

Garfield Elementary

2025-2026

Student Handbook

Garfield School District
810 N. 3rd Street
Garfield, Washington 99130
509.635.1331
509-635-1332 (fax)
www.garpal.net

Tom Korst, Superintendent/Principal



VISION STATEMENT
Achieving Excellence Together
Everyone Succeeds, No Exceptions, No Excuses!

Dear Parents and Guardians,

As the Superintendent and Principal of Garfield-Palouse Middle School, I believe our mission is to help every student write their own success story. I want you to know that my door is always open. Please feel free to stop by any time—I am here to listen, support, and work with you to address any questions or concerns you may have.

Most importantly, your child's safety, well-being, and academic success are my highest priorities. You can be confident that our entire faculty and staff are dedicated to providing the support and opportunities your child needs to grow, learn, and thrive.

It is an honor to partner with you in your child's educational journey. We look forward to a meaningful and successful year ahead.

Warm regards,

Thomas J. Korst

MISSION STATEMENT

Achieving Excellence Together

The Garfield School District strives to increase the educational performance of every student. We accomplish this through dedicated teaching of state academic standards in a safe and supportive classroom/school environment. We believe education is a shared responsibility between students, parents, school faculty, staff and community.



GARFIELD ELEMENTARY STAFF

Mr. Tom Korst	Superintendent/Principal
Mrs. Debbie Anderson	Administrative Assistant
Mrs. Sarah Anderson	Paraeducator
Mrs. Genna Bessey	Preschool Teacher
Mrs. Jennifer Bonifas	Cook
Mrs. Toni Curry	Paraeducator
Mrs. Trish Gorence	Custodian
Mrs. Rebecca Hemphill	Elementary Music
Mr. Nate Holbrook	Elementary/MS PE Teacher/MS AD
Mrs. Dawn Hunt	Paraeducator
Mr. Jason Jahn	Transportation Supervisor
Ms. Kasey Kampster	Title I/Reading/Art
Mrs. Teresa Kerns	2 nd and 3 rd Grade Teacher
Ms. Kim Kirsch	Kindergarten and 1 st Grade Teacher
Mrs. Andrée Marcus-Rader	School Counselor
Mrs. Elizabeth McPherson	4 th and 5 th Grade Teacher
Mrs. Bailey Pfaff	Special Education Director
Mrs. Bree Pfaff	School Nurse
Mrs. Stevie Pfaff	Office/Food Service Director
Mrs. Lauren Ritari	Paraeducator
Mr. Joel Stevens	Elementary Band/MS Band
Mrs. Patty Villa	Librarian Assistant
Mr. Trevor Villa	Technology



DAILY SCHEDULE

Preschool-A.M.: 8:00-11:15/11:30 A.M.

K-5th: 8:15 A.M.-3:00 P.M.

7:45 a.m.	Doors Open For Students (Breakfast Offered)
8:00 a.m.	Preschool starts
8:10 a.m.	K – 5 th Students should be at school
8:15 a.m.	K – 5 th grades start school
11:00 a.m.	Elementary lunch starts
11:15-11:30 am	Preschool students board for home
12:00 noon	Lunch recess ends
3:00 p.m.	School day ends
3:05 p.m.	Buses depart for routes, home

Students are expected to leave the building at 3:00 p.m. unless they are waiting for someone to pick them up or involved in a parent or teacher supervised activity.

PBIS

The GarPal Coop Schools have implemented a district initiative referred to as PBIS (Positive Behavior Interventions and Support) with students Kindergarten through 5th 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)

P ersistence	–	Stay Positive and Don't give up!
R espect	–	Self, Others, School, and Community
I ntegrity	–	Do what is right, even when it is hard
D iscipline	–	Be accountable and responsible
E xcellence	–	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 soon. 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.

SCHOOL RULES

Overall:

1. Show respect to 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, Nooks, Kindles, Ipads, etc. to school.
8. Student cell phones are not allowed during academic time.
9. Skateboards, scooters, and bikes are not to be ridden on school property. They should be walked to the classroom or office.

RECESS

A. Outside playground:

1. Students must stay on school grounds, the playground equipment, or the field
2. Students may only forcefully throw or kick balls on the field
3. Students may play tag games, but no rough play
4. Students must use the playground equipment properly
5. Sledding:
 - a. Students may only use plastic sleds without brake handles.
 - b. Students must wear snow pants, coat, hat, and gloves.

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 quiet area
3. Students must wear gym shoes that are clean and kept at school for that purpose

CONSEQUENCES FOR MISBEHAVIOR

1. Time out during recess(s).
2. Loss of recess(s).
3. Teacher intervention
4. Administrative intervention.

BREAKFAST AND LUNCH

Breakfast (7:45 am) is available to students in grades K-5. (*Breakfast is not available on delayed start days.*) Preschool eats as a class for lunch.

Lunch is available to students in grades K -5. Preschool eats as a class.

Applications for free or reduced-price meals are available at the office or online at garpal.net. 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. Students are encouraged to always keep a positive balance at all times.

School policy does not allow for the charging of meals. If there is a financial problem, please contact the office. Notices will be sent out when the account balance is less than \$10.00 via phone/email message.

MEAL PRICES

2025-2026 – All meals are FREE for the Garfield Elementary School.

Extra Helping - \$1.00

\$ 0.50 – extra milk/juice

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.

Lunch - \$5.00 Breakfast - \$3.25

LUNCHROOM RULES

1. Good Citizenship is required, no horseplay, cutting in line, yelling, playing with food.
2. A normal conversation level is acceptable in the lunchroom.
3. Return your tray and all paper products to the appropriate area. Clean up after yourself.
4. Leave the lunchroom quietly.

BEING HERE IS A BIG PLUS!!

******Please Call: 509-635-1331 if your child will be absent!***

No doubt about it – being in the classroom every day puts children on the cutting edge of learning. All of us remember those moments of success we experience when learning is presented in smooth steps without gaps. Each day your child is absent is one of these gaps – it's a hole in the learning. Sit down with your child and set a goal for perfect attendance and help them reach it!

HOWEVER if...

YOUR CHILD IS SICK



If your child is sick or not feeling well, **KEEP him/her at home until they are well.** If your child becomes sick at school, we will contact you and you will need to come get your child at that time. If we're unable to contact you, we'll call a person you've designated on the registration form.

CLOSED CAMPUS

The Garfield Elementary school campus is a closed campus. Students are not allowed to leave campus during the school day without permission from the office.

CHECKING IN AND OUT REMINDERS

- 1) Parents/guardians must check-in at the main office when entering the building.
- 2) If your student comes late, they must check-in with the front office before going to class.

NOTIFY THE SCHOOL FOR ABSENCES:

If your child is going to be absent from school, please notify the office at 509-635-1331 as soon as possible. We will make every effort to contact you for a reason for the absence, but if we do not hear from you during the day they are gone they will be marked as unexcused.

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 9 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.

AFTER SCHOOL SCHEDULE CHANGE/DESTINATION CHANGE

Please try to call the school by **2:30 p.m.** if there is a change in your student's schedule from their normal routine. This will give us time to get the message to your child.



DRESS CODE

Student attire should not distract from the educational process. Bare midriffs are not appropriate.

- The purpose of a dress code is to allow expression without creating distractions to education.
- Keep your torso covered.
- All graphics/text on clothing must be school appropriate. Any logos which advertise alcohol, illegal substances or sexually suggestive topics are not allowed.
- Skirts, dresses and shorts must be no shorter than fingertips when arms are held straight down at the sides.
- Shoes must be appropriate for outdoor play and must cover the toes and have a strap around the heel.
- Hats and Hoods are off inside the building.
- Please provide a change of clothes if your student has “accidents” at school.
- Students may use donated clothing in the office if needed, or families may be called to bring clothing if there is a problem.



“NIGHTLY READING”

Research shows that daily reading improves student literacy. Some fun suggestions might be:

- 1) Have your child read to you while you're making dinner or doing the dishes.
- 2) Have your child read a book to you or you read a book to them at or near bedtime.
- 3) Have your child read their favorite book to grandparents or friends (in person or over the phone).
- 4) Compliment your child on the story that they picked and/or the ability to read it to you.
- 5) Have your child read to you while you are driving.

There is plenty of reading to do on mobile phones or other devices, road signs, magazines, books, it doesn't have to be super formal, it just needs to be reading.

LOST AND FOUND

We recommend that you **label** all clothing, shoes, etc. that may be taken off and lost. Lost and found items after 90 days are taken to the Goodwill.

VALUABLE ITEMS

The school and faculty are not responsible for lost items. We recommend students leave valuable items at home.



TRAVEL/WALKING TO SCHOOL

Students who walk to school, as well as those who ride the bus, should always keep in the mind the following:

1. Choose the safest route for your child.
2. Go with them at least once to make sure they cross all the streets carefully.
3. Students should arrive no earlier than 7:45 a.m.
4. Your child needs to go straight home after school so you know he/she is safe.
5. Walk on the left side of the road, facing the traffic if a sidewalk is not provided, and wear bright visible clothing.
6. If the road has shoulders for foot traffic, use them rather than the road.
7. If cars are meeting or passing each other, **STEP OFF THE ROAD AND ALLOW THEM TO PASS.**
8. Do not walk on the road in groups or abreast. Keep as far over to one side as possible.
9. Willingly obey all traffic patrols and follow instructions brought to your attention.
10. Students that have a change in their routine for the day will need to bring a note from parents or a phone call to the office regarding that change. Please make all arrangements prior to coming to school and not during school time.



BICYCLE SAFETY AND RULES

1. Bicycles may be ridden to school during good weather.
2. Bikes may not be ridden on school grounds.
3. The bicycle area is not fenced, and the school does not assume responsibility for bicycles that may be damaged or stolen.
4. **DON'T FORGET YOUR HELMET.**
5. Park your bike in the bike stands when arriving at school.



BUS EXPECTATIONS

1. Follow the driver's directions promptly.
2. Treat other students and equipment with respect.
3. Be seated as quickly as possible and **STAY SEATED.**
4. Stay well away from the bus except when loading or unloading.

5. If you need to cross the road, cross in front of the bus when the driver gives you permission, never behind the bus.
6. Stand up to leave only after the bus stops.
7. Parents/guardians: Please contact the school for any destination changes in the morning or afternoon or be in contact with your bus driver.
8. Students who choose to disregard the rules may lose the privilege of riding the bus.

PRESCHOOL AND KINDERGARTEN CHILDREN WILL BE RETURNED TO THE SCHOOL IF THERE IS NO ONE TO MEET THEM AFTER SCHOOL. THE BUS DRIVER MUST HAVE EYE CONTACT WITH AN ADULT BEFORE YOUR CHILD LEAVES THE BUS!

PLEASE LEAVE SKATEBOARDS, ROLLERBLADES, SKATES, WHEELIE SHOES, and TOYS AT HOME

SCHOOL DELAYS

Buses will run two hours late as per announcement.

****If there is a delayed start to school, there will be NO Preschool.**

Your child's emergency information needs to be kept up to date. Notify the school office with any changes as soon as possible.

EMERGENCY BUS ROUTES ARE RUN ON PAVED ROADS ONLY

****Emergency bus routes are caused by severe snow on unpaved roads.**

NO ANNOUNCEMENT MEANS SCHOOL AS USUAL



INJURIES

If a student is injured and excused from P.E., they will not be allowed to play at recess or any other physical activity. **If a student is seen by a doctor for an injury or potential injury the student must have a doctor's note to be able to return to any activity.** Doctor notes come to the office.

MEDICATIONS



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.

PESTICIDE NOTIFICATION



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.

CELL PHONES



Cell phones are not permitted during academic time.

Cell phones must be stored in elementary student backpacks (Middle school students in their lockers) until the end of the school day. Any cell phone that is found outside the student's backpack or in use during academic time will be confiscated by school staff. Parents will need to come to the school to take possession of the confiscated phone. Any unlawful phone use will be reported to the police.

TELEPHONE USAGE



Parents may choose to allow their children in elementary school to possess cell phones while attending school. Students and parents must be aware that using a cell phone during class time is considered to be disruptive to the educational process for all children. As such, elementary students may use their cell phones only before school, after school, or, with permission, during lunch. They will not be given permission to use their cell phones during any other time throughout the regular school day. If parents must communicate with their children during the school day, they may call the district office. If a teacher or staff member sees a cell phone during class time, it will be immediately confiscated and taken to the central office. Once a phone has been turned in to the office, it will be returned to the student or the parent/ guardian upon the conclusion of the regular school day.

WITHDRAWAL PROCEDURES

If you are withdrawing your student from school, please come to the office to fill out the withdrawal form.

SPECIAL SERVICES

Garfield School District provides 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 the school office at (509)635-1331 and your call will be directed to the Special Education Department.

CONSEQUENCES FOR POSSESSION OF A FIREARM

1. Immediate expulsion
2. Notification of parents
3. Notification of law enforcement

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.

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 the front office. When you come to volunteer, please remember to sign in at the front office. Thank you!

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.

GARFIELD HOMELESS LIAISON

Andrée Marcus-Rader
Counselor

HIB: Our Schools Protect Students from Harassment, Intimidation, and Bullying

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 (Garfield – Tom Korst, Superintendent/Principal) 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* 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 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 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: Garfield: Tom Korst, Superintendent-Principal
tkorst@garpal.net 509-635-1331

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Garfield: Tom Korst, Superintendent-Principal
tkorst@garpal.net 509-635-1331

Concerns about disability discrimination:

Section 504 Coordinator: Garfield: Andree Marcus-Rader, Counselor
amarcus-rader@garpal.net
509-635-1331

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:
Garfield: Andree Marcus-Rader, Counselor
amarcus-rader@garpal.net
509-635-1331

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
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

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

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

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

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

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

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

Garfield: Andree Marcus-Rader, Counselor
amarcus-rader@garpal.net
509-635-1331

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