosenblum	History PBL
Jessica Kinney	Science PBL
Forrest McKinnis	PE/Health PBL
Carolyn Sturges	PE/CTE
Jennifer Tuck	CTE/WBL
Erin Albrecht	MLL support
Darren Morgan	Special Education Inclusion PBL & Grad Alliance/GED SPED Support
Trevor Macduff	Career/College Community Coordinator
Kacie Mcginnis	Para-Professional
Helen DeConinck	Para-Professional
Michael Finch	Para-Professional
Mike Morse	Building Foreman
Susan Corbin	Kitchen Manager
Heather Baltazar	Community in Schools
Diana Rangel	21st Century Grant Coordinator

Student Day

The regular student schedule for instruction and other regular day programs is 9:00 am to 2:25 pm Monday - Thursday. 8:00 am to 12:30 on Friday. The daily bell schedule is below:

Period		Monday	Tuesday	Wednesday	Thursday	Friday
	Connection	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10
1	Block 1	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
2						
12	SEL	9:35 -9:55	9:35 -9:55	9:35 -9:55	9:35 -9:55	Studio 9:35-10:25
3	Studio	10:00-10:45	10:00-10:45	10:00-10:45	10:00-10:45	Block 2 10:30-11:40
4	Block 2	10:50-12:05	10:50-12:05	10:50-12:05	10:50-12:05	
5						
Lunch		12:05-12:35	12:05-12:35	12:05-12:35	12:05-12:35	Lunch 11:40-12:10
6	PE	12:40-2:30	12:40-2:30	12:40-2:30	12:40-2:30	PE 12:10-2:05
7						

Breakfast and Lunch

- Breakfast is served from 7:45 - 8:15 a.m. Lunch is served from 12:05 p.m. to 12:35 p.m. Monday through Friday.
- Menus are posted on the serving cart, or can be accessed online [here](#).

- All River's Edge High School students will receive a free breakfast and lunch during the 2024-2025 school year.

Parking

Students may park at the side of River's Edge High School or in the larger parking lot to the south of Southside Protestant Church. Parking next to Southside church is for church clients.

Student Telephone

The telephone for student use is located in the office. Students needing to make emergency calls during class time must have written permission from their teacher. If an urgent message is expected or necessary, the secretary is glad to help.

Lost and Found

1. If something is found in a classroom, it should be given to the teacher. If something is lost in a classroom, the teacher should be notified.
2. If something is found outside of a classroom, it needs to be given to the office.

Grading

Report Cards

Report cards are issued at the end of every trimester. They are mailed to the parent(s)/guardian or to the student if he or she is legally emancipated. It is necessary for the office to have a current address at all times.

PowerSchool

PowerSchool accounts are available to parents and students. Access to Power School will enable parents and students to have access to student grades and attendance. Contact the school office for assistance in obtaining an account.

Canvas

All students and parents are expected to utilize Canvas. Canvas is where all students can access assignments, rubrics, and communication from their teachers. Parents can be an observer, which allows them to have access to their students' progress. **Even though Canvas has a “Grades” tab, it never reflects a student’s course grade.**

Understanding your grades

Benchmarks are scored on a 0-4 scale using your project rubric. It is important to understand that the letter grades in PowerSchool do not work the same way as they would in traditional grading. Below is a guide to interpreting how you are doing in your projects based on your PowerSchool scores:

A (4/4) Significant evidence of mastery beyond the scope of the project. (This is a very good score!)

B (3/4) Evidence of a high-school level understanding (This is a good score!)

C (2/4) Some understanding, or, early in the trimester, still developing proficiency

D (1/4) Limited evidence of proficiency; Student should re-work the benchmark

F (0/4) No evidence; student has not completed benchmarking

Restorative Practices

Restorative Justice

Allows for staff and students to address conflicts and reduce exclusionary practices. We focus on the 5 R's of **Relationships, Respect, Responsibility, Repair, and Reintegration**.

Restorative Justice allows us to build relationships, strive to be respectful to all, provide opportunity for equitable dialogue and participatory decision-making, involves all relevant individuals, addresses harms, needs, obligations, and causes of conflict and harm, and encourages all to take responsibility.

Responsive Circle

A space for all individuals, or groups of people, to gather as a response to wrongdoing or conflict. The impacted individuals discuss what happened, the impact it has on them and the community, and what is needed to make things right.

Responsive Circle Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Purpose of Circle:

- Create a safe space to speak about concern
- Have a neutral 3rd party mediator
- Creates an opportunity to problem solve with all people involved

Student Behavior Guidelines

ATTENDANCE

Being present and on time to class is very important for the success of projects and for your learning. As resourceful students, ***planning ahead to avoid tardiness is expected.***

Tardiness is defined as not being in class when the bell stops ringing.

If you are tardy, please stop by the office for a tardy slip before heading to class and give it to your teacher when you enter the classroom.

If you are absent, it is important to let your teachers and the school know. Absences for illness, appointments, etc. should be excused by having an adult call the main office (509-967-6450). Pre-arranged absences can be coordinated with the office before you leave.

The following actions are taken when students have unexcused absences (truancy).

- 1-5 WARNING Referral sent home with student for parent to sign and/or phone call home
- 6th Truancy Lunch detention Referral sent home to parent to bring back signed on day of detention
- 7th Truancy Lunch detention Phone call home to parent and/or referral
- 8th Truancy Lunch detention Phone call home to parent and/or referral
- 9th Truancy 1-hour PM detention To be served after school and/or lunch, phone call home with student present
- 10th Truancy 1-hour PM detention be served after school and/or lunch, phone call home with student present
- 11th Truancy 1.5-hour PM detention to be served after school and/or lunch, phone call home with student present

- 12th Truancy 1.5-hour PM detention be served after school and/or lunch, phone call home with student present
- 13th Truancy and 3 or more No shows Parent Administration meeting Discipline to be detention mined by Administrator

Leaving Campus

REHS is a closed campus, except for lunch. If it is necessary to leave campus during the school day, you must check out through the front office.

Students leaving classes and/or campus without permission will be referred for administrative action - detention, meetings with the principal, etc.

For more detailed information about this policy, see: [Attendance Policy](#)

CELL PHONES

Policy

The emphasis of this policy is on reducing distracting behavior in classrooms.

Cell phones may not be out or in use in any classroom at River's Edge. Teachers may give permission for students to listen to music with headphones during independent work time, but cell phones must remain stored in backpacks or pockets. Occasionally, teachers may give specific permission for phones to be used for academic purposes.

Students may request to step out of class and use their cell phones if necessary during class times. Cell phones may always be used during passing periods and lunch.

Procedure

If cell phones are visible or being used without explicit permission, the teacher will take the following steps:

1. Prompt student to put away their phone
2. If the phone is visible or in use again, the teacher will ask the students to place phone in a secure location designated by the teacher

If a student refuses to put away their cell phone, they will be referred for administrative action. If cell phones are a constant issue, they may be checked in at the front office each day.

For more information and guiding questions about this policy, see: [Cell Phone Policy](#)

HALL PASS

Restroom

- Students are expected to get their teacher's permission before leaving for the restroom and use the hall pass.
- One person from a class to the restroom at a time.

CAFE

- Cafe use is for breakfast and lunch only, unless otherwise directed.
- Please do not take breaks in the cafe during class time.

WELLNESS CENTER

- Get your teacher's permission before leaving class for the wellness center.
- Upon arrival at the wellness center, please check in with staff.
- Limit your time to what you need. We want to make sure our wellness center staff is available for all students.
-

DRESS CODE

In keeping with our emphasis on school-to-work transition, our guideline is IF YOU WOULD NOT WEAR IT TO AN "AVERAGE WORKPLACE OR PLACE OF EMPLOYMENT" or "JURY DUTY" don't wear it to River's Edge.

Students wearing clothing that is disruptive to the learning environment or hampers the safety of themselves or others as determined by the school will be asked to change clothing and may

be subject to school discipline should they refuse to do so. These guidelines are not intended to be all-inclusive. The Principal has the authority to determine if clothing is disruptive to learning or impacts student safety. In order to maintain adherence to this dress code policy. A good general policy regarding the dress code is: If there is ANY QUESTION about an item being inappropriate, DO NOT WEAR IT.

The following are examples of clothing that is not appropriate at River's Edge, an average workplace, and jury duty:

- Clothing or accessories with offensive pictures, symbols or sayings - these include but are not limited to: Demeaning statements, Violent statements, Sexual statements, Racial statements
- Clothing that advertises or promotes tobacco, alcohol or other drugs, including clothing with brand names of tobacco, alcohol, or other drugs.
- Jewelry or accessories that could be used to cause harm or injury.
- Any gang affiliated clothing.
- Clothing that disrupts the educational process.
- Shorts and skirts shorter than mid-thigh in length.
- Clothing that reveals the back or midriff, or through which skin and/or undergarment is visible, or when arms are raised becomes visible. This includes, but is not limited to:
 - Boxers, Sheer tops, Mesh tops, Overly large openings at the neck or arms, Off the shoulder tops, Spaghetti straps, Halter tops, Tube tops, Swim tops, Clothing that exposes the midriff

For more detailed information about this policy, see: [Richland School District Dress Code Guidelines](#)

Detailed Policies and Procedures

ATTENDANCE POLICY

(See RSD Policy 3120)

Regular school attendance is a student and parent responsibility and necessary for mastery of the educational program provided to students of the district. It is recognized that classroom interaction between teacher and student enriches and clarifies knowledge of subject matter beyond the mere accumulation of factual data.

Absence Categories

1. Tardy – arriving at class after the final bell indicating the start of class.
2. Absence – has failed to attend school.
 - a. Half-Day Absence – has failed to attend 1.5 hours or more in the morning or afternoon.
 - b. Full-Day Absence – has failed to attend the majority of hours or periods in an average school day.
3. Unexcused Absence – has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy and has failed to meet the school district’s policy for excused absences.
4. Excused Absence – Meeting one of the following criteria:
 - a. Illness or health condition verified by parent or guardian. In case of extended illness, the building administration may require a statement from a doctor.
 - b. Approved pre-arranged activities. An activity scheduled by student and parent, including religious observances, should be pre-arranged and approved by the school building administration at least one week in advance of the activity.

c. School approved activities. An activity scheduled by the school that causes absence from the classroom.

d. Emergency situations. Situation could not be pre-arranged and or prevented by the student. Requires building administration approval to be excused.

e. Absence resulting from disciplinary actions – or short-term suspension. As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments shall be a substantial lowering of the course grade.

f. Excused absence for chronic health condition. Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program generally accomplished through the development of a 504 student accommodation plan. The student and his/her parents or guardian may apply to the principal or counselor for such consideration.

If the absence is excused, the student is responsible for making up work missed or doing other work that may be accepted in lieu of work missed.

Verification of Excused Absence

An excused absence shall be verified by the parent, adult, emancipated or appropriately aged student; or school authority responsible for the absence within three days of the absence. If a student is ill, a parent/guardian may phone the attendance office (967-6450) direct line and voicemail 24 hours a day to have him/her excused, or the student may bring a note to school the next day signed by a parent.

Conditions - Grades, Credits and Graduation

Students' grades in courses may be affected by absence or tardiness if daily attendance and participation are essential to complete the course and are detailed for students in the course syllabus. Students shall receive written notification that the student's actual attendance is essential to the goals and learning objectives of that particular class.

Unexcused Absence

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 absence. Teachers may elect not to allow students to make up work missed when students' absences are unexcused. Additionally students' grades may be affected if a graded activity or assignment occurs during the period of time when students are absent.

1. The school shall notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any 30-day period during the current school year.
2. A conference with the parent or guardian shall be held after two unexcused absences within a 30-day period during the current school year. A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school.
3. No later than the fifth unexcused absence within any 30-day period during the current school year or upon the tenth unexcused absence during the current school year, the school must establish an agreement with the parents and student regarding attendance requirements. A student's failure to comply with the attendance agreement may result in suspension, referral to the community truancy board, or a petition to the juvenile court.
4. The district may establish a truancy board or participate in an area truancy board for the purpose of referring students prior to court intervention.
5. 5. If all previous actions are not successful, the district must file a petition with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any 30-day period during the current year or upon the tenth unexcused absence during the current school year.

Truancy

Students will be considered truant for a class for the following reasons:

- the parent is unaware of the absence and/or will not excuse it,
- a student arrives to a class more than 10 minutes late,
- a student leaves class early without permission or does not return promptly when given permission,

- a student, who does not attend class, but is observed on campus during the school day.

Truant students will face disciplinary action.

Note: According to individual teacher policy, truant students may not be allowed to do make up work.

Permission to Leave School

- ***River's Edge High School is a closed campus except at lunchtime.***
- If students become ill during the school day, they must check in to the attendance office.
- It is our responsibility to contact the parent/guardian to come and pick the student up or release the student to go home.
- If parents are unable to be reached, the student will remain at school.
- ***Students leaving classes and/or campus without checking in to the office will be considered truant.***

Unexcused Absence Procedure (Including Truancies)

1. On the first unexcused absence, parents will be contacted by the school and the student may be assigned to on-campus suspension and/or Saturday School or other corrective action.
2. After the second unexcused absence in one month, the student may be assigned to on-campus suspension and/or Saturday School or other corrective action until a student/parent/counselor/administrator conference can be held. In an effort to eliminate or reduce student absences, the District will take corrective action which shall include, where appropriate, adjusting the student's program of studies, school, course assignment, providing more individualized or remedial instruction, preparing the student for employment with specific vocational courses or work experience, or both, and assisting the parent or student to identify and explore supplementary services that might eliminate the cause(s) for the absences from school.
3. The third unexcused absence may result in a short-term suspension (up to 10 days) in accordance with District procedural guidelines which relate to disciplinary action and supervision (see Policy 3200).
4. If the above action fails to correct the attendance problem, the student shall be declared a habitual absentee. The principal shall interview the student and his/her family and prescribe corrective action which may include suspension for the current semester and

expulsion. No later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year, the district shall file a petition with the juvenile court alleging a violation of RCW 28A 225.010 by the parent, student or parent and student. The petition consists of written notification to the court alleging that:

- a. The student has unexcused absences during the current school year (petitions must be filed if the student has seven or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year; but a petition may be filed earlier)
- b. Actions taken by the school district have not been successful in substantially reducing the student's absences from school;
- c. Court intervention and supervision are necessary to assist the district to reduce the student's absences from school.

Additionally, the petition shall include the student's name, age, school and residence; and the names and residences of the student's parents. The petition must include facts that support the allegations made in the petition, must generally request relief available under the statute, and must describe what the court might order.

- d. Court intervention and supervision are necessary to assist the district to reduce the student's absences from school.
 - e. A student who has been expelled for attendance violations may petition the superintendent for reinstatement. Such a petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.
 - f. Any student who presents false evidence, with or without the consent of his/her parent, in order to wrongfully qualify for an excused absence shall be subject to the same corrective action that would have occurred had the false excuse not been used.
 - g. The student shall assume the responsibility to make arrangements with each teacher to make up missed assignments for all absences.
5. Remediation Conferences:
- a. When a student accumulates six (6) absences (excused and/or unexcused) in one or more classes, the parent/guardian will be contacted and the attendance record will be reviewed.
 - b. When a student accumulates twelve (12) absences (excused and/or unexcused) a letter will be sent to the parent/guardians and the student requesting a

conference. The conference will include the student, the parent, a counselor and an administrator.

- c. Prior to the conference, the student will write a plan to ensure regular attendance in the course. The plan must be signed by the teacher of each course in question. At the conference, the plan will be reviewed by everyone present and a course of action will be determined.
6. Conformance to regulations: All sanctions imposed for failure to comply with the attendance policies and procedures shall be implemented in conformance with state and district regulations.
7. Excessive absences: Seniors. Absences occurring during a student's senior year will be monitored by the principal or his designee on a continuing basis with communication to student/parents/ guardians commencing when lack of attendance could be a factor in the successful completion of graduation requirements.

EMERGENCY CLOSING (“SNOW DAYS”)

In cases of severe weather or other emergencies, a school closure announcement will be made over local radio stations, television, and www.rsd.edu, starting at 6:05 a.m. If an announcement is heard saying Richland School District has no school, River’s Edge will not be open for classes. *Closure of Tri-Tech classes follows Kennewick School District guidelines.*

RE-ENROLLMENT FOLLOWING WITHDRAWAL

A student who is withdrawn from River’s Edge High School must reapply to be considered for return placement.

STUDENTS’ RIGHTS AND RESPONSIBILITIES

(Richland School District Policy 3200)

The mission of the Richland School District is to provide learning experiences which will assist all students to develop skills, competencies, and attitudes that are fundamental to an individual’s achievement as a responsible, contributing citizen. In order to maintain and advance this mission, it shall be the responsibility and duty of each student pursue his/her course of studies, comply with the school district student conduct rules, and submit to

reasonable corrective action, discipline, or punishment imposed by the school district and its agents for violation(s) of the school district misconduct rules (WAC 392-400-210).

All students who attend Richland School District's schools shall comply with the written policies, rules, and regulations of the schools, shall pursue the required course of studies, and shall submit to the authority of the teachers of the schools, subject to such corrective action or punishment as the school officials determine.

Any student who willfully performs or fails to perform any act which materially interferes with, or is detrimental to, the orderly operation of a school, school-sponsored activity, or any other aspect of the educational process within the school district, shall be subject to discipline, short or long term suspension, or expulsion by authorized school district authorities.

Use of Search Canines

The Richland School District and River's Edge High School are committed to providing students and employees with schools and workplaces that are free from drugs or weapons. To that end, the School Board prohibits the presence of drugs, controlled substances, weapons of any type, explosive devices, alcohol and non-authorized medication on district property or at any district-sponsored event.

To make sure our students and employees are safe, the District has authorized property searches to be conducted using certified search canines including but not limited to district property, facilities, parking lots, equipment and buildings. This includes all locker areas, classrooms, and bags that are brought onto school grounds.

The discovery of a prohibited substance or item may result in referral to law enforcement and/or disciplinary action in keeping with district policies.

INTERNET SAFETY

Network Use Agreement

Any student using the Internet from a district-owned or personal device not limited to computer, laptop, smartphone, tablet, etc. in a district facility must abide by the Acceptable Use Policy (AUP) and the Network Code Conduct (NCC) as detailed in Policy 2314. Richland School District (RSD) utilizes an OPT-OUT policy (you are granted access by default) regarding Internet access.

Filtering Internet Content

As required by the Children’s Internet Protection Act (CIPA), RSD utilizes filtering software in an effort to prevent students from accessing content that is (1) obscene, (2) depicts pornography, and/or (3) is deemed harmful or inappropriate for minors. RSD will also monitor online activities through direct observation and/or other technological means to ensure students are not accessing content deemed inappropriate for minors or using internet access for malicious intent.

Internet sites blocked by the filter may be made available, as needed, for the purposes of bona fide research or other educational projects being conducted by students as part of classroom curriculums, but only at the request and approval of a teacher or administrator.

Supervision

RSD staff will make a reasonable effort to supervise student internet access and use. If content is accessed that violates standards of the AUP and/or NCC then district staff may instruct the student(s) to cease using that material and/or contact an administrator for help in implementing the appropriate sanctions.

If inappropriate content is accessed whether accidentally or intentionally, staff members or administrators will contact the Information Technology Department for further review and to have the website added to the RSD filter “Blocked List”.

Instruction

All RSD students will be educated via online resources, district curriculums, and/or direct in-school instruction about appropriate online behavior including but not limited to:

- Responsible personal conduct within online social media communities (Facebook, twitter, chat rooms, etc.) is no different than responsible personal conduct face-to-face.
- Cyber bullying awareness and response.
- Associated students are personally identifiable (name, address, birthdate, SSN, credit card numbers, etc.), private, and/or confidential information about themselves or others should never be disclosed on the internet, by minors, without the permission of a parent/guardian. Students should also never arrange a face-to-face meeting with someone you “meet” on the internet without parent/guardian permission.
- There may be long-lasting implications to publishing, whether via pictures and/or words, personal information online resulting in negative consequences.

The Richland School District provides the opportunity for each student to utilize computer technologies and to have Internet access as resources to help reach curriculum goals. This utilization and access is conditional, however, and requires responsibility on the part of the

user. Students are not permitted to use or trespass into the files, folders, log-ins, and/or passwords of others. Material that is offensive, inappropriate, harassing, insulting to or attacking others, or sexually explicit is not to be sent, received, accessed, or displayed. Laws, policies, and regulations regarding copyright and plagiarism are to be followed at all times. School computer resources are not to be used for personal gain, commercial, and/or fraudulent purposes. Students are not to seek or provide unauthorized or illegal access to school computer resources, nor damage, modify, or destroy computer hardware and/or software. Violations of computer usage policies and procedures will result in school disciplinary, civil, and/or criminal consequences.

STUDENT DISCIPLINE

Specific Richland School District Policies and Guidelines related to student discipline:

- During the first week of school all staff and students will have developed norms and understand the restorative practices we use at REHS.
- Teachers are authorized to exclude any student from class for the remainder of a class session; based on the expectation of their classroom/the school rules
- Prior to a student returning to class a restorative meeting with teacher/administrator or designee/student will discuss appropriate disciplinary/ reentry actions to be taken.
- If an employee is supervising a group of students they have the right to discipline students for disruptive or disorderly conduct.

ALCOHOL, TOBACCO, and OTHER DRUG USE/ABUSE

(Richland School District Policy 3418)

It is against school district policy to be in possession or under the influence of drugs, alcohol, or tobacco. A student shall not knowingly possess, attempt to possess or use, manufacture, be under the influence of, except where authorized by medical prescription, or shall not offer for sale, barter, transfer to other persons in the school, on school premises or at school-sponsored events/activities or in district vehicles:

1. Any controlled substance as defined by Washington state statute (RCW 69.50, Uniform Controlled Substance Act.)
2. Any drug which applicable federal or state law states must be obtained by prescription only (RCW 69.41, Legend Drugs)
3. Any drug not properly labeled for use by the person in possession of the drug.
4. Any “look alike” drug or substance believed or represented as being a drug or controlled substance.
5. Drug paraphernalia.
6. Inhalants.
7. Anabolic steroids.
8. Alcohol or other intoxicant of any kind.

In an effort to restrict tobacco usage and in compliance RCW 28A.210.310, the Richland School District shall notify both students and school personnel of the prohibition of tobacco use. Sanctions for both students and school personnel who violate the policy shall be enforced.

Violation of this policy constitutes cause for discipline of a student. The District reserves the right to refer to law enforcement authorities any act or conduct relating to this policy which may constitute a crime under any federal, state, county, or school law.

Special Note

The Richland School District is committed to providing students and employees with schools and workplaces that are free from drugs or weapons. To that end, the School Board prohibits the

presence of drugs, controlled substances, weapons of any type, explosive devices, alcohol and non-authorized medication on district property or at any district-sponsored event.

To make sure our students and employees are safe, the District has authorized property searches to be conducted using certified search canines including but not limited to district property, facilities, parking lots, equipment and buildings. This includes all locker areas, classrooms, and bags that are brought onto school grounds.

The discovery of a prohibited substance or item may result in referral to law enforcement and/or disciplinary action in keeping with district policies.

FIREARMS AND DANGEROUS WEAPONS ON SCHOOL PREMISES

(Richland School District Policy 10020)

No person shall have a firearm or other weapon on school premises, at a school sponsored event, on school-provided transportation, at any official school bus stop, or in other areas of other facilities being used exclusively for school activities

A “firearm” shall mean any weapon or device from which a projectile may be fired by an explosive such as gunpowder, compressed air or other propellant. (RCW 9.41.020)

A “weapon shall mean (i) any weapon capable of producing bodily harm, or (ii) any item or substance that when carried, exhibited, displayed, used, or communicated in a manner or under circumstances, that warrants alarm for safety of another person. (RCW 9.41.250 and 271). This definition includes items that are inherently weapons (e.g. knives, throwing stars, “nun-chu-ka sticks”) as well as any other items or substances (e.g. baseball bats, pencils, chairs, protractors, or chemicals) that are not designed to be weapons but may be used or threatened to be used as such.

PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, AND CYBER-BULLYING

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (District HIB Name and contact Info) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's HIB Policy [3207] and Procedure [3207P].

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when

conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy [insert #] and Procedure [insert #], visit [insert website].

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to

unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [insert #] and Procedure [insert #], visit [insert website].

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

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

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: NAME, TITLE, CONTACT (Address, Email, Phone)

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: NAME, TITLE, CONTACT (Address, Email, Phone)

Concerns about disability discrimination:

Section 504 Coordinator: NAME, TITLE, CONTACT (Address, Email, Phone)

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: NAME, TITLE, CONTACT (Address, Email, Phone)

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

- A summary of the results of the investigation

- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to [identify the decision maker on appeal identified in board policy (e.g., the School Board)] and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

· Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center · Email: schoolsafety@k12.wa.us

· Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

· Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights · Email: equity@k12.wa.us

· Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy. · Website: www.oeo.wa.gov · Email: oeoinfo@gov.wa.gov

· Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process. · Website: <https://www2.ed.gov/about/offices/list/ocr/index.html> · Email: orc@ed.gov

· Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211], visit <https://www.rsd.edu/district/school-board/policies>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: [Tory Christensen, Assistant Superintendent of Secondary, Tory.Christensen@rsd.edu]

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page #4.

NONDISCRIMINATION AND SEXUAL HARASSMENT

Discrimination

Richland School District 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, gender 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 employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Coordinator: Galt Pettett, Galt.Pettett@rsd.edu or 509-967-6009

Title IX Officer: Tory Christensen, Tory.Christensen@rsd.edu or 509-967-6002

Section 504 Coordinator: Brian Moore, Brian.Moore@rsd.edu or 509-967-6003

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

<https://app.eduportal.com/documents/view/717196> and

<https://app.eduportal.com/documents/view/717203>.

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 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.

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 picture
- 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 district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://app.eduportal.com/documents/view/713236> and <https://app.eduportal.com/documents/view/713239>.

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 district'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 the School District

Step 1. Write Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be 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 district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district 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

superintendent 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, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district 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 period.

Appeal to the School District

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district’s complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | *Fax:* 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options:

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](#)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

ENROLLMENT & PLACEMENT OF STUDENTS

(Richland School district Policy 3111)

As per Richland School District Policy 3111, when enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has any history of placement in a special education program; and past, current or pending disciplinary actions, any history of violent behavior or convictions, adjudications or diversion agreements related to a violent offense, drug offense, alcohol violation, assault, kidnapping, harassment, stalking or arson; any unpaid fines or fees from other schools; and any health conditions affecting the student's education needs. If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff and/or students, the student's teachers and building security personnel shall be informed.

The Richland School District reserves the right to and may assign students to attend schools or programs other than at their usual attendance area ("home") school for certain specific reasons. These reasons include, but are not limited to the following:

- (a) To meet the academic needs of the student,
- (b) To provide appropriate programming for special needs students,
- (c) To avoid or lessen program disruption,

- (d) To protect the health and safety of either the assigned student, other students, or staff,
- (e) To establish a plan for re-entry as a result of a suspension or expulsion, and/or
- (f) To otherwise meet the District or student needs.

RICHLAND SCHOOL DISTRICT DRESS CODE ***GUIDELINES***

It is the goal of the Richland School District to establish and maintain a quality-learning environment for all students and staff. To that end, we expect all students to dress in a manner that provides for adequate safety while on any school campus. Further, we hope to instill the understanding of, and adherence to, appropriate dress for a work environment as we prepare students for their future career. It is also the responsibility of the school administrators to take reasonable steps to ensure a learning environment free from sexual harassment.

Students wearing clothing that is disruptive to the learning environment or hampers the safety of themselves or others as determined by the school will be asked to change clothing and may be subject to school discipline should they refuse to do so. These guidelines are not intended to be all-inclusive. The Principal has the authority to determine if clothing is disruptive to learning or impacts student safety.

In order to maintain adherence to this dress code policy, students may not wear the following:

- Clothing that disrupts the educational process.
- Shorts and skirts shorter than mid-thigh in length.
- Clothing that reveals the back or midriff, or through which skin and/or undergarment is visible, or when arms are raised becomes visible. These include but are not limited to:
 - Boxers, Sheer tops, Mesh tops, Overly large openings at the neck or arms, Off the shoulder tops, Spaghetti straps, Halter tops, Tube tops, Swim tops, Clothing that exposes the midriff,
 - Clothing or accessories with offensive pictures, symbols or sayings - these include but are not limited to: Demeaning statements, Violent statements, Sexual statements, Racial statements

- Clothing that advertises or promotes tobacco, alcohol or other drugs.
- Jewelry or accessories that could be used to cause harm or injury.
- Any gang affiliated clothing.

*The wearing of head coverings shall be determined by each building.

*A good general policy regarding the dress code is: If there is ANY QUESTION about an item being inappropriate, DO NOT WEAR IT.

River's Edge Amendment

In keeping with our emphasis on school to work transition, our additional guideline is IF YOU WOULD NOT WEAR IT TO AN "AVERAGE WORKPLACE OR PLACE OF EMPLOYMENT" don't wear it to River's Edge.

STATEMENT OF UNDERSTANDING: DIFFERENCE BETWEEN HBI & ALE

In accordance with the Alternative Learning Experience Implementation Standards, reference WAC 392-550-030(10), a school district or charter school that provides alternative learning experience courses or course work to a student must include a description of the difference between home-based instruction pursuant to chapter [28A.200](#) RCW and the alternative learning experience course(s).

Summary Description

Home-Based Instruction

- Is provided by the parent or guardian as authorized under RCW 28A.200 and 28A.225.010.
- Parent has filed an annual Declaration of Intent with the district.
- Students are neither enrolled nor eligible for graduation through a public high school unless they meet all district and state graduation requirements.
- Students are not subject to the rules and regulations governing public school, including course, graduation, and assessment requirements.
- The public school is under no obligation to provide instruction or instructional materials, or to otherwise supervise the student's education.

Home-based Instruction (HBI) students may have access to ancillary services and may enroll in a public school course on a **part-time** basis (less than full time) where space is available. Students are responsible for maintaining acceptable attendance and for meeting the course and school requirements for courses in which they are enrolled. They maintain their Home-Based Instruction student status.

Alternative Learning Experience Courses

- Are authorized under WAC 392-121-182.
- Students are enrolled in public education.
- Students are subject to the rules and regulations governing public schools, including course, graduation, and assessment requirement for all portions of the ALE.
- Instructional materials used for coursework meet district standards and are free from sectarian control or influence.
- Learning experiences are:
 - Supervised, monitored, assess, and evaluated by certificated staff (weekly contact and monthly review).
 - Designed learning experiences planned together with student, parent and teacher.
 - Provided via a Written Student Learning Plan (WSLP). Provided in whole, or part, outside the regular classroom.

**LASTLY, If no one has told you today
you are loved, the REHS Staff loves you!**