

GARFIELD SCHOOLS
STUDENT & FAMILY HANDBOOK
2026–2027



Garfield-Palouse School District
810 North 3rd Street
Garfield, WA 99130
509-635-1331
www.garpal.net

TABLE OF CONTENTS

Welcome.....	Page 1
Mission, Vision, and Core Values	Page 2
Garfield Staff.....	Page 3
School Information	Page 5
Attendance	Page 4
Excused Absences.....	Page 4
Unexcused Absences.....	Page 5
Planned Absences.....	Page 5
Tardiness	Page 5
Making Up Work.....	Page 5
When Attendance Becomes a Concern.....	Page 5
Chronic Absences.....	Page 6
If Attendance Does Not Improve	Page 6
Keeping Families Informed	Page 6
Academics	Page 7
Grading Scale.....	Page 7
Honor Role	Page 7
Academic Dishonesty.....	Page 7
Student Appearance and Dress Code	Page 7
Students Will Wear Clothing That.....	Page 7
Clothing Is Not Allowed If It.....	Page 8
Hats and Head Coverings	Page 8
Dangerous Accessories	Page 8
Student Behavior and Discipline	Page 9
Our Expectations	Page 9
School Expectations.....	Page 9
Be Respectful.....	Page 9
Be Responsible	Page 9
Be Safe	Page 9
How We Respond to Misbehaviors	Page 9
Minor Behaviors.....	Page 9
Serious Behaviors.....	Page 10
Food, Beverages, Sales & Solicitation	Page 11
Food and Beverages.....	Page 11
Sales and Solicitation	Page 11
Student Rights and Discipline.....	Page 12
Student Rights	Page 12
Parent Notification.....	Page 12
Learning Continues During Suspension.....	Page 12
Returning to School	Page 12
Students with Disabilities	Page 13
Student Safety	Page 13
Our Commitment.....	Page 13
Athletics and Extracurricular Activities.....	Page 14

Athletics & Activities	Page 14
Academic Eligibility	Page 14
Attendance	page 14
Behavior Expectations.....	Page 15
Good Sportsmanship & Citizenship.....	Page 15
Practices & Events.....	Page 15
Injuries & Health	Page 15
School Decisions	Page 16
If You Disagree with a Decision	Page 16
Technology and Electronic Devices.....	Page 16
Technology Use.....	Page 16
Be a Responsible Digital Citizen	Page 16
Misuse of Technology	Page 17
Consequences	Page 17
Damaging School Technology	Page 17
Artificial Intelligence	Page 17
Cell Phones & Personal Devices.....	Page 18
If Cell Phone Rules Are Broken	Page 18
Transportation	Page 18
Bus Safety Rules.....	Page 19
At the Bus Stop	Page 19
Bus Consequences	Page 19
Bus Appeals	Page 19
Returning to the Bus	Page 19
Health Services and Medication	Page 20
Medication at School	Page 20
If a Student Becomes Sick or Injured	Page 20
Keep Your Child Home If They Have.....	Page 20
Concussions & Head Injuries	Page 20
Student Support Services.....	Page 20
Supporting Every Student.....	Page 20
Mental Health Services	Page 20
Academic Support.....	Page 21
Special Education (IEP).....	Page 21
Section 504 Accommodations	Page 21
Students Experiencing Homelessness.....	Page 21
Parents and Family Rights	Page 21
Student Discipline.....	Page 22
Questions or Concerns.....	Page 22
Equal Access and Nondiscrimination	Page 22
Visitors and Volunteers	Page 22
Visitors	Page 22
Volunteers.....	Page 23
School Safety	Page 23
Drills.....	Page 23

Reporting Safety Concerns	Page 23
Student Well-Being	Page 24
FERPA (Families Educational Rights and Privacy Act)	Page 24
NONDISCRIMINATION STATEMENT	Page 25
Civil Rights Coordinator.....	Page 25
Title IX Coordinator	Page 25
Section 504/ADA Coordinator	Page 25
HIB (Harassment, Intimidation, and Bullying)	Page 25
What is HIB?	Page 26
How can I make a complaint about HIB?.....	Page 26
What happens after I make a complaint?	Page 26
What is the investigation process?	Page 26
What are the next steps if I disagree with the outcome?	Page 27
For the targeted student	Page 27
For the aggressor	Page 27
What is discriminatory harassment?.....	Page 27
What is sexual harassment?	Page 27
What should my school do about discriminatory harassment?.....	Page 28
What can I do if I'm concerned about discrimination or harassment?	Page 28
Civil Rights Coordinator.....	Page 28
Concerns about sex discrimination or harassment.....	Page 28
Concerns about disability discrimination	Page 28
Section 504 coordinator	Page 28
Concerns about discrimination based on gender identity	Page 28
Gender inclusive schools coordinator	Page 28
What happens after I file a discrimination complaint?	Page 28
What are the next steps if I disagree with the outcome?	Page 29
I already submitted an HIB complaint – what will my school do?	Page 29
Who else can help with HIB or Discrimination Concerns	Page 29
Working Together to Keep Schools Safe	Page 31
Solving Problems Together	Page 31
Step 1: Talk with the Staff Member.....	Page 31
Step 2: Contact the Principal	Page 31
Step 3: Contact the Superintendent.....	Page 31
Step 4: School Board	Page 31
Step 5: Outside Agencies.....	Page 31
Student Rights	Page 32
Student Responsibilities	Page 32
Student Records and Privacy	Page 32
Families Working Together.....	Page 33
Handbook Acknowledgement.....	Page 34

Welcome

Dear Students, Parents, and Guardians,

Welcome to Garfield-Palouse Middle School. Our staff extends a sincere and warm welcome to all students and families. This handbook is designed to help students and parents become familiar with our school, academic programs, activities, opportunities, expectations, and procedures.

Our goal is to provide every student with a safe, supportive, and engaging learning environment where all students can learn and achieve at high levels. We believe student success is built through quality instruction, meaningful relationships, personal responsibility, and appropriate support. Students are encouraged to challenge themselves, take pride in their work, demonstrate good character, and contribute positively to our school community.

At Garfield-Palouse Middle School, we are committed to maintaining a culture of high expectations where learning is our highest priority. We strive to foster an atmosphere of respect, responsibility, safety, and kindness where students feel valued, supported, and connected. Within this environment, students develop confidence, strengthen their character, expand their knowledge, and prepare for success in high school and beyond.

We recognize that education is a shared responsibility among students, families, staff, and the community. Strong partnerships between school and home are essential to student growth and achievement. We value open communication and encourage families to contact us whenever questions, concerns, or opportunities for collaboration arise.

Together, we can ensure that every student has the opportunity to work hard, be nice, stay safe, and reach their full potential. We look forward to a successful and rewarding school year.

Sincerely,

Thomas J. Korst

Superintendent/Principal

VISION STATEMENT**Achieving Excellence Together**

Everyone Succeeds — No Exceptions, No Excuses

MISSION STATEMENT

The Garfield-Palouse School District strives to increase the educational performance of every student through dedicated instruction, meaningful relationships, and a safe, supportive learning environment. Education is a shared responsibility among students, families, staff, and the community.

CORE BELIEFS

1. Every student matters and can learn at high levels with equitable support.
2. Learning is our highest priority, and we are committed to student success.
3. Respect, responsibility, safety, and accountability guide our actions.
4. Positive relationships are essential to student success.
5. Families are valued partners in supporting student growth and achievement.

Critical Factors for Success

- Strong leadership and effective School Board governance.
- A focus on student learning, growth, and achievement.
- Adequate financial resources and quality facilities.
- High expectations and a belief that all students can learn.
- Ongoing professional growth and reflective practice.
- Strong family and community partnerships.
- Motivated, collaborative, and growth-minded staff.
- Shared responsibility for solving school and community challenges.

GARFIELD STAFF

Superintendent/Principal	Tom Korst
Business Manager	Debbie Anderson
Receptionist	Tanya Mitzimberg
Maintenance Director	Brian Lentz
Custodial	Trish Gorence
Food Service Director	Stevie Pfaff
Head Cook	Jennifer Bonitas
Assistant Cook	Gina Columbia
Technology Director	Trevor Villa
Transportation Director	Jason Jahn
Para Educators	Toni Curry
Para Educators	Dawn Hunt
Para Educators	Lauren Ritari
Para Educators	TBA
School Counselor	TBA
School Nurse	Bree Pfaff
Preschool Teacher	Genna Bessey
Kindergarten/First	Kim Kirsch
Second/Third	Teresa Kerns
Fourth/Fifth	Elizabeth McPherson
Special Education	Bailey Pfaff
HPE	Nate Holbrook
Band	Joel Stevens
Social Studies/ALE/HiCap	Tani Duncan
Math	Dan Kallaher
Science	Joey Reed
Social Studies/6-8 Title I	Jordyn Cook
Art/ K-5 Title I	Kasey Kampster
English Language Arts	Cole Peterson
Music/Cooking	Rebecca Hemphill
Vo-Ag	Marissa Morris

SCHOOL INFORMATION

School Hours

Elementary (Prek-5 th)		Middle School (6 th – 8 th)	
Building Opens	7:45 AM	Building Opens	7:45 AM
School Day	8:15 AM – 3:00 PM	School Day	8:25 AM – 3:00 PM

Students should not arrive before **7:45 a.m.** unless they are participating in a school-sponsored activity supervised by school staff.

Closed Campus. For student safety, Garfield School District has a **closed campus**.

Once students arrive at school, they must stay on campus until the end of the school day unless a parent or guardian has contacted the school and the student has checked out through the office.

ATTENDANCE

Every Day Counts! Regular attendance is one of the most important factors in student success. Being at school every day helps students learn, build friendships, and stay connected to their teachers and classmates.

Washington law requires children to attend school regularly. Parents and guardians are responsible for notifying the school whenever their child will be absent.

Excused Absences. Absences may be excused for reasons such as:

- Illness or injury
- Medical, dental, counseling, or therapy appointments
- Family emergency or death in the family
- Religious or cultural observances
- Court appointments
- School-approved activities
- College or career visits (when appropriate)
- Safety concerns
- Other reasons approved by the school

Whenever possible, please notify the school before your child is absent.

The school may ask for verification, such as a doctor's note, if there are frequent absences or a pattern of concern.

Unexcused Absences. An absence may be considered unexcused if:

- The school is not notified of the reason.
- The reason does not qualify as an excused absence.
- Required verification is not provided when requested.

Examples include:

- Oversleeping
- Skipping school
- Missing the bus without a valid reason
- Shopping or running errands
- Family vacations that were not approved in advance

Planned Absences. If your family knows your child will miss school, please contact the principal before the absence.

Approval depends on factors such as:

- State testing schedules
- Important classroom learning
- The amount of instructional time that will be missed

Tardiness. Being on time is important. Students are considered tardy if they arrive after class has started.

Students who arrive **more than 10 minutes after the start of class may be counted absent for that class period**, unless the absence is excused by the school.

Repeated tardiness may result in:

- Parent or guardian contact
- Attendance meetings
- Additional support to improve attendance

Making Up Missed Work. Students are expected to complete assignments missed during an absence. Teachers will provide reasonable opportunities for students to make up work and stay current with classroom learning.

When Attendance Becomes a Concern. Our goal is to work with families to help students attend school every day. If a student's attendance becomes a concern, we may:

- Contact the parent or guardian.
- Meet with the student and family.
- Talk about barriers to attendance.
- Create an attendance improvement plan.
- Connect the family with school or community resources.

Chronic Absences. Students who miss **10% or more of the school year**, whether absences are excused or unexcused, may be considered **chronically absent**.

Students with chronic absences may receive additional academic and attendance support to help them stay successful in school.

If Attendance Does Not Improve. If attendance continues to be a concern, Washington State law requires schools to take additional steps, which may include:

- Attendance conferences
- Referral to a Community Engagement Board (CEB)
- Filing a truancy petition with Juvenile Court

Court involvement is always a last resort after the school has made every reasonable effort to help the student attend school regularly.

Keeping Families Informed. The school will communicate with parents or guardians regarding attendance by:

- Daily absence notifications (when available)
- Phone calls or emails
- Attendance conference requests
- Attendance improvement plans
- Notices required by Washington law

Our goal is to partner with families to ensure every student attends school regularly and has the opportunity to succeed.

ACADEMICS

Grading Scale

Grade	Percentage
A	90 – 10%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Below 60%

Honor Roll. Students are recognized for strong academic achievement.

- **Honor Roll:** GPA of **3.00–3.49**
- **High Honor Roll:** GPA of **3.50–4.00**

Academic Honesty

We expect students to do their own work and always do their best.

Academic dishonesty includes:

- Copying another student's work
- Cheating on assignments or tests
- Plagiarism (using someone else's work or ideas without giving credit)
- Using artificial intelligence (AI) tools or online resources when they are not allowed by the teacher

Students who are not honest in their schoolwork may receive reduced or no credit for the assignment and may also receive school discipline.

When students are unsure whether something is allowed, they should ask their teacher before completing the assignment.

STUDENT APPEARANCE & DRESS CODE

Our Goal. Garfield School District wants every student to feel safe, welcome, respected, and ready to learn. Students may express themselves through their clothing, provided it is appropriate for school and does not interfere with learning or safety. Parents and guardians are encouraged to help students come to school dressed appropriately.

Students Will Wear Clothing That:

- Covers private body areas, including the chest, buttocks, groin, and midriff (belly button).
- Includes a shirt or top, bottoms (pants, shorts, skirts, dresses, or leggings), and shoes.
- Allows safe participation in school activities.

Some classes, such as Physical Education, science labs, and Career and Technical Education (CTE), may require additional clothing or safety equipment.

Clothing Is Not Allowed If It:

- Displays profanity, sexually explicit images, or inappropriate language.
- Advertises or promotes alcohol, tobacco, vaping, marijuana, illegal drugs, or related items.
- Promotes violence, gangs, criminal activity, or illegal behavior.
- Contains hate speech or messages that bully, harass, threaten, or discriminate.
- Creates a health or safety risk.
- Costumes are prohibited except for school approved activities.
- Is reasonably expected to disrupt the educational environment.

Hats and Head Coverings. Students may wear hats and head coverings unless they:

- Cover the face or prevent staff from identifying the student.
- Cover the ears during the school day, except for religious, cultural, medical, or school-approved reasons.
- Create a safety concern or disrupt learning.

Staff may ask students to briefly remove or adjust a head covering for identification or safety purposes.

Dangerous Accessories. Clothing, footwear, jewelry, or accessories that could pose a safety risk are not permitted.

Examples include:

- Spiked or studded accessories with sharp metal.
- Sharp or protruding objects.
- Chains or other items that could be used to cause harm.
- Any accessory that interferes with safe participation in school activities.

School administrators may require prohibited items to be removed or stored during the school day and may contact a parent or guardian if necessary.

If There Is a Dress Code Concern. Whenever possible, staff will address concerns respectfully, privately, and with minimal disruption to learning.

Students may be asked to:

- Adjust their clothing.
- Borrow appropriate clothing from the school.
- Contact a parent or guardian for a change of clothes.

Students will not normally miss class unless their clothing creates a safety risk or seriously disrupts learning. The dress code will be enforced fairly, consistently, and without discrimination.

STUDENT BEHAVIOR & DISCIPLINE

Our Expectations. Garfield School District believes every student deserves a safe, positive, and respectful learning environment. Our goal is to teach appropriate behavior, help students learn from mistakes, and keep everyone safe.

Whenever possible, we focus on solving problems, repairing harm, and helping students make better choices instead of simply punishing them.

We understand that behavior can be affected by many things, including stress, trauma, disabilities, communication needs, or family situations. Staff will consider these factors when determining appropriate supports.

School Expectations

Be Respectful

- Be kind.
- Be polite.
- Help others.

Be Responsible

- Come prepared.
- Take responsibility for your actions.
- Always do your best.

Be Safe

- Follow school rules.
- Make safe choices.
- Speak up if someone needs help.

How We Respond to Misbehavior. Most behavior concerns are handled by the classroom teacher.

Minor Behaviors. Examples include:

- Being off task
- Talking out of turn
- Being unprepared
- Minor classroom disruption
- Minor disrespect

- Inappropriate language
- Misusing technology

Teachers may:

- Redirect the student.
- Reteach expectations.
- Meet with the student.
- Contact parents if needed.
- Use restorative conversations.

Serious Behaviors

Examples include:

- Fighting
- Bullying or harassment
- Threats
- Defiance
- Theft or vandalism
- Possessing prohibited items
- Serious misuse of technology
- Disrupting school operations

School administrators will become involved and may:

- Meet with the student and family.
- Assign consequences.
- Provide additional supports.
- Develop a behavior plan.
- Use detentions and suspensions only when required under state law.

FOOD, BEVERAGES, SALES AND SOLICITATION

To help maintain a safe, clean, and distraction-free learning environment, students are expected to use good judgment regarding food, beverages, and the sale or distribution of items at school.

Food and Beverages

Students may:

- Bring a clear, spill-resistant water bottle to class.
- Eat small, non-messy snacks when approved by the teacher.
- Clean up after themselves and dispose of trash properly.

Students may not:

- Bring foods or drinks that are messy, have strong odors, or are likely to spill.
- Eat or drink when it interferes with instruction.
- Leave food, wrappers, or spills in classrooms or other school areas.

Teachers may limit or prohibit food in the classroom when necessary to:

- Protect students with food allergies or other medical needs.
- Maintain a clean and safe learning environment.
- Prevent disruptions to instruction.
- Protect classroom materials, technology, and equipment.

Students are expected to follow classroom expectations regarding food and beverages. Failure to do so may result in the loss of classroom snack privileges.

Sales and Solicitation. Students may not sell, purchase, trade for value, advertise, or solicit the sale of goods or services on school property or at school-sponsored activities without prior approval from school administration. This includes sales or transactions conducted from lockers, classrooms, hallways, parking areas, buses, or through person-to-person delivery during the school day.

Unauthorized student sales include, but are not limited to, food, drinks, candy, clothing, electronics, collectibles, crafts, tickets, personal items, or any other merchandise.

Fundraising activities for school-sponsored organizations, clubs, athletic teams, or other approved groups must receive prior administrative approval and follow district fundraising procedures.

Unauthorized items being sold may be confiscated until they can be returned to the student or parent/guardian. Repeated violations may result in disciplinary action consistent with the Student Conduct Code.

STUDENT RIGHTS & DISCIPLINE

Garfield School District is committed to treating every student fairly and respectfully. We believe students learn best when they feel safe, supported, and connected to school.

Student Rights. If discipline may result in suspension, expulsion, or another serious consequence, students have the right to:

- Know what school rule they are believed to have violated.
- Explain their side of the story.
- Be treated fairly and respectfully.
- Have their parent or guardian notified.
- Appeal disciplinary decisions as allowed by law.

Whenever possible, students will have an opportunity to be heard before being removed from school. If immediate action is needed to protect the safety of students or staff, the school may remove a student first and complete the required procedures as soon as possible.

Parent Notification. If a student is suspended or expelled, parents or guardians will be notified as soon as possible and will receive information about:

- The reason for the discipline.
- How long the discipline will last.
- How the student will continue learning.
- The family's appeal rights.
- Any required meetings or next steps.

Learning Continues During Suspension. Students who are suspended or excluded from school will continue to receive educational services. Depending on the situation, this may include:

- Classroom assignments.
- Online learning.
- Teacher support.
- Tutoring or other instructional services when appropriate.

Students will have opportunities to complete schoolwork and continue making academic progress.

Returning to School. When a student returns from a long-term suspension or expulsion, the school will work with the student and family to support a successful return. A re-entry meeting may include the student, parent or guardian, teachers, administrators, counselors, or other support staff.

Together, the team may:

- Review missed assignments.
- Develop a plan for academic success.
- Discuss behavior supports.
- Connect the family with school or community resources.
- Identify strategies to prevent future problems.

Our goal is to help every student reconnect with school and be successful.

Students with Disabilities. Students with an Individualized Education Program (IEP) or Section 504 Plan have additional rights under state and federal law. The district will provide all required accommodations, educational services, and legal protections during disciplinary actions.

Student Safety. The safety of students and staff is our highest priority. Staff use positive behavior supports, problem-solving, and de-escalation strategies whenever possible to help students regain control and resolve conflicts safely.

Physical restraint or isolation may only be used in a true emergency when a student's behavior creates an immediate risk of serious physical harm and less restrictive interventions have not been effective.

Restraint or isolation will **never** be used:

- As punishment.
- For staff convenience.
- To force compliance when there is no immediate safety risk.
- As retaliation.

If restraint or isolation is used:

- Parents or guardians will be notified as soon as possible.
- The incident will be documented.
- School staff will review the incident to determine whether additional supports or services are needed.

The district follows all Washington State laws regarding student discipline and the use of restraint and isolation.

Our Commitment. Garfield School District is committed to creating a safe, respectful, and supportive learning environment where every student can succeed. We believe in working with students and families to build positive relationships, solve problems together, and help every student grow academically, socially, and emotionally.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Athletics & Activities. Being part of a sports team, club, or school activity is a great opportunity to learn new skills, make friends, and represent our school. Students who participate are expected to do their best in the classroom, make positive choices, and follow school rules.

Student Expectations. Students participating in athletics or activities are expected to:

- Keep up with their schoolwork.
- Follow school and classroom rules.
- Show respect for others and be responsible and safe.
- Demonstrate good sportsmanship by treating teammates, opponents, coaches, officials, and spectators with respect.
- Attend practices, meetings, games, performances, and events unless excused.
- Represent Garfield-Palouse School District in a positive way at school and during school-sponsored activities.

Students who do not meet these expectations may lose the privilege of participating.

Academic Eligibility. School comes first. To participate in athletics and activities, students must make satisfactory academic progress. If a student is struggling in one or more classes, they may be placed on **academic probation**. During probation, students may be asked to:

- Attend extra academic support sessions.
- Meet regularly with teachers, coaches, or administrators.
- Turn in weekly grade checks or progress reports.
- Temporarily sit out competitions or performances until grades improve.

If grades do not improve, students may be:

- Unable to participate in competitions or events.
- Allowed to attend practices while working to improve academically.
- Temporarily removed from the activity until academic expectations are met.

Students may return to full participation once they meet school academic requirements.

Attendance. Regular attendance is important for both learning and participation.

To participate in practices, games, or activities:

- Students must attend at least half of the school day unless excused by the principal.
- Students who stay home because they are sick may not participate in activities that day unless approved by the principal.
- Planned absences should be approved in advance whenever possible.

- Frequent absences may affect eligibility.

Behavior Expectations. Students participating in athletics and activities are school leaders and role models.

Students are expected to:

- Treat everyone with respect.
- Follow directions from staff, coaches, and advisors.
- Avoid bullying, harassment, fighting, or unsafe behavior.
- Respect school property and equipment.
- Follow all school rules.

Students who violate these expectations may receive consequences such as:

- Sitting out practices or events.
- Suspension from games or performances.
- Removal from the team or activity.
- Additional school discipline if appropriate.

Good Sportsmanship & Citizenship. Students should always represent Garfield-Palouse School District with pride by:

- Showing respect to teammates, opponents, officials, and spectators.
- Using social media responsibly.
- Following coach or advisor expectations.
- Taking care of school equipment and facilities.
- Following school rules during travel and school events.

Practices & Events. Students are expected to:

- Attend all scheduled practices and events unless excused.
- Let their coach or advisor know as early as possible if they cannot attend.
- Understand that repeated unexcused absences from practice may reduce playing time or result in removal from the activity.

Coaches and advisors may have additional team rules that are consistent with school policies.

Injuries & Health. Student safety always comes first.

- Students who are injured or sick should follow school health guidelines before returning to sports or activities.
- A doctor's release may be required after a serious injury, concussion, or illness.

School Decisions. The principal or principal's designee makes final decisions about:

- Student eligibility
- Academic probation
- Participation restrictions
- Emergency removal from activities for safety reasons

These decisions are made fairly and with student safety as the highest priority.

If You Disagree with a Decision. If a student or parent believes an eligibility decision was made in error, they may ask the principal to review the decision.

The principal will review information such as:

- Grades
- Attendance
- Behavior records (when applicable)
- Information from teachers, coaches, advisors, students, or parents

If the family still disagrees with the decision, they may request a final review by the Superintendent or the Superintendent's designee.

Returning to Activities. Students may return to athletics or extracurricular activities after they have:

- Improved their grades.
- Improved their attendance.
- Met behavior expectations.
- Completed any required meetings or support plans.
- Met any additional requirements for their team or activity.

The school will review the student's progress and let the student and family know when participation can resume.

TECHNOLOGY AND ELECTRONIC DEVICES

Technology Use. School computers, Chromebooks, and technology are provided to help students learn. Students are expected to use them responsibly and follow school rules.

Be a Responsible Digital Citizen. Students should:

- Use school technology for learning.
- Be respectful and kind online.
- Keep passwords private.

- Never bully, threaten, or harass others online.
- Follow the school's Acceptable Use Agreement.

Misuse of Technology. Examples of inappropriate technology use include:

- Playing games during class without permission.
- Visiting websites that are not approved.
- Streaming videos or entertainment during class.
- Using VPNs or trying to bypass internet filters.
- Downloading unauthorized apps or browser extensions.
- Taking photos or videos without permission.
- Recording students or staff without permission.
- Logging into another student's account.
- Changing Chromebook settings.

Consequences may include:

- **First Offense:** Warning, review of expectations, and teacher consequences.
- **Second Offense:** Parent notification, office referral, and temporary loss of Chromebook privileges.
- **Third Offense:** Parent conference and Chromebook use only under staff supervision.
- **Repeated or Serious Offenses:** Additional discipline, payment for damages when appropriate, and possible loss of technology privileges.

Damaging School Technology

- **Accidental damage:** Tell a staff member right away. Students will not be disciplined for genuine accidents.
- **Careless damage:** Parents may be notified, and families may be responsible for repair costs.
- **Intentional damage:** Students may be required to pay for repairs or replacement and may receive school discipline or, when appropriate, law enforcement involvement.

Artificial Intelligence (AI). AI tools may only be used when a teacher gives permission.

Students may not:

- Turn in AI-generated work as their own.
- Use AI to complete assignments without permission.
- Use AI in ways that violate school rules about honesty and academic integrity.

Cell Phones & Personal Devices. To help students stay focused, cell phones, smart watches used for communication, earbuds, and headphones must be turned off or silenced and kept out of sight during the school day unless a teacher gives permission for learning.

Students may use cell phones:

- Before school starts.
- After school ends.

Cell phones may **not** be used during:

- Class.
- Passing periods.
- Lunch.
- School activities unless a staff member gives permission.

Students are responsible for their own personal devices. The school is not responsible for lost, stolen, or damaged items.

If Cell Phone Rules Are Broken

- **First Offense:** The phone will be held in the office and returned at the end of the day.
- **Second or Later Offense:** A parent or guardian must pick up the phone from the school office.
- **Third Offense:** Cell phone must be checked in at the office and returned by the end of the day for an extended period of time.
- Repeated violations may result in additional school discipline.

Students who refuse to give a device to a staff member when asked may receive additional consequences.

TRANSPORTATION

Riding the School Bus. Riding the bus is a privilege. Students are expected to follow the same rules on the bus as they do at school.

Students should:

- Follow the bus driver's directions.
- Stay seated while the bus is moving.
- Keep hands, feet, and objects to themselves.
- Use respectful language.
- Help keep the bus clean.
- Arrive at the bus stop on time.
- Ride only the assigned bus unless the school has approved a change.

Bus Safety Rules. Students may not:

- Stand while the bus is moving.
- Fight, push, or horseplay.
- Yell or distract the driver.
- Bully, threaten, or harass others.
- Throw objects.
- Put hands or objects out of bus windows.
- Bring prohibited items such as weapons, tobacco, alcohol, or drugs.
- Damage the bus or school property.

At the Bus Stop. Students should:

- Stay away from the road until the bus stops.
- Respect neighbors' property.
- Follow the driver's directions when crossing the road.
- Never run after a moving bus.

Bus Consequences. Unsafe behavior may result in:

- A warning and review of expectations.
- Assigned seating.
- Parent notification.
- A bus conduct report.
- Temporary loss of bus privileges.
- Long-term or permanent loss of bus riding privileges for serious or repeated behavior.

Students who damage a school bus may be required to pay for repairs.

Bus Appeals. Parents may ask the principal to review a bus suspension or loss of bus privileges within five school days.

If the family disagrees with the decision, they may request a final review by the Superintendent or the Superintendent's designee.

Returning to the Bus. Students may regain bus privileges by:

- Showing safe and respectful behavior.
- Completing assigned consequences.
- Meeting with school staff and parents when required.
- Following any behavior plan or assigned seating.

HEALTH SERVICES AND MEDICATION

The school works with families to help keep students healthy and safe. Please let the school know about any medical conditions, allergies, or health concerns that may affect your child at school.

Medication at School. Whenever possible, medication should be taken at home.

If medication must be given at school:

- Parents or guardians must complete the required forms.
- A health care provider's authorization will be required for any medication given at school.
- Medication must be brought to school by a parent or guardian in its original labeled container.
- Students may only carry or give themselves medication when allowed by law and approved by the school, such as inhalers or EpiPens.

If a Student Becomes Sick or Injured. If a student becomes sick or injured during the school day, school staff will provide basic care and contact parents or emergency contacts if the student needs to go home or receive additional medical care.

Please Keep Your Child Home If They Have:

- A fever of **100.4°F or higher** (students should be fever-free for 24 hours without medicine before returning).
- Vomiting or diarrhea within the past 24 hours.
- A contagious illness that could spread to others unless cleared by a health care provider.

Concussions & Head Injuries. Student safety is our highest priority.

Any student who may have a concussion or serious head injury will be removed from physical activity right away.

STUDENT SUPPORT SERVICES

Supporting Every Student. At Garfield School District, we believe every student deserves the opportunity to learn, grow, and succeed. We are committed to providing a safe, welcoming, and inclusive learning environment where every student can reach their full potential.

We work with families to provide academic, social, emotional, behavioral, and health supports that help students succeed. Students with disabilities are provided equal access to educational programs and services in accordance with federal and state law.

Mental Health Services. The district works with families and community partners to help connect students with mental health resources and services when additional support is needed. This

includes a partnership with **Palouse River Counseling**, which provides school-based therapy services for eligible students with parent or guardian consent.

Academic Support. Students who need additional help may receive:

- Multi-Tiered System of Supports (MTSS)
- Small-group instruction or interventions
- Progress monitoring
- Individualized learning supports

Special Education (IEP). Students who qualify under the Individuals with Disabilities Education Act (IDEA) receive specially designed instruction and related services through an Individualized Education Program (IEP). Services are designed to meet each student's individual needs while supporting learning alongside peers whenever appropriate.

Parents or guardians are important members of the IEP team and participate in developing goals, services, accommodations, and educational placements.

Section 504 Accommodations. Students with disabilities who qualify under Section 504 of the Rehabilitation Act may receive accommodations that provide equal access to learning and school activities.

A student may be referred for a Section 504 evaluation by a parent or guardian, teacher, school staff member, healthcare provider, or, when appropriate, the student. If eligible, the student will receive a Section 504 Plan outlining the accommodations needed for success at school.

Students Experiencing Homelessness. Students and families experiencing housing instability have rights under the McKinney-Vento Act. The district can assist with:

- Immediate enrollment
- School stability
- Transportation, when required
- Access to educational programs and services

Parent and Family Rights. Parents and guardians are valued partners in their child's education. Families have the right to:

- Participate in meetings about their child's education.
- Receive notice of important educational decisions.
- Review their child's educational records.
- Request evaluations when appropriate.
- Ask questions and provide input throughout the process.

- Access dispute resolution options provided by law.

Families who disagree with a special education evaluation may request an Independent Educational Evaluation (IEE) as allowed under federal law.

Student Discipline. Students receiving services through an IEP or Section 504 Plan are expected to follow school rules just like all students. When discipline involves a student with a disability, the district follows all state and federal laws to ensure required educational services and legal protections continue.

Questions or Concerns. Families with questions about student services, evaluations, accommodations, or special education are encouraged to contact:

- Your child's teacher
- School counselor
- Principal
- School office
- Section 504 Coordinator
- Special Education Director

We value our partnership with families and are committed to identifying student needs early and providing the support every student needs to succeed.

Equal Access and Nondiscrimination. Garfield School District is committed to providing equal educational opportunities for all students. Students have the right to participate in academic programs, extracurricular activities, and school events free from discrimination, harassment, intimidation, bullying, and retaliation.

The district provides reasonable accommodations and supports to ensure every student has access to a safe, respectful, and inclusive learning environment.

VISITORS AND VOLUNTEERS

Garfield School District values the partnership of parents, families, volunteers, and community members in supporting our students. We appreciate the many ways our community helps create a positive learning environment while working together to keep our schools safe.

Visitors. To help keep our schools safe and secure, all visitors are asked to:

- Check in at the school office when arriving.
- Follow the school's visitor sign-in procedures.
- Wear a visitor badge while on campus.
- Sign out and return the visitor badge before leaving.

If you would like to meet with a teacher or staff member, we encourage you to schedule an appointment whenever possible to avoid interrupting classroom learning.

Volunteers. Volunteers make an important difference in our schools. Whether helping in classrooms, chaperoning field trips, supporting extracurricular activities, or assisting with school events, we are grateful for your time and support.

To ensure student safety:

- Some volunteer positions require a background check.
- Volunteers are expected to follow school rules, maintain student confidentiality, and serve as positive role models.
- The district reserves the right to approve or discontinue volunteer opportunities as needed.

SCHOOL SAFETY

Student safety is our highest priority. Garfield School District regularly practices emergency procedures so students and staff know how to respond if an emergency occurs.

Drills. Students participate in age-appropriate drills throughout the school year, including:

- Fire drills
- Earthquake drills
- Lockdown drills
- Evacuation drills
- Shelter-in-place drills

During any emergency or drill, students should:

- Listen carefully and follow staff directions.
- Stay calm and remain with their class or supervising staff member.
- Help maintain a quiet and orderly environment.
- Use cell phones only if directed by school staff.

Reporting Safety Concerns. Everyone plays a role in keeping our schools safe.

Students are encouraged to speak with a trusted adult whenever they see or hear something that could affect the safety or well-being of others. This might include:

- Bullying or harassment
- Threats of violence or self-harm
- Weapons or dangerous items

- Suspicious people or activities
- Unsafe situations at school

Students may report concerns to a teacher, counselor, principal, bus driver, or any trusted staff member. All reports are taken seriously, investigated promptly, and addressed according to district policy and state law. If you see something that doesn't seem right, please say something. Reporting concerns helps keep everyone safe.

Student Well-Being. The safety and well-being of every student are important to us.

If a student appears to be struggling emotionally or may be at risk of harming themselves, school staff will respond immediately by connecting the student with appropriate support, notifying parents or guardians whenever possible, and working with community resources if additional help is needed. Our goal is to ensure every student receives the care, support, and resources they need.

FERPA (Family Educational Rights and Privacy Act)

Family Educational Rights to Privacy Act

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
3. Parents of eligible students have a right to inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21 years of age), and when the information is needed to protect the health or safety of the student or other individuals.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington D.C. 20202

6. Directory information may be released publicly without consent upon the condition that the parent or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information shall not be released for commercial reasons. Directory information is defined as the student's name, photograph, address, telephone number, date, and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and the most recent previous school attended. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information.

NONDISCRIMINATION STATEMENT

The Garfield School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, immigration or citizenship status, age, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, disability, neurodivergence, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator

Name and/or Title: Tom Korst, Superintendent/Principal

Telephone Number: 509-635-1331

Email: tkorst@garpal.net

Section 504/ADA Coordinator

Name and/or Title: Tom Korst, Superintendent/Principal

Telephone Number: 509-635-1331

Email: tkorst@garpal.net

Title IX Coordinator

Name and/or Title: Tom Korst, Superintendent/Principal

Telephone Number: 509-635-1331

Email: tkorst@garpal.net

Harassment, Intimidation, and Bullying

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

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

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

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

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Garfield – Tom Korst, Garfield School Superintendent-Principal or Sandra Krause-Ayers - Palouse School Principal) that supports prevention and response to HIB.

What happens after I make a report about HIB? If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process? When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation

- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint: If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint: A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s *HIB Policy [3207] and Procedure [3207P]* by visiting the Gar-Pal website at garpal.net under District, GarPal School Boards, Board Policies.

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

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

To review the district’s Nondiscrimination Policy 3210 and Procedure 3210P visit the Gar-Pal website at garpal.net under District, GarPal School Boards, Board Policies.

What is sexual harassment? Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P], visit the Gar-Pal website at garpal.net under District, GarPal School Boards, Board Policies.

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

What can I do if I'm concerned about discrimination or harassment? Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Garfield: Tom Korst, Superintendent/Principal tkorst@garpal.net 509-635-1331

Concerns about sex discrimination, including sexual harassment: Title IX Coordinator: Garfield: Tom Korst, Superintendent/Principal tkorst@garpal.net 509-635-1331

Concerns about disability discrimination: Tom Korst, Superintendent/Principal tkorst@garpal.net 509-635-1331

Section 504 Coordinator: Garfield: Tom Korst, Superintendent/Principal tkorst@garpal.net 509-635-1331

Concerns about discrimination based on gender identity: Tom Korst, Superintendent-Principal tkorst@garpal.net 509-635-1331

Gender-Inclusive Schools Coordinator: Garfield: Tom Korst, Superintendent-Principal tkorst@garpal.net 509-635-1331

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident

What happens after I file a discrimination complaint? The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome? If you do not agree with the outcome of your complaint, you may appeal the decision to [appeal as identified in Board Policy (e.g., the School Board)] and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

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

Who else can help with HIB or Discrimination Concerns?

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

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

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

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

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

Washington State Governor's Office of the Education Ombuds (OEO). The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12

public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

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

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

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

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

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

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit the *GarPal website at garpal.net under District, GarPal School Boards, Board Policies*. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator Garfield: Tom Korst, Superintendent-Principal tkorst@garpal.net 509-635-1331

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page #25-30

WORKING TOGETHER TO KEEP SCHOOLS SAFE

Creating a positive school environment is a shared responsibility. Students, families, staff, and community members all play an important role in making Garfield School District a place where everyone feels safe, respected, included, and ready to learn. Questions or concerns about school safety, bullying, discrimination, or Title IX may be directed to your school principal or the district's Title IX/HIB Coordinator.

This section is administered in accordance with Washington State law, federal civil rights laws, including Title VI, Title IX, Section 504, the Americans with Disabilities Act (ADA), and District Board policies and procedures.

Solving Concerns Together. Garfield School District believes that open communication is the best way to resolve questions or concerns. Most issues can be addressed quickly by talking with the person who is most directly involved.

If a concern cannot be resolved, the district has a process to help ensure every concern is heard and addressed fairly.

Step 1: Talk with the Staff Member. If you have a concern, we encourage you to first speak with the teacher, coach, bus driver, or staff member involved. Many questions can be resolved through open communication and a shared understanding of the situation.

Step 2: Contact the Principal. If the concern is not resolved, please contact the school principal or building administrator. The principal will review the situation, speak with those involved as needed, and work to find an appropriate solution.

Step 3: Contact the Superintendent. If additional review is needed, concerns may be brought to the Superintendent or the Superintendent's designee. District administration will review the information, ensure district policies and laws have been followed, and determine whether additional action is needed.

Step 4: School Board. Some concerns involving district policies or procedures may be reviewed by the School Board. The Board focuses on district policy and governance and generally does not become involved in individual personnel or student matters unless required by law.

Step 5: Outside Agencies. If a concern cannot be resolved through the district process, families may also contact agencies such as the Washington Office of Superintendent of Public Instruction (OSPI), the U.S. Department of Education Office for Civil Rights (OCR), or other appropriate state or federal agencies.

The district encourages families to bring concerns forward early so we can work together toward a positive resolution. Retaliation against anyone who raises a concern in good faith is strictly prohibited.

Some concerns, including those involving bullying, discrimination, Title IX, Section 504, or special education services, follow specific procedures and timelines required by law.

STUDENT RIGHTS

Every student has the right to learn in a safe, respectful, and supportive school environment.

Students have the right to:

- Feel safe at school.
- Be treated with dignity, fairness, and respect.
- Receive a quality education without discrimination.
- Be heard and receive fair treatment when school rules or disciplinary decisions affect them.
- Share ideas and opinions respectfully while supporting a positive learning environment.

With these rights comes the responsibility to respect the rights of others and contribute to a safe and welcoming school community.

Student Responsibilities. Students help create a positive school environment by:

- Following school and classroom expectations.
- Treating others with kindness, courtesy, and respect.
- Respecting school property and the property of others.
- Being honest and taking responsibility for their choices.
- Completing schoolwork with integrity.
- Helping create a safe, welcoming, and inclusive school community.

Student Records and Privacy. Garfield School District protects the privacy of student education records as required by the Family Educational Rights and Privacy Act (FERPA).

Parents and eligible students have the right to:

- Review education records.
- Request corrections to records they believe are inaccurate.
- Give permission before most personal information is shared, unless disclosure is allowed by law.
- File a complaint with the U.S. Department of Education if they believe their FERPA rights have been violated.

Questions about student records or privacy may be directed to the school office or district administration.

FAMILIES WORKING TOGETHER

Student success is strongest when families and schools work together.

Families can support their child's success by:

- Encouraging regular school attendance.
- Monitoring academic progress.
- Communicating with teachers and school staff.
- Attending conferences and school events whenever possible.
- Supporting positive behavior and learning at home.

The district values strong partnerships with families and encourages open, respectful communication throughout the school year. By working together, we can help every student grow academically, socially, and personally.

HANDBOOK ACKNOWLEDGEMENT

Student Name: _____

Grade: _____

Parent/Guardian Name: _____

We acknowledge that we have received and reviewed the Garfield-Palouse Middle School Student & Family Handbook and understand that students are expected to follow school rules and expectations.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____