

# Palouse Elementary

## *'Lil Vikings*

**2025-2026**

(Updated - 8/7/2025)

## Student Handbook

Palouse School District

600 E. Alder

Palouse, WA 99161

(509) 878 - 1921

[www.garpal.net](http://www.garpal.net)

Mike Jones, Superintendent  
Sandra Krause-Ayers, Principal



# **GARFIELD-PALOUSE VIKING STUDENT HANDBOOK**

The Student-Parent Handbook is designed to provide students and families guidelines, policies, rules and procedures about the school programs as well as to articulate expectations for student demeanor. Palouse Elementary School is regarded as an outstanding place to learn and the policies and procedures are designed to enhance and promote rigorous, relevant and fun learning, and allow the development of rich relationships and meaningful school traditions.

## **TABLE OF CONTENTS**

District Mission Statement .....	2
Palouse Elementary Staff .....	2 - 3
Daily Schedule .....	4
Palouse Elementary School Contact Information .....	4
Student Registration.....	4
Medications At School .....	4
Dress .....	5
School Rules Overall .....	5
Student Discipline .....	5
Consequences For Possession Of A Firearm .....	6
Appeal Process .....	6
PBIS - Positive Behavior Intervention and Support.....	6 - 7
Viking <i>PRIDE</i> Award.....	7
Recess .....	7
Breakfast and Lunch .....	7 - 8
Meal Prices .....	8
Adult Lunch/Breakfast .....	8
Attendance - Being Here Is A Big Plus .....	8 - 10
Drop Off and Pick Up Information .....	10
Schedule/Destination Changes .....	10
Emergency Information .....	10
Transportation .....	10
Bus Safety .....	11
Walking Students .....	11
Telephone .....	11
Cell Phones .....	11 - 12
Valuable Items .....	12
Lost and Found .....	12
Forgotten Items .....	12
Etiquette .....	12
Special Services .....	12

## **TABLE OF CONTENTS cont.**

Associated Student Body Council .....	12
Volunteers .....	13
Permission For Publication .....	13
Pesticides .....	13
Harassment, Bullying, and Intimidation .....	13 - 18
Affirmative Action/Title IX Compliance Officer .....	19
FERPA (Family Educational Rights and Privacy Act).....	19
Homeless Liaison .....	19

### **Palouse District #301**

#### **Mission Statement**

Provide educational programs of the highest quality for all students in order to prepare them for their future. These programs shall provide an environment that allows each student to:

- \* *Learn academic skills that would enable them to be life-long learners.*
- \* *Become aware of their cultural heritage and their responsibilities in a democratic society.*
- \* *Develop interpersonal communication, problem solving, and decision-making skills.*
- \* *Become aware of possible careers and to receive appropriate vocational orientation and training.*

#### **PALOUSE ELEMENTARY STAFF**

<b>Wilson Allen .....</b>	<b>Custodian</b>
<b>Jessica Bassler .....</b>	<b>3rd Grade</b>
<b>Brianna Bell .....</b>	<b>Transitional Kindergarten</b>
<b>Kelsey Blair .....</b>	<b>Food Service Manager</b>
<b>Anna Brown .....</b>	<b>Preschool/Art</b>
<b>Emma Burbank .....</b>	<b>1st Grade</b>
<b>Tasha Gehring .....</b>	<b>5th Grade</b>
<b>Shyra Hallan .....</b>	<b>Secretary</b>
<b>Rebecca Hemphill .....</b>	<b>Music</b>
<b>Aja Hostetler .....</b>	<b>2nd Grade</b>
<b>Jason Jahn .....</b>	<b>Transportation Supervisor</b>
<b>Mike Jones .....</b>	<b>Superintendent</b>

## **PALOUSE ELEMENTARY STAFF cont.**

Sandra Krause-Ayers ..... Principal  
Sequoia Ladd ..... Kindergarten  
Brian Lentz ..... Maintenance Supervisor  
Jeremy Loe ..... Business Manager  
Laura Love ..... Paraeducator  
Ariel Merrell ..... School Nurse  
Diane Mylett ..... Counselor  
Jayne Olesen ..... Title 1, Library  
Diana Oliver ..... 4th Grade  
Garrett Parrish ..... PE  
Alicia Pitsilionis ..... School Nurse  
Brian Reathaford ..... Paraeducator  
Joel Stevens ..... Band  
Jacqui Tate ..... Paraeducator  
Trevor Villa ..... Technology Coordinator  
Alisa Vulliet ..... Special Services  
Robin Woltering ..... Paraeducator, Food Service

### **DAILY SCHEDULE**

Preschool: 8:00 A.M. – 11:15 A.M.

Transitional Kindergarten: 8:00 A.M. - 3:15 P.M.

K-5<sup>th</sup> Grade: 8:20 A.M. – 3:15 P.M.

7:40 Morning Bus Recess K - 5 (Upper Gym & Playground)  
7:50 Bus leaves for Garfield with middle school students  
8:00 School doors open; students start arriving  
8:00 Cafeteria opens for (K - 5) Elementary Breakfast

8:00	Preschool & Transitional Kindergarten starts
8:20	K-5 grades start school
11:15	Preschool students go home
11:20	Lunch rotation starts:
	11:20 - 11:40 A.M.: TK - 2nd Lunch / 3rd -5th Recess
	11:40 A.M. - 12:00 P.M.: 3rd - 5th Lunch / K - 2nd Recess
3:15	School day ends for TK-5

**\*\* Students are expected to leave the building by 3:15 P.M. unless they are waiting for a bus, involved in a school sanctioned activity or a teacher/parent supervised activity.**

***Palouse Elementary School Contact Information:***

Palouse Elementary  
600 E Alder  
Palouse, WA 99161

Phone: 509-878-1921  
Fax: 509-878-1675

**STUDENT REGISTRATION**

We welcome new families to our District. Please understand that registration for new students may take time to prepare for a comfortable transition. Teachers need adequate time to prepare for the students' arrival. It would be helpful for you to bring information regarding medication, special needs and any school records you may have to expedite the process.

**MEDICATIONS AT SCHOOL**

Students may not have medications at school unless prescribed by a doctor. Once your doctor completes a **Medication Authorization Form**, prescribed or non-prescribed oral medication may be dispensed on a scheduled basis. The medication must be properly labeled, be in the original container, and brought in by an adult. Medication Authorization Forms may be requested from the school office or your doctor's office.

**DRESS**

1. Student attire should not distract from the educational process. Bare midriffs are not appropriate.
2. Clothing with inappropriate writing on it should not be worn including that which depicts or promotes the use of alcohol, drugs, tobacco products or firearms.
3. All students must wear shoes.
4. Shorts and tank top shirts may be worn during the hot weather when it would be comfortable.
5. "Short" shorts and spandex are not permitted. Tank top straps should be 3 "fingers" wide.

## **SCHOOL RULES OVERALL:**

1. Show respect for all adults
2. Show respect for other students
3. Keep hands and feet to yourself
4. No swearing, teasing, or obscene gestures
5. Students must wear clothes that are appropriate for school.
6. Students may not bring any dangerous items to school (examples ~ knives, guns).
7. Students are discouraged from bringing toys, MP3 players, Ipods, Kindle/NOOKs, Ipads, etc. to school.
8. Skateboards, scooters, and bikes are not to be ridden on school property. They should be walked to the appropriate areas.

## **STUDENT DISCIPLINE:**

Discipline is not necessarily punitive, but can take positive and supportive forms. Providing a supportive response to behavioral violations is more effective and increases equitable educational opportunities. When addressing student misbehavior, our goals include:

- Supporting students with meeting behavioral expectations, including providing for early involvement of the parent/guardian.
- Ensuring fairness, equity, and due process in the administration of discipline.
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible.
- Providing educational services that students need during suspension and expulsion.
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion.

## **CONSEQUENCES FOR POSSESSION OF A FIREARM**

1. Immediate expulsion
2. Notification of parents
3. Notification of law enforcement
4. Subject to appeal

## **APPEAL PROCESS**

For any long or short-term suspension, students shall be afforded due process including an appeal as described in Garfield-Palouse School District Policy #3324.

## **PBIS**

The Palouse School is participating in an important district initiative referred to as PBIS (Positive Behavior Interventions and Support) with students in Kindergarten through 5<sup>th</sup> Grade. These rules define our expectations for behavior in our school. You will see the rules posted throughout the building and students are taught the rules the first few weeks of school.

PBIS is a process for creating safer and more effective schools. It is a systematic approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum, it is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

*What is PBIS in our school?*

We have adopted a unified set of classroom rules. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

### **Garfield-Palouse Vikings (PRIDE)**

<b>Perseverance</b>	–	Stay Positive and Don't Give Up!
<b>Respect</b>	–	Self, Others, School, and Community
<b>Integrity</b>	–	Do What is Right, Even When it is Hard
<b>Discipline</b>	–	Be Accountable and Responsible
<b>Excellence</b>	–	Achieve Success

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students focusing on the rules in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Provide students with more praise than correction. (You will see 4 to 1 all around the school. Which means 4 positive comments to 1 corrective comment).
- Talk to students with respect using positive voice tones.
- Actively engage everyone in the class during instruction.

- Use pre-correcting, prompting, and redirecting as we teach.
- Look for positive first and provide positive, immediate, frequent, and explicit feedback.

### ***Viking PRIDE Award!***

This award is to recognize extraordinarily good behavior and/or deeds and may be issued by any staff member! Each “*PRIDE*” coupon is separated and entered in all-school drawings.

### **RECESS:**

#### **A. Outside Playground:**

1. Dress appropriately for ALL weather conditions.
2. Use the restroom prior to recess.
3. Stay within sight of the adult supervisors at all times.
4. Keep hands, feet and objects to yourself.
5. Toys from home are not allowed; outside athletic equipment needs prior approval from administration.
6. Students will collect equipment at the end of the day and place it in the shed.

#### **B. Inside Recess:**

1. Students may shoot baskets, play four-square, jump rope, use the hoppity-hops.
2. Students may play board games, read, color, or visit quietly in a quiet area.
3. Students must wear gym shoes that are clean and kept at school for that purpose.

#### **C. When An Issue Arises:**

1. Recess staff will work with the individual students to solve the problem.
2. Consequences will be determined which help the student(s) learn from their mistakes.
3. Recess staff may choose to end any activity if continuous problems occur.

### **BREAKFAST AND LUNCH**

Breakfast and Lunch are available to students in grades PK - 5. (*Breakfast is NOT available on delayed start days.*)

Applications for free or reduced price meals are available at the office or on our website. Applications are accepted throughout the school year.

*We encourage all families to complete the applications as some district funding is based on our free/reduced percentages.*

Our meal program is based on a credit system. Money is deposited to a student’s account. As meals are purchased, the amount is subtracted from the account. Parents are encouraged to keep a positive balance at all times.



School policy does not allow for charging of meals. If there is a financial problem, please contact the office. An automated phone message will be made to your primary phone when your balance is \$10.00.

## **MEAL PRICES**

Daily Breakfast - No Charge to Students

Daily Lunch - No Charge to Students

All meals include milk. Checks for meals/milk should be made payable to: **Palouse School District.**

## **ADULT LUNCH/BREAKFAST**

Parents are welcome to join their children for meals. If you cannot send payment with your child, please notify the office before 8:30 A.M. and pay at the office before you eat.

Adult Lunch - \$5.00      Adult Breakfast - \$3.30

## **ATTENDANCE - BEING HERE IS A BIG PLUS!!**

Being in the classroom every day puts children on the cutting edge of learning. Sit-down with your child and set a goal for solid attendance and help them reach it!

***Please Call: 509-878-1921 if your child will be absent!***

To help us protect your child going to and from school, please call by **8:45 A.M.** if your child will not be at school. An auto call will go out notifying you of your child's absence. **It is your responsibility to contact the office to excuse the absence or tardy.**

## **HOWEVER**

Ill children should stay at home! If your child becomes ill at school, every effort will be made to contact you by phone. If we're unable to contact you, we'll call a person you've designated on the registration form.

Please do not ask us to keep your child in during recess. If your child is not well enough to go outside, he/she should recuperate at home.

## **WHY IS ATTENDANCE IMPORTANT? RESEARCH SHOWS**

- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- Missing 10 percent (just two days a month or about 18 days in a year) increases the chance that your student will not read or master math at the same level as their peers.

- By 6th grade, absenteeism is one of the three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

### ***RCW 28A.225.018***

The state law for mandatory attendance requires children from age 8-17 to attend a public school, private school or a district approved home school program. Children who are under 7 years old are not required to be enrolled in school, *however*, once a child is enrolled after the age of 5, the student must attend full-time.

- After **five** excused absences within a 30-day period or **ten** excused absences within a school year, the school must schedule a conference with the guardian of an *elementary* student identifying barriers to attendance and offering support and resources to assist.
- After fifteen excused absences within a school year, District Policy requires a conference to be held with the guardian/student to establish an academic plan and attendance requirements. Each absence after fifteen absences will be considered unexcused without principal approval.
- Under RCW 28A.225.030, if a child under the age of 17 is required to attend school under RCW 28A.225.010 and if the actions taken by a school district under RCW 28A.225.020 are not successful in substantially reducing an enrolled child's absences from public school, after the child's seventh unexcused absence within any month during the current school year and not later than the 15th unexcused absence during the current school year the school district shall enter into an agreement with a child and parent that establishes school attendance requirements or refer a child to a community engagement board under RCW 28A.225.025.

The community engagement board shall enter into an agreement with the child and parent that establishes school attendance requirements and take other appropriate actions to reduce the child's absences. If a parent enrolls a child who is six or seven years of age in a public school, the child is required to attend and that parent has the responsibility to ensure the child attends for the full time that school is in session. An exception shall be made to this requirement for children whose parents formally remove them from enrollment if the child is less than eight years old and a petition has not been filed against the parent under subsection (3) of this section. A child required to attend school under this subsection may be temporarily excused upon the request of his or her parent for purposes agreed upon by the school district and parent. If a six or seven year old child is required to attend public school under subsection (1) of this section and that child has unexcused absences, the public school in which the child is enrolled shall: (a) Inform the child's custodial parent, parents, or guardian by a notice in writing or by telephone whenever the child has failed to attend school after one unexcused absence within any month during the current school year; (b) Request a conference or conferences with the custodial parent, parents, or guardian and child at a time

reasonably convenient for all persons included for the purpose of analyzing the causes of the child's absences after three unexcused absences within any month during the current school year. If a regularly scheduled parent-teacher conference day is to take place within 30 days of the third unexcused absence, then the school district may schedule this conference on that day; (3) If a child is required to attend public school under subsection (1) of this section, after the child's seventh unexcused absence within any month during the current school year and not later than the 15th unexcused absence during the current school year, the school district shall (a) Enter into an agreement with a child and parent that establishes school attendance requirements; or (b) Refer a child to a community engagement board under RCW 28A.225.025.

The community engagement board shall enter into an agreement with the child and parent that establishes school attendance requirements and take other appropriate actions to reduce the child's absences. "Community engagement board" means a board established pursuant to a memorandum of understanding between a juvenile court and a school district and composed of members of the local community in which the child attends school. (b) Community engagement boards must include members who receive training regarding the identification of barriers to school attendance, the use of the Washington assessment of the risks and needs of students (WARNS) or other assessment tools to identify the specific needs of individual children, cultural responsive interactions, trauma-informed approaches to discipline, evidence based treatments that have been found effective in supporting at-risk youth and their families, and the specific services and treatment available in the particular school, court, community, and elsewhere.

***Elementary school is a critical time to develop healthy habits and a positive foundation for learning. What are things that can help?***

- Setting a regular bedtime and morning routine can reduce anxiety.
- Help your child prepare for school the night before by finishing homework, setting out things needed for the next day, and getting enough sleep. Ask your doctor about how many hours your child needs.
- Follow our district and state health guidelines on when to keep your child home due to illness.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

## **DROP OFF AND PICK UP INFORMATION**

An adult must sign out all students at the elementary office.

Students who are to be excused from school for a doctor, dentist, or other appointment should bring a note from a parent or call the school office stating the reason and release time.

When picking up your child after school, you may park in the northwest parking lot and have your child meet you by the red elementary sign.

We understand that unforeseen circumstances can arise at the end of the day. However, please make arrangements with a trusted adult if you are unable to pick your child up by 3:15 p.m. and let the office know. The adult will be responsible for signing your student out when they depart.

## **SCHEDULE/DESTINATION CHANGES**

Student safety is paramount to us. Please assist us by making sure all destination changes are made through the office no later than **2:30 P.M.** each day. Contact made after this time put undue stress on staff and students.

## **EMERGENCY INFORMATION**

On late start days, breakfast will not be served and there will be no morning preschool. School closures or delayed openings due to hazardous weather conditions will be announced starting at approximately 6:30 A.M. via phone, text or email from the District. Information can also be found on the school website, area television stations and on the following radio stations:

**KRPL 1400 AM MOSCOW**

**KWSU 1250 AM PULLMAN**

**KCLX 1450 AM COLFAX**

**KXLY 920 AM SPOKANE**

**\*\* EMERGENCY BUS ROUTES ARE RUN ON PAVED ROADS ONLY \*\***  
**NO ANNOUNCEMENT MEANS SCHOOL AS USUAL**

## **TRANSPORTATION**

Each day bus drivers see that every child is delivered safely to his or her designated bus stop. Children are only allowed to get off the bus at the designated stop, unless parents have made alternate plans through the office.

Parents of Kindergarten and Preschool students need to have an adult available to meet the bus at their home. The driver must have eye contact with an adult before your child leaves the bus! Preschool and Kindergarten children will be returned to the school if there is no one to meet them at home.

## **BUS SAFETY**

- Follow the driver's directions promptly.
- Treat the drivers, other students and equipment with respect.
- Be seated as quickly as possible and **STAY SEATED**.
- Stay well away from the bus except when loading or unloading.
- If you have to cross the road, cross in front of the bus when the driver gives permission, never behind it.
- Stand up to leave only after the bus stops.
- Parents need to make arrangements with the office to make changes in their regular stop.
- Students who choose to disregard the rules may lose the privilege of riding the bus.

## **WALKING STUDENTS**

- Choose the safest route for your child.
- Go with them at least once to make sure they cross all the streets carefully.
- Students in grades 1-4 should arrive no earlier than 8:00 A.M. or 7:50 A.M. if eating breakfast.
- Breakfast will **not** be served to walking students after 8:10 A.M.
- Your child needs to go straight home after school so you know he/she is safe.

## **TELEPHONE**

Students will be permitted to use the phone in an emergency with prior approval of their teacher. Plans to go home with friends, scout meetings, ball practice, and etc., need to be made at home before school.

## **CELL PHONES AND ELECTRONIC DEVICES**

Garfield-Palouse Schools recognizes the convenience of cell phones and other electronic devices as tools in today's society. Parents must be aware that using such devices during class time is considered to be disruptive to the educational process for all children and inappropriate.

Cell phones and personal electronic devices must be turned off and kept in student's bags and/or lockers during class time, and may be confiscated by staff. To contact a student, parents and guardians may leave a message with the teacher or school office.

If a cell phone or electronic device is turned into the office:

1<sup>st</sup> offense: Students may pick up the phone/device at the end of the school day, warning given.

2<sup>nd</sup> offense: Parents may pick up the phone/device at the end of the school day, 2nd warning.

3<sup>rd</sup> offense: The parent may pick up the phone/device after meeting with the principal and student to develop a success plan.

*If cell phones become an ongoing problem, additional measures may be taken by the District.*

## **VALUABLE ITEMS**

Students should not bring large amounts of money, Kindles, iPods, iPads, Nooks, MP3 players, Game Devices, etc. or other valuable items to school. If students wear glasses or watches, they should be careful to keep track of them at all times. Students are responsible for the safekeeping of their personal property. Valuables should not be left unattended (even in desks).

## **LOST AND FOUND**

*PLEASE LABEL ALL COATS, SWEATSHIRTS, MITTENS, GYM SHOES, ETC.* We always have a collection of lost items. Please check the Lost and Found when you visit the school.

## **FORGOTTEN ITEMS**

Parents – if your student(s) forgot an item at home (i.e. homework, lunch, etc.) please bring them to the office. ***DO NOT TAKE THEM DIRECTLY TO THE CLASSROOM.***

## **ETIQUETTE**

During concerts and special events please turn off cell phones, be on time, stay for the whole program. If you have to take a child out, do so at the end of a song and, if possible, leave quietly.

## **SPECIAL SERVICES**

We provide the following special services: Special Education, Language/Speech and Hearing Services, Physical Therapy, and School Psychological Services. If you have any questions about our services, please contact our Coordinator of Special Education Services, Mrs. Alisa Vulliet, at 509-878-1921.

## **ASSOCIATED STUDENT BODY COUNCIL**

Student input and involvement is an important part of the education process. Our Associated Student Body Council (ASB) consists of representatives from each class - grades 1 through 5. The ASB gives our students a forum to openly share ideas and problem solve ways to improve our school. During the school year we have fundraisers and book fairs to fund student activities. Mrs Jayne Olesen is the ASB Advisor.

## **VOLUNTEERS**

Volunteers are always welcome in our classrooms. If you are interested in volunteering, please talk to your student's teacher. Please fill out a Volunteer Form with Shyra Hallan in the Office. When you come to volunteer, please remember to sign in at the front office. Thank you!

## **PERMISSION FOR PUBLICATION**

Student names, pictures, and/or copies of laudable schoolwork will be published in the yearbook, school papers, classroom communication and perhaps in the regional press or on social media when appropriate. Please notify the office in writing if you are opposed to this procedure.

## **PESTICIDES**

Schools must establish a notification system that notifies interested parents/guardians, students and employees at least 48 hours before a pesticide application occurs to a school facility. The area that is sprayed will be posted for at least 24 hours prior to the time of application. Schools shall make records of all pesticide applications to school facilities, including an annual summary of the records.

## **GARFIELD-PALOUSE SCHOOL DISTRICT - 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 (see HIB Incident Report form on our website) 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, Principal Sandra Krause-Ayers, 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 Policy 3207 and Procedure 3207P by visiting the Gar-Pal website at [garpal.net](http://garpal.net) under District, GarPal School Boards, Board Policies.

## **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 the Gar-Pal website at [garpal.net](http://garpal.net) under District, GarPal School Boards, Board Policies

## **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 3205 and Procedure 3205P, visit the Gar-Pal website at [garpal.net](http://garpal.net) under District, GarPal School Boards, Board Policies.

## **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: Mike Jones, Superintendent

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Mike Jones, Superintendent

Concerns about disability discrimination:

Section 504 Coordinator: Diane Mylett  
dmylett@garpal.net  
509-878-1921

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:  
Diane Mylett  
dmylett@garpal.net  
509-878-1921

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 appeal as identified in board policy (e.g., the School Board) and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205P.

## **I ALREADY SUBMITTED AN HIB COMPLAINT - WHAT WILL MY SCHOOL DO?**

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

## **WHO ELSE CAN HELP WITH HIB OR DISCRIMINATION CONCERNS?**

### **Office of Superintendent of Public Instruction (OSPI)**

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

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

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto: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](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto: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](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto: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](mailto:orc@ed.gov)
- Phone: 800-421-3481

## **OUR SCHOOL IS GENDER-INCLUSIVE**

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

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

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit the Gar-Pal website at [garpal.net](http://garpal.net) under District, GarPal School Boards, Board policies.

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Diane Mylett  
[dmylett@garpal.net](mailto:dmylett@garpal.net)  
 509-878-1921

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page #3-4.

## **AFFIRMATIVE ACTION/TITLE IX COMPLIANCE OFFICER**

Equal educational opportunity and treatment shall be provided to all students. No student legally enrolled shall, on the basis of age, handicap, national origin, race, religion, sexual orientation, or gender be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity administered or authorized by the district school board.

Mike Jones, Superintendent - Palouse School District, 600 E. Alder Street, Palouse, WA 99161

## **FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. (Policy 3231P)

## **HOMELESS LIAISON**

Children and youth in many different living situations are considered homeless under federal law: McKinney-Vento Homeless Education Assistance Act.

*PALOUSE HOMELESS LIAISON:* Mike Jones, Superintendent - Palouse School District, 600 E. Alder Street, Palouse, WA 99161