

GOLDENDALE

MIDDLE SCHOOL



TIMBERWOLVES

2026-2027

STUDENT & FAMILY GUIDE

HONESTY



EXCELLENCE



INTEGRITY



COURAGE



WELCOME

A LETTER FROM THE PRINCIPAL

Welcome to Goldendale Middle School.

Middle school is an exciting and important time in a young person's life. Students begin taking on greater responsibility, discovering new interests, building lasting friendships, and preparing for the opportunities and challenges that lie ahead. At Goldendale Middle School, our responsibility is to provide a school where every student is challenged, supported, and prepared for what comes next.

This guide is designed to help students and families understand how our school operates and where to find answers to the questions that come up throughout the school year. Inside you'll find information about academics, attendance, athletics, student expectations, safety, and the many opportunities available to our students throughout the school year.

While no handbook can address every situation, this guide reflects the values that guide our daily work. We believe students are most successful when schools and families work together with clear communication, consistent expectations, and mutual respect.

Our staff is committed to providing a safe, welcoming, and engaging learning environment where every student has the opportunity to grow academically, socially, and personally. We also believe that learning extends beyond the classroom through meaningful experiences, positive relationships, and opportunities to discover new interests and develop new skills.

We know students are most successful when school and home work together. Open communication, mutual respect, and a shared commitment to each student's success create the strongest foundation for learning. We look forward to partnering with your family throughout the school year.

Thank you for entrusting us with your child. It is a responsibility we take seriously and a privilege we deeply value.

We take pride in our work because our work matters.

Sincerely,

Kristin Lummio

Principal

Goldendale Middle School

BEFORE WE BEGIN

Goldendale Middle School exists for one purpose:

To help every student become a capable, responsible, and confident young adult.

Everything in this guide supports that purpose.

Some sections explain what students can expect from us.

Other sections explain what we expect from students.

Together, they provide the framework for a school where students are challenged, supported, and prepared for what comes next.

Whether your family is joining us for the first time or returning for another school year, we're glad you're here.

USING THIS GUIDE

This guide is organized around the questions families ask most often. Rather than searching through district policies or lengthy procedures, you can quickly locate information about daily school operations, academics, athletics, student expectations, and student rights.

If you cannot find the information you need, please contact the school office. We're happy to help.

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Chapter 1

ABOUT GOLDENDALE MIDDLE SCHOOL

OUR MISSION

We build a school where every student is challenged, supported, and prepared for what comes next.

OUR VISION

A school that students are proud to attend, staff are proud to serve, and our community is proud to support.

OUR CORE VALUES

Everything we do is grounded in four core values:

Honesty

We tell the truth, accept responsibility, and act with integrity.

Excellence

We strive to do our best every day and take pride in the quality of our work.

Integrity

We choose to do what is right, even when no one is watching.

Courage

We face challenges with determination, resilience, and a willingness to grow.

OUR COMMITMENT

At Goldendale Middle School, we believe every student deserves:

- A safe and welcoming school.
- High-quality instruction every day.
- Adults who care about their success.
- Opportunities to explore interests and develop new skills.
- Clear expectations that are applied consistently.
- Respect, dignity, and fairness.

In return, we ask every student to contribute to a positive learning environment by coming to school prepared to learn, treating others with respect, taking responsibility for their choices, and working toward their personal best.

WHAT WE EXPECT FROM STUDENTS

Our expectations are straightforward.

Every student is expected to:

- Be Respectful
 - Treat others with kindness and consideration. Respect classmates, staff, visitors, property, and yourself.
 - Be Responsible
 - Come to school prepared, complete your work, follow school procedures, and accept responsibility for your actions.
 - Be Ready to Learn
 - Arrive on time, participate in class, ask questions, and give your best effort every day.
 - Be Safe
 - Make choices that protect yourself and others. Physical and emotional safety are essential to learning.
-

PORTRAIT OF A GOLDENDALE MIDDLE SCHOOL STUDENT

Everything we do at Goldendale Middle School is intended to prepare students for success in high school, graduation, and life beyond school.

The Goldendale School District's **Portrait of a Graduate** describes the qualities we hope every graduate will develop by the time they leave our schools.

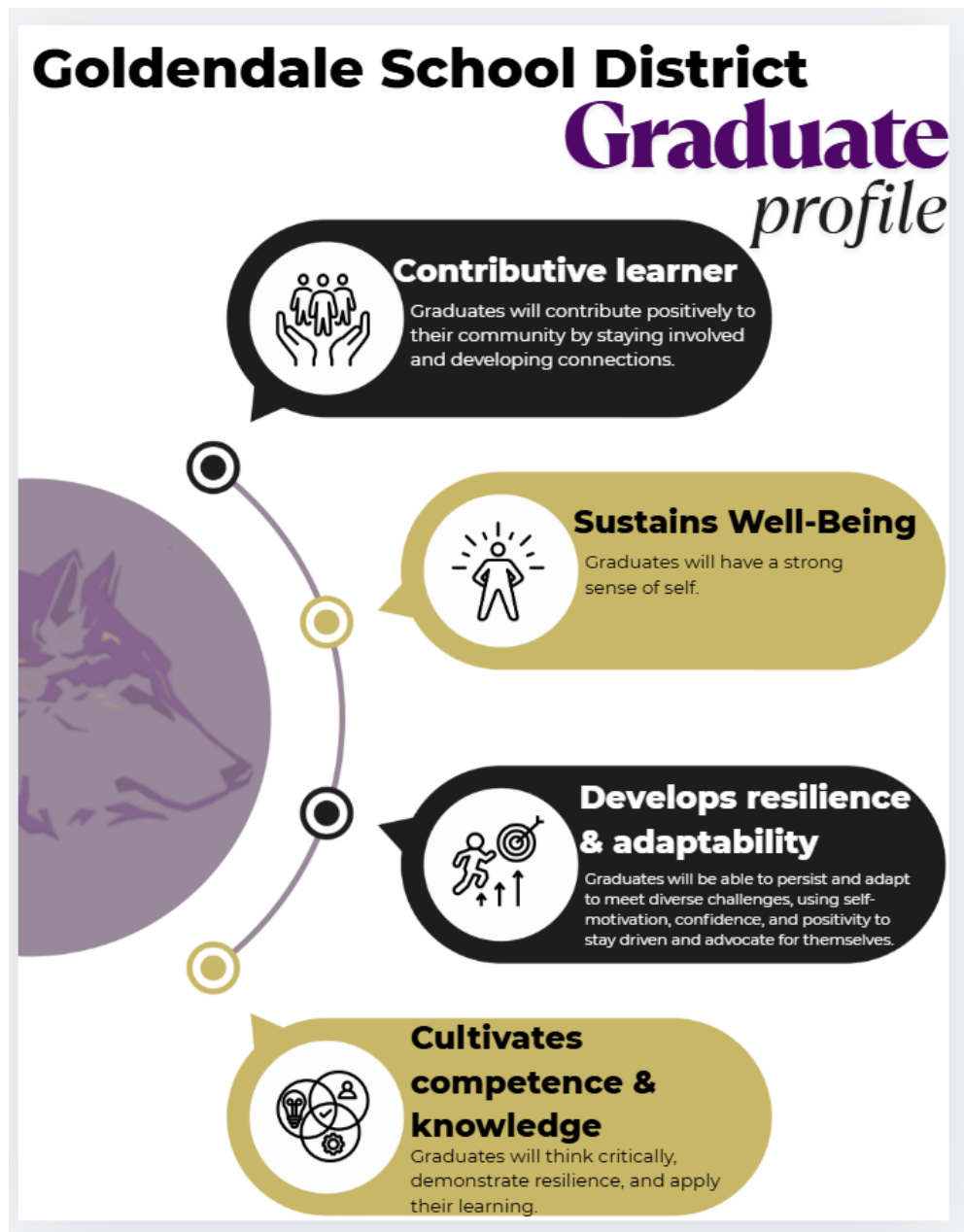


Figure 1. Goldendale School District Portrait of a Graduate

Middle school plays an important role in that journey.

Every day, students are developing the habits, knowledge, and character that will help them become graduates who:

Contribute positively to their school and community.

Develop resilience by learning from challenges and persevering through difficult work.

Build competence and knowledge through curiosity, effort, and continuous learning.

Support their own well-being by making healthy choices, building positive relationships, and learning to advocate for themselves.

These qualities are developed over time through everyday experiences, both inside and outside the middle school classroom.

Chapter 2

DAILY LIFE AT GOLDENDALE MIDDLE SCHOOL

Middle school is a busy place. Knowing what to expect each day helps students feel confident and prepared. This chapter explains the routines, schedules, and procedures that keep our school running smoothly.

SCHOOL HOURS

Office Hours: 7:30 a.m. – 3:30 p.m.

Students should arrive on campus beginning at **7:55 a.m.**

Students who arrive before 7:55 a.m. should understand that regular morning supervision is not available until approximately **7:50 a.m.** When supervisory staff are available, students who arrive early may wait in the **library and/or cafeteria** until classrooms open at 7:55 a.m.

Students arriving **before 7:30 a.m. are not guaranteed adult supervision** and should not be dropped off with the expectation that school staff will be available to supervise them.

School expectations apply as soon as students arrive on campus. **Cell phones and smart watches must remain turned off and out of sight, and sugary or caffeinated beverages are not permitted outside the established school-day expectations.**

At **7:55 a.m.**, students may pick up breakfast and report directly to their classrooms to prepare for the start of the school day.

Classes begin promptly at **8:05 a.m.**

Regular dismissal is **2:55 p.m.**

On Wednesdays, students are dismissed at **1:55 p.m.** to allow for staff professional learning and collaboration.

Students should plan to arrive early enough to be seated, prepared, and ready to learn when the first bell rings.

DAILY SCHEDULE

The current bell schedule is available from the school office and on the GMS website.

WEDNESDAY EARLY RELEASE

Every Wednesday is an early-release day.

Students are dismissed at **1:55 p.m.**

Following dismissal, teachers use this time to review student learning, plan instruction, and strengthen classroom practices. This collaborative work helps us continuously improve instruction and better support student success.

Students Participating in After-School Activities

Athletic practices and other after-school activities often begin later in the afternoon on Wednesdays.

Students are dismissed at **1:55 p.m.** and should return at the scheduled start time for their activity.

Because staff supervision is not available between dismissal and the start of after-school activities, students may not remain on campus during this time.

Families are encouraged to make transportation and supervision arrangements well in advance.

ARRIVING AT SCHOOL

Students should plan to arrive on campus beginning at 7:55 a.m., unless they are participating in a school-sponsored activity supervised by a staff member.

Upon arrival, students should report directly to the appropriate location and prepare for the start of the school day.

Students are expected to conduct themselves responsibly before school begins by treating others with respect, using appropriate language, and following staff directions.

BREAKFAST

Goldendale Middle School participates in the **Breakfast After the Bell** program.

When students are dismissed to their classrooms each morning, they may pick up a grab-and-go breakfast on the way to first period. Students eat breakfast during the first few minutes of class while

instruction begins, allowing them to start the day with a nutritious meal without missing instructional time.

Breakfast After the Bell is not available on late-start days due to inclement weather or on scheduled early-release conference days. Breakfast is not served on those days.

Questions about school meal programs should be directed to the district Food Services Department.

LUNCH

Lunch provides students with an opportunity to eat, connect with friends, and take a break before returning to class.

Students are expected to:

- Clean up after themselves.
- Use appropriate voice levels.
- Treat cafeteria staff and fellow students with respect.
- Follow directions from supervising adults.
- Help maintain a clean and welcoming cafeteria.
- Food and beverages should remain in designated eating areas unless otherwise directed by a staff member.

Water is the only beverage permitted in classrooms, hallways, and other areas of the school during the school day. Other beverages, including soda, juice, sports drinks, and flavored drinks, may be consumed only during lunch and must remain in the cafeteria.

Thank you for your support!

DURING THE SCHOOL DAY

Goldendale Middle School operates as a **closed campus**.

Once students arrive at school, they are expected to remain on campus until dismissal unless they have been signed out through the office by a parent or authorized adult.

Students leaving campus without permission create significant safety concerns and will be subject to school disciplinary procedures.

VISITORS

To help maintain a safe learning environment, all visitors must check in at the school office immediately upon arrival.

Visitors will receive instructions regarding where they may go within the building and may be asked to wear visitor identification while on campus.

Students may not bring friends or relatives to attend classes during the school day unless prior arrangements have been approved by the principal.

OFFICE SERVICES

The school office is available to assist students and families throughout the school day.

The office can help with:

- Attendance questions
- Student sign-in and sign-out
- Medication drop-off
- Student records
- Enrollment
- Athletic paperwork
- General questions

If you are unsure who to contact, the office staff will gladly connect you with the appropriate person.

Good to Know:

If your student needs to leave school early, please notify the office in advance whenever possible. This helps minimize classroom disruptions and ensures your student is ready when you arrive.

LOCKERS

Each student is assigned a locker by their **Wolfpack teacher** at the beginning of the school year. Lockers are provided to help students organize their materials and personal belongings throughout the school day.

Students are expected to keep their lockers clean, organized, and free of inappropriate items.

Student lockers are not equipped with locks, and personal locks are not permitted. Students are encouraged to leave valuable personal items at home whenever possible, as the district cannot assume responsibility for lost or stolen property.

Because lockers are school property, administrators may inspect lockers when there is reasonable suspicion that doing so is necessary to protect the safety, security, or welfare of students or staff.

Taking care of shared spaces and respecting the property of others are important parts of being a member of the Goldendale Middle School community.

HALL PASSES

Students who leave class during instructional time must have permission from their teacher and carry an approved hall pass.

Hall passes help staff know where students are during the school day and contribute to maintaining a safe and orderly learning environment.

PERSONAL BELONGINGS

Students are encouraged to clearly label personal belongings such as backpacks, water bottles, lunch containers, coats, and athletic equipment.

Although every effort will be made to return lost items, the school cannot guarantee the recovery of personal property.

Valuable items should remain at home whenever possible.

WEATHER

Goldendale experiences a wide variety of weather conditions throughout the school year.

Students should come to school dressed appropriately for the season, including outdoor recess and transitions between classes.

School delays, closures, or emergency schedule changes will be communicated through district notification systems and posted on the district website and social media channels.

TRANSPORTATION

Whether students arrive by bus, family vehicle, bicycle, or on foot, safety remains our highest priority.

Students are expected to follow all school and district transportation expectations while traveling to and from school.

Students riding district buses must follow directions from the driver at all times. School bus expectations are an extension of school expectations, and inappropriate behavior on the bus may result in disciplinary action or suspension of transportation privileges.

Students riding bicycles or scooters should secure them in designated areas and follow all applicable safety laws, including helmet requirements.

DISMISSAL

At the end of the school day, students should leave campus promptly unless they are participating in a supervised school activity, receiving academic support, attending athletics, or have received prior approval to remain on campus.

Students waiting for rides should remain in designated areas and continue to follow school expectations until they leave campus.

Chapter 3

LEARNING AT GOLDENDALE MIDDLE SCHOOL

Every classroom is a place where students are expected to think, participate, ask questions, and challenge themselves.

Learning isn't about being perfect. It's about making progress.

Students will encounter work that is challenging. That's intentional. Growth happens when we work through difficulties, ask for help, and continue trying.

Our teachers are committed to providing high-quality instruction, meaningful feedback, and support when students need it.

ACADEMIC EXPECTATIONS

Students are expected to:

- Attend school regularly.
- Arrive on time and prepared for class.
- Bring required materials each day.
- Participate actively in learning.
- Complete assignments to the best of their ability.
- Ask questions when they need help.
- Treat classmates and staff with respect.
- Take responsibility for their learning.

Families can support student success by encouraging regular attendance, establishing routines for homework, monitoring grades, and maintaining communication with teachers.

GRADES AND PROGRESS

Grades provide one measure of student learning and progress.

Families are encouraged to monitor student progress regularly through the district's online student information system.

If questions arise regarding assignments or grades, students should first speak with their teacher. Families are always welcome to contact teachers for additional information or support.

Our goal is to address concerns early before they become larger challenges.

HOMEWORK

Homework provides students with opportunities to practice skills, reinforce learning, and develop responsibility.

Homework expectations vary by grade level and subject.

Students are encouraged to:

- Complete assignments on time.
- Ask questions before leaving class if directions are unclear.
- Communicate with teachers when additional support is needed.
- Develop consistent study habits.

Families can support students by providing a quiet place to work and encouraging consistent routines.

ACADEMIC SUPPORT

Every student learns differently.

When students need additional support, Goldendale Middle School provides a variety of interventions designed to help students succeed.

Support may include:

- Teacher assistance
- WIN (What I Need) period
- Small-group instruction
- Intervention services
- Learning Assistance Program (LAP)
- Special Education services
- Counseling support
- Academic tutoring

Receiving additional support is not a sign of failure. It is simply another way we help students continue learning.

WIN (WHAT I NEED)

WIN stands for **What I Need**.

This dedicated instructional period allows students to receive additional academic support, enrichment opportunities, intervention, or extension activities based on their individual needs.

Students may work with classroom teachers, intervention staff, or participate in enrichment experiences depending on instructional priorities.

The goal of WIN is simple:

Provide every student with the support—or challenge—they need to continue growing.

LEARNING ACROSS THE CURRICULUM

At Goldendale Middle School, students learn across a variety of subjects, each contributing to a well-rounded education.

Reading and mathematics are foundational skills that support success in every classroom. As part of our School Improvement Plan, all teachers help students strengthen these essential skills while also engaging them in science, social studies, fine arts, career and technical education, health and fitness, and other learning experiences.

Our goal is to help students become confident readers, effective communicators, critical thinkers, and problem-solvers who are prepared for what comes next.

READING

Strong reading skills support success in every subject.

Students are encouraged to read regularly both inside and outside of school.

Teachers may assign independent reading, classroom novels, informational texts, and other materials designed to strengthen reading comprehension, vocabulary, and critical thinking.

MATHEMATICS

Learning mathematics requires consistent practice.

Students are encouraged to ask questions, explain their thinking, and continue working through challenging problems.

Mistakes are a natural part of learning mathematics and provide valuable opportunities for growth.

ACADEMIC INTEGRITY

Honesty is one of Goldendale Middle School's core values.

Students are expected to complete their own work and accurately represent their learning.

Academic dishonesty includes, but is not limited to:

- Copying another student's work.
- Allowing another student to copy your work.
- Plagiarism.
- Using unauthorized resources during assignments or assessments.
- Artificially generating work and presenting it as your own.
- Altering or falsifying academic information.
- Using artificial intelligence, online tools, or another person's work without permission or proper acknowledgment may be considered academic dishonesty when it does not reflect the student's own learning. Students are expected to use technology, including artificial intelligence, in ways that support learning, demonstrate integrity, and reflect their own understanding.

When academic dishonesty occurs, staff will work with students to address the behavior while maintaining academic integrity and fairness.

Consequences may include loss of credit, reassessment opportunities when appropriate, parent communication, or additional disciplinary action depending upon the circumstances.

TECHNOLOGY FOR LEARNING

Technology is an important instructional tool that supports learning across all subject areas.

Students are expected to use district technology responsibly, respectfully, and for educational purposes.

Technology privileges may be limited or suspended when devices are used inappropriately or interfere with learning.

Artificial intelligence (AI) tools may be used only when permitted by the teacher and for purposes consistent with classroom expectations. Students are expected to use AI honestly and ethically. Work

submitted for academic credit should represent the student's own learning and thinking unless the teacher has provided different instructions.

Additional information regarding acceptable technology use is included later in this guide.

GOOD STANDING

Good Standing is our school's way of recognizing students who consistently demonstrate the habits that lead to success in school. It isn't about being perfect. It reflects consistent attendance, academic responsibility, positive behavior, and a commitment to learning.

To maintain **Good Standing**, students are expected to:

- Attend school regularly.
- Arrive at school and class on time.
- Maintain grades of **C or higher**.
- Demonstrate responsible behavior with few, if any, behavioral Refocuses or disciplinary incidents.
- Avoid suspension.

Students who maintain Good Standing may earn additional privileges and opportunities throughout the school year.

One of these opportunities may be an **extended lunch privilege** at the end of a grading period. Eligible students may be permitted to leave campus during WIN and lunch when signed out by a parent, guardian, or other authorized adult and returned to school by the designated time.

Specific dates, eligibility requirements, sign-out procedures, and other expectations will be communicated to students and families before each opportunity.

Good Standing privileges recognize students who have demonstrated that they can handle additional independence and responsibility. Privileges may be limited or revoked when students do not continue to meet those expectations.

ATTENDANCE

Regular attendance is one of the strongest predictors of student success.

Students learn best when they are present, engaged, and connected to their teachers and classmates. While occasional absences are unavoidable, consistent attendance helps students build strong academic habits, maintain relationships, and fully participate in school life.

Our goal is always to work together with families to support regular school attendance.

DAILY ATTENDANCE

Students are expected to attend school every day and arrive on time. Being on time is part of being present. Arriving late causes students to miss important instruction, interrupts learning for others, and makes it more difficult to begin the day successfully.

The school day begins promptly at **8:05 a.m.** Students should arrive early enough to organize their materials and be seated, ready to learn, before class begins.

Attending school for the entire school day is just as important as attending each day. Every class period provides valuable instruction, learning experiences, and opportunities to connect with teachers and classmates. Arriving late, leaving early, or missing part of the school day can result in missed learning that is difficult to replace.

Regular attendance benefits students academically, socially, and emotionally.

REPORTING AN ABSENCE

If your student will be absent, please notify the school office as soon as possible.

Whenever possible, parents or guardians should call the office before **8:55 a.m.** on the day of the absence.

Providing timely notification helps ensure accurate attendance records and allows the school to account for every student safely.

Students returning after an absence may be asked to provide written verification when appropriate.

Good to Know

If your student will miss several consecutive days due to illness or another extended circumstance, please contact the school office or your student's teachers as soon as possible so we can help develop a plan for staying connected with learning.

STUDENT LIFE

Learning extends beyond the classroom.

At Goldendale Middle School, many of our activities, assemblies, dances, clubs, and school traditions are shaped by **student voice** through our Associated Student Body (ASB) and other student leadership

opportunities. We encourage students to share ideas, identify needs, and help create a positive school culture.

Our goal is to provide activities that reflect student interests, strengthen our school community, and create opportunities for every student to participate, contribute, and lead.

Participation in extracurricular activities is an extension of the educational program. Students are expected to maintain **Good Standing**, demonstrate responsible behavior, and meet any additional eligibility requirements established for specific programs or activities.

A PLACE TO BELONG

Middle school is about more than academics.

Students who feel connected to their school are more likely to attend regularly, engage in learning, develop positive relationships, and enjoy school.

Whether that connection comes through athletics, music, drama, robotics, FFA, leadership, art, or another activity, we believe every student should have opportunities to participate.

Trying something new is often where confidence begins.

ATHLETICS

Athletics provide opportunities for students to challenge themselves physically while learning teamwork, perseverance, sportsmanship, leadership, and responsibility.

Goldendale Middle School offers a variety of interscholastic athletic opportunities throughout the school year.

Current offerings may include:

Fall

- Football
- Volleyball
- Cross Country (when available)

Winter

- Boys Basketball
- Girls Basketball
- Wrestling

Spring

- Track & Field
- Additional opportunities as available

Athletic offerings may change from year to year depending upon student interest, staffing, and league participation.

PARTICIPATION EXPECTATIONS

Participation in athletics is a privilege.

Student-athletes are expected to:

- Demonstrate respectful behavior.
- Attend school regularly.
- Maintain academic eligibility.
- Represent Goldendale Middle School positively both on and off campus.
- Follow team expectations established by coaches.
- Display good sportsmanship.

Athletics provide opportunities to compete, but they also help students develop habits that extend far beyond the playing field.

ACADEMIC ELIGIBILITY

Student-athletes are students first.

Academic eligibility requirements are intended to encourage consistent effort and classroom success while allowing students to remain connected to school activities.

Students participating in athletics and certain extracurricular activities must meet district academic eligibility requirements.

Families are encouraged to monitor student grades regularly and communicate with teachers if concerns arise.

Specific eligibility procedures are administered through the Athletic Director in accordance with district and WIAA requirements.

Good to Know

Coaches, teachers, counselors, families, and administrators all want students to remain eligible. If academic concerns arise, the earlier we work together, the more options we have to support student success.

ACTIVITIES AND CLUBS

Goldendale Middle School offers students many opportunities to explore interests beyond the regular school day.

Programs may include opportunities such as:

- Drama
- Robotics
- eSports
- FFA
- Band
- Leadership
- Outdoor Education
- Academic Support
- Student Government
- Additional clubs based on student interest and staff sponsorship

Participation may vary from year to year depending upon student interest and available staffing.

Students are encouraged to try something new. Middle school is an ideal time to discover interests that may continue throughout high school and beyond.

Students are encouraged to participate in the many activities, clubs, athletics, and leadership opportunities available at Goldendale Middle School.

Participation in extracurricular activities is an extension of the school day. Students are expected to maintain **Good Standing**, demonstrate responsible behavior, and meet any additional eligibility requirements established for specific programs or activities.

STUDENT LEADERSHIP

Leadership opportunities allow students to develop responsibility while serving the school community.

Student leaders are expected to model positive behavior, demonstrate integrity, and contribute to a respectful school environment.

Leadership positions carry additional responsibilities because younger students often look to older students as examples.

Students who accept leadership roles should understand that those roles come with higher expectations for conduct, citizenship, and responsibility.

ASSEMBLIES

Assemblies bring our school community together to celebrate accomplishments, recognize student achievement, learn from guest speakers, and build school spirit.

Many assemblies are planned with input from our **Associated Student Body (ASB)** and reflect the interests and needs of our students. Student leadership plays an important role in helping shape activities that strengthen our school community.

Students are expected to:

- Arrive on time.
- Be respectful of speakers and performers.
- Participate appropriately.
- Follow staff directions.
- Represent Goldendale Middle School with pride.

Courtesy shown during assemblies reflects positively on both our school and our community.

STUDENT ACTIVITIES & EVENTS

Student activities and special events are an important part of the Goldendale Middle School experience. Throughout the year, students have opportunities to participate in dances, assemblies, spirit activities, field days, awards celebrations, service projects, fundraisers, leadership events, career exploration, visits to other district programs, and other school-sponsored activities.

Many of these opportunities begin with ideas generated by students and are developed in partnership with our **Associated Student Body (ASB)**. Student leadership plays an important role in creating activities that strengthen our school community.

Participation in school-sponsored activities is a privilege and an extension of the educational program. Students are expected to maintain **Good Standing**, demonstrate responsible behavior, and meet any additional eligibility requirements established for specific events.

Specific expectations and event information will be shared before each activity.

Our goal is for every student activity to be safe, respectful, inclusive, and enjoyable for everyone involved.

FIELD TRIPS

Field trips are an extension of the classroom and an important part of the educational program. They provide opportunities for students to apply classroom learning, build relationships, strengthen character, and prepare for what comes next through real-world experiences.

Students are expected to participate in scheduled field trips whenever possible. Like any other school day, attendance and participation are expected unless a student is absent or has been excused by a parent or guardian.

Participation in field trips requires students to maintain **Good Standing** and demonstrate behavior that allows them to participate safely and responsibly. Because student safety is our highest priority, participation may be limited for students whose behavior creates significant safety or supervision concerns. These decisions are made on an individual basis, considering the nature of the activity and the level of supervision available.

Parents or guardians must complete all required permission forms before a student may participate.

STUDENT RECOGNITION

Goldendale Middle School believes students should be recognized for a variety of accomplishments.

Recognition may include:

- Academic achievement
- Growth and improvement
- Citizenship
- Attendance
- Leadership
- Service
- Athletic accomplishments
- Fine arts participation
- Positive contributions to school culture

Success looks different for every student.

We celebrate both achievement and growth.

SCHOOL TRADITIONS

Traditions help build a strong school community and create a sense of belonging for students, families, and staff.

At Goldendale Middle School, we believe the strongest traditions are those that reflect the interests, needs, and experiences of our students. Many of our assemblies, celebrations, activities, and school events begin with ideas from students. Through our **Associated Student Body (ASB)**, students discuss

ideas, seek input from their classmates, and make recommendations as to which traditions and activities best represent the interests of the student body.

School staff work alongside student leaders to develop activities that are educationally meaningful, safe, well-planned, and aligned with the goals of our school. As our students, school community, and available resources change over time, our traditions may also grow and evolve. Some traditions continue for many years, while others are adapted or created to reflect the changing needs and interests of our students.

Our commitment remains the same: to create experiences that strengthen our school community, celebrate student success, and build lasting memories while preparing students for what comes next.

SCHOOL SPIRIT

Being part of Goldendale Middle School means representing our school with pride.

School spirit isn't measured by how loudly we cheer.

It's reflected in how we treat one another, how we compete, how we welcome visitors, and how we contribute to our school community.

Every student has the opportunity to help make Goldendale Middle School a place where others feel welcomed, respected, and encouraged.

GETTING INVOLVED AT GOLDENDALE MIDDLE SCHOOL

Goldendale Middle School is more than a place to attend classes—it's a community. We encourage both students and families to get involved and take advantage of the many opportunities to connect, contribute, and support our school.

For Students

The best way to feel connected at school is to get involved!

Whether it's joining a club, participating in athletics, serving in student leadership, attending school events, volunteering, or simply trying something new, involvement helps students build friendships, develop new skills, and make the most of their middle school experience.

If you're not sure where to begin, ask a teacher, counselor, coach, or staff member. We'd be happy to help you find a place to start.

For Families

Families are important partners in the success of our school. We welcome family members who wish to volunteer, attend school events, support student activities, or become involved in other ways.

For the safety of our students, all volunteers must complete the district's volunteer approval process before working with students or participating in school activities. Families interested in volunteering

should contact the **Goldendale School District Office** for information about volunteer requirements, including any required background checks and volunteer paperwork.

We appreciate the time, talents, and support our families bring to our school community.

Good to Know

Students who participate in school activities often develop stronger connections to their school, build lasting friendships, and discover interests that continue well beyond middle school.

HEALTH & SAFETY

Every student deserves a school where they feel physically, emotionally, and socially safe.

Safety is more than responding to emergencies. It is the daily work of creating classrooms where students can learn, take healthy risks, ask questions, build relationships, and focus on learning without unnecessary distractions.

Maintaining a safe school is a shared responsibility. Students, families, and staff all play an important role in protecting and supporting one another.

A SAFE SCHOOL BEGINS WITH RESPECT

Most school safety begins long before an emergency.

It begins with everyday choices.

Choosing respectful words.

Including others.

Following directions.

Reporting concerns.

Looking out for classmates.

Taking responsibility for mistakes.

These daily actions create the kind of school where everyone can learn and thrive.

STUDENT HEALTH

Healthy students are better prepared to learn.

If your student becomes ill during the school day, office staff will contact a parent or guardian before the student is released.

Students should never leave campus because they are feeling ill without checking out through the office.

MEDICATIONS AT SCHOOL

Whenever possible, medications should be taken at home.

If medication must be administered during the school day, Washington State law requires appropriate authorization before school personnel may assist.

Prescription and over-the-counter medications must:

- Be delivered to the office by a parent or guardian.
- Remain in the original labeled container.
- Include all required physician and parent authorization forms.

Students should never carry medication at school unless specifically authorized by law and their health care provider (such as inhalers or emergency medications).

Questions regarding medications should be directed to the school office or district nurse.

Good to Know

If your student has asthma, severe allergies, diabetes, seizures, or another medical condition requiring emergency care, please contact the school before the first day of attendance so an Emergency Care Plan can be established.

EMERGENCY CARE PLANS

Students with life-threatening medical conditions are required to have a current Emergency Care Plan on file.

The plan helps school staff respond quickly and appropriately during an emergency.

Families are responsible for:

- Providing updated medical information.
- Supplying required medications.
- Informing the school of any changes to their student's medical needs.

Emergency Care Plans are reviewed annually.

IMMUNIZATIONS

Washington State law establishes immunization requirements for school attendance.

Students who do not meet state immunization requirements may be excluded from school until documentation has been provided.

Questions regarding immunization requirements should be directed to the district nurse.

EMERGENCY PREPAREDNESS

Student safety is our highest priority.

Throughout the school year, students and staff participate in a variety of emergency preparedness drills.

These may include:

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

Drills help students and staff respond calmly and confidently during emergencies.

Students are expected to participate seriously and follow staff directions at all times.

REPORTING SAFETY CONCERNS

If you see something concerning...

Say something.

Students are encouraged to report:

- Threats
- Bullying
- Harassment
- Unsafe behavior
- Suspicious activity
- Weapons
- Drug or alcohol concerns

- Vandalism
- Any situation that could place someone at risk

Students may report concerns to any trusted adult.

Prompt reporting allows the school to respond quickly and appropriately.

SCHOOL SECURITY

Goldendale Middle School maintains procedures designed to provide a safe learning environment for students, staff, and visitors.

These procedures include:

- Secure building access
- Visitor check-in procedures
- Staff supervision
- Emergency response planning
- Collaboration with emergency responders
- Safety training

Families can support school safety by following visitor procedures and ensuring current emergency contact information remains on file.

SEARCHES

The school is responsible for maintaining a safe learning environment.

When there is reasonable suspicion that a student may possess items that violate school policy or present a safety concern, school administrators may conduct searches consistent with district policy and state law.

School lockers remain school property and may be inspected when appropriate.

Additional information regarding student privacy appears later in this guide.

ALCOHOL, DRUGS, TOBACCO & VAPING

Goldendale School District is committed to providing a drug-free, alcohol-free, tobacco-free, and vape-free learning environment.

Students may not possess, use, distribute, manufacture, or be under the influence of:

Alcohol

Illegal drugs

Marijuana

Tobacco products

Electronic cigarettes

Vaping devices

Drug paraphernalia

Substances represented to be drugs or alcohol

Violations of this policy will result in disciplinary action in accordance with district policy and applicable law. Parents or guardians will be notified, and law enforcement may be contacted when required by law. Whenever appropriate, the district will also provide access to intervention and support services.

Our goal is to hold students accountable while also connecting them with the support needed to make healthier choices.

WEAPONS

Safety requires clear expectations.

Students may not possess, use, or bring weapons or dangerous instruments onto school property, school transportation, or at school-sponsored activities.

Weapons include firearms, knives, explosives, airsoft or pellet guns, and other dangerous instruments as defined by district policy and Washington law.

Possession of a weapon will result in immediate disciplinary action in accordance with district policy, notification of parents or guardians, involvement of law enforcement as required, and any consequences mandated by state or federal law.

Protecting students and staff remains our highest priority.

FIGHTING & PHYSICAL AGGRESSION

Conflict is a normal part of growing up.

Violence is not.

Students are expected to resolve disagreements respectfully and seek adult assistance before situations escalate.

Fighting, physical aggression, threats, intimidation, or behavior that places others at risk will result in disciplinary action in accordance with district policy. Depending on the circumstances, parents or

guardians will be notified, law enforcement may be contacted, and additional interventions or consequences may be required.

Students who witness conflicts are encouraged to notify a staff member immediately rather than becoming involved.

FALSE ALARMS

False alarms create unnecessary risk by diverting emergency responders from real emergencies.

Students who intentionally activate false alarms or knowingly report false emergencies will face school discipline and, depending on the circumstances, may result in criminal consequences.

PERSONAL SAFETY

Students should always:

- Follow staff directions.
- Remain in supervised areas.
- Report unsafe conditions.
- Respect personal boundaries.
- Avoid horseplay that could result in injury.
- Use school equipment appropriately.

Looking out for one another is part of being a responsible member of the Goldendale Middle School community.

DIGITAL SAFETY

Technology is an important part of learning.

It is also part of student safety.

Students should:

- Protect personal information.
- Report inappropriate online behavior.
- Think carefully before posting online.
- Respect others in digital spaces.

Never use technology to threaten, harass, intimidate, or embarrass another person.

Online behavior that substantially disrupts the educational environment may be addressed through school disciplinary procedures.

WORKING TOGETHER

The safest schools are built through strong relationships.

Families.

Students.

Teachers.

Support staff.

Coaches.

Office staff.

Bus drivers.

Custodians.

Counselors.

Every adult in our building shares responsibility for creating a school where students feel safe, respected, and ready to learn.

When concerns arise, we encourage families to contact us early so we can work together to find solutions.

Good to Know

Students are never expected to handle serious safety concerns alone. If something doesn't feel right, we want students to speak with any trusted adult immediately.

Chapter 7

BEHAVIOR & EXPECTATIONS

Every school has rules.

At Goldendale Middle School, our focus is something broader.

We believe students are most successful when expectations are clear, adults are consistent, and mistakes become opportunities to learn and grow.

Our goal is not simply to manage behavior.

Our goal is to help students develop the habits, judgment, and responsibility they will carry into high school, the workplace, and their communities.

OUR FOUR EXPECTATIONS

Everything we ask of students can be summarized in four simple expectations.

BE RESPECTFUL

Treat others with kindness and consideration.

Listen when others are speaking.

Use appropriate language.

Respect differences.

Take care of school property.

Show appreciation for the work of others.

BE RESPONSIBLE

Come prepared.

Complete your work.

Follow through on commitments.

Accept responsibility for your choices.

Take ownership when mistakes happen.

BE READY TO LEARN

Arrive on time.

Bring required materials.

Participate.

Ask questions.

Give your best effort.

Learning isn't about always having the right answer.

It's about continuing to grow.

BE SAFE

Make choices that protect yourself and others.

Use equipment appropriately.

Keep hands and feet to yourself.

Report concerns.

Follow staff directions during emergencies.

Safety allows learning to happen.

TIME TO TEACH

Goldendale Middle School uses the **Time To Teach** framework to establish consistent expectations throughout the school.

Students benefit when every classroom shares common expectations and consistent responses.

Rather than relying solely on punishment, Time To Teach emphasizes:

- Clear expectations
- Respectful interactions
- Consistent routines
- Teaching appropriate behavior
- Restoring learning as quickly as possible

This consistency helps create classrooms where students understand expectations and teachers can focus on instruction.

MISTAKES ARE PART OF LEARNING

Middle school students are still learning.

They will make mistakes.

When mistakes occur, our first priority is to help students understand what happened, accept responsibility, repair harm when appropriate, and make better choices moving forward.

Most situations are resolved through conversations, redirection, reflection, and support.

Some situations require additional consequences.

In every case, our goal remains student growth.

REFOCUS

At Goldendale Middle School, we believe behavior—like academics—is something students can learn and improve. When mistakes happen, our first response is to help students learn from them.

When student behavior interferes with learning, teachers and staff will provide a **Refocus**. A Refocus may include a conversation, redirection, a written reflection, or another strategy designed to help the

student pause, reflect, and make a better choice. The specific approach may vary depending on the situation and the teacher, but the purpose remains the same.

Students are encouraged to think about:

- What happened?
- Who was affected?
- What could have been done differently?
- How can the situation be repaired?

The goal of a Refocus is to help students learn from mistakes, repair relationships, and return to learning as quickly as possible.

Students who receive **three Refocuses during the same school day** will be removed from the classroom for the remainder of the day and assigned an **after-school intervention**. During this time, school staff will work with the student to identify the cause of the behavior, develop strategies for future success, and help prepare the student to return to class ready to learn. Parents or guardians may also be contacted as part of this process.

CLASSROOM EXPECTATIONS

Teachers establish classroom procedures that support learning.

Students are expected to:

- Follow directions.
- Participate respectfully.
- Stay engaged.
- Respect classroom materials.
- Allow others to learn without interruption.

Most classroom concerns are resolved by the classroom teacher.

When additional support is needed, families may be contacted or school administration may become involved.

RESPECT FOR OTHERS

Every student deserves to learn in an environment free from intimidation, harassment, discrimination, bullying, or unnecessary disruption.

Students are expected to:

- Use respectful language.
- Include others.
- Respect personal space.

- Resolve disagreements appropriately.
- Accept differences.
- Treat everyone with dignity.

Bullying, harassment, discrimination, retaliation, and other prohibited conduct are addressed in the Student Rights chapter later in this guide.

CELL PHONES & SMART WATCHES

Technology is a valuable part of modern life.

It also has the potential to become one of the greatest distractions to learning.

To support focused classrooms and positive social interaction, Goldendale Middle School has established the following expectation:

Cell phones and smart watches must remain turned off and out of sight during the school day.

This expectation applies:

- Before school
- During passing periods
- During lunch
- In classrooms
- In hallways
- In restrooms
- Until students leave campus

Students needing to contact a parent or guardian during the school day may do so through the school office.

Likewise, parents needing to reach a student should contact the office.

IF A PHONE IS USED

When a student uses a phone in violation of school expectations:

The phone is confiscated and secured in the office.

A parent or guardian must pick up the device.

Repeated violations may result in an individualized behavior plan developed in partnership with the student, family, counselor, and administration.

Our goal is to help students develop healthy technology habits while protecting instructional time.

DRESS EXPECTATIONS

Students are expected to dress in a manner that supports a safe, respectful, and productive learning environment.

Clothing should:

- Allow students to participate safely in all school activities.
- Be appropriate for the school setting.
- Respect the dignity of others.
- Avoid language, images, or messages that promote or depict violence, alcohol, tobacco, vaping, drugs, discrimination, or other inappropriate content.

Goldendale Middle School provides families with a **Dress Code Guide** that illustrates clothing expectations and examples of attire that meets school standards. Students and families are encouraged to review this guide at the beginning of each school year.

When questions arise, school staff will work respectfully and privately with students to resolve concerns. Students who repeatedly choose not to follow the district's dress expectations may be subject to disciplinary action in accordance with district policy.

ACADEMIC HONESTY

Learning depends on honesty.

Students are expected to complete their own work and accurately represent what they know and can do.

Cheating, plagiarism, unauthorized use of technology, and submitting another person's work as your own undermine learning and violate our core values.

When academic dishonesty occurs, staff will respond in ways that maintain fairness while helping students understand the importance of integrity.

PROPERTY

Students are expected to care for:

- School buildings
- Equipment (inside and outside the building)
- Technology
- Books
- Athletic facilities

- The personal property of others

Intentional damage or vandalism may result in restitution and disciplinary consequences.

Taking pride in our school includes taking care of the spaces we share.

LANGUAGE

Words matter.

Students are expected to use language that reflects respect for themselves and others.

Profanity, discriminatory language, threats, or language intended to intimidate, embarrass, or harm others is inconsistent with our expectations.

RESOLVING CONFLICT

Conflict is a normal part of life.

Learning to resolve conflict respectfully is an important life skill.

Students are encouraged to:

- Speak respectfully.
- Listen.
- Ask for help when needed.
- Walk away from escalating situations.
- Seek adult support before problems become larger.

Choosing not to fight often demonstrates greater strength than choosing to fight.

PROGRESSIVE RESPONSES

Not every situation requires the same response.

School staff consider:

- The student's age.
- The seriousness of the behavior.
- Previous interventions.
- Safety.
- Individual circumstances.
- Opportunities for learning and restoration.

Possible responses include:

- Redirection
- Reflection
- Parent communication
- Restorative conversations
- Refocus
- Lunch detention
- After-school detention
- Loss of privileges
- In-school suspension
- Suspension
- Other responses authorized by district policy

Whenever appropriate, our goal is to match the response to the situation while helping students continue learning.

PARTNERING WITH FAMILIES

Families are essential partners in supporting student success.

When concerns arise, we believe early communication is one of the most effective tools available.

Most behavior concerns can be successfully resolved when students, families, and school staff work together.

We appreciate the partnership of families in helping students learn from mistakes and continue growing.

Good to Know

Every student will make mistakes during middle school. What matters most is how we respond, what we learn, and how we move forward together.

Chapter 8

STUDENT RIGHTS & RESPONSIBILITIES

Every student deserves to attend a school where they are respected, supported, challenged, and treated fairly.

With those rights come responsibilities.

Students share responsibility for creating a school where everyone can learn, participate, and feel safe.

This chapter explains both the rights students enjoy and the responsibilities they share as members of the Goldendale Middle School community.

EVERY STUDENT HAS THE RIGHT TO...

Learn

Every student has the right to a safe, respectful learning environment where instruction can occur without unnecessary disruption.

Be Treated with Respect

Every student deserves to be treated with dignity by classmates, staff, volunteers, visitors, and members of the community.

Respect is expected regardless of differences in background, beliefs, abilities, identity, or personal experiences.

Feel Safe

Students have the right to attend school free from intimidation, harassment, bullying, discrimination, violence, and retaliation.

Creating that environment requires everyone working together.

Be Heard

Students are encouraged to ask questions, seek clarification, express concerns respectfully, and communicate with trusted adults whenever they need help.

Students who speak up about safety concerns or report misconduct will be treated seriously and respectfully.

Receive Support

Students have access to teachers, counselors, administrators, intervention specialists, nurses, and other staff members committed to helping them succeed.

Asking for help is encouraged.

STUDENT RESPONSIBILITIES

Rights and responsibilities go together.

Every student is expected to:

- Respect others.
- Respect themselves.
- Respect school property.
- Follow school expectations.
- Participate honestly.
- Accept responsibility for choices.
- Help create a positive school culture.
- Report concerns that affect safety.

FREEDOM OF EXPRESSION

Goldendale Middle School supports students' ability to express ideas appropriately as part of the educational process.

Student expression should contribute positively to learning while respecting the rights of others.

Expression that substantially disrupts school operations, threatens safety, infringes upon the rights of others, or violates district policy may be limited in accordance with state and federal law.

Distribution of printed materials on campus must receive prior administrative approval.

STUDENT PRIVACY

Students have important privacy rights.

At the same time, schools have a legal responsibility to maintain a safe learning environment.

Student lockers, desks, and other school property remain the property of Goldendale School District.

When reasonable suspicion exists that a violation of law or school policy has occurred, administrators may conduct searches consistent with district policy and applicable law.

Whenever possible, searches will be conducted respectfully and with consideration for student dignity.

STUDENT RECORDS

Educational records are maintained to support student learning and comply with state and federal requirements.

Parents and eligible students have rights under the **Family Educational Rights and Privacy Act (FERPA)**, including the right to:

- Inspect educational records.
- Request correction of inaccurate information.
- Consent to disclosure of records except where permitted by law.
- File complaints regarding alleged violations of FERPA.

Questions regarding student records should be directed to the school office.

TECHNOLOGY & DIGITAL CITIZENSHIP

Technology expands opportunities for learning, creativity, communication, and collaboration.

Students are expected to use technology responsibly.

Responsible digital citizenship includes:

- Protecting passwords.
- Respecting privacy.
- Using technology for educational purposes.
- Communicating respectfully.
- Evaluating online information critically.
- Understanding that online actions have real-world consequences.

Misuse of district technology or online behavior that substantially disrupts the educational environment may result in disciplinary action.

HARASSMENT, INTIMIDATION & BULLYING (HIB)

Goldendale School District is committed to maintaining schools where every student feels safe, welcomed, and respected.

Harassment, intimidation, and bullying (HIB) are prohibited.

HIB may include intentional electronic, written, verbal, or physical acts that:

Physically harm a student.

Damage a student's property.

Substantially interfere with a student's education.

Create an intimidating or threatening educational environment.

Significantly disrupt the orderly operation of the school.

HIB often involves an imbalance of power and may occur repeatedly or have the potential to be repeated.

REPORTING HIB

Students who experience or witness harassment, intimidation, or bullying are encouraged to report concerns immediately.

Reports may be made:

In person.

In writing.

Electronically.

Through a trusted staff member.

Using district reporting procedures.

Anonymous reports are accepted, although they may limit the school's ability to investigate fully.

Retaliation against individuals who report concerns or participate in investigations is strictly prohibited.

WHAT HAPPENS AFTER A REPORT?

When a report is received, the district will:

- Respond promptly.
- Conduct an appropriate investigation.
- Communicate with families as required.
- Take steps to stop inappropriate behavior.
- Prevent retaliation.
- Implement corrective actions when necessary.

Additional information regarding investigation timelines and appeals is available through district policy and the district website.

DISCRIMINATION

Goldendale School District prohibits discrimination based on any protected class under state or federal law.

Students have the right to participate fully in school programs, activities, athletics, and educational opportunities free from unlawful discrimination.

Discrimination concerns should be reported to the district's Civil Rights Coordinator.

District procedures are available through the district office and website.

SEXUAL HARASSMENT

Sexual harassment is prohibited.

Sexual harassment includes unwelcome conduct or communication of a sexual nature that interferes with a student's educational experience or creates a hostile educational environment.

Students are encouraged to report concerns immediately.

The district will investigate all reports promptly and take appropriate corrective action.

GENDER-INCLUSIVE SCHOOLS

Goldendale School District complies with Washington State requirements regarding gender-inclusive schools.

Students have the right to learn in an environment that is respectful, welcoming, and free from discrimination.

District procedures regarding gender-inclusive schools are available through the district office and website.

CIVIL RIGHTS COORDINATORS

Questions or concerns regarding discrimination, sexual harassment, Title IX, Section 504, ADA, or harassment, intimidation, and bullying may be directed to the appropriate district coordinator.

Current contact information is available:

On the district website.

Through the district office.

In the Required Notices appendix of this guide.

RETALIATION

Retaliation against any student who reports concerns, participates in an investigation, or supports another student during a complaint process is prohibited.

Students who believe they have experienced retaliation should report those concerns immediately.

COMPLAINT PROCEDURES

Goldendale School District encourages families to resolve concerns as early as possible through communication with teachers, counselors, or administrators.

When concerns cannot be resolved informally, formal complaint procedures are available for matters involving:

- Harassment
- Bullying
- Discrimination
- Sexual harassment
- Civil rights
- Title IX
- Gender-inclusive schools
- Other concerns addressed by district policy

Complete complaint procedures are provided in the Required Notices appendix and on the district website.

WORKING TOGETHER

The strongest school communities are built on mutual trust, respect, and open communication.

Students should feel comfortable asking questions.

Families should feel welcomed as partners.

Staff should be approachable, fair, and consistent.

We believe questions are best answered and concerns are best resolved through direct conversations rather than assumptions or secondhand information.

When questions or concerns arise, we encourage families to begin by talking directly with the teacher, counselor, or administrator most closely involved. Most concerns can be resolved quickly through honest, respectful communication and a shared commitment to supporting students.

We may not always agree, but we are committed to listening, treating one another with respect, and working together in the best interest of students.

Every member of the Goldendale Middle School community contributes to creating a school where students are challenged, supported, and prepared for what comes next.

Good to Know

If you're ever unsure where to begin with a concern, start with your student's teacher or the school office. We'll help connect you with the right person and work toward a solution together.

Chapter 9

FAMILIES & SCHOOL PARTNERSHIPS

A student's education is strongest when schools and families work together.

Goldendale Middle School values the trust families place in us each day. We believe students benefit most when communication is open, expectations are clear, and adults work together to support both learning and personal growth.

Whether your child is entering middle school for the first time or preparing to move on to high school, we look forward to partnering with you throughout the school year.

COMMUNICATION

Clear communication helps everyone succeed.

Throughout the year, Goldendale Middle School communicates with families in a variety of ways, including:

- Email
- Phone calls
- ParentSquare (or district communication platform)
- Final Forms
- District website
- School newsletters
- Social media
- Progress reports
- Conferences

Families are encouraged to keep current phone numbers, email addresses, and emergency contacts updated with the school office.

WHEN QUESTIONS COME UP

Questions are a normal part of school.

Most questions are answered most quickly by contacting the person closest to the situation.

As a general guide:

Question	Best Place to Start
Classroom assignments	Classroom Teacher
Grades	Classroom Teacher
Attendance	School Office
Counseling	School Counselor
Athletics	Athletic Director
Transportation	Transportation Department
Health concerns	School Nurse
Enrollment	School Office
School safety	Principal or School Office

If you're unsure where to begin, simply contact the office. We'll help connect you with the appropriate staff member.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences provide an opportunity to discuss student progress, celebrate successes, and develop plans for continued growth.

Families are encouraged to participate in conferences and to communicate with teachers whenever questions arise.

You don't need to wait for conference week to ask questions.

We welcome communication throughout the school year.

SKYWARD & STUDENT PROGRESS

Families are encouraged to monitor student progress regularly through Skyward.

Checking grades periodically helps identify concerns early and creates opportunities for conversations before small issues become larger ones.

Questions regarding assignments should be directed to the classroom teacher.

HELPING YOUR STUDENT SUCCEED

Families have tremendous influence on student success.

Some of the most effective ways to support middle school students include:

Establish Routines

Consistent sleep schedules, regular attendance, and predictable homework routines help students succeed.

Encourage Independence

Middle school is an excellent time for students to begin taking greater ownership of:

- Organization
- Homework
- Communication with teachers
- Time management

Supporting students doesn't always mean solving problems for them.

Sometimes it means helping them learn to solve problems themselves.

Ask Questions

Instead of asking,

"Did you have a good day?"

Try asking,

What was the most interesting thing you learned today?

What challenged you today?

Who did you help today?

What are you proud of today?

Small conversations often lead to meaningful insights.

Celebrate Effort

Grades matter. Character matters more.

Recognize:

- Persistence
- Improvement
- Responsibility
- Kindness
- Leadership
- Honesty
- Resilience

These qualities prepare students for success long after middle school.

VOLUNTEERING

Families strengthen our school community.

Opportunities to volunteer may include:

- Field trips
- Classroom support
- School events
- Athletics
- Performing arts
- Parent organizations
- Career presentations
- Community partnerships

Volunteer procedures are available through the District Office.

SCHOOL EVENTS

Families are encouraged to attend:

- Athletic events
- Concerts
- Drama performances
- Open House
- Conferences
- Family engagement activities

- Awards programs
- Community celebrations

Student success is worth celebrating together.

VISITORS

To maintain a safe learning environment, all visitors must check in at the office before entering other areas of the building.

Visitors may be asked to present identification and wear visitor identification while on campus.

These procedures help us ensure the safety of every student.

CUSTODY & STUDENT INFORMATION

Families are responsible for providing current court orders or legal documentation that affects student custody, release, or access to educational records.

Without current legal documentation, the school must follow state law and district procedures regarding parent access.

Questions may be directed to the principal.

EMERGENCY CONTACTS

Every student should have current emergency contact information on file.

Please notify the school promptly whenever there are changes to:

Phone numbers

Addresses

Emergency contacts

Authorized individuals for student pick-up

Medical information

Keeping records current helps us respond quickly during emergencies.

STUDENT PICK-UP

For student safety:

Students leaving school before dismissal must be signed out through the office.

Parents or authorized adults may be asked to provide identification.

Please avoid calling students directly on cell phones to arrange early dismissal during the school day.

Working through the office helps us account for every student safely.

QUESTIONS OR CONCERNS

We believe most concerns can be resolved through respectful communication.

If a concern arises:

Contact the staff member closest to the situation.

If additional assistance is needed, contact the principal.

If necessary, district procedures are available for formal concerns.

Our goal is always to resolve concerns collaboratively whenever possible.

THANK YOU

Thank you for partnering with Goldendale Middle School.

We know students are most successful when the important adults in their lives work together.

Your encouragement, support, communication, and involvement make a meaningful difference.

Together, we can help every student grow academically, socially, and personally.

Good to Know

One positive email or phone call between home and school often prevents misunderstandings later. We encourage families to reach out—not only when concerns arise, but also to celebrate successes.

Chapter 10

THE GOLDENDALE MIDDLE SCHOOL EXPERIENCE

Every school has schedules.

Every school has classrooms.

Every school has rules.

What makes a school different is the experience students have while they are there.

At Goldendale Middle School, we believe learning happens in many different ways. Some lessons happen in classrooms. Others happen through teamwork, leadership, creativity, service, competition, problem-solving, and everyday interactions with others.

Our goal is to provide students with opportunities to grow as learners and as people.

LEARNING BEYOND THE CLASSROOM

Education extends beyond textbooks and assignments.

Throughout the school year, students have opportunities to develop new interests, solve problems, work with others, serve their community, and challenge themselves in new ways.

These experiences help students develop confidence, resilience, curiosity, and responsibility—qualities that support success both inside and outside the classroom.

GROWING THROUGH PARTICIPATION

Students are encouraged to become involved in school life.

Participation looks different for every student.

For some, it may involve athletics.

For others, music, art, leadership, academic competitions, service projects, outdoor learning, or other school-sponsored activities.

The specific opportunities available may change from year to year, but our commitment remains the same:

Every student should have opportunities to discover strengths, develop new skills, and contribute to the school community.

BUILDING CHARACTER

Academic learning is important.

Character matters just as much.

Every day, students have opportunities to practice:

- Responsibility
- Integrity
- Respect
- Courage
- Perseverance
- Kindness
- Leadership
- Service

These qualities are developed through daily choices rather than occasional lessons.

LEARNING TO LEAD

Leadership is not limited to elected positions or team captains.

Leadership begins with everyday actions.

Helping another student.

Including someone who feels left out.

Taking responsibility for mistakes.

Working hard even when no one is watching.

Showing kindness.

Keeping commitments.

Every student has opportunities to demonstrate leadership.

WORKING TOGETHER

Students learn in many different ways.

Some learn best independently.

Others thrive through collaboration.

Throughout the school year, students will work with classmates to solve problems, share ideas, practice communication skills, and support one another's learning.

Learning to work effectively with others is an important life skill that extends far beyond middle school.

TAKING PRIDE IN OUR SCHOOL

We believe students take greater pride in a school they help create.

Students contribute to Goldendale Middle School every day through:

Respecting shared spaces.

Supporting classmates.

Participating in school activities.

Caring for school property.

Welcoming visitors.

Demonstrating good sportsmanship.

Representing their school positively.

School culture isn't something adults create alone.

Students help build it every day.

PREPARING FOR WHAT COMES NEXT

Everything we do at Goldendale Middle School is intended to prepare students for the next stage of their education and their lives.

Whether students continue into high school, college, technical education, military service, apprenticeships, or careers, we hope they leave Goldendale Middle School with:

Strong academic skills.

Confidence.

Curiosity.

Responsibility.

Respect for others.

Pride in their work.

The ability to solve problems.

The courage to continue learning.

Preparation for the future begins today.

A COMMUNITY THAT CARES

Goldendale Middle School is more than a collection of classrooms.

It is a community.

Students know one another.

Teachers know students.

Families know staff.

Those relationships matter.

They create a school where students feel known, supported, and encouraged to do their best.

We are proud of our community and grateful for the opportunity to serve the students and families of Goldendale.

Good to Know

Programs may change from year to year as student interests, staffing, and opportunities evolve. Our commitment does not. We will continue providing meaningful opportunities for students to learn, grow, participate, and prepare for what comes next.

OUR GMS PROMISE

Every day, we have the privilege and responsibility of helping young people discover who they are and who they are capable of becoming.

We don't expect students to be perfect.

We don't expect families to navigate middle school alone.

We are committed to being your partner.

We don't simply prepare students for the next test.

We prepare them for what comes next.

Thank you for trusting Goldendale Middle School with your child.

We take pride in our work because our work matters.

REQUIRED STATE & FEDERAL NOTICES

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

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment 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 explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act: (A) Physically harms a student or damages the student’s property;

(B) Has the effect of substantially interfering with a student’s education;

(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(D) Has the effect of substantially disrupting the orderly operation of the school.”

HIB often involves one student having, or appearing to have, more power than another student.

While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer (Dr. Ryan Anderson, ryan.anderson@gsd404.org, 509 773-5177) who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form at goldendaleschools.org or clicking here.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form at [Goldendaleschools.org](https://www.goldendaleschools.org) or clicking this link. and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

A summary of what the investigation found

A decision about whether the HIB was substantiated (found to have happened)

Any steps the school will take to address the problem

Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

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

For the student named as the “targeted student” in a complaint:

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

For the student named as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district’s <https://www.goldendaleschools.org/about/policies-procedures> or the district’s HIB Policy 3207 and Procedure 3207P

How do I make a HIB complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member’s behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a protected status, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student’s protected status and is serious enough to create a hostile environment. A hostile environment is created when behavior is so severe, pervasive, or persistent that it limits a student’s ability to participate in or benefit from the school’s services, activities, or opportunities. To review the district’s Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://www.goldendaleschools.org/about/policies-procedures>.

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

Pressuring a person for sexual actions or favors.

Unwelcome sexual touching.

Written, graphic, or electronic messages that are sexual in nature.

Sharing sexually explicit texts, emails, or pictures.

Making sexual jokes, spreading sexual rumors, or making suggestive comments.

Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205, visit

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

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening 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 to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:

Civil Rights Coordinator: Niki Swanson, Civil Rights Compliance Officer of Goldendale School District No. 404, 525 Simcoe Drive, Goldendale WA 98620 or call (509) 773-5846 or email to niki.swanson@gsd404.org.

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Dr. Ryan Anderson, Superintendent, Title IX, ADA/504 of Goldendale School District No. 404, 604 E Brooks, Goldendale WA 98620 or call (509) 773-5177 or email to ryan.anderson@gsd404.org.

Concerns about disability discrimination:

Section 504 Coordinator: Dr. Ryan Anderson, Superintendent, ryan.anderson@gsd404.org, 509-773-5177.

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Dr. Ryan Anderson, Superintendent, ryan.anderson@gsd404.org, 509-773-5177.

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. 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 so the school district can investigate it promptly. You must submit your complaint within one year of the behavior 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 will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a

different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

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

A summary of the investigation results.

A determination of whether the school district failed to comply with civil rights laws.

Any corrective actions or remedies that are needed.

Information about how to appeal the decision.

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the Superintendent, the School Board, and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P). You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school 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 be discrimination if it is based on a protected status. 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 address your concerns.

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, whether or not they have legally changed their name, update students' gender designation so they accurately reflected in school records, provide students with access to restrooms and locker rooms that align with their gender identity, ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity, keep students' health and education information private and confidential, allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender, create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit <https://www.goldendaleschools.org/about/policies-procedures>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Dr. Ryan Anderson, Superintendent, ryan.anderson@gsd404.org, 509-773-5177.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)

Harassment, intimidation, or bullying (RCW 28A.600.477)

Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)

Use of restraint or isolation (RCW 28A.600.485)

Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

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, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints

Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

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

Website: www.oeo.wa.gov

Email: oeoinfo@gov.wa.gov

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: www.ed.gov/

Email: ocr@ed.gov

Phone: 800-421-3481

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints

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