



GOLDENDALE PRIMARY SCHOOL HANDBOOK 2025-26

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Welcome to Goldendale Primary School! Please go through this handbook with your child. After you have read and discussed the rules and procedures of Goldendale Primary School, please sign and return the lower half of *this page* to your child's teacher. Thank you!

Parent Signature

Student Signature

Teacher's Name

MISSION STATEMENT

WE ARE SAFE, KIND, RESPECTFUL, RESPONSIBLE LEADERS WITH INTEGRITY.

REGISTRATION CHECKLIST

For registration please bring:

- Birth Certificate
- Immunization records— required by Washington State law
- An emergency contact phone
- Health information including doctor's name
- Children entering Kindergarten ***must be 5 years old by August 31.***
- New First Graders ***must be 6 years old by August 31.***
- New students enrolling/registering during the school year will begin attending school ***the day after (at the earliest)*** they have registered and/or met with their teacher.

SCHOOL DAY

K-4:	Monday, Tuesday, Thursday, Friday	8:10 – 2:45
	Every Wednesday	8:10 – 1:45

The school will ***not*** provide supervision for students before 7:50. ***Students should not arrive before the school is able to provide adult supervision.*** Upon arrival to school, children should go directly to the cafeteria.

ATTENDANCE

Regular attendance is critical to student success. The school requires a written note or a phone call to the office in case of an absence. To help ensure your child's safety, children leaving school early or coming late must be cleared by the parent through the office. See the District Compulsory Attendance Policy 3121.

USE OF SCHOOL PHONES

School phones are used only in case of emergency, under supervision of school staff. After school plans need to be made before your child arrives at school.

CELL PHONES

Cell phones are not allowed at Goldendale Primary School and Goldendale Primary School is not responsible for any loss or damage. If phones are needed for after school communication, they are to remain off and in backpacks at ALL times.

EMERGENCY CLOSURE OR LATE START

Families will receive an automated phone call detailing school closure or delayed start. This information will also be available on Facebook and the radio:

KLCK	1400 AM	(Goldendale)	KYYT	102.3 FM	(Goldendale)
Q104	104.5 FM	(The Dalles)			

LOST AND FOUND

- Please label coats, hats, and other belongings.

- Lost items are kept in the cafe. Unmarked items not claimed in a reasonable amount of time will be given to charity.

DO NOT SEND

- **Toys or personal play objects should stay home** including Pokémon cards. (Look for teacher direction about "show and tell.")
- Electronic devices such as iPad, iPod, cellphones, etc.
- Large backpacks, sports bags, large lunch boxes are not recommended. (They don't fit in shared lockers.)

OTHER

- Large "show and tell" objects need to be left in the office until picked up as teacher directs.
- For safety, please use plastic containers - not glass.

ILLNESS

Please stay home if not feeling well. If your child has been in close contact with someone that has tested positive for COVID-19 and has symptoms, has a fever, sore throat, severe cough, diarrhea, chills, nausea, earache, or swollen glands, please keep him or her at home.

All students are expected to go outside during recess. If a child is well enough to come to school, he/she should go outside for the exercise and fresh air that all children need. Exceptions will be made for those students returning to school after an extended illness with a written note from home or a written recommendation from a medical doctor.

CONTAGIOUS CONDITIONS

Children with the following conditions will be excluded from school: rashes, head lice, scabies, impetigo, poison oak or poison ivy, measles, chicken pox, COVID-19, ringworm, and pink eye. A doctor's note or negative COVID test may be required for re-admittance.

MEDICATION

Prescription and non-prescription medication may be administered at school ***only with a doctor's note and a note from the parent or guardian.***

All medication must:

- Be labeled with the child's name,
- In an original container, and
- Kept in the office along with the note from the parent or guardian.

Medication forms are available at the school and the local medical offices.

SCHOOL BREAKFAST AND LUNCH

Our school district offers a daily breakfast and hot lunch program prepared and served in our school cafeteria and classroom breakfast.

- Breakfast will be served in a grab and go fashion and eaten in classrooms. Breakfasts are available until 8:30 a.m.
- All students are able to eat breakfast and lunch free of charge this year.
- Guests will need to prepay and provide notice to keep an accurate count for preparation.

BUS RIDERS AND WALKERS

Walkers:

Practice a safe walking route to school with your child. Remind your child of these safety basics:

- Never stop to play or take a shortcut on the way to or from school.
- Never talk to strangers or get in the car of someone you do not know well.
- Always follow the direction of the crossing guards to avoid entering traffic.

Bus riders:

Children riding a school bus will:

- Wait on the curb at the bus stop or street crossing.
- Get on and off the bus carefully and only when it is completely stopped.
- Cross in front of bus as directed by driver.
- Sit quietly and safely on the bus.

If your child misses the bus, he/she should report to the office and you will be notified. Primary children will sit in the front of the bus, maximum three to a seat, arms and feet out of aisle, remain seated, use quiet voices and appropriate language, and follow directions of the bus driver.

Misconduct will be handled like any referral by the school with parent notification and conference with possible suspension of bus privileges. ***(Please refer to the section “Bus Rules” of this handbook for more information.)***

Change of Routine

If your child has permission to ride a different bus or get off a bus at a different stop, or walk home with another student, you must notify the school with a note stating that change or your child will go on his regular route. ***Bus drivers will not allow extra riders without a note.***

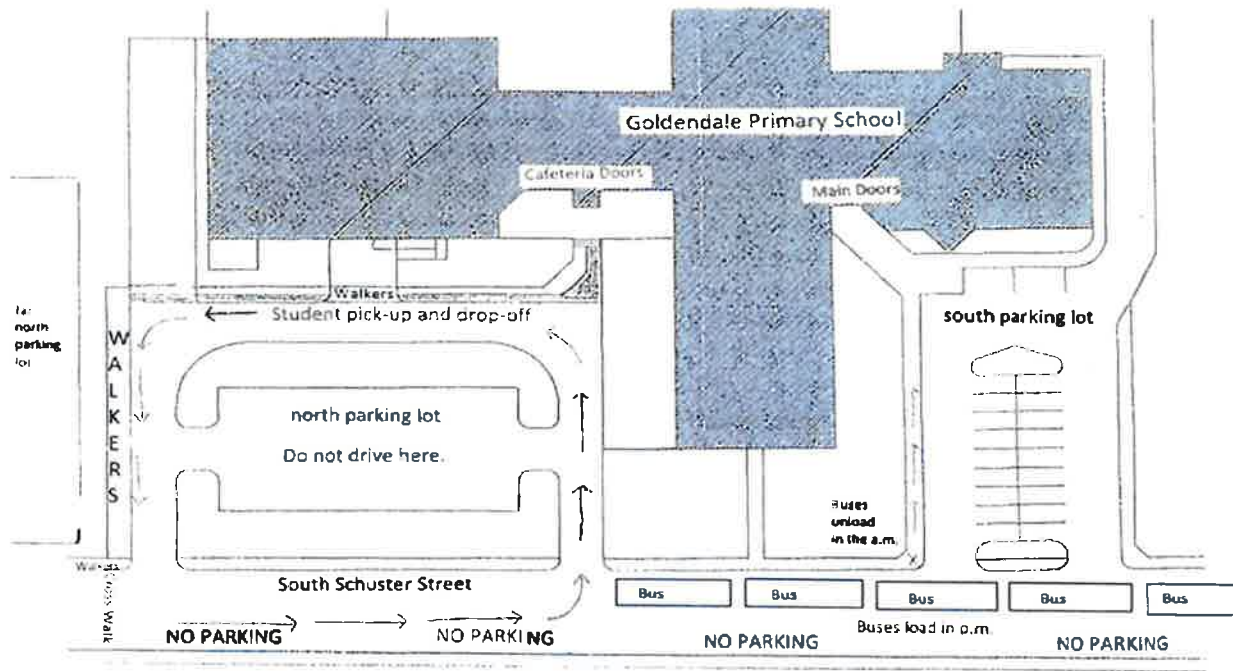
Car Riders

Children will be picked up and dropped off at the sidewalk of the north parking lot (closest to the cafeteria doors). We ask that you drive through and pick up your child in the loading zone area. Parents will need to stay in their own cars. A caring adult will load children into cars.

Students being picked up by parents will be released at 2:45. We will be loading from 2:45 – 2:55 or until all of the kids are picked up. If a parent hasn't arrived by 2:55, children will be taken to the office to wait for their ride. The map on the next page shows how traffic will flow through the pick-up zone:

1. Approach the school from Collins and turn left into the north parking lot. ***(Please do not approach from Simcoe; we are trying to lessen traffic at that intersection. See map on next page.)***
2. When exiting, for safety reasons, we prefer that you turn right. (This will keep a steady flow and reduce the back up on Simcoe/Schuster intersection with busses leaving.)
3. We will also be releasing the walkers and bike riders at 2:45 with the car riders.
4. ***A caring adult will help load your children from the passenger side only.*** (Sometimes a car behind you may be going around you and not expect someone to be exiting from the driver's side.)
5. When dropping off children to school we ask that you follow these same basic steps. **Children may be dropped off at 7:50. There is NO supervision PRIOR to 7:50. PLEASE don't drop off your child before adult supervision is present.**

This map shows how traffic will flow through the drop off/pick up zone:



STUDENT EXPECTATIONS

The goal of the Primary School is to assist, nurture, and guide students in becoming self-directed, disciplined persons, able to work cooperatively with other people and contribute to their community and their world. As a school staff we understand that different individuals progress in their growth toward self-discipline through different experiences and varying degrees of structure and guidance. We are committed to meeting individual needs while operating from a solid set of expectations for all students.

At Goldendale Primary School, all students can demonstrate Timberwolf Attitude, which is: Be **Safe**. Be **Kind**. Be **Respectful**, **Responsible** students that have **Integrity**. Assemblies and classroom lessons will focus on these three+ qualities and teachers will teach these traits in classrooms throughout the year.

In addition, Goldendale Primary School teaches the 7 Habits of Highly Effective Students, which are: Habit 1 - Be Proactive, Habit 2 - Begin with The End in Mind, Habit 3 - Put First Things First, Habit 4 - Think Win-Win, Habit 5 - Seek First to Understand, Then to Be Understood, Habit 6 - Synergize, Habit 7 - Sharpen the Saw. Goldendale Primary School is part of a nationally & world-wide known program called *The Leader in Me* that helps students develop the 7 habits to become productive and successful adults.

CLOTHING AND GROOMING

Health and safety will determine decisions on appropriate student dress. We recommend clean, comfortable play clothes that fit current weather conditions. Extreme hairstyles, extreme hair colors, and extreme clothing styles tend to be a disruption in the classroom, in the cafeteria, and on the playground. Clothing promoting drugs, alcohol, inappropriate language, or gang related is inappropriate attire and not allowed. Please use good judgment when helping your student with his or her grooming. Parents/Guardians may be notified to bring an alternate set of clothing if deemed inappropriate.

- Choose and label clothing and shoes that your child can put on by himself/herself.

- Closed toe shoes with socks are encouraged for playground.
- On PE days: tennis shoes are preferred, as well as pants for girls.
- For safety reasons, please no flip flops.
- No crop tops, spaghetti straps or short shorts. Shorts and skirts must be below mid-thigh.

LEADERS IN THE HALLWAY

- Walk with appropriate spacing (on the right side of the hallway when two-way traffic)
- Hands are at the side
- Keep hands and feet to self
- Eyes are looking forward
- Zero voices
- Single line

LEADERS ON THE PLAYGROUND

Playground Boundaries

1. Football stadium fencing (north)
2. Primary school (west)
3. Portable building (south) – grass (O.K. between building blacktop portable)
4. Instructional/supervision aide discretion (east)
5. Building on north side of covered area off limits
6. Mushy fields off limits/grass field off limits when pouring rain (cone = no play)

Monkey Bars

1. Swing in one direction (start at green end)
2. No standing/sitting on top of bars
3. No chicken fighting (locking legs, etc.)

Slide

1. Slide down on bottom (seat) – feet straight out
2. One person at a time – wait until the slide is clear
3. No climbing up the slide
4. No jumping from the slide
5. No objects on slides
6. Water or ice at bottom/no sliding
7. Slides are off limits when raining (cone = big toy closed)

Swings

1. No jumping out of the swings (bailing out)
2. Push swinger from the back only
3. No twisting of swings or swing chains/side to side/or make it higher
4. Stay away from in front/back of people swinging
5. Water at bottom/no swinging
6. No standing
7. No running through the swings while kids are swinging

Basketball Rims

1. No hanging on the rims or nets

Tether Ball

1. Play one game – go to end of the line (both)
2. No hanging or sitting on the ball
3. No grabbing ropes or end of line
4. No hitting after whistle

Four Square

Faults: player goes to the end of waiting line. Skill level for four square games – hard, medium, soft

1. No stepping in another square to play the ball
2. No catching or carrying a return shot
3. If you are hit with the ball, you're out/however, intentional body hitting or a slammer/cherry bomb to others will constitute an out to the thrower
4. Ball landing on any line – out
5. Underhand serve

Soccer

1. No kicking players/no tripping/no side kicks
2. May do dribble drills or kick ball to one another as long as distancing is maintained
3. Must keep shoes on

General Ball Rules

If a problem develops during recess involving a ball, the ball may be removed for the remainder of the recess. Chronic offenders may lose ball privileges indefinitely. No kicking ball on the blacktop (only in the field).

Covered Play Area

1. No kicking balls under the covered area
2. No footballs
3. North part of west wall balls against wall

Football Games

1. Absolutely no tackle football games
2. In field only
3. Pass and kick – no game only in field

Big Toy

1. No jumping from spiral to spinning monkey bars
2. No jumping from top of rock wall/or any other part
3. No tag
4. No sitting on ledge
5. Outside in green paint

Kickball

1. Only 1 ball can be used for kickball
2. Once pitcher has ball, no more running
3. 3 outs, switch
4. One pitcher per inning
5. Teams stay even—no switching

Flies Up

1. No kicking against the building/wall
2. 2 balls
3. Kick only 1 direction, toward the field
4. No pushing

Snow

1. No snowballs, snowball fights (snowmen are okay)
2. Snow stays on the ground
3. No kicking snow on others

General Rules

1. Safety is everyone's concern
2. Immediately report any student hurt on the playground
3. Respond immediately to supervision
4. Immediately respond to bells and whistles (end of recess)
5. No wrestling

6. Hands and feet to yourself
7. Show good sportsmanship
8. See water or mud/stay out
9. Helicopter jump rope – okay as long as it stays on the ground
10. Tag on field only
11. Tumbling – cartwheels okay on grass ONLY
12. No “Red Rover” or Dodgeball
13. Organized activities – okay with adult supervision (small groups)
14. Gravel/Rocks stay on the ground
15. Cones = off limits
16. No cussing/bad words

LEADERS IN THE BATHROOM

- Must have a pass when leaving classroom
- Lock the door
- Do one flush
- Use 1 squirt of soap
- Use 2 paper towels – put in garbage can

LEADERS IN THE CAFETERIA

Cafeteria

- Walk
- Hands and feet to self
- Voices are at respectful level
- Sit only on marked areas, socially distant
- Backpacks on their back
- Two hands on the tray
- Eat only at the table
- Food is either on the tray or on the way to your mouth

Line Up

- Face Forward
- No cutting
- Whisper voices in kitchen (past door way)

Dismissal

- Pick up garbage around your area
- Raise your hand
- If being dismissed to recess, walk all the way until outside
- If being dismissed to classroom, return to seat and wait for teacher

Tray Clean-up

- Spoon in containers
- Pour milk in pan
- Put ALL garbage in the garbage cans
- Place tray on cart or in window

Celebrations

These are the yearly celebrations we hope to observe:

December	Winter Music Program	All School
	Winter Party	Classroom
February	Valentine's Day Party	Classroom

FIELD TRIPS

All classes participate in field trips as part of their curriculum. Your child's teacher will notify you as to date, time, place, and special instructions. ***A signed permission slip is required for your child to go on these trips.*** Parent volunteers please park in the North Parking Lot. If you are volunteering for a field trip, you must be an approved volunteer and remember no younger siblings are allowed to come with you. **Participation on field trips is a privilege that can be lost as a result of failure to follow school rules.**

BIRTHDAYS

Student birthdays are an important part of the Primary School. We want to celebrate birthdays in a way that will allow the child to feel very special but not take away from precious instructional time. Teachers will recognize student birthdays in the classroom with an age-appropriate book purchased and donated specifically for our students by our PTO (pending an active PTO). We understand that some parents desire to honor their child on his or her special day. If you decide to bring something for a birthday, we encourage it to be ***pre-packaged and healthy*** (Gogurt, cheese sticks, granola bars, etc.), ***or a non-food item*** (pencils, stickers, etc.). Please coordinate anything you want to bring with your classroom teacher and keep in mind there may be food allergies in the classroom. Please call the office or talk to your child's classroom teacher if you have any questions. **We ask parents not to send birthday invitations to school with your child.**

REPORT CARDS/CONFERENCES

The Primary School operates on a trimester system and report cards standards will be discussed at Fall conferences, mailed at the end of Trimester 1, given to parents at Spring conferences and mailed out the end of the school year.

Parent conferences will be formally scheduled twice during the year. Please check your school calendar for dates. Our parents are always welcome at Goldendale Primary School and we encourage you to schedule a conference any time during non-instructional hours to check your child's progress.

HOMEWORK

Homework is an important part of the learning process. It not only reinforces skills that are taught in the classroom, but also helps students develop personal responsibility. Students are given regular homework assignments starting in first grade. Occasionally homework assignments may need additional explanation. If you have any questions concerning your student's homework, please call your child's teacher before or after school. Here are some tips to help families manage homework time:

1. Have a regular place away from the television for your child to do homework. They will remember the information better if they are not distracted by watching a show while reading or writing.
2. Make sure there is good lighting and that writing supplies are handy.
3. Do the most difficult homework first. Save the easier subjects for last.
4. Look over your child's homework every day. Praise good work. Your interest will encourage good work.
5. Use the clock. Look at the assignment and figure out how long it should take. Set a timer and challenge your child to work hard until the timer goes off.
6. Have your child teach you the homework. This will reinforce the skills and let you know what they are doing in school.
7. ***Read with your child 20 minutes every day!***

BUS RULES

Getting on the bus:

- When approaching or leaving your bus stop, always face on-coming traffic.
- Wait for the bus early and off the road.
- Wait for the bus in a patient and courteous manner.
- Cross the road in front of the bus.

Riding the bus:

- Classroom rules apply.
- Once the bus arrives at the stop, you must stay and board.
- The driver is in charge. Please listen and do quickly.
- Keep garbage off the floor.
- Do not throw things out the window.
- No eating on the bus.
- Arms, feet and head are to remain in the bus.
- Windows stay closed unless driver says it is okay to open.
- No sharp or otherwise dangerous items are allowed.
- The only animals allowed on the bus are "seeing eye" dogs.
- No items in the aisle.
- Please don't talk excessively to the driver.
- Students must stay in their seat.

Getting off the bus:

- Remain seated until the bus stops.
- Please get off the bus safely.
- Cross the road when the driver tells you it is safe. Remain in the driver's view.
- If there is an emergency, we will follow the emergency exit procedures.

Changing your routine:

- With written permission you may ride a different bus if there is room.
- With written permission you may get off the bus at a place that is not your regular stop.

When you don't obey the rules:

- Your behavior will determine if you ride the bus or not.
- Each pupil will be assigned a seat.
- Damaged property will be paid for by student
- If you disobey a rule, you will follow the T-Wolf Discipline Plan. The superintendent will handle all exceptions.

T-Wolf Discipline Plan

Goldendale Primary School has a school wide discipline procedure. Teachers teach our students leadership expectations and model appropriate behavior for the classroom, the building and outside at recess. When students are engaged, on task and following our leadership expectations, classroom instruction and learning occur. If a student chooses to ignore a request by an adult, staff may reteach the expectation or use another form of intervention to help the student positively re-engage. Parents and teachers are essential partnerships in student success at school. School staff will notify parents of student progress.

Recess Detention

Students who have lost recess privileges will serve that detention or alternate recess in a designated place.

Suspension

Suspension is time away from school due to a violation of school and district policy. Please refer to District Policy 3241 regarding suspensions & expulsions.

Weapons and Dangerous Instruments

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon.

- 1) On the school grounds during, before, or after school hours.
- 2) On the school grounds at any other time when the school is being used by any school group, or;
- 3) Off the school grounds at any school activity, function, event, or while enroute between home and school.

This rule does not apply to normal school supplies but does apply to any firearm, explosive (including firecrackers), airsoft or pellet guns, any knife, and/or other dangerous objects of no reasonable use to the student at school. Possession of a firearm will lead to mandatory expulsion. Possession of other dangerous weapons may lead to emergency expulsion. Police may be notified.

In School Suspension

Students may be assigned In School Suspension for failure to follow school rules. It is our goal to work together to avoid this type of discipline. Technology may be utilized for distance learning opportunities, should it become necessary.

Goldendale School District Rules of Conduct

The following rules of student conduct are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

The following chart outlines common categories of misconduct that result in discipline. Discipline means any action taken by the school district in response to behavioral violations. This is a representative, but not exhaustive list. Discipline is not necessarily punitive, but can take positive and supportive forms, as well as other forms of discipline, classroom exclusions, suspensions, and expulsions. Building Administration will consider individual circumstances and the nature and circumstances of the behavioral violation to determine what level of discipline and length of exclusion, if any, are warranted.

Behavior Violation	Behavior Description
Academic Dishonesty & Plagiarism	Knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.
Alcohol	Manufacturing, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol or the violation of district alcohol policy. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Attendance	Being absent from, or tardy to school/class without an approved excuse. A referral to the courts will be made as required by law.
Bomb or Bomb Threat	Bomb/explosive type device, or imitation device, on school grounds, or threat to use such device is a class B felony.
Harassment, Intimidation, or Bullying	Intentional, unwanted, aggressive or threatening behavior that (1) involves a real or perceived power imbalance; and (2) is repeated, or has the potential to be repeated, over time.
Closed Campus	Leaving school grounds during school hours without an approved excuse/authorization.
Criminal Activity	Commission of any crime of school grounds or during school activities.
Destruction of Property and Vandalism	Intentional damage of school property or the property of others.
Discriminatory Harassment	Conduct or communication that (1) is intended to be harmful, humiliating, or threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race,

	creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.
Disruptive Conduct	Conduct that materially and substantially interferes with the educational process.
Dress Code	Dress requirements are to prepare a young person for future work. Because of this, certain home and social attire may be prohibited. (RCW 28A.320.140) See Student Dress Procedure 3224 and building student handbooks for list of inappropriate clothing.
Failure to Cooperate	Repeated failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes, but is not limited to non-compliance, defiance and disrespect.
False Allegations	False reporting of allegations or corroborating false information
Fighting Without Major Injury	Mutual participation in an incident involving physical violence, where there is no major injury. (Does not include verbal confrontations, tussles, or other minor confrontations). A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.
Fire/Arson or False Alarm	Igniting a fire on school property or initiating a false fire alarm.
Gang Activities	Participation in groups of students (3 or more) who have leadership; a group name; symbols, gestures, a territory; and engage in antisocial, threatening, or criminal activity is prohibited on school grounds or at school events.
Hacking Network or other Improper Use of District Technology	"Hacking" or using district resources and/or district or personal equipment for unapproved use, copies, photos, videos, audio recordings, etc.
Hazing Acts	Student activities required or encouraged for participation that may injure, degrade, disgrace, threaten, or put others at risk in any way.
Illicit Drug (not marijuana)	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the use, possession or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).
Inappropriate Language	Any use of vulgar or profane language by students on school property whether spoken, written, or gestures.
Intentional Endangerment	Purposefully exposing oneself, other students, or staff to danger, including on a school bus.
Loitering	Failing to leave the school campus at the official close of the school day without permission to remain on campus for a specific activity.
Marijuana	Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, transportation of cannabis or violation of the district drug policy. Suspicion of being under the influence of cannabis may be included if it results in disciplinary action.
Multiple Minor Incidents	Multiple Classroom Misbehaviors reported but not resulting in exclusion.
Other Behavior	Use this behavior code when other codes do not apply.
Personal Protection Spray Devices (PPSD)	Students who do not have authorization to carry a PPSP or who are under age 14
Phone Use	Using a cellular telephone/electronic device and causing a disruption to the educational process by voice, texting, sexting, using video, or photography.
Possession of a Weapon	Possessed or brought to school a weapon as defined by school district policy, but at least the following: Handgun, Shotgun/Rifle. Other firearms/weapons as defined by the Gun Free Schools Act as zip guns, starter guns, and flare guns which will or is designed to or may readily be converted to expel a projectile by the action of any explosive. The frame or receiver of any handgun, shotgun, or rifle; any firearm muffler or firearm silencers, or any destructive device which includes any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces. Missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Knife/dagger or other weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm and brought with malicious intent to harm. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants.
Possession Stolen Property/Theft	Taking or knowingly being in possession of district property or property of others without permission.
Serious Bodily Injury	An incident, applicable to actions by students eligible for special education services, that results in the serious bodily injury of another as defined in Section (1365(h)(3) of Title 18,

	U.S. Code, to mean a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. [615(k)(7)(D)]
Sexual Harassment	Conduct/communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate or benefit from a school's education program
Sexual or Lewd Conduct	Obscene acts or expressions, whether verbal or non-verbal.
Student Leadership Expectation Violation	Student leaders serve as "role models" for other students in classes and in extra-curricular activities. Any violation of specific team, club, or ASB code of conduct expectations may result in permanent removal from not only the leadership position or extra-curricular activity, but also from the leadership class.
Tobacco	Possession, use, distribution or sale of tobacco products, including e-cigarettes or other vapor products.
Trespass	Entering or remaining unlawfully in school buildings or on any part of school grounds without proper authorization. Students on campus while suspended or expelled are subject to additional disciplinary action and arrest for criminal trespass.
Violence With Major Injury	Any incident defined by school district policy as a violent offense that includes a major injury, but at least the following: Severe fighting that results in a major injury, Assault (RCW 9A.36), Homicide (RCW 9A.32), Malicious Harassment (RCW 9A.46), Kidnapping (RCW 9A.40), Rape (RCW 9A.44), Robbery (RCW 9A.56)
Violence, or Threats, Without Major Injury	Any incident defined by school district policy as a violent offense that is without major injury, but at least the following: Assault (RCW 9A.36), Malicious Harassment (RCW 9A.46), Kidnapping (RCW 9A.40), Rape (RCW 9A.44), Robbery (RCW 9A.56)

WSSDA Example District Continuum of Discipline Responses

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt or consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation

- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Attempt restorative justice practices and other forms of discipline
 - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations

- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

School Safety

Safety is paramount and school decisions are consistently viewed through a safety lens. Our goal is to empower everyone to develop a strong safety mindset. We operate with the 'See Something, Say Something' mantra. We practice monthly safety drills, focusing on four main types: lockdown, secure and teach, shelter in place, and evacuation.

AFFIRMATIVE ACTION POLICY STATEMENT (POLICY 5010)

To assure attainment of the Affirmative Action Program goals and adherence to Equal Employment Opportunity, every employee is held accountable for its success. Corrective actions shall be taken to balance the employee profile as the administrative staff and employees identify areas of imbalance.

NON-DISCRIMINATION STATEMENT (POLICY 3210)

In accordance with Federal law, the Goldendale School District is prohibited from discriminating 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 trained dog guide or service animal by a person with a disability and provides access to the Boy Scouts of America and other designated youth groups. To file a complaint of discrimination, write to Denise Reddinger, Title IX, ADA/504, Civil Rights Compliance Officer of Goldendale School District No. 404, 525 Simcoe Drive, Goldendale WA 98620 or call (509) 773-5846 or email to denise.reddinger@gsd404.org. Goldendale School District is an equal opportunity employer, complies with all Federal Rules and Regulations, and does not discriminate for all district employment opportunities. Goldendale School District is an equal opportunity employer, complies with all Federal Rules and Regulations, and does not discriminate for all district programs and employment opportunities.

En concordancia de la ley federal, Goldendale School District #404 prohíbe de la discriminación cerca de sexo, raza/color, credo/religión, país de origen, discapacidad o uso de un perro adiestrado o animal de asistencia, orientación sexual, que incluye identidad o expresión en general, grado militar o veterano de guerra retirado con honores, o edad. También proporciona el acceso a los Boy Scouts of America y otros grupos juveniles designados. Para presentar una demanda de discriminación, escriba a Denise Reddinger, Oficial de Conformidad Title IX, ADA/504, Civil Rights of Goldendale School District #404, 525 Simcoe Drive, Goldendale WA 98620 o llame (509) 773-5846 or email denise.reddinger@gsd404.org. Goldendale School District #404 es un patrón de igualdad de oportunidades, cumple con todas las Reglas Federales y Reglamento o reglamentación y no discrimina para todas las oportunidades de empleo del distrito.

THE FOLLOWING DISCRIMINATION/HARASSMENT SECTION IS REQUIRED OF ALL WASHINGTON STATE SCHOOLS BY THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION PURSUANT TO RCW 28A.300.286.

DISCRIMINATION/HARASSMENT STATEMENT

In accordance with Federal law, the Goldendale School District No. 404 is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities. The district's policy and procedure 3205 regarding Sexual Harassment is located on the school district website at www.goldendaleschools.org and at the Administration Office located at 604 East Brooks Street, Goldendale WA 98620 or by calling (509) 773-5177.

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?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school"

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Denise Reddinger, denise.reddinger@gsd404.org, 509 773-5846) 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 <https://www.goldendaleschools.org/about/policies-procedures> 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, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, 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 <https://www.goldendaleschools.org/about/policies-procedures>.*

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 3205, visit <https://www.goldendaleschools.org/about/policies-procedures>.

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:

Title IX/Civil Rights Coordinator: Denise Reddinger, Title IX, ADA/504, Civil Rights Compliance Officer of Goldendale School District No. 404, 525 Simcoe Drive, Goldendale WA 98620 or call (509) 773-5846 or email to denise.reddinger@gsd404.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 the Superintendent, 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). For the 2026–27 school year, this complaint process will be updated as required by the new state law, [ESHB 1296](#).

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 <https://www.goldendaleschools.org/about/policies-procedures>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Dr. Ellen Perconti, Superintendent, ellen.perconti@gsd404.org, 509-773-5177.

GOLDENDALE PRIMARY SCHOOL STAFF

Principal: Angie Hedges

Counselor/Family Liaison: Jeff Albin

Secretaries: Karla Hctor

Kelli Kayser-Reed

Teachers:

Zara Kartes.....K/1 Split Grade
Kelly Olson.....Kindergarten
Emily Enstad.....Kindergarten
Colleen Howell.....Kindergarten

Kayde Akins.....Second Grade
Alison Coons-Azevedo.....Second Grade
Shureenia Joseph.....Second Grade

Krista Barrett/Tamara Johnson.....Fourth Grade
Jessica Wirick.....Fourth Grade
Kathleen Root.....Fourth Grade

Sandi Martin.....First Grade
Lisa O'LearyFirst Grade
Allison Fahlenkamp.....First Grade
Zara Kartes.....K/1 Split Grade

Danielle Blain.....Third Grade
Katy Gilliam.....Third Grade
Andrea Fowler.....Third Grade

Nicole Becerra.....Music
Brad Fahlenkamp.....Physical Education
Dana Gunkel.....District Nurse
Laura Thayer.....District Librarian

Jasha Foster.....Special Education
Bridget Hctor.....Special Education
Vickey Barnett-Montgomery.....School Psychologist
Karen Clifton.....Speech Pathologist
Kaitlyn Blair.....Occupational Therapist
Jon Morris.....Special Education Director

Custodians: Elizabeth Matula Kenneth Woodruff

Cooks: Julie Metz Sarah Glantz Shelbi Hunt

Paraeducators:

Jessica Baze	Carmin Bischoff	Sheila Burrows	Marsha Boardman
Santos Estrada-Coronel	Lacey Gorrod	Rachelle Guthrie	Estephania Heredia
Kate Johnson	Billie Jean Kessinger	Michelle Latimer	Rosie Luna
TJ Miles	Betty McKune	Donna Schultz	Kristin Steele
Moriah Stout	Treane Parsons	Debbie Tobin	

Playground Supervisors: Rosie Luna Lacey Gorrod Paraeducators

Our staff is dedicated to provide for individual differences in developmentally appropriate ways.
We are able to provide the following programs:

- Music
- Physical Education/Health
- Keyboarding
- Library
- Traditional Classrooms
- Title I/Learning Assistance Program (LAP)
- Specially Designed Instruction (Special Education)
- ELL (English Language Learner)

Volunteers: Volunteers are always needed and appreciated, and we are able to have scheduled volunteers provided that volunteers meet the safety protocol requirements. If you would like to help in any of these programs, please contact the school or your child's teacher at 773-4665. All volunteers will be required to fill out the appropriate paperwork, including a background check, and follow the safety protocols and procedures in place. Please come to the office to check in and get a Visitor Badge.

High School Teaching Assistants: Helping teachers and students in the school (assigned through their school counselor).