Robert Lince Early Learning Center
Preschool

Family Handbook

2026-2027

Mrs. Irina Stoica
Robert Lince Principal
& Director of ECEAP

Mission: In partnership with families, schools and the community, RL focuses on a love of learning that meets the needs of the whole child by establishing growth producing relationships in a safe learning environment.

For more detailed information regarding building or district procedures please see our https://www.selahschools.org/families/families/district-handbooks

At A Glance

IMPORTANT CONTACTS	PHONE #
Robert Lince Main Office	698-7900
Attendance & Línea directa en espanol	698-7906
Sharon Conrad, District Nurse & Healthroom	698-7907
Alejandro Villafan, ECEAP Family Support (Español) alejandrovillafan@selahschools.org	698-8025
Denise Gunvaldson, ECEAP Family Support denisegunvaldson@selahschools.org	698-8086
Transportation Department (Bus Routes, Etc.)	698-8330

School Schedule

SCHOOL	Monday, Tuesday, Thursday, Friday	Wednesday
Robert Lince Preschool	**9:25 am / 3:55 pm**	**10:25 am / 3:55 pm**
Robert Lince Preschool Half Day AM	9:25 am / 12:10 pm	No School
Robert Lince Preschool Half Day PM	1:10 pm / 3:55 pm	No School
Robert Lince Kindergarten	9:25 am / 3:55 pm	10:25 am / 3:55 pm

District Calendar

Selah School District

2026-27 Student Calendar

August

25, 26, 27 *Staff PD Days—No School*
31 **Classes Begin**

September

4 *Non-School Day*
7 *Labor Day — No School*

October

9 *Teacher In-service Day — No School*
26-30 *Parent Conferences*

November

11 *Veterans' Day — No School*
25 *Thanksgiving Break — No School*
26 *Thanksgiving Break — No School*
27 *Thanksgiving Break — No School*

December

18 *Half-Day of School (dismissal 3 hours after school begins)*

21 *Winter Break — No School (5 days)*
28 *Winter Break — No School (5 days)*

January

1 *New Year's Day — No School*
4 ***Classes Resume***
18 *Martin Luther King Day — No School*

February

12 *No School/Snow Make-up Day*
15 *Presidents' Day — No School*

March

29-31 *Parent Conferences*

April

1-2 *Parent Conferences*
5 *Spring Break — No School (5 days)*

May

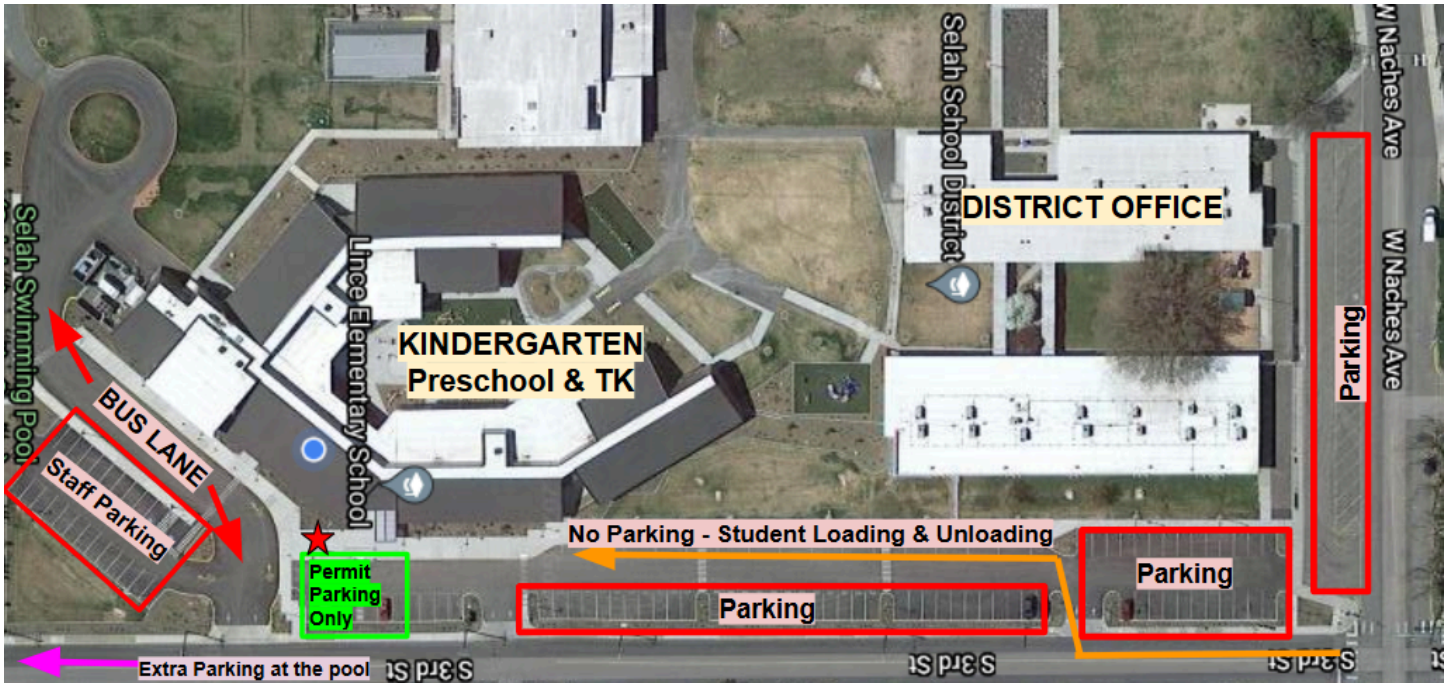
28 *No School*
31 *Memorial Day — No School*

June

15 ***Last Day of Classes*** *Half-Day of School (dismissal 3 hours after school begins)*

Note: Additional Snow Make up day(s) will be scheduled at the end of the calendar for school closures due to inclement weather, if required.

Drop off, Pickup, and Parking



Dear Families,
Before and after school, Student Loading & Unloading are extremely busy at our kindergarten and preschool campus. The first week of school and around holidays the traffic is much heavier. Please use the map above to familiarize yourself with our parking lot. Typically the pool next door to our staff parking lot has plenty of room in the morning and afternoon. Students that are being picked up will be lined up in the grass next to the "No Parking - Student Loading & Unloading" location on the map. The red star on the map signifies our flag pole, if you are waiting for your child please stay west of this location so that our staff can move students down the sidewalk.

Attendance

Attendance is one of the most important habits we can teach our children. It is vital to students' academic and social growth. Our traditional guidelines for keeping students home can be summed up with the table below. **Yakima Health District may indicate more strict procedures.**

Big Sick (Stay at Home)	Little Sick (Come to school/stay at school)	
Fever	Runny nose	Tummy hurts
Throwing Up	Sore throat	Just "do not feel great"
Diarrhea	Tired	Skinned knee
An emergency	Little cough	Sliver

*** Whether "Big sick" or not, absences add up. Missing just 2 days a month means a child misses 10% of the school year.**

VOMITING / DIARRHEA

If your child has experienced vomiting or diarrhea at night or in the morning before school, please keep them home. Your child should have been free of diarrhea and vomiting for 24 hours before returning to school.

FEVER

A temperature of 100.4°F or higher indicates that your child may be contagious. Your child must be fever-free for 24 hours before returning to school. A body rash with fever, itching, and open or draining sores.

Red puffy, painful eyes, with drainage.

Our number one priority is to work with families to break down barriers to attending school. Besides these beliefs we are also required by Washington State Law to enforce attendance compliance. The school must be notified prior to or within 24 hours of an absence for it to be excused by the school. **Please contact Veronica Herrera at 509-698-7906 or email her at veronicaherrera@selahschools.org to excuse an absence.**

Excused Absence

A student in K-5 grade who has 5 or more excused absences in a single month or 10 excused absences in the current school year will be contacted by the school to schedule a conference with the students team to create a success plan. At any point after 9 absences the school may require doctors notes for future absences.

***Excused absence means that a parent or guardian notified the school that their student would be absent.**

Unexcused Absence

A student who has 3 unexcused absences in a single month will conference with the parent/guardian. If the student is on an IEP or 504 it is required that the team meet with the family. Before the 5th unexcused absence the school will conference with the parent/guardian. If the student is on an IEP or 504 it is required that the team meet with the family. At this time court paperwork may be filed due to the absences. At 7 unexcused absences in a month or 10 in a year the case may go to court.

***Unexcused absence means that the school was not notified that the student would be absent.**

Family Notifications

All Robert Lince Early Learning staff are mandated reporters of suspected child abuse and neglect in accordance with RCW26.44 and applicable tribal and federal laws

ECEAP Attendance Policy

Attendance Monitoring:

- Schools must develop a plan with families if a student's average attendance drops below 85%.

Partnering with Families:

- If there are multiple unexplained absences or if a student is at risk of missing 10% of class days per year, schools should partner with families to address and resolve the issue.

Consequences of Unresolved Attendance Issues:

- If attendance does not improve after implementing a plan with the family, the school must consider the slot vacant. The student will be removed from the program, and another family from the waiting list will be placed into the slot.

Extended Absences:

- If families plan to be out of town for two weeks or more for vacation or other activities, they must contact their family support representative to create an educational plan to cover the absence.

Concerns & Complaints Policy

1. **Submission of Complaints:**
    - Family, community members, or staff should email their complaints directly to the ECEAP Director for review.
2. **Initial Review:**
    - Upon receiving a complaint, the ECEAP Director will determine the appropriate course of action based on the nature of the concern.
3. **Classroom-Related Concerns:**
    - If the complaint is related to classroom issues, the ECEAP Director will first direct it to the classroom teacher. The teacher will then discuss and attempt to resolve the issue with the complainant.
    - If the issue remains unresolved after the meeting with the classroom teacher, the ECEAP Director will meet with the complainant to further address the concern. The ECEAP Director can be reached at irinastoica@selahschools.org.
4. **Non-Classroom-Related Concerns:**
    - For concerns not related to the classroom, the ECEAP Director will handle the complaint directly.

5. **Response Time:**
    - All complaints will be addressed within 48 hours, excluding weekends and school breaks.
6. **Escalation:**
    - If the complainant feels their concern has not been resolved satisfactorily by the ECEAP Director, they may contact ECEAP directly at: eceap@dcyf.wa.gov.

Student Checkout & Student Messages

All check in and check out of students will be done through the main office. Students may be excused from school for medical appointments but when possible try to schedule them after school or near the end of the school day. Always make sure to ask the provider for a doctor's note so that we excuse the absence. Notes to students will not be taken after 3:30 PM. Students may not be checked out after 3:30 PM due to the end of the day routines. In this case you would meet your child's teacher at their designated location after school.

Nutrition & Physical Activity Policy

Our students engage in a diverse curriculum that fosters health and well-being. We believe in learning through play, fun, and peer interaction. We provide numerous opportunities for students to practice and develop these skills throughout the day. Our approach is inclusive, respecting each child's culture and abilities, and we adapt our methods to ensure all students are involved. Our curriculum encourages the development of lifelong fitness habits, personal responsibility, cooperative skills, self-care, hygiene, emotional regulation, and accountability. Additionally, using the Teaching Strategies Gold curriculum, our teaching staff collects multiple checkpoints three times a year to assess student progress toward these goals.

Appropriate Student Dress

Robert Lince expects student dress and grooming to reflect high standards of personal conduct so that each student's appearance:

• Promotes a positive, safe, and healthy atmosphere within the school.
• Does not present a health or safety hazard, violate municipal or state law.
• Does not present a potential for disruption to the instructional program.

If a dress code issue arises we will do our best as a school to assist the student so that they may stay in school. In the event that there is a dress code concern a representative from the school will call and communicate with families.

Students need to wear footwear appropriate for the season and temperature. Please keep in mind that regardless of the weather, students must have appropriate athletic shoes to participate in PE classes. For safety reasons, we recommend that students do not wear flip flops. Shoes with wheels (such as wheelies) are not allowed at any time on the RL campus.

Behavior Guidelines

Viking PRIDE is the foundation of our district behavioral expectations. PRIDE stands for Positive, Respectful, In Control, Dependable, and Engaged. At Robert Lince these follow under the 3 expectations: BE KIND, BE SAFE, and WORK HARD. Students need to understand what is expected of them and that they have control over their actions. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of the school-wide Positive Behavior System (PBIS) is to establish a climate in which appropriate behavior is the norm. Behavioral growth is best accomplished through a team approach between the parent/guardian and teacher. Consistency, common language, and communication are the keys to success.

What might occur if a student doesn't meet the behavioral expectations? Some examples include:

- Communication home from the classroom teacher
- Student meeting with school administration
- Parent/Guardian/Student meeting with support team (teachers, counselor, PBIS Rep, Principal)
- Alternative/reteaching recess with practice.
- Booster session (behavioral expectations are re-taught)
- Conflict resolution session or restorative justice
- In cases involving a child repeating similar issues that disrupt the normal procedures of the day, a parent/guardian may be required to accompany the child throughout the day. This procedure is an attempt to have the family help correct the repeated disruptive behavior so that all students may learn, eat, and play in a positive environment. This procedure is also an attempt to reduce student suspensions due to repeated behaviors.
- For detailed information about school discipline please reference our district handbook.

Robert Lince Progressive Consequences & Accountability Matrix

Teachers will use professional judgment when responding to student behavior. This matrix, along with restorative practices both inside and outside the classroom, is designed to support students in developing appropriate school behaviors. Responses to student behavior should be instructional, restorative, and developmentally appropriate.

	In the moment, Support	Increased Support	Targeted Intervention	Intensive Support
Disruptive Behavior	• Reminders, redirection • Proximity • Reteach expectation • Adjust seating within group	• All strategies from the left column and… • Alternative seating space within classroom • Brief reset/break (1-3 minutes in calm corner & debrief with student) • Pre-teach expectations and practice expected behavior *(Parent contact optional if pattern begins to emerge)*	• All strategies from the left columns and… • Structured student reflection with adult • Practice expected behavior (model → practice → feedback) • Short, restorative loss of preferred activity (1–3 minutes max) *(Parent contact expected)*	• All strategies from the left columns and… • Problem-solving conversation (adult-guided) • Practice replacement behavior in real context • Short loss of preferred activity (3–5 minutes max) *(Parent contact expected)*

Physical Aggression	• Reteach safe hands/body • Calm verbal reminder/redirection • Brief break in calm corner *(Parent contact optional if pattern begins to emerge)*	• All strategies from the left column and… • Remove from activity and seated separately • 2-5 minutes of recess or play time for reteaching/practice • Daily parent communication. *(Parent contact expected)*	• All strategies from the left columns and… • Removal from activity to calm corner • 5-10 minutes of recess or play time for reteaching/practice *(Parent contact expected)*	• All strategies from the left columns and… • Additional Supports *(Parent contact expected)*
Playground	• Reminders, redirection • Proximity • Reteach expectation	• All strategies from the left column and.. • Conference with student • Reteach/Practice • Reset Bench (no longer than 5 minutes) *(Parent contact optional if pattern begins to emerge)*	• All strategies from the left columns and… • Recess expectation practiced indoors then practice outdoors with adult support • Reset Bench (no longer than 5-10 minutes) *(Parent contact expected)*	• All strategies from the left columns and… • Zoned playground location • Reset Bench (no longer than 10-15 minutes) • Additional Supports *(Parent contact expected)*

Emergency Communication Procedures

If for any reason our school has to go into an **EMERGENCY LOCKDOWN,** please **do not call the school**. No one will be available to receive phone calls. Information will be relayed as soon as possible through local radio and television stations.

Field Trips

Field trips are wonderful opportunities for our students to interact with people and gain experiences outside of school. Most field trips offer some parents/guardians an opportunity to participate with their child by chaperoning. Unfortunately, not every parent/guardian can chaperone. The number of chaperones for each field trip depends on time and the space available. Chaperones will be determined by the classroom teacher. **However, in order to be eligible parents/guardians must have completed the district's volunteer form**. The form can be found on our district website by going to Families, Parents & Guardians, and on the left hand side is the Volunteering Link. Here is the direct link: https://selahvolunteers.hrmplus.net/

Unfortunately, younger siblings are not allowed to accompany parent/guardian chaperones on any field trip. Students must accompany their class to the field trip, but parents/guardians are permitted to check them out with the teacher and take them at the conclusion of the field trip.

Health Room

Robert Lince provides basic first aid and a place for students who are not feeling well. The health room is staffed during the school day by a paraprofessional who is trained to provide basic first aid. Parents/Guardians may or may not be notified when their child visits our health room depending on the reason for the visit. However, in cases of serious injury or illness (and temperatures of 100.4 degrees or more) parents/guardians will immediately be notified. Please do not send students to school who have been vomiting or have had a fever over 100.4 degrees in the last 24 hours.

District Nurse

Selah School District employs a district nurse who supervises our health rooms. She oversees and develops care plans for students who have specific health related concerns. She also provides first aid in conjunction with our health room aide.

Medication

No prescription medication, over-the-counter medication, treatments, or special diets can be given at school unless the Permission to Administer Medication at School forms are signed by the health care provider and parent/guardian regardless if the condition is life-threatening. **Medication of any kind cannot be carried by students at any time.** These forms can be picked up in the office. Medication for students may be administered at school as long as the district is provided with the following information:

- Written doctor's instructions and parent's/guardian's permission for the administration of the medication: **Provided on the Permission to Administer Medication at School form.** https://www.selahschools.org/departments/student-health-services/medication-at-school
- The medication must be in its original bottle with the original label from the doctor or pharmacist identifying the student, name and dosage of the medication.

Immunizations

Washington State law (RCW 29A.31.118) specifies that children enrolled in public education must either be immunized against specific pathogens, or the parents/guardians must sign a waiver indicating why the child has not been immunized. If a parent/guardian chooses to not have their child immunized it may be necessary, in the case of an outbreak, for the student to be isolated away from school until it becomes safe for the student to return to school. For more information regarding immunizations, please contact the school at 698-7900.

Homework Philosophy

The purpose of homework is to support students' academic growth. We believe homework should consist of reading to and/or with your child on a regular basis for a minimum of 15 minutes per day in your child's native language.

Items from Home

Students may bring soft equipment to play with at recess. Students are not allowed to bring electronic toys, cards (Pokémon, Yugioh, or trading), MP3 players, IPods, baseballs, softballs, or bats. Students

carrying cell phones for safety reasons must leave them off and in their backpacks at all times. Smart watches may be worn, but not used to make calls or send messages during the school day. The school is not responsible for any item that is lost, broken, or stolen.

TK-5 Viking (PTO)

TK-5 Viking (Parent Teacher Organization) is very actively involved in the success of our students. They have a variety of fundraisers throughout the year to support our students and the efforts of our teachers. Volunteers are always welcome; you do not have to attend the monthly meetings to volunteer at TK-5 Viking events! Your involvement and help is always welcomed and appreciated. Please contact the office for more information if you are interested in participating in our TK-5 Viking.

Release of Student Information

The District publishes student names and photographs when reporting on student activities, to recognize student achievement, and for public information purposes. If you do **not** want your child's photo and/or name published, please contact your child's school within two weeks after registering your child in the Selah School District, or by September 15th of each school year to obtain a copy of the form. There is a non-publish form that must be filled out annually, a copy of which will be on file at your child's school with the original forwarded to the Administration Office. If there is no form on file it will be assumed that permission for release of photos, names, and/or directory information has been granted.

School Closure

Occasionally situations arise that may require us to close school. The most common cause of such a situation is weather. If severe weather, or any other situation, causes us to close school, **there will not be anyone available to supervise your child**. In the case of a delayed start AM Preschool will be canceled for the day. It is important to listen to local radio and television stations. Selah School District notifies local stations early in the morning, usually by 5:30 a.m. If for some reason you are unable to find a local station, or are concerned that you may have missed the announcement you can also call (509) 698-8080 or look online at www.selahschools.org

Snacks

Students are permitted to bring nutritional snacks to school to eat under their teacher's direction (no large bags of chips, etc.). Students cannot share snacks/food from home with friends and classmates. Parents/Guardians wishing to bring snacks for birthdays or parties need to coordinate those with their child's teacher due to possible food allergies. Full and half day preschool students will be provided snacks during their school day.

Student Arrival

The school doors will open at 9:15 and the school day will start at 9:25 AM. Students arriving after 9:25 AM need to be brought to the main office to be checked in, as this is considered tardy. For supervision purposes, students should not arrive at school before 9:15.

Visitors & Volunteers

For safety purposes we require that all visitors and volunteers check in with the office first. At that time, they will be given a visitor's badge. When picking up a child for appointments, etc., please stop at the office and identify yourself and sign your child out. Please note you may be required to present your driver's license or other ID for verification. Students are not allowed to leave school grounds unless accompanied by an adult. No child will be released to a person other than the parent/guardian unless the person's name appears on the child's emergency card, which is on file in the school office. **Regularly scheduled volunteers must set up a meeting with the principal prior to volunteering and must have completed the district's volunteer form**. The form can be found on our district website by going to Families, Parents & Guardians, and on the left hand side is the Volunteering Link. Here is the direct link: https://selahvolunteers.hrmplus.net/. For organizational purposes, please notify your child's teacher 24 hours in advance.

Volunteer Training & Background Check PDTR-8

Occasional Volunteer Requirements:

1. **Review of Roles and Responsibilities:**
    - Understand and review the specific roles and responsibilities of the volunteer position.
2. **Familiarity with Relevant ECEAP Performance Standards:**
    - Review and understand the ECEAP Performance Standards applicable to the volunteer role.

Weekly or More Frequent Volunteer Requirements:

1. **Background Check:**
    - Must have a cleared background check through MERIT (WAC 110-06).
2. **Tuberculosis Testing:**
    - Provide proof of tuberculosis testing or treatment (WAC 110-300-0105(3)).
3. **MMR Immunization:**
    - Provide proof of MMR (measles, mumps, rubella) immunization or proof of immunity (RCW 43.216.690).
4. **Child Abuse and Neglect Training:**
    - Complete training on preventing, identifying, and reporting child abuse and neglect.

No Expulsion Policy

At Robert Lince Early Learning Center, we have a comprehensive program to support students in developing pro-social behaviors. All students receive Tier 1 supports, which include consistent language and visuals across classrooms, along with explicit teaching and regular practice of positive behaviors. When students make mistakes or struggle, we reteach and practice with them.

For those needing extra help, we provide Tier 2 supports, which build on Tier 1 by adding a behavior tracker to focus on the primary concern. We collaborate closely with families and

staff to ensure consistency and track progress over 4-6 weeks. Afterward, the team reviews the data to decide whether to continue or adjust the plan.

If a student requires Tier 3 support, they continue to receive Tier 1 and 2 interventions, plus additional one-on-one support outside the classroom. This includes targeted reteaching, modeling, and guided practice to help them apply new skills with peers.

Importantly, our early learning program has a no-expulsion policy, ensuring all students are supported as they grow.

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB https://go.boarddocs.com/wa/selah/Board.nsf/files/CULU5K7A61BB/$file/3207%20F1%20Incident%20Repo rting%20Form.pdf reports about HIB can be made in writing or verbally. Your report can 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 Chad Quigley, Executive Director for Human Resources and District HIB Compliance Officer 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 link located at the bottom of the district's homepage or https://www.selahschools.org/about-us/legal-notices/harassment-intimidation-or-bullying or the district's *HIB Policy 3207 and Procedure 3207P*.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit www.selahschools.org/about-us/legal-notices/nondiscrimination-for-students-title-ix.

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.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit www.selahschools.org.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:
Civil Rights Coordinator: Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

Concerns about disability discrimination:
Section 504 Coordinator: Betty Lopez, Executive Director for Special Education,

bettylopez@selahschools.org

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: : Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.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 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

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 www.selahschools.org/about-us/legal-notices/gender-inclusive-schools. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

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