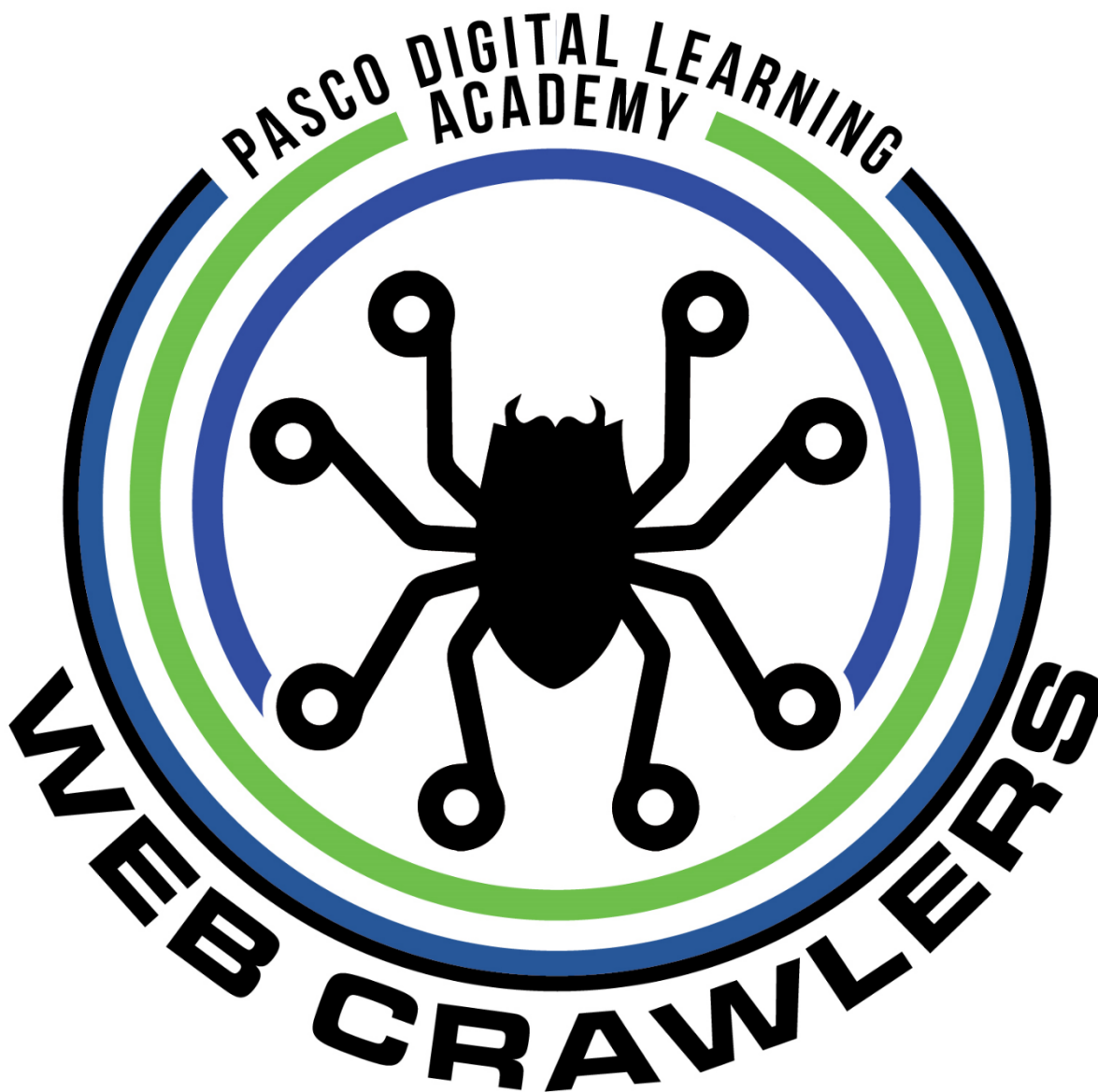




PDLA Handbook

Pasco Digital Learning Academy

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Background

The Pasco Digital Learning Academy (PDLA) has four unique digital learning opportunities for our students and families who would like to participate in a learning style that is different from an in-person K-12 school. Digital learning provides an option for students and families that meets the students' individual needs. With the majority of PDLA instruction being delivered via the internet, families and students find fulfillment in their educational needs by being able to be at home with their students, supporting their learning from the ease of the at home classroom. The two graphics below illustrate our four Digital Learning options. This handbook outlines the overall expectations for being a PDLA student and expectations for participation in any one of our four programs.

STATEMENT OF UNDERSTANDING

In accordance with the Alternative Learning Experience Implementation Standards, WAC 392-121-182, prior to enrollment parent(s) or guardian shall be provided with documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience (ALE).

SUMMARY DESCRIPTION

Home-Based Instruction

- Is provided by the parent or guardian as authorized under RCW 28A.200 and 28A.225.010.
- Students are not enrolled in public education.
- Students are not subject to the rules and regulations governing public schools, including course, graduation, and assessment requirements. The public school is under no obligation to provide instruction or instructional materials, or otherwise supervise the student's education.

Alternative Learning Experience (e.g. *iPAL*)

- Is authorized under WAC 392-121-182.
- Students are enrolled in public education either full-time or part-time.
- Students are subject to the rules and regulations governing public school students including course, graduation, and assessment requirements for all portions of the ALE.
- Learning experiences are:
 - Supervised, monitored, assessed, and evaluated by certificated staff.
 - Provided via a written Student Learning Plan.
 - Provided in whole, or part outside the regular classroom.

Part-time Enrollment of Home-Based Instruction Students

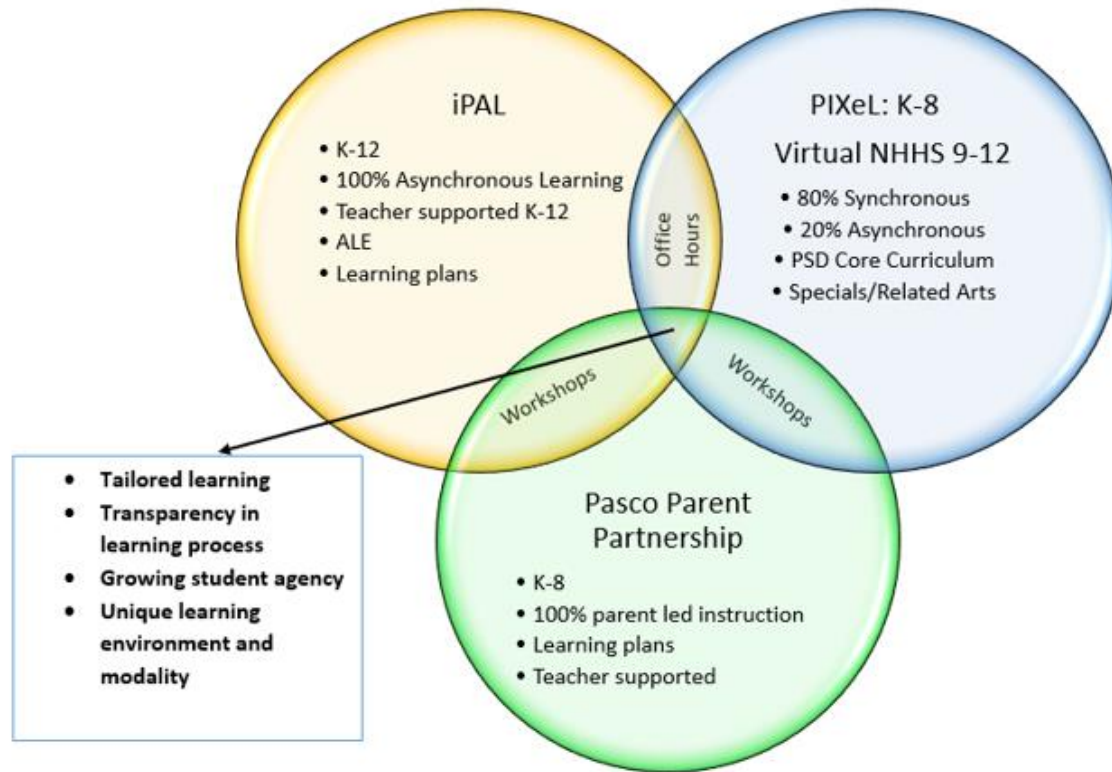
Home-based instruction students may enroll in public school programs, including ALE programs, on a part-time basis and retain their home-based instruction status. In the case of part-time enrollment in ALE, the student will need to comply with the requirements of the ALE written Student Learning Plan, but not be required to participate in state assessments or meet state graduation requirements.

Overview of Programs

Pasco Digital Learning Academy Options

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
100% Parent Led Instruction	P ³ (Pasco Parent Partnership)												
	 K-8  Workshops Available												
80% Synchronous 20% Asynchronous				PIXeL (Pasco Innovative eXperiences & e-Learning)						Virtual New Horizons High School			
				 3-8  Remote Learning with Parent Coached Instruction						 9-12  Remote Learning with Parent Coached Instruction			
100% Asynchronous	iPAL (Internet Pasco Academy of Learning)												
	 K-12  Remote Learning with Parent Coached and Teacher Supported Instruction												

Pasco School District Digital Learning Academy



PDLA Purpose: Harnessing the power of 21st Century technology to make learning relevant, accessible, and flexible to prepare ALL students to be college, career and future ready.

Mission and Vision

PDLA Vision Statement

Working in partnership with families to ensure **ALL** students develop into lifelong learners with a passion for knowledge acquisition, adaptive critical thinking skills, and strong personal character development to succeed in a technologically advanced world, while meeting **ALL** students' individual needs through a diverse learning platform.

PIXeL Promise

Harnessing the power of 21st-century technology to make learning come alive, Pasco School District's PIXeL (Pasco Innovative Experiences and e-Learning) Academy empowers K-8 students to thrive in an online platform of instruction. Students will engage in coursework mirroring what students in a face-to-face classroom will learn in ELA, Math, Science, Social Studies, and Social Emotional Learning. All done through the virtual world with their teacher.

iPAL Mission & Vision:

Our mission is to create a caring collaborative community that promotes student success in an environment of emerging technologies; giving students' skills that lay a foundation for a lifetime of learning and productivity.

Vision: Our shared vision is to prepare students academically with **self-efficacy skills** to meet the challenges of the future. Through a variety of learning platforms, students experience significant challenges and support in a safe environment where citizenship and diversity are valued, and individuals are respected.

Virtual New Horizons

New Horizons provides a haven for diverse students while engaging them in individualized and innovative opportunities.

NOTICE OF NONDISCRIMINATION: Pasco School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to designated youth groups. Questions regarding compliance, complaints, and/or reporting procedures may be directed to the school district's Title IX/RCW 28A.640/28A.642 compliance officer Sarah Thornton, 1215 W. Lewis St., Pasco, WA 99301, 509-546-6700, or Section 504/ADA coordinator Kristi Docken, W. Lewis St., Pasco, WA 99301, 509-546-6700. Nondiscrimination policies are available at www.psd1.org.

PDLA program expectations

Eligibility Criteria

Each program has a specific set of criteria that must be met for a student to be successful in that program. Please refer to each individual section of this handbook to learn more about the eligibility criteria.

Enrollment Process

We are excited that you are interested in our programs! To enroll you will need to go to the locations below depending on your status. Once you have indicated your interest, a facilitator (Jaki Gosch K-8 or Dawn Bastin-Hernandez 9-12), will reach out to schedule an enrollment meeting to share more about our programs with you and your student. If you are in the district, please go to the link below to complete the interest form. If you have any questions or need assistance, please contact Jaki Gosch K-8 (jgosch@psd1.org) or Dawn Bastin-Hernandez 9-12 (dbastin@psd1.org)

Program	In-District	Out of District
iPal	Complete interest form on PSD website K-8 https://www.psd1.org/domain/2065 9-12 Please contact your 9-12 school counselor to be enrolled in one of our 9-12 programs.	https://www.psd1.org/register
P3		
PIXeL		or
VNHHS		https://www.psd1.org/domain/2065 Please contact your current school district to obtain a Choice Transfer Request form. This will need to be submitted to the district in order to be enrolled.

Updated Links:

PIXeL or iPAL In-District <https://pdla.psd1.org/activities/pasco-innovative-experiences-e-learning-pixel>

iPAL Out of District <https://pdla.psd1.org/activities/internet-pasco-academy-of-learning-ipal/out-of-district-interest-form>

Cost

iPAL, Pixel, and P3 are all [free](#) of cost for families located within the Pasco School District boundaries. If a student wants to take extra courses at the high school level, see the iPal high school section for more information.

Materials Pick Up

Each program has a specific set of materials students will need to be successful in their program. The materials are a **requirement** to pick up for each student. If materials are not picked up within **2 business days of enrolling in the program**, the student will not be able to participate in the program and will need to return to their in-person school. Please see each individual program's required materials.

Orientation Requirements (iPAL only)

Families are required to complete a self-guided orientation **within 2 business days of enrolling** in the programs. Orientation materials will be sent with the Welcome email after enrollment is complete. Upon completion of the orientation, students will be enrolled in the program courses and assigned to a teacher. Failure to complete orientation will result in the student not being able to participate in the program and will need to return to their in-person school.

Attendance Expectations

Attendance in any Pasco Digital Learning Academy program is essential to a student's success and a requirement. Attendance requirements are outlined in each program section based on that program's structure. Attendance will be monitored by our program teams and parents will be contacted as attendance concerns arise. Regular emergencies, illnesses, etc. are required to be excused. Please contact our attendance clerks (Lexi Navarette 543-6701 Ext 4893) to excuse your students' absences.

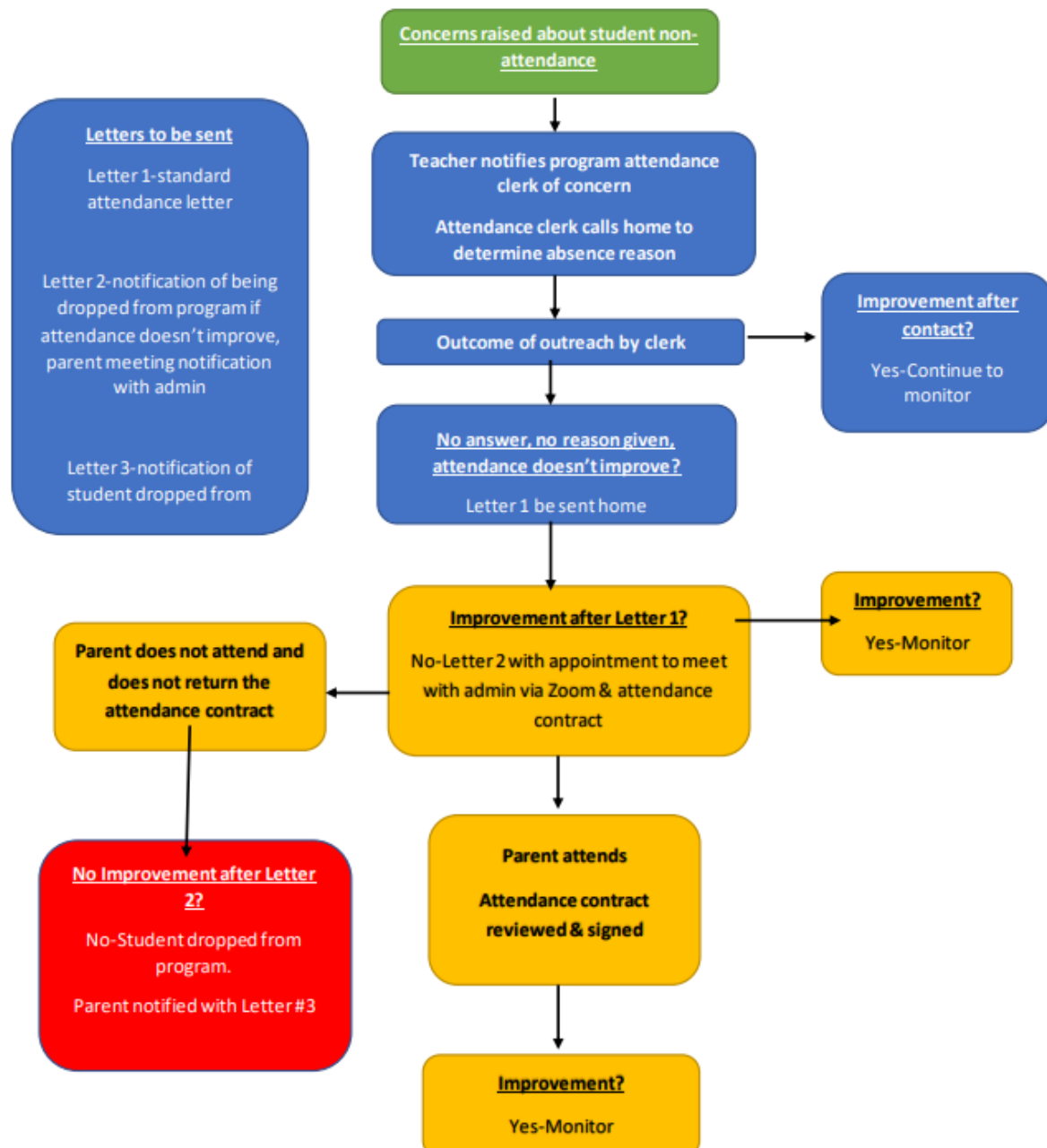
Attendance Guidelines

Each program has its own set of attendance requirements. The information below illustrates the generic expectations for all PDLA programs. The flowchart details the process for addressing student nonattendance issues. Please see each individual programs attendance sections.

Attendance and participation are critical requirements for student learning and success. Students must follow the guidelines and expectations set by their teachers at the beginning of school. Extended absence from all online classes will create detrimental holes in student learning.

Below is the attendance process that our program follows for students who have attendance concerns. We have 3 steps that we follow to support a student with their attendance.

PDLA Attendance Procedures Flowchart



Technology Expectations/Supports K-12

Pasco School District views the use of electronic resources as central to the delivery of its educational program. By providing each PDLA student with a laptop to use at home, Pasco School District intends to enable an engaging, collaborative, self-directed, and empowering learning environment. It is the district's goal that students will safely learn, share, collaborate, think critically, and solve problems to succeed in a modern, digital world. In addition, educational technology has been proven to promote student engagement and enthusiasm for learning, ultimately assisting students in their acquisition of knowledge and thinking skills.

Students are expected to responsibly use district technology and network resources, keeping their district-issued devices safe, secure and in good working order. The information in this Pasco Electronic Device Agreement handbook outlines each party's responsibilities and will assist students and parents in meeting these expectations.

Parent and Student Responsibilities and Expectations

Student Responsibilities

Just as with other school district property, students are responsible for care and proper use. Students maintain the following responsibilities before, during, and after school whether they are on or off campus. Concerning their district issued laptop, students are responsible for:

1. Using computer/device responsibly and ethically, complying with the responsible use guidelines outlined in this handbook.
2. Obeying school rules concerning behavior and communication that apply to technology use.
3. Avoid damaging school equipment by using the device appropriately and taking a proactive role to aid Pasco School District in protecting the laptop by reporting all issues.
4. Complying with trademark and copyright laws and all license agreements. If you are unsure, ask a teacher or parent.
5. Notifying a staff member immediately of information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
6. Returning their laptop at the end of the school year (or student's enrollment) to the district in the same condition as received.
7. Monitoring all activity on their account(s)/device.
8. Securing their device at all times.
9. Reporting any device damage to a Teacher/Parent as soon as possible.

10. Reporting any device damage to a Teacher/Parent as soon as possible.
11. Maintaining security of their username and password at all times by not sharing or writing the information down.
12. Adhering to proper etiquette and codes of conduct regarding electronic communication.
13. Complying with the Pasco School District Electronic Resource Policy 2180 and Procedure 2180P at all times.

Parent/Guardian Responsibilities

The parent/guardian must agree to monitor student use at home, and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved. Parent involvement is key for keeping students safe online.

1. Talk to your child about values and the standards that your child should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.
2. Be an active participant by asking your child to show you what sites they are navigating to and how they are being used in your child's education.
3. Ensure that siblings and other family members are not using the device for personal use.
4. Assume responsibility for the cost of repair or replacement if the device is not returned, damaged, lost or stolen.

Pasco School District Responsibilities

Pasco School District makes every effort to equip students and families with the necessary tools and information to ensure safe use of the digital devices inside and outside of the school environment. Filtering services provided in Pasco schools comply with federal regulations for protection of students and extend to laptops when they are used away from onsite schools. Pasco School District is responsible for the following items regarding issuing students take home devices.

1. Provide internet (as needed) and online course material access to its students during the school day.
2. Provide internet filtering and blocking of inappropriate content. Pasco School District uses Cisco's Umbrella for content filtering, one of the most modern and aggressive filtering services available. However, no internet filtering solution is 100% effective; ensuring students are using the device appropriately requires active adult participation.
3. Provide student guidance in the use of the device and help assure compliance of the accountability use policy.
4. Investigate inappropriate use of resources.

Responsible Use Guidelines

The following guidelines are provided so that students and families are aware of the responsibilities students accept when they use a district-owned device. In general, this requires efficient, ethical, and legal utilization of all technology resources. Violations of these rules and guidelines may result in disciplinary action and a restriction of laptop privileges. Students receive device-related training throughout their academic career at Pasco School District with the goal of becoming responsible digital citizens.

Taking Care of Your Laptop

Students are responsible for the general care of their issued laptop. Laptops that are broken or fail to work properly must be taken to the designated school technology office/program site for an evaluation of the equipment. Computer malfunctions will be reduced through proper care and maintenance of the device.

The following are some important care tips for laptops:

- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully into the laptop to prevent damage.
- Laptops must remain free of any writing, drawing, stickers, or labels that are not the property of the Pasco School District.
- Laptops are extremely sensitive to extreme heat and extreme cold; avoid exposing the laptops to these conditions.
- Do not stack books or heavy materials on top of the laptop.
- Do not lean against the device or on your backpack with the device inside.
- Never leave laptops unattended in an unlocked or unsupervised area.

Appropriate Use

Digital devices and the Internet are great learning tools and can enhance student learning when used appropriately. All use of technology should support learning, follow all laws, and be school appropriate.

Students are encouraged to:

- Create files, digital projects, videos, web pages, and podcasts using network resources in support of education and research.
- Participate in blogs, wikis, bulletin boards, networking sites, and groups that support education and research.
- Create content that supports education and research.

Students are prohibited from:

- Installing or transmitting copyrighted materials
- Actions that violate [Board Policy](#) or public law
- Changing device settings, except personal settings such as font size, brightness, etc.
- Gaining access to other student's accounts, files, and/or data
- Using anonymous and/or false communications
- Using the device's camera to take inappropriate photographs, (including photographs without an individual's permission), as a tool to open a private chat or Zoom meeting with another student to conduct inappropriate behavior.
- Giving out personal information over the Internet.
- Any malicious attempt to harm or destroy hardware, software, or data
- Bypassing the Pasco School District web filter or any other security systems
- Cyberbullying, harassing, or distributing hateful content of any kind, including discriminatory jokes and remarks.
- Allowing the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures on their device or via their Zoom pictures.

Software on Laptop

The software/apps originally installed by Pasco School District must remain on the laptop at all times. Pasco School District will synchronize the laptop so that it contains the necessary apps for schoolwork. Students are not to install software for personal use (gaming, social media, messaging, etc.) and/or gain. Updated versions of licensed software/apps will be deployed through Pasco School District's Technology Department. Updates are required to address software bugs and vulnerabilities or to enhance the software feature set. The Technology Department will work to minimize the impact software updates have on instruction.

Using the Device

Devices are intended for use during the school day/for schoolwork only. Students are expected to have their device charged to all classes. When the device is being used for in-class assignments, the student is required to use the device exclusively for the work associated with class. If a student is found doing anything that is not directly related to class, privileges may be lost, and necessary disciplinary action will be taken. School staff will retain the final authority in deciding when and how students may use personal electronic devices.

Students may be selected for random laptop inspections. Students should not have any expectation of privacy concerning the use of their device, as an inspection could include an inspection of all materials saved or accessed by the PSD laptop but not limited to websites

visited, searchable terms, email content or browser history. The physical condition of the laptop will be inspected to ensure the district ID tags and barcodes are present, and no additional stickers/marks/skins are on the outside of the device. Devices are the property of Pasco School District and staff members may confiscate any device at any time for any purpose.

Digital Citizenship and Healthy Media Use

Pasco School District is committed to ensuring its students use technology to become lifelong learners and engaged citizens capable of using technology to create, collaborate, communicate, and solve problems. Much like the physical world, children need to be taught and mentored on how to effectively use technology and appropriately act online. The following is a framework for student online behavior as well as parent tips on how to foster healthy media use within their child.

Students and Digital Citizenship

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the four following principles:

- **Respect Yourself.** Show respect for yourself through your actions. Select online names that are appropriate. Use caution with the information, images, and other media that is posted online. Carefully consider what personal information about your life, experiences, or relationships you post. Do not be obscene and act with integrity.
- **Protect Yourself.** Ensure that the information, images, and materials posted online will not put you at risk. Do not publish personal details, contact information or a schedule of your activities. Report any attacks or inappropriate behavior directed towards you while online. Protect passwords, accounts, and resources.
- **Respect Others.** Show respect to others. Do not use electronic mediums to antagonize, bully, harass, or stalk people. Show respect for other people in your choice of websites: do not visit sites that are degrading to others, pornographic, racist, or inappropriate. Do not enter other people's private spaces or areas.
- **Protect Others.** Protect others by reporting abuse and not forwarding inappropriate materials or communications. Avoid unacceptable materials and conversations.

Healthy Media Use Tips for Parents/Guardians

Today's children are growing up immersed in digital media, which can be enriching when balanced with their physical life. Media use should be safe and not disrupt other activities, such as play, study, in-person interaction and sleep. It is important that the adults in your child's life act as media mentors, teaching and demonstrating a healthy use of digital media.

Here are some suggestions to keep your child safe and healthy as they grow their digital media competency.

- Talk to your children about the values and standards you expect your children to follow as they use the internet, similar to the standards discussed for television, telephone, movies, and music use.
- Investigate and apply parental controls available through your internet service provider and/or your wireless router.
- Develop a set of rules/expectations for device use at home.
- Place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity, and other behaviors essential to health.
- Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.
- Model good behavior. Show children how to be polite and respectful, and let them know that is the behavior you expect when they are interacting in the digital realm.
- Only allow device use in common rooms of the home (e.g., Living room or kitchen) and not in bedrooms.
- Demonstrate a genuine interest in what your child is doing on the device. Ask questions and request to see their work often.
- Communicate expectations for the types of resources your student accesses online and for interacting with others online in a kind, respectful, and safe manner.
- Put all electronic devices “to bed” for the night at a designated time and in a designated location. This is a great way to ensure the laptop is charged nightly, as well.
- Turn off your home Wi-Fi at appropriate times. Many of the laptop features require an internet connection to function. Turning off your home Wi-Fi at night can prevent late night activities that disrupt the student’s sleep and health.
- Monitor activity on your child’s account and view your child’s internet history by pressing (CTRL) + (H)
- Understand the technology. Open a personal email account for yourself and/or get your whole family connected. If your child views the program as a way of staying in touch with family, there might be less risk of misuse with friends.
- Consider creating a [Family Media Plan](#) to ensure that media use within your home is purposeful and healthy.

For additional information on healthy digital media habits, consider [Common Sense Media](#). Common Sense is a leading nonprofit organization dedicated to improving the lives of kids and families by providing trustworthy information and education on 21st century topics.

Troubleshooting and Technical Support Helpdesk 509-543-6710

Pasco School District (PSD) technical support is available during normal school hours. Extended support is available until 5:00pm Monday-Friday from the PSD Technology Department. When a technical problem arises, students can practice basic troubleshooting steps in order to identify and correct minor problems and conserve instructional time.

- Students try to fix the problem.
- Always try restarting the device as the first step in troubleshooting.
- If unable to access the internet, ensure that wireless is enabled, and the device is connected to a network.
- If appropriate, students may ask a classmate for help.
- A student may ask a teacher if the teacher is available to help for this purpose.
- Students are reminded not to interrupt classroom instruction or waste too much time troubleshooting so they do not miss too much class time.

If the student is unable to resolve the problem, the student must contact the Information Systems HelpDesk at 509-543-6710. HelpDesk will attempt to resolve the issue remotely. If HelpDesk is unable to fix the issue, they will direct the student to swap out the device at the Pixel Office. If HelpDesk is unavailable, the student needs to call the Pixel office at 509-543-6765 for assistance.

Under no circumstances are students allowed to take their computer to an outside company or party. All repairs, technical support and troubleshooting will be handled by the PSD Technology Department.

Repair/Loss/Damage

Any laptop lost or stolen will be remotely disabled and all functionality removed until the device is returned. If a lost laptop is recovered in working condition, the fine or cost of replacement paid by the student will be refunded.

Damage that is purely cosmetic in nature, as determined by district staff, will not be repaired unless there is reasonable concern it will lead to further issues.

Hardware and software repair costs that are due to technological failure or defect will be the responsibility of the district. Pasco School District is not responsible for lost or corrupted data.

Standard rules for the restriction of records and transcripts apply for all unpaid fines.

Reporting Damage or Loss

In the event of damage or loss, contact school staff immediately. Any technical issue with the device must be reported to the PDLA office in order to avoid further damage. In the event of theft or damage due to criminal activity, families should notify local law enforcement.

Repairs

Regardless of the cause of damage or malfunction, PSD Technical Support is available to assist students with getting issues resolved quickly. If it is determined that a device needs extensive repair, Technology Office staff will swap the student's device for an operable one. Do not take PSD owned devices to an outside computer service for repair.

Repair costs range from \$25-\$820 and include only the cost of the repair parts; the district does not charge labor for repairs. The table below contains costs for the most incurred replacement parts.

Component	iPal, P3, VNHHS Student Laptop	Pixel Student Laptop
Complete replacement	\$370	\$820
Screen	\$210	\$300
Hard drive	\$75	\$140
Battery	\$60	\$70
Keyboard	\$50	\$90
Charger	\$25	\$25
Cases	\$14	\$20
Stylus Pen	NA	\$40

Equipment Return

All Pasco School District owned devices must be returned at the end of the school year or when the student unenrolls from the building. Students leaving the district mid-year must return the device to the PDLA office. As a part of the return procedure, the device will be inspected to assure that it is functioning properly and is not damaged.

Students who withdraw or leave the Pasco School District and do not return the student issued device will be subject to a full replacement fine and law enforcement may be involved for the purpose of recovering Pasco School District property. The laptop will be remotely disabled, and all functionality removed until the laptop is returned.

Please closely note the following-

PDLA is a web-based program that uses our district platforms and curriculum to provide instruction. ***Students are required to use district devices that are checked out to them.***

Students may not use personal computers. Our program provides a computer per student.

Wi-Fi card access and noise cancelling headphones are provided as needed. Students are responsible for the care of these devices. Detailed below is the student/parent agreement for the use of district provided devices.



Pasco Electronic Device PDLA Specific Parent/Student Agreement

Student Name: _____

Student #: _____

Summary of Primary Responsibilities

Students agree to the following responsibilities before, during, and after school whether or not they are on or off campus.

- Use the device in a responsible and ethical manner and only to support learning and school appropriate functions.
- Secure the device and keep the laptop case on at all times.
- Make sure your laptop is fully charged for each day of school.

The parent/guardian agrees to monitor student use at home, and away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

- Talk to your child about values and the standards that they should follow on the use of the Internet just as you do on the use of all digital media (TV, phones, movies, music, etc.).
- Be active participants by asking your child to show you what sites they are navigating and how they are being used in your child's education.
- Encourage balanced and healthy digital media use.

Device Protection Plan

The following benefits are afforded under the Protection Plan. Pasco School District staff reserve the right to determine the cause of damage or loss and may adjust or escalate the fees if gross negligence is determined. Laptop cases and power supplies are not covered by the Protection Plan.

Repair/Replacement Fee	First Claim	Second Claim	All Other
Accidental Damage	None	50% of cost	Full cost of repair
Theft (with police report)	None	50% of cost	Full cost to replace
Loss or damage due to negligence	50% of cost	Full cost to replace	Full cost to replace

Component	Pixel Student Laptop
Complete replacement	\$820
Screen	\$300
Hard drive	\$140
Battery	\$70
Keyboard	\$90
Charger	\$25
Cases	\$20
Stylus Pen	\$40

My child and I have reviewed and agree to the responsibilities and expectations outlined above.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Special Ed Services

Special Ed services are structured and delivered in a model that meets the parameters of all our virtual/digital platforms. While some students with disabilities may be able to receive special education services via one of our virtual/digital platforms, all students on IEPs will require an IEP team meeting first to review needs, space available, and availability of appropriate services.

Home expectations

Ensure a motivating/inspiring classroom space for your child.

- Workspaces need to be as free of distractions as possible. Students should have a quiet area to participate in Zoom so their learning is free of distractions.
- Ensure students are ready for their day. Set students up for success by ensuring they are at their designated workspace (not lying down in bed) and in appropriate clothing (not pajamas). The same expectations for attending school will be in place for students attending school virtually in this regard.
- As students can hear the classroom, the classroom can also hear everything that goes on in your home. Headphones are encouraged and can be checked out from your individual program.
- Students will need all materials ready and accessible at their workspace. A crate or organization system is recommended for this.
- Have your child explain what they are learning and do this frequently throughout the day. (Lunchtime, evening, weekends)
- Establish a routine like one that would be set in place for a student who was attending an in-person school. (Consistent wake up time, student follows their schedule, take breaks from the screen when they are scheduled, etc.).

WEB

In our PDLA programs we teach our students **WEB**, to **W**ork Responsibly, **E**ngage Safely and to **B**e Respectful. It is important to teach our students these critical skills as they engage and work on-line. Staff came together and produced key expectations of what WEB looks like for our students in each area of learning during their school day. Below is a glimpse of what those expectations are. You will notice due to our programs' unique nature that most student learning happens in your home. All members of the family play a part in ensuring WEB expectations are met.

	Zoom Class Meeting	Virtual Platforms	Zoom Social Time	Asynchronous	At Home Support
Work Responsibly	- Actively engage: Listening/P participating - Complete assignments when asked - Be Prepared - Ask for help	- Actively engage: Check and ~~Respond~~ often - Complete assigned items when asked - Ask for help	- Actively Engaged: Listen carefully to all participants - Answer questions when asked	- Actively engage: Check in regularly with teacher - Complete your schoolwork on time and do your own work. - Complete work so you are Prepared in class. - Ask for help, attend office hours	- Actively engage: Know what student needs to do and help them stay on task. - Check in with teacher during appropriate times - Talk with teacher first when you have questions or concerns. - Help your child come to class prepared to learn.
Engage Safely	- Work area free of distractions - Camera on - Use school safe images and words	- Work area free of distractions - Camera on when needed - Use school safe images and words	- Camera on - Use school safe images and words	- Work area free of distractions - Use school safe images and words - Only use school approved platforms.	- Provide a work area free of distractions - Know the school approved platforms - Monitor what your child is viewing and their interactions. Report concerns to school.
Be Respectful	- Be on mute unless it is your turn to talk - Use positive and uplifting language - School appropriate interactions with students and teacher	- Use platform appropriately - Use positive and uplifting language - School appropriate interactions with students and teacher	- Be on mute unless it is your turn to talk - Use positive and uplifting language - School appropriate interactions with students and teacher	- Use platforms appropriately - Use positive and uplifting language - Use your own knowledge to complete assignments and site sources when appropriate - School appropriate interactions with students and teacher	- Allow student to interact in their classroom independently - Help student take care of materials given by school district - School appropriate interactions with students and teacher.

State Testing/District Testing

Each year, PDLA students must come into the building to complete the required state and district testing. Schedules will be advertised to PDLA families in a timely manner so families can plan accordingly to ensure student participation.

Plagiarism Policy

Plagiarism is defined as “the practice of taking someone else's work or ideas and passing them off as one's own.” All students are expected to submit class/coursework that is their own work. Each of our PDLA programs have varying levels of discipline for plagiarism incidents based on the nature of the program. Please see those sections for more detailed information.

Calendar/Closures

PDLA will follow the same school district schedule, closures, and delays as the rest of the Pasco School District. Each program will have differentiated suggestions for using the non-school day time on those occasions. Each program will have more information in their individual sections.

Parent Communication Platforms

As virtual programs we rely on virtual communication platforms to connect with parents. This ranges from email to Parent Square, to message on our platforms, each program has its own communication platforms. We also have telephone communication abilities in our program as each teacher/admin/office staff has an extension. Communication during the school day must be done via our online messaging platforms or through calling our office staff to leave a message for the teacher. All communications will be returned as soon as possible. Please see the individual sections of this handbook for more information.

In Person Opportunities

While our main day to day routines will be digital/virtual we will offer onsite opportunities for students and families to participate in. Those opportunities range from possible holiday events, kindergarten promotions, and end of year activities. All in person opportunities are completely optional for families (state and district testing is still required on site/in person for students). In person opportunities will be advertised by each individual program.

Parent Participation/At Home Supporters

Our parents are our biggest asset in ensuring student success in all our programs. We highly value your participation and input! Our PDLA ATP (Action Team for Partnerships) is a committee where parents can participate and help us plan/build our virtual community. Information will be shared on these opportunities throughout the year.

iPal

Being an iPal student

- Students can create their own work schedule
- Students needing Exams or Instructional assistance must work within the parameters of the iPAL Operational Hours 8am-4pm
- Students must have time management skills.
- Students must be willing communicators.
- Students must be strong self-advocates.

Sample daily schedule

Time	Activity
8:00-9:00	Academic Content
9:00-9:30	Break
9:30-11:00	Academic Content/Access Office Hours (K-5 Workshops)
11:00-11:30	Lunch
11:30-12:30	Academic Content
12:30-2:00	Academic Content/Access Office Hours (K-5 Workshops)
2:00-2:30	Break
2:30-3:30	Academic Content

Eligibility Criteria and Enrollment

Elementary students' grades K-5 who wish to enroll in iPAL part-time while attending a Pasco School District school can contact iPAL directly. Middle school students' grades 6-8 who wish to enroll in iPAL part-time while attending a Pasco School District school will do so through the neighborhood school counselor. The clerk/counselor/Administrator will contact iPAL to arrange a parent meeting and complete the necessary forms. The Online Learning Facilitator will schedule the student for an iPAL orientation and complete the required course-specific Student Learning Plan. The Student Learning Plan will include course dates, a description of how the required weekly direct personal contact will be fulfilled, a description of learning

goals and objectives, an estimate of the number of hours the student will engage in learning activities, a description of the instructional materials necessary to complete the plan, and a description of the timelines and method for evaluating student progress.

Students in grades 9-12 who wish to enroll in iPAL part-time while attending a Pasco School District school will complete the initial iPAL Agreement in their school counselor's office. The counselor, parent/guardian, and student must sign this agreement. The school counselor will add the course to the student's schedule and inform the Online Learning Facilitator of the student enrollment. The Online Learning Facilitator will schedule the student for an iPAL orientation and complete the required course-specific Student Learning Plan. The Student Learning Plan will include course dates, a description of how the required weekly direct personal contact will be fulfilled, a description of learning goals and objectives, an estimate of the number of hours the student will engage in learning activities, a description of the instructional materials necessary to complete the plan, and a description of the timelines and method for evaluating student progress. The student/parent is required to complete an orientation prior to courses being loaded for the student in iPAL.

Elementary and middle school students' grades K-8 who wish to enroll in iPAL full time and are residents of Pasco, will be able to fill out the registration packet available on the Pasco School District website. Once the registration information is complete, the Online Learning Facilitator will schedule the student for an iPAL orientation and complete the required course specific Student Learning Plan. The Student Learning Plan will include course dates, a description of how the required weekly direct personal contact will be fulfilled, a description of learning goals and objectives, an estimate of the number of hours the student will engage in learning activities, a description of the instructional materials necessary to complete the plan, and a description of the timelines and method for evaluating student progress.

Students in grades 9-12 who are currently attending, but wish to attend iPAL as full-time students, will be referred to the Online Learning Facilitator by their school counselor and/or an administrator. The Online Learning Facilitator will contact the student and ensure all the proper registration forms and agreements are completed. Once registration is complete, the student will be enrolled into iPAL under their boundary school. The Online Learning Facilitator will work with the school counselor to coordinate all counseling, scheduling, and ensure all academic and/or graduation requirements are being met. The Online Learning Facilitator will schedule an online orientation, enroll the student in online courses, and develop an individualized Student Learning Plan.

Students who wish to attend iPAL as full-time students, and are not currently enrolled in the district, need to contact the Online Learning Facilitator for further information. iPAL is only offered to students who reside in the Pasco School District. To clarify, a student must be enrolled in their boundary high school and their high school will manage all guidance, academic requirements, etc. A limited number of choice transfers are available for out of district students each year, so families can contact iPAL to see if their student qualifies for acceptance in the program.

In Person Opportunities

Students can sign up to attend time in the lab at New Horizons High School or PDLA school location. Students are also eligible to participate in workshops and/or clubs at the PDLA site.

Student Conduct

Students participating in iPAL are expected to abide by the Pasco School District Student Code of Conduct. The following is an excerpt from the Pasco School Board policy addressing student conduct.

[Board Policy 3240](#) -Student Conduct

The board acknowledges that conduct and behavior are closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus.

Students are expected to:

- Conform to reasonable standards of socially acceptable behavior.
- Respect the rights, person, and property of others.
- Preserve the degree of order necessary for a positive climate for learning; and
- Submit to the authority of staff and respond accordingly.

Communication Platforms

- **District Outlook Emails**

Middle and High School Students are required to communicate with instructors through district email accounts. This is a primary way for teachers and staff to communicate with our families on important dates/information and progress updates. Please check e-mails frequently for information from our program.

- **Edgenuity**- Announcements are posted within the platform to make students aware of teacher absences, upcoming events, important dates, etc. Students should make note of the megaphone icon on the platform for reference.
- **Zoom**- teachers are on video conference 2x's daily for student support, this is drop-in so that students may get help with subject matter-related problems in their courses.

M, T, Th, F -9:30 am -11am M, T, W, Th, F- 12:30 pm –2pm

- **Teacher Phone Extensions for Unlocking Exams**- are posted on Edgenuity within the Announcements and emailed out to students when they enroll.
- **Newsletters** will be sent out each trimester with important dates, information, and tips for our iPAL families.
- **Telephone Calls and Parent Teacher Conferences as needed.**
- **ParentSquare** – K-5 families are expected to enroll with a Parent Square account upon receiving the activation information to ensure all notices, updates, and essential information is received.

Internet Safety and Accountability

Students enrolled in iPAL should be aware of the following guidelines and expectations for safe and responsible participation. Any activity not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct. Failure to follow these guidelines could result in disciplinary action or removal from iPAL.

- Posting anonymous messages is not permitted unless authorized by the course's online teacher.
- Students must use only their own usernames and passwords and must not share these with anyone.
- Students may not interfere with other users' ability to access the Edgenuity site or disclose anyone's password. Impersonating another person is strictly prohibited. Students are responsible for all activities associated with their usernames and passwords.

- Students must not publicly post their own, or anyone else's, personal contact information (e.g., address, phone number).
- Students must not publicly post any messages that were sent to them privately.
- Students cannot agree to meet in person anyone they have met only on the Internet and who is not affiliated with iPAL.

Network Etiquette

Online learning students are expected to follow the rules of network etiquette.

- Establish usernames and e-mail addresses that are appropriate for the school setting.
 - Address iPal staff, teachers and administrators, by their title and last name.
- Avoid sarcasm, jargon, and slang; swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions. For example: "u" rather than "you" and "ur" rather than "your."
- Never use derogatory comments, including, but not limited to, those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, and physical or mental health.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread typos.
- Respect other people's privacy. Do not broadcast online discussions and never reveal other people's e-mail addresses

Academic Integrity

All work submitted is assumed to have been completed only by students. Students are responsible for observing the standards on plagiarism and properly crediting all sources in the composition of their work. Any attempt to cheat, plagiarize, falsify information, or receive credit for work the student did not do will be considered dishonest behavior and will be dealt with through progressive discipline by the instructors, the Online Learning Facilitator and/or the administration dependent on number of infractions. Plagiarism discipline steps will be shared with students/parents upon enrollment in iPAL. Plagiarism can result in removal from the iPAL program.

The following are a few examples of acts that are considered dishonest behavior.

- Representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source.
- Submitting work using another person's password/login. Student logins/passwords are confidential information that should not be shared with others. Any assignments, work, or projects posted while using another student's login will be considered plagiarism.
- Performing work for another student or having another student perform work or take an examination for you.
- Falsification and/or misrepresentation of data (submitting fake data or sources).

Parent/Guardian Expectations

Parent/Guardian participation and support is one of the key components to students succeeding in online coursework. Online learning is a student-parent-teacher partnership. Students have a high degree of success when parents stay involved in making schedules, familiarizing themselves with course material, checking on assignments and grades, and communicating with teachers. The following are suggestions on how parents can ensure their child will be successful in online courses.

- See to it that appointments and login times are met.
- Ensure that satisfactory progress is being made according to the goals outlined in the Student Learning Plan.
- Maintain a learning environment that supports academic progress.
- Maintain contact with the district Online Learning Facilitator and assure the school district that the online program is being followed.
- Return any phone calls and/or e-mails sent from staff, teachers, or administrators within a timely manner.
- Monitor their student's performance and make certain that their student contacts the Online Learning Facilitator should problems arise.

iPAL K-12

Curriculum Options

iPAL uses curricular providers which are accredited through the Northwest Association of Accredited Schools and provides a curriculum aligned with Washington State Standards.

K-5 Virtual is the Edgenuity online program developed for K-5 students. The curriculum provides grade appropriate lessons and units of study that are visually and academically stimulating. Each course in K-5 Virtual has a workbook companion that families will use in conjunction with the online lessons. Families will assist students in uploading assignments from the workbooks into the online platform for teacher grading.

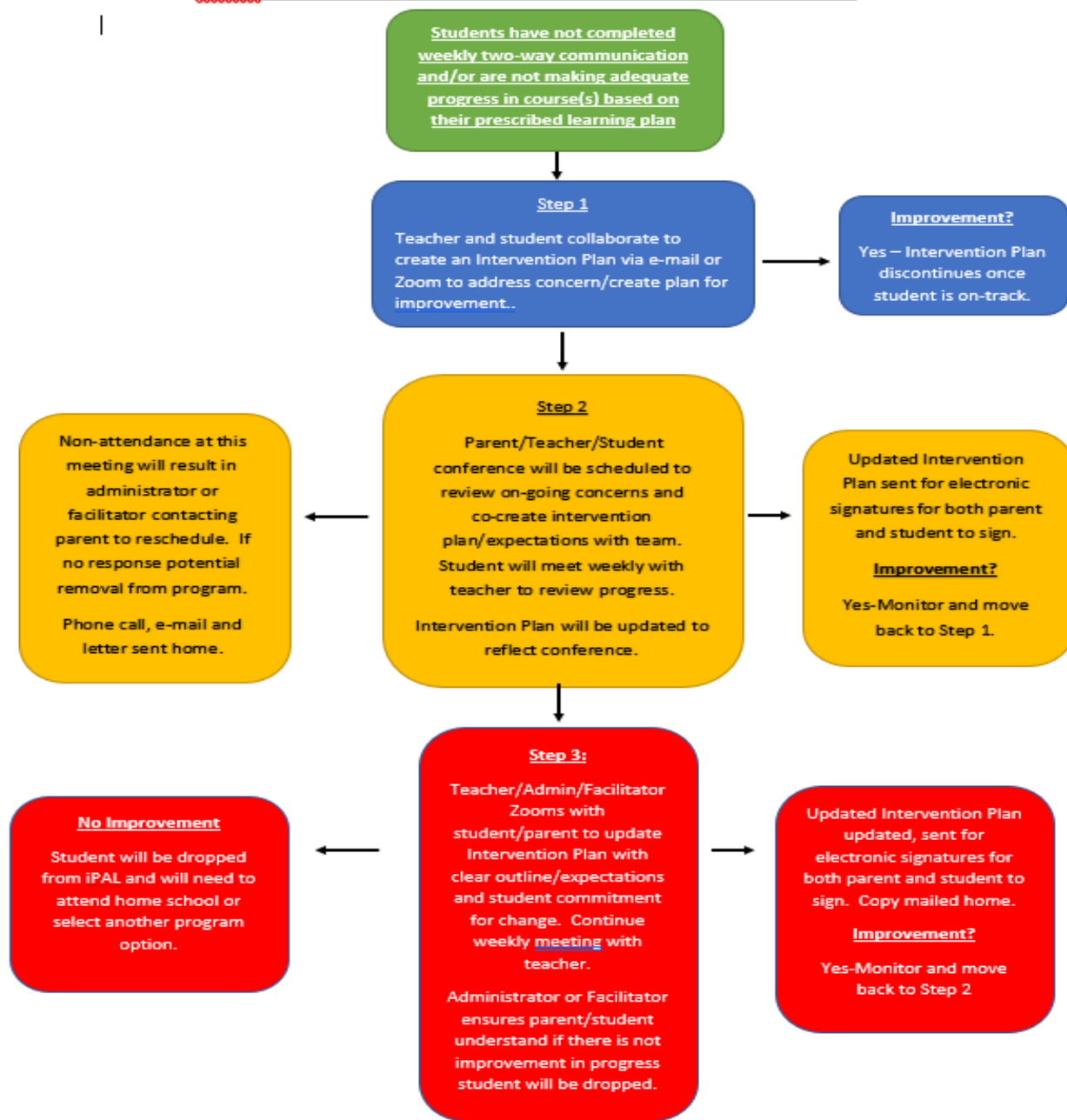
Odysseyware is available for 3-5 students who are ready for a more independent program. Odysseyware is an option for iPAL families looking for a fully online program that allows students to take control of their academic progress with less support from teachers.

Edgenuity is the online program used for 6-12 students participating in iPAL. All work is done through the online platform, with students able to work independently. Guided notes are available in the online platform for students to print and use throughout the lessons. These notes support students in learning all the content expectations and standards. NOTE: High school students need to call to have tests unlocked. Infographic with contacts will be updated in Edgenuity and through e-mail.

Attendance

All K-12 students participating in iPAL are required to contact their teachers a minimum of once a week to check-in. Options for checking in weekly include filling out the weekly Forms survey, joining daily office hours through Zoom, sending academic emails, and calling teachers. This is an Alternative Learning Education law and state requirement that must be followed for students to continue to be enrolled in this program.

iPAL 6-12 Attendance Procedures Flowchart



Grades/Course Completion

Elementary: Elementary students will receive a semester report card through iPAL with the grades for each course taken in iPAL. Elementary students are on a semester format. Students receive a grade based on the work submitted. Missing assignments will be marked down as zeros within the grade book. If a student starts iPAL after the beginning of the semester, previous work will be exempted to reflect only grades on work that the student was present for.

Middle School: Middle school students are on a quarter system.

1. Students agree to make satisfactory weekly progress in coursework according to the schedule outlined in their course specific Student Learning Plan and, if necessary, Monthly Progress Intervention Plan will be designed and followed.
2. **Students are REQUIRED:** to attend assigned weekly ZOOM Check in with Instructor(s) and maintain regular email contact with the online learning support team and promptly respond to any communications from his/her instructor, Online Learning Facilitator, or other district personnel.
3. **Students are REQUIRED:** to utilize district-assigned email accounts for their online courses as a communication tool alongside parent email fostering strong inter-communication, self-advocacy skills, and independence.
4. Students will receive zeros for all missing work at the end of the quarter. All grades will be recorded on a report card for families and recorded on the student's Power School historical grades. Students can resubmit activities and quizzes to improve their grades if all their coursework is on track with pacing.

High School: Students follow the trimester system with comprehensive high schools.

1. Students must maintain high academic involvement with a minimum of 70% cumulative grade and 100% completion of **all** assignments.
2. Students are expected to follow the course completion date range assigned. Incomplete courses do not receive a failing grade, are not eligible for credit retrieval, and will be dropped from the schedule.
3. Students agree to make satisfactory weekly progress in coursework according to the schedule outlined in their specific Student Learning Plan and, if necessary, Intervention Plan.
4. Agree to maintain regular weekly contact (via email, phone, video, lab, survey) with the online learning support team and promptly respond to any communications from their instructor, online learning facilitator, or other district personnel.

5. All course exams are locked and require proctored facilitation during business hours. Students may unlock exams by contacting instructors or facilitator, or by attending an on-campus lab with a staff member.
5. Acknowledge that it is their responsibility to maintain access to an internet-enabled district issued computer to participate and submit coursework. Families with financial needs can request a district hotspot to support their student's online work.
6. Acknowledge that their has the basic computer skills necessary to complete online coursework, including the ability to email, copy/paste (*following plagiarism policies*), open folders, and create attachments to submit work by the specified due dates.
7. Students must remain in contact with their home high school counselors regarding their High School Graduation Requirements, as iPAL is not a fully accredited High School.
8. Students must participate in all state testing at their home High school site in person on assigned testing dates.

High School Graduation Requirements

Granting of Credit

- Credit for online courses will be granted in the same manner as other course offerings in the district. If course credit is earned for eligible courses, the course will be recorded on the student's transcript. Students must complete **all** assignments in a course and pass the total course at 70% to earn credit. There are no "Incomplete" grades issued on report cards or transcripts. Students have 1 calendar year from the initial start date to return and complete the course without loss of completed work within the original course attempt.
- Students will continue to be enrolled in their home high school while participating in iPAL. Students, iPAL facilitator and the home high school counselor will collaborate on graduation requirements. Students should be in contact with their home high school counselor to ensure they are on track for high school graduation requirements.
- NOTE: High school students enrolled in full-time iPAL will need to have a designated pathway toward meeting graduation requirements which includes course requirements and High School and Beyond plan with a pathway, this could mean needing to attend CTE (Career and Technical Education) courses at your home school on-site, passing an assessment, and/or attending college courses. Please refer to your high school Course Guidebook for information on your individual graduation requirement options and/or consult with your home high school counselor.
- GRADUATING SENIORS: Make sure you are aware of deadlines for course completion to be able to participate in your graduation ceremony at your home high school.
- Link to Course Guidebook: <https://www.psd1.org/students-families/high-school-course-guidebook>

Snow Days/Two Hour Delays

Student work is automatically assigned to a daily calendar based on the student's enrollment day and end day according to the student's learning plan. Snow days are observed by teachers and therefore they will not be available for office hours, phone calls, or grading. However, the calendar **does not** adjust with snow days. Students **can** continue working on their courses like any other day during snow days. If a student/family chooses to observe the snow day, the student's work will show overdue assignments when they log in to the Edgenuity online platform after the snow day. Students, families, and teachers can work together to build a plan for catching up on the late work after a snow day.

Two-hour delays will adjust the teacher's office hours availability for the morning session. Students will have access to the teacher's normal office hours for the afternoon. Students can still email teachers with questions that will be answered in the order they are received by teachers throughout the workday.

Support

Teacher

For each subject area, students have access to a content area teacher who provides Zoom hours daily. Teachers are available for academic support on an as needed basis and create individualized intervention plans, if needed.

Online Learning Facilitator

The Online Learning Facilitator initiates many of the Alternative Learning Experience State requirements, including developing Student Learning Plans. Pasco School District assigns an Online Learning Facilitator to each student which provides additional support and acts as a liaison between their assigned district home school Counselors, Extra-curricular coaches, Special Education Case Managers, and any other support staff the student works with through the district for the student and family. The Online Learning Facilitator provides guidance, enrolls students in online courses, familiarizes students with the online learning environment, works alongside iPAL course instructors to monitor student progress, mediates needed interventions or modifications to student needs, and assists with proctoring exams.

Home Expectations

All students need family support. Families are expected to check their student's progress. All activity is logged in real time for families to assess how their student is progressing. A student's success is based on their drive and parental support and involvement. We encourage

all families to activate the Edgenuity Parent Portal for detailed information regarding student work times, progress, and grades.

Monitoring Progress

Families will be provided with the ability to check on their student's progress, grades, and time spent online. We expect families to monitor their student's progress, to ensure students have support both from families and teachers. Teachers check student progress daily, grading work within a 24–48-hour window during the school week. All-time spent online will be recorded in the online platform, including inactive time for teachers and families to track student progress.

It is highly encouraged that parents provide email addresses so that they can receive Edgenuity Progress Reports Automatically on either a weekly or daily basis. These reports most often get sent to your Junk/Spam folder until you flag them as non-Junk.

Intervention Plans

Minimum participation requirements will be outlined in each student's Student Learning Plan and will be dependent on the student's course load. Attendance reports will be available for students, parents, teachers, and the school district to verify participation. The district's Online Learning Facilitator and online teacher will regularly check attendance and communicate with students to make sure that the student is fulfilling their Student Learning Plan.

Students may be placed on an Intervention Plan for:

- Insufficient time spent engaged in coursework
- Lack of academic progress
- Non-Communication
- Attendance/Inactivity

P3

Being a P3 student

P3 students are primarily supported academically at home from family. The family will receive a grade appropriate kit with all the materials necessary to complete the school year upon enrollment within P3. The kit includes a schedule for families to follow to ensure the work is completed by the end of the school year. A teacher will be assigned to support the family and students, with weekly and monthly check-ins as a necessary component for participation. Families can adjust the sample daily schedule provided to meet the needs of the student and family. However, the work is expected to be done within the week it is assigned to ensure appropriate pacing is occurring.

Sample daily schedule

Time	Activity
8:00-9:00	Academic Content
9:00-9:30	Break
9:30-11:00	Academic Content/Access Office Hours (K-5 Workshops)
11:00-11:30	Lunch
11:30-12:30	Academic Content
12:30-2:00	Academic Content/Access Office Hours (K-5 Workshops)
2:00-2:30	Break
2:30-3:30	Academic Content

Curriculum Options

P3 students are provided a take home kit that is supplied with BookShark, Moving Beyond the Page and/or Mammoth Math curriculum. Families will work with the facilitator to receive the correct kit with appropriate materials based on student needs. Materials are checked out to families for the school year. Consumable materials are kept by families, while all other materials are returned at the end of the school year. Missing items will be charged to families through the school. Keeping items in a safe, secure location will help decrease the odds of missing items.

Attendance

All K-8 students participating in P3 are required to contact their teachers a minimum of once a week to check-in. Options for checking in weekly include filling out the weekly Forms survey, joining daily office hours through Zoom, sending academic emails, and calling teachers. Families will also be expected to do a monthly check-in where students and parents will show the teacher work samples in each subject area.

Students are expected to actively make progress on a regular basis, showing evidence of that academic progress. Detailed reports are derived with time logged into the computer, course progress percentage rates and course grades. These reports document how much time a student is actively engaged. Pasco School District requires all students to show the evidence of progress of 27 hours and 45 minutes per week for full time students, which can be a combination of online and at homework with the parent or guardian verifying such work as well as reports derived through the online reporting system with Edgenuity. These reports are available for students and parents at any time as a part of the online environment.

Snow Days/Two Hour Delays

When a snow day or two-hour delay occurs, any scheduled appointments for check-ins will be rescheduled based on teacher and family availability. Families will determine whether to work from home on snow days or if they would prefer to restructure their week and take a snow day.

Eligibility Criteria and Enrollment

Elementary students' grades K-5 who wish to enroll in P3 part-time while attending a Pasco School District school will do so through the neighborhood school clerk. Middle school students' grades 6-8 who wish to enroll in P3 part-time while attending a Pasco School District school will do so through the neighborhood school counselor. The

clerk/counselor/Administrator will contact P3 to arrange a parent meeting and complete the necessary forms. The Online Learning Facilitator will schedule the student for a P3 orientation and complete the required course specific Student Learning Plan. The Student Learning Plan will include course dates, a description of how the required weekly direct personal contact will be fulfilled, a description of learning goals and objectives, an estimate of the number of hours the student will engage in learning activities, a description of the instructional materials necessary to complete the plan, and a description of the timelines and method for evaluating student progress.

Elementary and middle school students' grades K-8 who wish to enroll in P3 full time and are residents of Pasco, will be able to fill out the registration packet available on the Pasco School District website. Once the registration information is complete, the Online Learning Facilitator will schedule the student for a P3 orientation and complete the required course specific Student Learning Plan. The Student Learning Plan will include course dates, a description of how the required weekly direct personal contact will be fulfilled, a description of learning goals and objectives, an estimate of the number of hours the student will engage in learning activities, a description of the instructional materials necessary to complete the plan, and a description of the timelines and method for evaluating student progress.

P3 is an optional program provided by Pasco School District. Families interested in enrolling in P3 will contact the facilitator to ensure the program is appropriate for the family and student.

Home Expectations

All students need family support. Families are expected to check their student's progress daily. All activity is logged in real time for families to assess how their student is progressing. A student's success is based on their drive, parental support, and involvement. Families drive the instruction at home with P3, they are the backbone of the program.

Monitoring Progress

Teachers will monitor the progress of students enrolled in P3 through weekly and monthly check-ins. Families will provide work samples to show students are progressing at the expected rate and learning the expected standards.

Pixel

Being a PIXeL student

- Students Log in 10-15 minutes before the school day starts to ensure all technology issues are resolved before class starts.
- Students need to be logged in and engaged in learning online from 8:20- 3:20 M, T, TH and F. Wednesday 8:20-1:20. **All items on the schedule given are required.**
- Students must be responsible and able to self-manage. Students must be able to:
 - Know their schedule and where to find links to log on.
 - Show up to class daily and on time. Stay for the entire class.
 - Complete assignments when due.
 - Participate in class discussion and follow the lessons, not communicating with friends on other devices.
- Students must have time management skills.
- Students must be willing communicators.
- Students must be strong self-advocates.

PIXeL Learning Management System

PIXeL uses CANVAS as our learning management system. PIXeL uses CANVAS as its main platform for learning, assignments and grades. Each student will have a CANVAS account that they will use for their instruction and learning. <https://www.instructure.com/canvas>.

How to get connected to CANVAS as a student

<https://www.youtube.com/watch?v=SKICGfNxOG4&feature=youtu.be>

Sample daily schedule

Sample Primary K-2

Elementary Teacher Weekly Schedule Primary				
Report 7:50-8:20				
Monday	Tuesday	Wednesday	Thursday	Friday
8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction
10:20-10:35 Break	10:20-10:35 Break	10:20-10:55 (35) Planning	10:20-10:35 Break	10:20-10:35 Break
10:35-11:30 Reading Group	10:35-11:30 Reading Group	10:55-11:30 Science/Social Studies	10:35-11:30 Reading Group	10:35-11:30 Reading Group
11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch
12:00-12:15 Planning Time	12:00-12:15 Planning Time	12:00-12:15 Planning Time	12:00-12:15 Planning Time	12:00-12:15 Planning Time
12:15-12:40 Math Group	12:15-12:40 Math Group	12:15-1:20 Science/Social Studies	12:15-12:40 Math Group	12:15-12:40 Math Group
12:45-1:45 Science/Social Studies	12:45-1:45 Science/Social Studies	No School	12:45-1:45 Science/Social Studies	12:45-1:45 Science/Social Studies
1:50-2:50 (60) Planning Time	1:50-2:50 (60) Planning Time		1:50-2:50 (60) Planning Time	1:50-2:50 (60) Planning Time
2:50-3:20 ? Office Hours	2:50-3:20 ? Office Hours		2:50-3:20 ? Office Hours	2:50-3:20 ? Office Hours

Intermediate 3-5

Elementary Weekly Schedule Intermediate 3-4-5				
Report 7:50-8:20				
Monday	Tuesday	Wednesday	Thursday	Friday
8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction	8:20-10:20 Morning Routines Math/ELA Instruction
10:20-10:35 Break	10:20-10:35 Break	10:20-10:55 (35) Planning	10:20-10:35 Break	10:20-10:35 Break
10:35-11:30 Reading Group	10:35-11:30 Reading Group	10:55-11:30 Science/Social Studies	10:35-11:30 Reading Group	10:35-11:30 Reading Group
11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch
12:00-12:15 Planning Time	12:00-12:15 Planning Time	12:00-12:15 Planning Time	12:00-12:15 Planning Time	12:00-12:15 Planning Time
12:15-12:40 Math Group	12:15-12:40 Math Group	12:15-1:20 Science/Social Studies	12:15-12:40 Math Group	12:15-12:40 Math Group
12:45-1:45 Science/Social Studies	12:45-1:45 Science/Social Studies		12:45-1:45 Science/Social Studies	12:45-1:45 Science/Social Studies
1:50-2:20 (30) ? Office Hours	1:50-2:20 (30) ? Office Hours		1:50-2:20 (30) ? Office Hours	1:50-2:20 (30) ? Office Hours

Middle School

7 th grade <u>PIXeL</u> Middle School Schedule				
8:20-3:20				
Monday	Tuesday	Wednesday	Thursday	Friday
8:20-9:12 Period 1 Math	8:20-9:12 Period 1 Math	8:20-9:12 Period 1 Math	8:20-9:12 Period 1 Math	8:20-9:12 Period 1 Math
9:12-9:16 Break	9:12-9:16 Break	9:12-9:16 Break	9:12-9:16 Break	9:12-9:16 Break
9:16-10:08 Period 2 Science	9:16-10:08 Period 2 Science	9:16-10:08 Period 2 Science	9:16-10:08 Period 2 Science	9:16-10:08 Period 2 Science
10:08-10:12 Break	10:08-10:12 Break	10:08-10:12 Break	10:08-10:12 Break	10:08-10:12 Break
10:12-11:04 Period 3 ELA	10:12-11:04 Period 3 ELA	10:12-11:04 Period 3 ELA	10:12-11:04 Period 3 ELA	10:12-11:04 Period 3 ELA
11:04-11:34 Lunch	11:04-11:34 Lunch	11:04-11:34 Lunch	11:04-11:34 Lunch	11:04-11:34 Lunch
11:34-12:26 Period 4 History	11:34-12:26 Period 4 History	11:34-12:26 Period 4 History	11:34-12:26 Period 5 History	11:34-12:26 Period 4 History
12:26-12:30 Break	12:26-12:30 Break	12:26-12:30 Break	12:26-12:30 Break	12:26-12:30 Break
12:30-1:22 Robotics	12:30 -1:22 PE/Health	12:30 -1:20 Async	12:30 -1:22 Art	12:30 -1:22 Robotics
1:22-1:46 Break	1:22-1:46 Break		1:22-1:46 Break	1:22-1:46 Break
1:46-2:38 7th Enhancement	1:46-2:38 7th Enhancement		1:46-2:38 7th Enhancement	1:46-2:38 7th Enhancement
2:45-3:20 Office Hours	2:45-3:20 Office Hours		2:45-3:20 Office Hours	2:45-3:20 Office Hours

Curriculum Options

PIXeL elementary and middle school programs closely align with the curriculums used district wide in elementary and middle school.

ELA (English Language Arts)

Our Elementary ELA curriculum is American Reading Company Core. It is a K-5 curriculum, available in English and Spanish. ARC is a comprehensive, project-based reading, writing and research program. For 6-8 ELA curriculum, PIXeL uses Collections. Collections is proven effective at creating thoughtful, passionate readers in the classroom. Teachers put the learning in their students' hands. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content.

Math

Our mathematics program at elementary school utilizes *Math Expressions Common Core, Grades K–5* to support district students and teachers. The curriculum at each grade combines elements of standards-based instruction with the best traditional approaches. Through drawings, conceptual language, and real-world examples, it helps students make sense of mathematics. Math Expressions is based on NSF-funded research that has proven to be effective in raising student achievement. It offers new ways to teach and learn through exploration, modeling, and discussion.

Our mathematics program for middle school utilizes Agile Mind to support district students and teachers. This program is our core curriculum used through high school in our district.

Science

Our science program at the elementary school utilizes Carolina Biological Building Blocks of Science Curriculum grades K-5 to support district students and teachers. The curriculum at each grade combines elements of standards-based instruction while providing them hands on learning of different concepts. At the beginning of each trimester your child will pick up a box of supplies that aligns with the lessons being taught throughout the upcoming trimester and provide students with hands-on science at home.

Elementary Science

Grade	Tri 1	Tri 2	Tri 3
K	Push Pull Go	Living Things and Their Needs	Weather and Sky
1st	Light and Sound Waves	Exploring Organisms	Sky Watchers
2nd	Matter	Ecosystem Diversity	Earth Materials
3rd	Forces and Interactions	Life in Ecosystems	Weather and Climate Patterns
4th	Energy Works	Plant and Animal Structures	Changing Earth
5th	Structure and Properties of Matter	Matter and Energy in Ecosystems	Earth and Space Systems

Middle School Science

Our middle school utilizes SEPUP/LabAids to support district students and teachers. The curriculum at each grade combines elements of standards-based instruction while providing them hands on learning of different concepts. At the beginning of each quarter students will pick up a bag of supplies that they will use throughout the upcoming quarter and provide students with hands-on science at home.

Middle School

Grade 6	Grade 7	Grade 8
Land, water, and Human Interactions	Ecology	Evolution
Weather and Climate	Geological Processes	Earth's Resources
Body Systems	Chemistry of Materials	Solar System and Beyond
From Cells to Organisms	Chemical Reactions	Force and Motion
Reproduction	Energy	Fields and Interactions
Human Impacts on Environment	Biometrical Engineering	Waves

Supplemental Resources Used

- Guided reading
- RazKids
- Learning A-Z
- Tidal Wave
- EPIC
- DreamBox
- IStation

Attendance

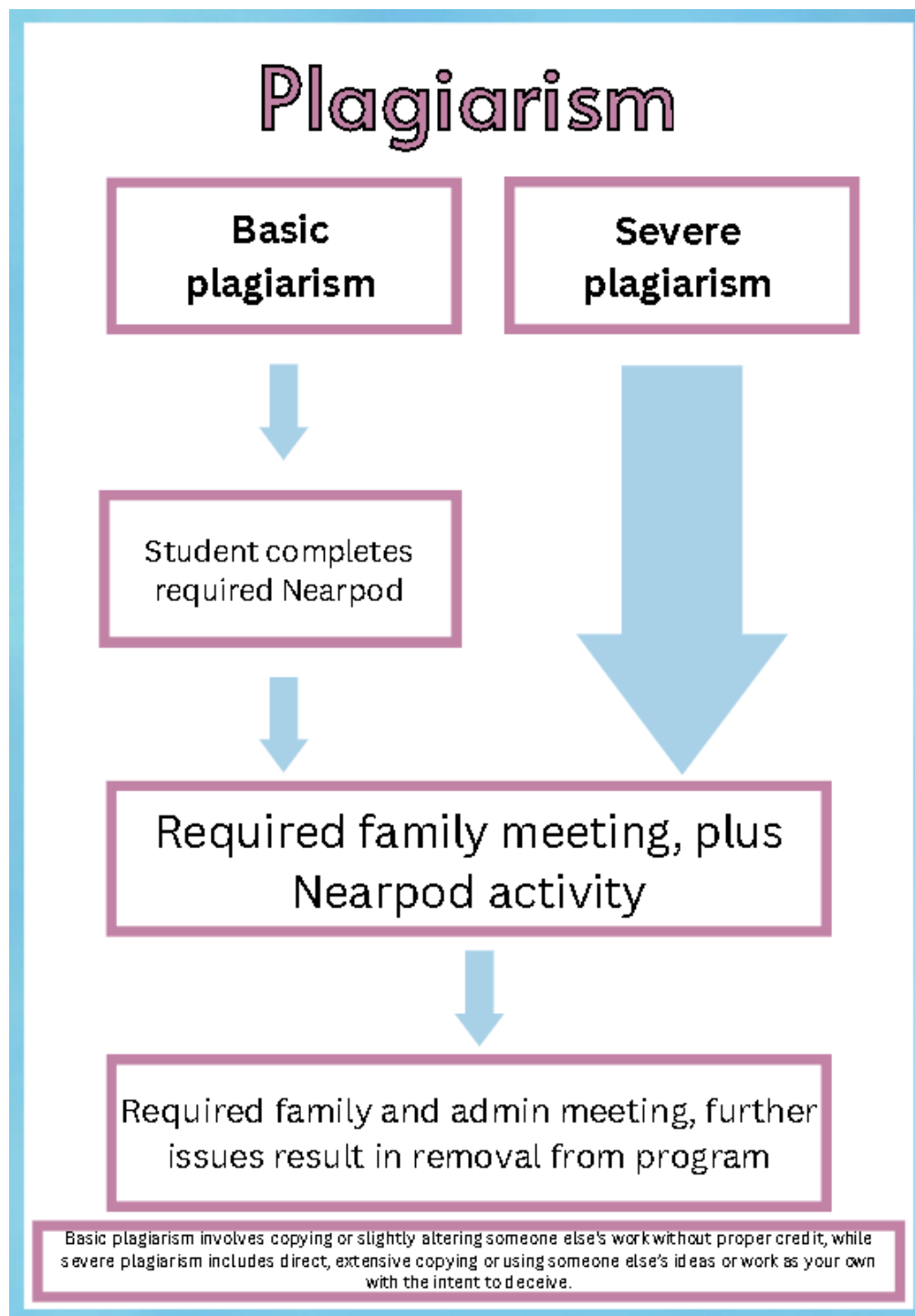
Elementary and middle school students are required to follow the Pasco School District attendance policy.

<https://www.psd1.org/about/policies-and-procedures/dynamic-policy-page/~board/3000-series/post/policy-3122-excused-and-unexcused-absences>

Students are expected to attend and participate in **all** assigned classes each day. Teachers will keep a record of absences and tardiness. For students to be marked present, the students are expected to actively participate in the class discussion and activities. If students do not respond or participate after initially logging into the lesson, the student will be marked absent and considered not present in class. Students need to be actively participating in class and completing assignments on a regular basis, showing evidence of academic progress.

Plagiarism

Students are expected to submit their own work for assignments, assessments, and projects. If a student is citing another's work, they need to cite it appropriately, giving credit to the original author. This includes writing one's own work, using AI to generate answers or work is strictly prohibited. The following flowchart shows the school's process for handling cases of plagiarism. Noted at the bottom of the flowchart, "Basic plagiarism involves copying or slightly altering someone else's work without proper credit, while severe plagiarism includes direct, extensive copying or using someone else's ideas or work as your own with the intent to deceive." This flowchart is shared with students at the beginning of the year. When a student has an incident of plagiarism, the flowchart is again reviewed with student, parent, and administrator.



Snow Days/Two Hour Delays

Currently, PIXeL follows the district guidelines regarding closures and delays. If the district announces a 2- or 3-hour delay, PIXeL will also start at the announced delayed time. Adjusted schedules will be posted on all communication platforms.

Eligibility Criteria and Enrollment

Elementary and middle school students' grades K-8 who wish to enroll in PIXeL and are residents of Pasco, will be able to fill out the registration packet available on the Pasco School District website. Once the registration information is complete, the Online Learning Facilitator will schedule the student for a PIXeL orientation and families will need to complete the required introduction course specific for PIXeL. This introduction course will include videos explaining how to access and use the different learning platforms as well as go over the expectations of the student and adult supporting the learning.

PIXeL is an optional program provided by Pasco School District. Families interested in enrolling in PIXeL and are currently enrolled in a Pasco school will work with their current school clerk to transfer schools. Once that step is completed the PIXeL facilitator will contact families to ensure students are enrolled in the program that best fills the family's needs.

Home Expectations

All students need family support. Families are expected to check their student's progress daily. All assignments are listed on Canvas and are in real time. Families will have their own login to Canvas and can monitor how their student is progressing. A student's success is based on their drive and parental support and involvement. Teachers will provide the instruction, but it is important for student success that parents monitor student engagement and assignment completion. Parents are an important part of this program.

While attending Zoom sessions, families are expected to provide a quiet environment for their child and other class members. Part of learning requires communication and home noise is not only disruptive to your child but disrupts the learning of the other children in the class. Television, music, and side conversations must happen outside of your child's school day, which will create a positive, focused learning environment for your child and the other children in the classroom.

It is important that adults or other siblings do not interrupt the learning environment during a zoom lesson. If questions or concerns arise during your child's school day, message the teacher privately with the understanding that the teacher will respond when they are able. Disregard for this expectation impacts the other students in the classroom and could lead to removal from program.

Your child's success is important to us, to ensure that success the expectation is that your child is free from household responsibilities including chores or watching siblings during the school day.

Monitoring Progress

PIXeL has several ways for parents to stay involved in their students' learning. Parents will need to ensure they have a working email and be able to log in and monitor CANVAS, PowerSchool, and ParentSquare. Please contact your student's teacher for more information on how to access those communication platforms.

Virtual New Horizons High School

Please refer to New Horizons High School for expectations.

Appendix A
School Contact Info

PDLA Director

Megan Hockaday mhockaday@psd1.org

K-8 PDLA Facilitator

Jaki Gosch jgosch@psd1.org

9-12 PDLA Facilitator

Dawn Bastin-Hernandez dbastin@psd1.org

K-12 PDLA Secretary

Tana Beeghly tbeeghly@psd1.org

K-12 PDLA Clerk

Lexi Navarette lnavarette@psd1.org

Digital Learning Center

Hours of operation 8:00-4:00

4403 Court St Suite B

Pasco, Wa 99301

Appendix B

24/25 School Calendar

AUGUST 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

20 Aug Tier II Building Retreat
 21 - 23 Aug Tier II District Training
 26 Aug Tier II All Staff Opening Event
 (Optional)/Vector Training
 27 Aug First Day of School

SEPTEMBER 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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					

2 Sep No School/Labor Day
 25 Sep Secondary Early Release

OCTOBER 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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		

23 Oct Secondary Early Release
 29 Oct End of 1st Quarter: NHHS and MS

NOVEMBER 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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

11 Nov No School/Veterans Day
 20 Nov End of 1st Trimester
 22 Nov No School K-12/Trimester Break
 27 Nov Early Release K-12
 28-29 Nov No School/Thanksgiving Break

DECEMBER 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

3 - 6 Dec Early Release: K-8 Conferences
 18 Dec Early Release K-12
 19 - 31 Dec No School/Winter Break

JANUARY 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

1 Jan New Year's Day (Observed)
 1 - 3 Jan No School/Winter Break
 20 Jan No School/MLK Jr Day
 23 Jan End of 2nd Quarter: NHHS and MS
 24 Jan No School/Semester Break
 29 Jan Secondary Early Release

FEBRUARY 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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	

17 Feb No School/Presidents' Day
 26 Feb Secondary Early Release

MARCH 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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					

10 Mar End of 2nd Trimester
 12 Mar No School K-12/Trimester Break
 18-21 Mar Early Release: K-8 Conferences
 28 Mar Early Release K-12
 31 Mar No School/Spring Break

APRIL 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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*			

1 - 4 Apr No School/Spring Break
 8 Apr End of 3rd Quarter: NHHS and MS
 30 Apr Secondary Early Release

MAY 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

5 May Snow Make-up Day
 21 May Secondary Early Release
 26 May No School/Memorial Day

JUNE 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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					

12 Jun Last Student Day/Early Release
 12 Jun End of 4th Quarter: NHHS and MS
 12 Jun End of 3rd Trimester
 13 Jun Snow Day if Necessary*
 19 Jun Juneteenth

***Additional Snow Days to be made up
 subject to change dependent on need**

Every Wednesday is Early Release for K-5 students Every Thursday is Early Release for 6-12 students						
[/]	First/Last Day of School					
	No School					
*	Secondary Early Release 6-12					
E	Early Release Grades K-12					
Q	Quarter Ends NHHS and MS					
T	Trimester Ends					
< >	Parent/Teacher Conferences (Early Release for K-8)					

Appendix C

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 by clicking [here](#) 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, Dr. Alice Amaya (call 509-543-6700 or email aamaya@psd1.org), 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 web page](#) 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 [3210](#) and Procedure [3210P](#), visit www.psd1.org.

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 [3208](#) and Procedure [3208P](#), visit www.psd1.org.

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: Sarah Thornton, Assistant Superintendent of Legal Services
1215 W. Lewis St, Pasco, WA 99301
509-543-6700 sthornton@psd1.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Sarah Thornton, Assistant Superintendent of Legal Services
1215 W. Lewis St, Pasco, WA 99301
509-543-6700 sthornton@psd1.org

Concerns about disability discrimination:

Section 504 Coordinator: Kristi Docken, Director of Special Services
1215 W. Lewis St, Pasco, WA 99301
509-543-6700 kdocken@psd1.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:
Sarah Thornton, Assistant Superintendent of Legal Services
1215 W. Lewis St, Pasco, WA 99301
509-543-6700 sthornton@psd1.org

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 Board of Directors 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 [3208P](#).

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 [3210](#) and Procedure [3210P](#), visit www.psd1.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Sarah Thornton, Assistant Superintendent of Legal Services, 1215 W. Lewis St., Pasco, WA 99301
sthornton@psd1.org 509-543-6700.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above under "Our School Stands Against Discrimination"