

TWO RIVERS SCHOOL

Student Handbook

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A Big Picture Network School



**CHOOSE YOUR OWN
ADVENTURE**



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TWO RIVERS SCHOOL AND THE BIG PICTURE MODEL

Two Rivers High School has been a Big Picture School since 2019. Big Picture schools are designed to encourage and support students to take an active role in their education. Students choose an area of interest, participate in internships and do hands-on projects. Any Snoqualmie Valley high school-aged student can apply for acceptance at Two Rivers High School.

INTEREST-BASED LEARNING

Learning plans are designed by students and advisors to meet required competencies in five areas. Students have projects that incorporate reading, writing, science, math and/or social studies. Teachers and advisors guide and support them along the way.

COMMUNITY INTERNSHIPS

On Mondays and Wednesdays, students leave campus for internships in the community where they can learn real-world careers and job skills.



REAL LEARNING - REAL LIFE - ONE STUDENT AT A TIME



What's required of you just looks easy on paper you know for somebody that's coming in it's like oh you guys only have four classes a day you know you get to do what you're interested in. Once you really get into the nuts and bolts of it it's very independent. You have people all around to help you and they're always going to help you but it's really, you're driving your own passion. You're driving your own interests.. You know there there's nobody telling you here's this due date you have to have it by. It's you making your own plans your own due dates and making sure that you get things done and have evidence to prove I learned this and here's why.

PROGRAM PROFILE

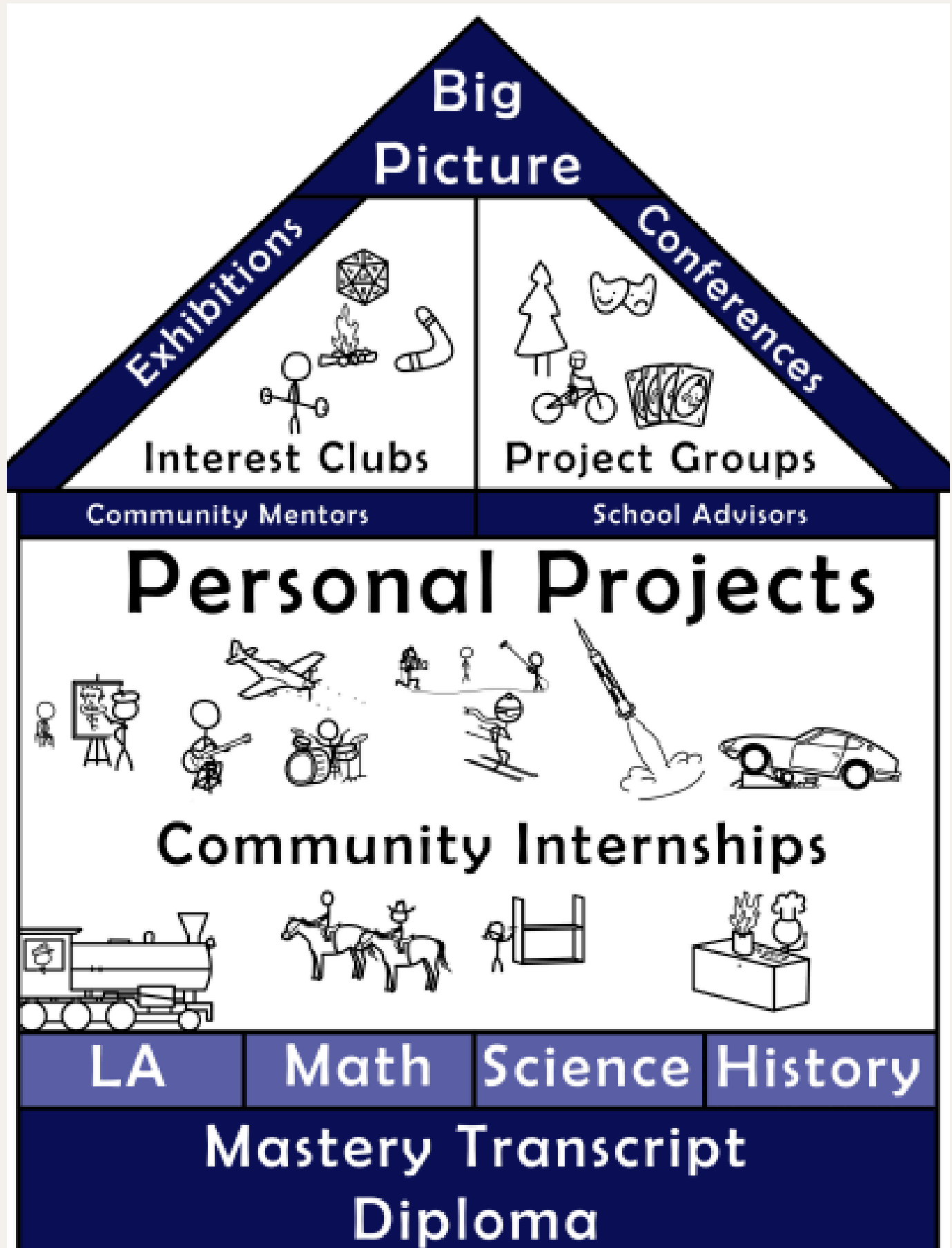


Illustration by Sophomore Beckett B.

STUDENT PROFILE

A SUCCESSFUL STUDENT AT TWO RIVERS.....

SELF-DIRECTS THEIR LEARNING THROUGH CURIOSITY

Two Rivers requires students to take control of their own learning, time, organization and projects. With much of their learning being project-based and self-directed, students who can manage their own time and stay on task are very successful in the Big Picture program!

HAS A POSITIVE ATTITUDE

Everyone faces challenges, but students who begin here must be willing to accept help in working through obstacles to meet the requirements of the program. As they grow, they will be more successful at advocating for their own needs, learning from their mistakes, and becoming independent in all areas of their education including their internships.

WANTS TO PARTICIPATE IN THE BIG PICTURE PROGRAM

Big Picture schools are a 4-year commitment and students must want to participate in all of the program! We keep things interesting by including curriculum that is centered on contemporary issues that relate to students' interests and activities. The level of independence required increases each year.

COMMITTS TO INTERNSHIPS IN THE COMMUNITY

One core element of the Big Picture program at Two Rivers is that students leave campus for internships two afternoons a week and they are primarily responsible for arranging these internships (with adult support). They must be able to be given instructions and complete tasks at their internships independently.

EXHIBITS CORE SUCCESS BEHAVIORS

- Produces work independently.
- Attends regularly with the stamina for the school day.
- Can self-manage, regulate, and motivate for independent learning.
- Will be physically and mentally present in class, group, and internship time.
- Demonstrates active engagement, follow-through, and production in student-directed learning. Curiosity helps!
- Has parents or guardians that are supportive of their student's internship and can ideally attend their presentations.

To succeed at Two Rivers, you need to have drive and passion. You don't have to know exactly what you want to do for the rest of your life, but you should be willing to dive into your interests. Teachers support you but also encourage you to be independent.



GENERAL SCHOOL POLICIES AND PROCEDURES

CLOSED CAMPUS

Two Rivers is a closed campus. This means that only persons who have legitimate business at the school are allowed on campus during the regular school day. It also means that upon arrival, students must remain on the school campus until the end of the regular day unless given permission to leave in accordance with School District Policy 3242.

This also means that students may not loiter/visit in the student parking lot or in any cars parked off campus during the school day. If you have a need to get something from your car in the parking lot during the day, please connect with the main office to find a solution.

Students may not leave campus during lunch without written parent/guardian permission & principal approval. If a student leaves campus without permission and return to campus, behaviors while off campus are subject to student code of conduct and could face appropriate disciplinary actions.

FOOD DELIVERIES

Unfortunately, food deliveries from outside companies aren't allowed. If you forgot your lunch, and mom or dad need to bring it, no problem. Until then, save your Uber Eats / Grub Hub money for after school or the weekends.

PARKING

Parking will be open to any student with a permit, on a first come first serve basis. Any student who completes the application will be issued a permit. It is up to the student to arrive in time to secure a parking spot in our approved student lots.

SKATEBOARDS, SCOOTERS, BICYCLES, ETC.

You're more than welcome to use skateboards, scooters, bikes, etc., off campus. They may not be used on the high school campus at any time during the day or night. If a student finds that they cannot keep themselves from using these items on campus, the item may be confiscated until a parent/guardian is able to come and pick it up.



"Being a small school means there's no hiding—everyone knows everyone. While that can be scary, it's not so bad."



BATHROOMS

Our bathroom facilities are intended to support student learning. In general, they are clean, well-lit places in good repair that afford students an opportunity to take care of personal hygiene in a timely fashion and return to the main purpose of Two Rivers: student learning. The following protocols will help us maintain the restrooms as private places to care for personal needs:

- Use a hall pass whenever leaving the classroom during class time. Your teacher will only let one student use the restroom at a time.
- One person per stall. If there is more than one person per stall, it will be an automatic search.
- Report any damage, disrepair, supply outages, or suspicious behavior to the nearest adult as soon as possible.

It's generally a more relaxed atmosphere. It's chill, but what you don't realize when teachers aren't super strict is that they're doing it to teach you responsibility.

HALL PASSES

Students will be provided with hall passes if they need to leave a classroom for any reason. These will include bathroom passes, office visit passes, and break passes if a student needs a five minute break. If a student abuses the passes, Two Rivers staff will follow the SVSD discipline matrix.



CELL PHONES

Personal Telecommunication Devices including, but not limited to cellular/wireless phones, airpods/headphones, iPads, photographics and/or video devices, smartwatches) that may interfere with the academic learning environment will not be allowed during instructional time. All students will be expected to put their personal telecommunication devices away in backpacks, lockers, or a designated area of the classroom. Students will still be permitted to have access to their personal telecommunication devices before and after school, passing period, and during lunches.

Using filming/recording devices is forbidden in places of assumed privacy (ex: locker rooms, bathrooms, classrooms), and in most circumstances, it's illegal in Washington State to record other people without their consent - this includes the classroom. Inappropriate use of electronic devices (harassing, sexting, texting, cheating, manufacturing, distributing, or possessing inappropriate photos or videos, etc.) may result in discipline and/or legal actions which may include confiscation.

What happens if I use my electronic devices when I'm not supposed to?

Generally speaking, your teacher will remind you of their expectations around electronic use in the classroom. If those expectations are not met, the teacher has the option to send your device to the main office.

- When your device is sent to the office, you can expect it to stay there for the rest of the day.
- If your device is sent to the office on more than one occasion, you can expect that your parent/guardian will need to come to school and retrieve that device.
- Multiple occurrences of your device being sent to the office because of an inability to follow in-class expectations will result in a conversation with an administrator where appropriate discipline will be applied.

The best way to avoid these interventions is to act responsibly with your device. Learning how to do so now, is a great habit to take with you into the workforce and college.

For student non-compliance (refusing to hand over a phone and or disruptive and or disrespectful behavior) the staff member may either send the student to the main office with the device or call the main office/security for assistance. More intense student interventions would apply in these cases.





DRESS AND APPEARANCE

Two Rivers School's dress code is designed to support equitable educational access and is written in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender (identity or expression), sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. The purposes of this standard are reflective of the local community and are to:

1. Help students be college and career ready.
2. Reduce potential distractions while increasing opportunities for learning.
3. Differentiate social dress/behavior from professional and career dress/behavior.

School dress standards set a tone, which reinforces the learning environment and school culture. Two Rivers students are reminded that when out in the community, it is important to dress in such a way that will represent Two Rivers School in a positive way.

Every student must wear:

- A shirt with fabric* on the front, back, and sides under the arms AND
- Pants/jeans or the equivalent - for example: a skirt, dress, shorts, leggings, sweatpants, etc.), AND
- Shoes that are appropriate to the students educational setting (e.g., open toed shoes in a welding class are NOT a good idea).

*Fabric covering the body's private parts and underwear must not be see through. Clothes must be worn in way such that private parts of the body are fully covered at all times. With the exception of waistbands and bra straps, undergarments must not be visible and must be covered with opaque fabric.

Every student may wear:

- Hats and hoodies in such a way that allows the face to be visible to staff (it's a safety thing)
- Tank tops and halter tops if the majority of the front and the majority of the back of the torso are both covered and do not show undergarments (except bra straps and waistbands)
- Sheer (see through) fabric as part of their outfit as long as the fabric covering undergarments and private parts of the body is not see through
- Ripped jeans, as long as underwear and buttocks are not exposed

Students may not wear:

- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face (except as a religious observance)
- Clothing (or other items) that promote or reference alcohol, tobacco, drugs, weapons, violent language or images, hate speech, profanity, or that contains pornography or sexual innuendo.
- Clothing or other personal items implying a student's gang affiliation or gang lifestyle.

TWO RIVERS REQUIREMENTS

HOW TO GRADUATE FROM TWO RIVERS SCHOOL

FOUR CLASSES PER DAY

Math and Language Arts plus two other classes (Social Studies and Science available at Two Rivers. Other classes are available at Mt. Si High School). IEP options include Co-Taught Algebra; Resource Math, Language Arts and Enrichment; plus the spectrum of services available through MSHS. Each grade year increases in level of rigor and essential independence.

COMMUNITY BASED INTERNSHIPS

Students go to internships 5-6 hours per week. Students find & secure their own internships, complete required paperwork, organize their own transportation, arrive on time, log attendance in ImBlaze, complete assigned tasks and follow workplace norms. Students are expected to complete an internship project either with their mentor or independently. The internship project is student driven and shared at Exhibition

EXHIBITIONS

Exhibitions are required public presentations twice per year to showcase a student's evidence towards meeting graduation competencies. Additionally, Student Led Conferences occur twice per year for students to share learning progress with their advisor and parents.

GROUP AND INDEPENDENT PROJECTS

Students must work independently or with peers to turn an interest area into a learning experience under the direction of a teacher.

COMPETENCIES

Collect and display evidence of learning through a spreadsheet collection system.

STATE GRADUATION REQUIREMENTS

Graduating students meet state and national standards. Our diploma is awarded through MTC Mastery Transcript, based on acquiring and mastering skills and competencies both inside and outside of school.



Two Rivers is different because it's all on you. Competencies replace the regular grading system. At a regular school, you get tests and grades. At Two Rivers, you find your own project, complete it, and submit the evidence. Some say it's easier, but those people haven't done it!

INTERNSHIPS



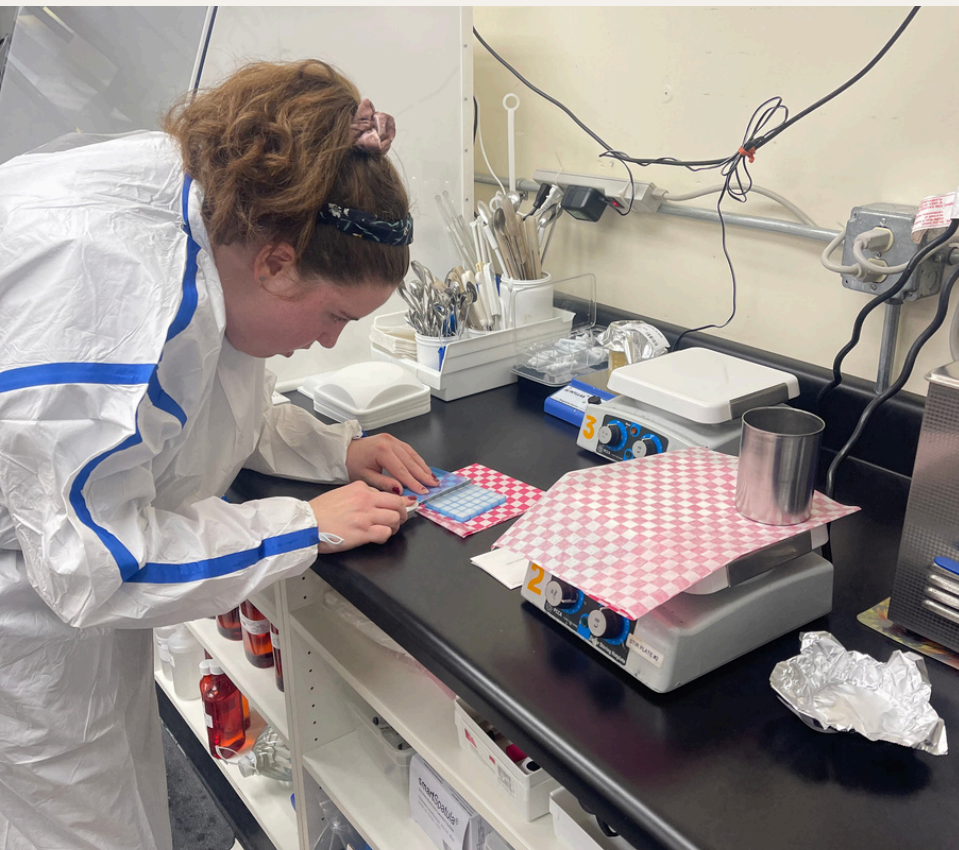
Internships are an integral part to a Big Picture Choice Program. Students work with their advisor and the internship coordinator to schedule informational interviews and shadow days before establishing a good fit for their internship. Students are expected to complete 60-120 internship hours per year which can all be at one internship or spread out over two to three different internships.

Two Rivers School Advisors and the Internship Coordinator provide support towards the success of every student's internship. Internship mentors, often times business owners and managers, provide support and training throughout the internship.

Two Rivers School students have partnered with over 200 area businesses over the past years.



Doing internships in school is unique, teaching you about real life and showing that it's not so scary. I've made internships work for me by diving into areas I'm passionate about. Last year, I interned at a train museum as a historiographer, which involved a lot of reading and was very fun. Now, I'm interning with the school resource officer at Mt. Si and Two Rivers, learning about law and the daily life of a police officer



In your first year, you go through an internship boot camp where you learn professional communication, including how to sound more professional over the phone. If you and the mentor hit it off during a shadow day, you can move forward with a full internship. The internship coordinator and your parents complete the necessary paperwork, and you're set.

Internship process:

- Informational interview/phone call
- Shadow Day
- Secure Internship
- Find new internship
- Gracefully exit original internship
- Repeat



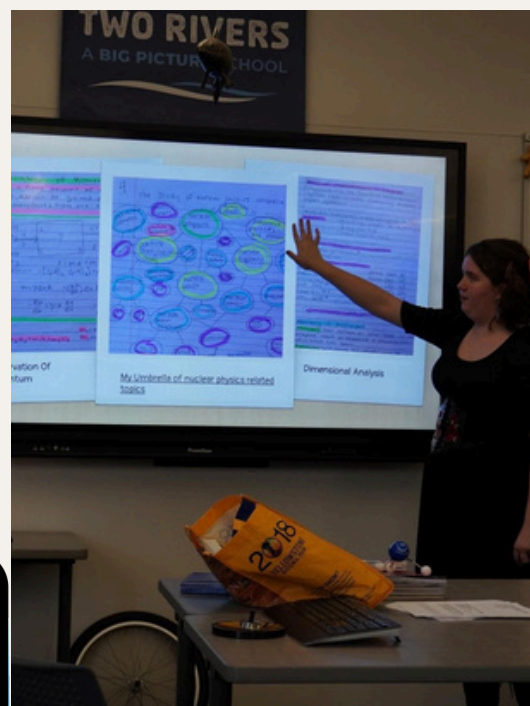


EXHIBITIONS

Two times per year, students present their progress towards meeting Two Rivers requirements in Exhibitions. These presentations celebrate each student's learning journey in classes, internships, projects, and interest groups.

Exhibitions are public presentations. In addition to presenting to Two Rivers School students and staff, students invite parents, internship mentors, and other important people from their lives to watch their exhibitions.

Each semester, we do a big presentation, often to a larger group of people, sometimes even the entire school. In these exhibitions, we discuss everything we've done, all the competencies we've learned, all the classes we've taken, and the challenges we've faced. It's daunting, especially for new students, but it helps us grow.





EXPLORING PROJECTS AND INTERESTS

Students at Two Rivers demonstrate much of their learning outside of their four traditional classes. This learning is done through Personal Projects, Project Groups, and Interest Clubs.

Personal Projects

Personal projects are the core to student learning pathway. Instead of a teacher driven class or assignment, students work with advisors and teachers to develop an interest-driven project to meet Two Rivers competencies.

Project Groups and Interest Clubs

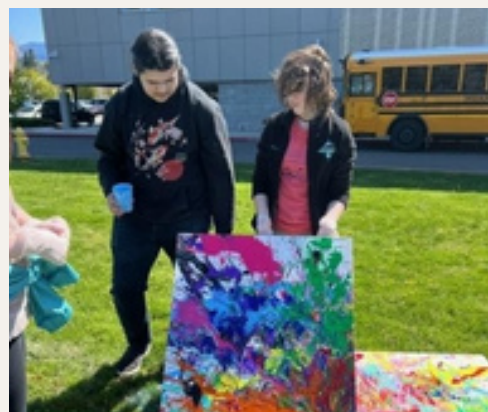
Included in the Two Rivers School model is a variety of teacher and student driven Project Clubs and Interest Groups. During these times, students explore new content, and earn competencies through diving deep into new experiences.

Recent Club and Group activities have included: Game Design, Drama, Art, Comic Book Design, Bike Club, Environmental Sustainability, Music Group, Mural creation, Personal Fitness and Wellness, Community service.

Projects are a big part of Two Rivers School. You have your personal project and projects for each class, which help you earn competencies in different subjects. For example, I'm currently working on a project about how a carburetor is built, and I'm earning science, math, language arts, and even history competencies.



“ We do a lot of hands-on learning through projects. At Two Rivers, we have project groups and interest groups. I've been graded for things like creating a digital library, game designing, and playing Dungeons and Dragons with my friends. It's been fun and educational. ”





CODE OF CONDUCT AND STUDENT DISCIPLINE

At Two Rivers, students and staff are expected to treat others with respect and dignity, and that behavior is closely related with learning. Students are expected to respect the rights, person, and property of others. They are expected to participate in school work and activities, and contribute to the orderly operation of the school. Students who do not comply with district rules and regulations, or those who will not comply with reasonable requests of adults at Two Rivers will experience responses consistent with the School Board's adopted discipline matrix outlined in policy 3241.

“The teachers treat us like adults, respecting and understanding our needs. I feel comfortable here because I know I can talk to my teachers about anything I don't understand. They're always willing to explain things in different ways to help us learn.”

“Everyone at Two Rivers is kind and helpful, from the front office staff who assist with anything you need, to the principal who checks in with students, to the office assistant who tracks internship hours and communicates important updates.”



WHAT IF TWO RIVERS ISN'T RIGHT FOR ME?

PERIODIC CHECK INS

New students will be monitored each quarter to determine if they are making progress towards graduation. If not, their advisor will schedule a meeting to discuss what can be done to support the student.

MORE CONDUCTIVE ENVIRONMENT

Two Rivers is a choice school and our team will help students find a better fit for them if Two Rivers is not a place where they can make progress towards the ultimate goal of Graduation

HARASSMENT, INTIMIDATION, BULLYING, AND NON-DISCRIMINATION

Nondiscrimination Statement:

Snoqualmie Valley School District complies with all applicable federal and state statutes and regulations and does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, including gender expression or identity, disability, or the use of a trained dog guide or service animal, and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district employment and student opportunities. The Snoqualmie Valley School District will also take steps to assure that national origin persons who lack English language skills can participate in all educational programs, services and activities.

Nondiscrimination Policy - Nondiscrimination Procedure

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's compliance coordinators:

ADA/Civil Rights Coordinator/Title IX/RCW 28A.640/HIB Coordinator:

Dr. Alessandra Schiavone

Associate Director of Health and Safety

P.O. Box 400

Snoqualmie, WA 98065

Section 504 Coordinator:

Salina Fassler

Associate Director of MTSS and Assessment

P.O. Box 400

Snoqualmie, WA 98065



The teachers are here for you, supporting your goals whether it's college or something else. They offer unbiased guidance based on what you want to do, and they'll be there for you no matter what your plan is.

Prohibition of Harassment, Intimidation, and Bullying

“Harassment, intimidation, and bullying” means any intentional written, verbal, or physical act, including but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristic.

Acts of harassment, intimidation and bullying that cause physical harm to a person or damage to a person’s property, substantially interfere with a student’s education, is so severe or persistent that it creates an intimidating or threatening educational or work environment, or substantially disrupt the orderly operation of the school or work place are not tolerated and will be dealt with as serious offenses.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline (suspension, expulsion, etc.) and/or referral to law enforcement may be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for anyone thought to have reported harassment, intimidation or bullying is prohibited and will be treated as a serious violation, subject to disciplinary actions. Policy 3207 is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community for all students and employees.

Policy 3207 - Prohibition of Harassment, Intimidation and Bullying

Procedure 3207 - Prohibition of Harassment, Intimidation and Bullying

HIB Incident Reporting Form

RCW 28A.600.477 defines harassment, intimidation, or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics when an act:

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

Harassment and bullying behaviors can be viewed in two categories:

- Harassment: Serious, unwanted conduct, such as threats or physical actions;
- Bullying: Ongoing, unwanted behavior, a pattern of behavior rather than random incidents of meanness or hurtful behavior.

The core goal of harassment/bullying behavior is power over the victim which is satisfied based on how the victim reacts or responds.

To report an instance of harassment, intimidation, or bullying please contact your school administrator or fill out the incident reporting form.

HIB Incident Reporting Form

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 (Incident Reporting Form) but reports 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 Kelsey Carr who 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 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.

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.

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, sex discrimination, including sexual harassment:

Civil Rights Coordinator: Dr. Alessandra Schiavone, Associate Director of Health and Safety | PO Box 400, Snoqualmie, WA 98065 | 425-831-0938

Concerns about disability discrimination:

Section 504 Coordinator: Salina Fassler, Associate Director of MTSS and Assessment | PO Box 400, Snoqualmie, WA 98065 | 425-831-8312

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Ryan Vidos, Associate Director of Behavioral Health | PO Box 400, Snoqualmie, WA 98065 | 425-831-3869

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

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

Ryan Vidos, Associate Director of Behavioral Health | PO Box 400, Snoqualmie, WA 98065 | 425-831-3869

Discriminatory Expression and Hate Speech

The Snoqualmie School District is committed to ensuring a safe, welcoming, and bias-free space where every student feels a sense of belonging and is treated with dignity and respect. We strive to create a school community where every student feels safe, respected, and valued, regardless of race, ability, religion, gender, sexual orientation, immigration status, language, political beliefs, or socioeconomic status.

Our community includes individuals with diverse backgrounds, identities, and experiences. We do not tolerate hate speech, harassment, bullying, or discrimination in any form. A safe, inclusive environment is essential for student well-being and academic success.

To support these expectations, students receive age-appropriate instruction on respectful behavior, identity, and reporting processes.

Students are expected to:

- Use respectful, inclusive language in person and online.
- Treat others with dignity, even when differences exist.
- Be mindful of the impact of their words and actions.
- Take responsibility for their behavior.

Reporting Concerns

Every member of the Snoqualmie Valley School District shares the responsibility for maintaining a positive school environment. Students are expected to speak up and/or report behavior they witness in person or online that harms others or disrupts inclusion in one or more of the following ways:

- Speaking up in a safe and appropriate way when witnessing harm if comfortable.
- Telling a teacher, staff member, or trusted adult.
- Submitting an anonymous report through the district's tip line (include details such as names, time, and location).

Behavior Definitions and Responses to student offenses related to speech, actions or writing about race, ability, religion, gender, sexual orientation, immigration status, language, political beliefs, or socioeconomic status.

Approach to Discipline

The district prioritizes:

- Keeping students engaged in learning whenever possible
- Partnering with families early
- Using discipline to teach and restore rather than punish

Discipline will be:

- Fair, age-appropriate, and non-discriminatory
- Proportionate to the behavior
- Follow Washington State laws and Snoqualmie Valley School District discipline policies and procedures

Unintentional harmful expression: indirect or subtle speech, actions or writing that negatively target a person or group based on race, ability, religion, gender, sexual orientation, immigration status, language, political beliefs, or socioeconomic status.

Targeted hate expression: direct, harmful, and/or threatening speech, actions or writing that express prejudice on the basis of race, ability, religion, gender, sexual orientation, immigration status, language, political beliefs, or socioeconomic status.

First offense: Education, non-exclusion discipline & restorative actions (when appropriate)

Additional offenses: *Exclusion Discipline, further education, AND restorative actions (when appropriate)

First offense: *Exclusion discipline, further education, AND restorative actions (when appropriate)

Additional offenses: More significant *exclusion discipline, further education, AND restorative actions

Education may include:

- Review of expectations
- Targeted lessons on behavior and impact
- Social-emotional learning
- Understanding intent vs. impact
- Appropriate language use in different settings

Non-Exclusion discipline may include:

- Conference with parents/families and administration
- Detention

Exclusion discipline may include:

- In-school suspension
- Out-of-school suspension
- Expulsion
- *Students receiving special education services may receive additional or differentiated supports and/or discipline depending on the behavior and a student's disability.