# Reardan Elementary

# Student-Parent Handbook

# 2026-2027




"We promise to be all in on ensuring that all of our students are *known, loved,* and *learning*."

# Reardan-Edwall School District

**School Board Members**

Tessa Wicks, Board Chair
Jenny Cox, Vice Chair
Lane Collier
Simon Butterfield
Rose Krause

**Have a Question?**

Mr. Eric Sobotta, Superintendent
esobotta@reardansd.net

Mrs. Sarah Dinkins, Elementary Principal
sdinkins@reardansd.net

Mrs. Pam Hoffman, Office Manager
phoffman@reardansd.net

Mrs. Jill Singleton, School Counselor
jsingleton@reardansd.net

Mrs. Jackie Whitfield, Intervention Specialist
jwhitfield@reardansd.net

Mrs. Tiffany Clouse, Special Education Director
tclouse@reardansd.net

# CONTACT INFORMATION

**REARDAN ELEMENTARY**
Office Phone: (509) 796-2511
Attendance Line: (509) 381-1312

**PHYSICAL ADDRESS**
245 S. Aspen
Reardan, WA 99029

**MAILING ADDRESS**
P.O. Box 225
Reardan, WA 99029

**SUPERINTENDENT'S OFFICE**
(509) 796-2701

**BUS GARAGE**
Mr. Troy Hoskins, Transportation Director: (509) 796-4361

**WEB PAGE**
https://www.reardan.net

## ***Emergency School Closures***

Reardan-Edwall Schools may close due to "extreme weather conditions". In the event that school is closed or delayed due to snow or other hazardous weather, watch any of the following three major T.V. stations: KREM, KXLY, or KHQ. School delays/closures are listed on these channel websites, and on our district Facebook page.

We also use the School Messenger automated calling system, calling and texting all phone numbers, cell phone numbers and emailing all email addresses as provided on the student's registration form. It is imperative to keep the phone numbers and e-mail addresses up to date; please notify the school office of any changes to your contact information.

# Table of Contents


| | |
|---|---|
| **Message to Parents** | **2** |
| **Reardan Elementary Teachers** | **3** |
| **The School Day Schedule** | **4** |
| **Breakfast/Lunch Pricing** | **4** |
| **Additional Fees** | **4** |
| **Attendance** | **5** |
| **Field Trips and Clubs** | **5** |
| **Volunteers & Visitors** | **5** |
| **Health** | **6** |
| **Safety** | **7** |
| **Communication** | **8** |
| **Transportation** | **9** |
| **School Day** | **9** |
| **Dress Code** | **9** |
| **Lost & Found** | **10** |
| **Passing/Retaining Students** | **10** |
| **Discipline** | **11** |
| **Expectations of All** | **11** |
| **Reardan PBIS Program** | **11** |
| **PAX-Good Behavior Game** | **12** |
| **Bus Riding Rules** | **12** |
| **Student Discipline** | **13** |
| **Board Procedure 3241P** | **16** |
| **Harassment, Intimidation, and Bullying** | **26** |
| **Relations with Police Authorities** | **32** |

## Table of Contents (continued)


Non-Discrimination Policy for School Publications and Public Announcements 32

Parents' Bill of Rights 33

Notice of Washington State Law Regarding School & Event Safety 33

Appendix A: McKinney Vento (Homeless) 34

Appendix B: Civil Rights Complaint and Appeal Process 37

Appendix C: Child Find Screening 39

Appendix D: Home Language Survey (English) 40

Appendix E: Home Language Survey (Russian) 41

Appendix F: Sexual Harassment Complaint Policy (3205) 42

Appendix H: Volunteer Application 44

Appendix I: WA State Governor's Office of the Education Ombuds 47

Appendix J: Students and Telecommunication Devices (3245) 48

Appendix K: HearMeWA Reporting 49

# Reardan-Edwall School District
# 26-27 School Year Calendar

## August

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | (26) | 27 | 28 |
| 31 | | | | (4) |

## September

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |
| | | | | (21) |

## October

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |
| | | | | (22) |

## November

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |
| | | | | (17) |

## December

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |
| | | | | (14) |

## January

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| (18) | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**August**
- 24 Staff PD/Open House
- 25 1/2 day Staff PD
- 26 1st day of School
- 26,27 WA Kids for TK & K
- 31 1st day of School TK & K

**September**
- 7 No School-Labor Day
- 25 Mid-Term 1

**October**
- 9 No School/Staff PD Day
- 28 End of Term 1

**November**
- 11 No School-Veterans Day
- 23,24 Fall Conferences-No School
- 25-27 No-School-Thanksgiving

**December**
- 4 Mid-Term 2
- 18 Early Release
- 21-31 No School Christmas Break

**January**
- 1 No School-New Years Day
- 4 No School-Staff PD Day
- 18 No School-MLK Day
- 21 End of Sem. 1/Term 2

**February**
- 15 No School-President's Day
- 16-19 Mid Winter Break

**March**
- 1 Mid-Term 3
- 4, 5 Snow Make Up Days

**April**
- 1,2 Spring Conferences-No School
- 2 End of Term 3
- 5-9 Spring Break

**May**
- 12 Mid-Term 4
- 31 No School-Memorial Day

**June**
- 12 Graduation
- 14,15 Early Release
- 15 Last Day of School

**LEGEND**
- No School
- 1 Hour Late Start
- No School/Staff PD
- Snow Make Up Days
- Early Release 11:30 am
- School Begin/end dates

## February

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| | | | | |
| | | | | (15) |

## March

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| 1 | 2 | 3 | ☆4 | ☆5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |
| | | | | (21) |

## April

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| (17) | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

## May

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |
| | | | | (20) |

## June

| Mon | Tue | Wed | Thu | Fri |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |
| | | | | (11) |

CALENDAR MAY BE SUBJECT TO CHANGE

Final 6/26

Dear Elementary School Families,

Welcome to our school community! We are thrilled to partner with you as we embark on a journey of growth, discovery, and collaboration. This student handbook is designed to serve as a guide for our families, ensuring a safe, productive, and positive environment where every child can flourish.

At the heart of our school district is a foundational theme that guides everything we do: Every student is Known, Loved, and Learning. At the elementary level, these aren't just words, they are the core values our staff and students live out every single day.

### 🌟 Every Student is KNOWN

We believe that truly teaching a child begins with genuinely knowing them.

- **Authentic Connections:** Our staff takes the time to understand each student's unique personality, strengths, and needs.
- **Celebrating Community:** Students and staff work together to get to know each other authentically. We intentionally celebrate our differences and lift up each other's accomplishments, ensuring every child feels seen and valued for exactly who they are.

### ❤️ Every Student is LOVED

A safe, supportive, and compassionate environment is essential for children to thrive. We foster a culture of empathy where care is shown through our daily actions.

- **Daily Kindness:** In our school, being loved means we actively practice being helpful, listening to one another, and choosing kindness in our interactions.
- **Lifting Each Other Up:** Both staff and students work to build each other up, creating a warm, welcoming community where it is safe to take risks, make mistakes, and grow.

### 📚 Every Student is LEARNING

We hold high expectations for academic and personal excellence, ensuring that the journey of education is both joyful and meaningful.

- **Engaging Experiences:** We bring lessons to life by offering authentic, real-world learning through engaging classroom instruction, as well as dynamic on- and off-campus learning experiences.
- **Growth Mindset & Accountability:** We actively promote a growth mindset, teaching students that they can accomplish hard things. Part of this learning process involves holding students accountable when they make mistakes. We view these moments not as failures, but as vital opportunities for reflection, learning, and growing into a better person.
- **Respect for Education:** We ask our students to respect the learning environment so that everyone can succeed, and to always strive to do their personal best.

Please take some time to review this handbook together as a family. Thank you for your continued partnership, support, and trust in our school. Together, we ensure a meaningful and impactful educational experience for every student.

Warmest regards,

*Sarah Dinkins*

Sarah Dinkins, Principal
sdinkins@reardansd.net
(509) 796-2511

# Reardan Elementary Staff
# 2026-2027 School Year

| | | | | |
|---|---|---|---|---|
| Ashleigh Benham | 3 and 4 year old Preschool | | Eric Smith | 5th Grade Math/Science |
| Rebecca Webber | Transition to Kindergarten | | Olivia Harden | 5th Grade ELA/Social Studies |
| Jacqueline Bash | Kindergarten | | Jason Baldwin | 6th Grade Math/Science |
| Kristine Steege | Kindergarten | | Hollie Rice | 6th Grade ELA/Social Studies |
| Heaven Berarducci | 1st Grade | | Sara Graham | Primary PE |
| Heidi Nelson | 1st Grade | | Brian Graham | Intermediate PE |
| Carrie Bacon | 2nd Grade | | Billy Taylor | Band |
| Tara Preeo | 2nd Grade | | Georgia Murcar | Intro to the Arts |
| Wendi Clouse | 3rd Grade Math/Science | | Jennifer Smith | Special Education |
| Mandy Flaa | 3rd Grade ELA/Social Studies | | Hannah Wollweber | Special Education |
| Shawna Vincent | 4th Grade Math/Science | | Jackie Whitfield | K - 6 Intervention Specialist |
| Teresa James | 4th Grade ELA/Social Studies | | Lynn Chilson | Librarian |

## Tuesday - Friday SCHEDULE

| | |
|---|---|
| Breakfast/Recess: | 7:30-8:00 |
| School Starts: | 8:00 |
| Lunch: | |
| TK/ Kindergarten | 11:10 |
| 1st Grade: | 11:10 |
| 2nd Grade: | 11:15 |
| 3rd Grade: | 11:15 |
| 4th Grade: | 11:35 |
| 5th Grade: | 11:35 |
| 6th Grade: | 11:50 |
| School Ends: | 2:45 |

## Monday Late-Start SCHEDULE

| | |
|---|---|
| Breakfast/Recess: | 8:30-9:00 |
| School Starts: | 9:00 |
| Lunch: | |
| TK/ Kindergarten | 11:20 |
| 1st Grade: | 11:20 |
| 2nd Grade: | 11:35 |
| 3rd Grade: | 11:35 |
| 4th Grade: | 11:45 |
| 5th Grade: | 11:45 |
| 6th Grade: | 12:00 |
| School Ends: | 2:45 |

## SCHOOL BREAKFAST AND LUNCHES PRICES

**Breakfast:**
K-6: Free for all K-6 students
7-12: $2.50
Adult: $3.50

**Lunch:**
K-6: Free for all K-6 students
7-12: $4.15
Seconds (All Grades): $2.00
Adult: $6.00

**Milk:**
K-12: $0.50 if purchased independent of a school lunch

Milk is included with each school breakfast and lunch. If a second milk is desired or the student brings a lunch from home, a milk may be purchased for $.50.

Parents are encouraged to purchase meals by a check monthly or weekly. This should be more advantageous for students, parents, and the school. For your convenience you may purchase breakfast, lunch, and milk for all grade levels with one payment. To check the balance in your lunch/breakfast accounts call Jennifer Colvin at (509) 796-2511. We will try to notify you when your balance gets low, as stated in the National School Lunch Program application document*:*

## ADDITIONAL FEES

| | | | |
|---|---|---|---|
| Preschool | $500/month | MS ASB Card (If 6th Grade Playing Up to a MS Sport) | $25 |
| 6th grade Camp Fee | $200 | MS Sports Fees Except Football | $35 |
| 6th grade Camp Fee (If Free/Reduced Qualified) | $100 | MS Multi-Sport Fee | $125 |
| Chromebook Assurance Fee | $30 | Elementary ASB Card | $10 |
| Chromebook Assurance Fee (If Free/Reduced Qualified) | $20 | Elementary Yearbook | $15 |
| Chromebook Damage (If Chromebook Assurance Plan Is Not Purchased) | Dependent on Damage | Recorder Fee | $7.50 |
| Lock Rental Fee | $6 | Non-Sufficient Funds Fee | $10 |

## ATTENDANCE

Daily on-time attendance is vital to a child's academic success. Students are expected to be present and on time every day that school is in session.

Please schedule medical appointments after school so that students do not miss out on valuable instructional time.

If you know that your student will not be in school on any particular day, please call or email the **Attendance Line at: (509) 381-1312 or attendance@reardansd.net.** When a student has been ill or absent from school, he/she must bring a written excuse to school upon returning OR the student's guardian must call in the excuse within 24 hours of the absence.

**Excused Absences**
The following will be considered excused absences or tardies: illness, physical or mental health symptoms, health condition, medical appointment, family emergency, or religious purposes.

If your child has been ill with a fever, please do not send them to school until their body temperature has remained normal without the use of fever-reducing medication for a **full 24 hours**.

If your child has vomited at home, or at school, please do not send them to school until a **full 24 hours** has passed since the last incident.

Assignments and/or activities not completed because of an excused absence or tardy may be made up. Please contact your child's teacher for missed assignments.

After five excused absences in a month, or ten excused absences in a semester, a parent/guardian will meet with the principal to identify barriers to attendance and support/resources available to assist the family.

**Unexcused Absences**
Not sending a note or calling the office after your child(ren)'s absence will result in an unexcused absence.

You will receive notification from the school after your child has received one unexcused absence in a month.

After three unexcused absences in a month, a parent/guardian will meet with the principal to identify barriers to attendance and supports/resources available to assist the family.

Not later than the seventh unexcused absence in a month or 15th in a year, the school will enter into an agreement with the student and parent establishing attendance requirements, OR refer the student to a Community Engagement Board (CEB).

**Preplanned Absences**
Students and parents should pre-arrange absences whenever possible. A student must present a written note signed by the parent or guardian stating the time and reason for the absence.

Pre-planned absences from school are for family need or clear educational benefit, which is aligned with the appropriate school curriculum. Not all pre-planned absences are considered excused.

It is the student's responsibility to complete all work assigned. Teachers may request make-up work to be completed prior to leaving for an absence. All work assigned on the pre-planned absence form is due the first day back in class.

**Field Trips and Clubs**
The school sponsors and conducts a variety of field trips for students throughout the year. To participate in activities away from school students will be required to have a completed and signed **"Health Information and Emergency Medical Contact"** form on record in the school office in addition to a signed parental consent form.

Teachers or Administrators may deny students the privilege of field trips, performances, assemblies, etc. if they are not performing satisfactorily in the classroom or there are behavioral/conduct concerns.

Before/ After school and lunch clubs are open to all 2nd-6th grade students. Students must follow all school wide expectations. Students not being respectful, responsible, or safe will lose the privilege for a determined period of time deemed appropriate by the Principal and/or designee.

## VOLUNTEERS AND VISITORS

**Volunteers**
Volunteers are an important part of our school program. Volunteers help by:

Providing extra assistance to classroom teachers.

Working in the library.

Giving one to one or small group help to students.

Assist with a special event/activity.

Volunteers need to pass a background check. See Appendix H for the Volunteer Application. When the application has been completed, please turn in to the Office Manager for further processing.

**Classroom Visitors**
The Reardan-Edwall School District welcomes the opportunity to collaborate with parents in order to meet the needs of students. Families are provided access to their child's classroom for the purposes of observing class procedure, teaching material and class conduct. Classroom observations shall not disrupt the classroom procedure or learning activity and are limited to one hour. In order to facilitate the request for classroom observations, a specific process is utilized by the school:

Complete Observation Request Form

Turn in completed forms to the school office

Anyone who is requesting to observe any space in the school must have volunteer clearance.

Each classroom observation request will be considered on an individual basis and must be made at least one week in advance. We will make every effort to accommodate your request, but our first priority is maintaining the learning environment for our students. After your request has been approved, you will be contacted by the school's principal to confirm your visit.

**When Planning an Observation, Be Ready To:**
Schedule the observation in advance;

Be joined by an administrator while you observe;

Watch, jot down questions, but wait to ask your questions at another time; and

Plan for a time to talk with the teacher before and after the observation.

**Procedures for Parent Observations in Classrooms:**
The principal, or her designee, will ensure that a minimum of 24 hours is provided to inform the teacher of the parent/guardian visit.

Requests cannot be denied but can be delayed due to testing schedules. Requests to visit classrooms should be shared with the teacher(s) in advance by the principal or his/her designee.

Observations may not interfere with the delivery of instruction or disrupt the learning environment. Exit conferences with the teacher or principal/designee must occur at a prescribed time away from students and after instructional time.

Visitors may not take photos, take video, or audio recordings while in the classroom observing.

Upon arrival, visitors must follow established procedures for entering the main building including but not limited to: signing in, presenting a photo ID, and wearing a visitors' badge. The visitor badge must be worn at all times and placed in a visible location.

Visitors are to be escorted to the classroom by a staff member prior to the start of class.

At the conclusion of the observation a staff member should be called to escort the parent/guardian back to the office.

Parents/guardians may not have access to student performance or behavioral records outside of their own child's. In addition, the principal and/or their designee should discuss with the parent/guardian the importance of maintaining confidentiality regarding observations of other students within the classroom

## HEALTH

The District Nutrition, Health, and Physical Fitness policy #6700 and 6700P are available on the district's website, www.reardan.net.

**Medicine at School**
**According to state law and district policy, a Medication Authorization form must be filled out each year for your child to receive medication during school hours. The Medication Authorization forms are for prescription and over the counter medications.** These forms are available in the school office or from the school nurse. The form must be signed by the health care provider and the parent/guardian.

It is advisable to give regularly scheduled medications before and after school if possible. Check with your doctor. All medication will be kept in the Health Room unless otherwise indicated by the health care provider.

All over the counter medication must be turned into the Health Room in the original container, labeled with the student's name, and accompanied by the medication authorization form that has been signed by the parent/guardian and health care provider.

**Vaccines Required for School Attendance**
The attendance of every child at every public and private school in the state… shall be conditioned upon the presentation before or on each child's first day of attendance of proof of either: 1) full immunization 2) the initiation of a schedule of immunization, or 3) a certificate of exemption as provided for in RCW28A.210.090. (EXCEPTIONS: MEDICAL EXCEPTION requires a physician's signature. RELIGIOUS exemptions require the signature of a parent/guardian)."

As of July 28, 2019, WA State law removes the personal and philosophical option to exempt children from the MMR vaccine required for school and child care attendance. Medical and religious exemptions are not affected by this law.

You will need to provide updated immunization paperwork upon enrolling your child at Reardan Elementary. Children without a medical or religious exemption will need two doses of Measles, Mumps, & Rubella (MMR) vaccine to be allowed into school.

Because MMR vaccine doses must be administered at least a month apart, your child may be entered into school if they have paperwork showing at least one dose of MMR vaccine by the beginning of the school year. This will place your child under conditional status for up to 30 days, at which point you will need to provide records showing your child received the second dose of vaccine.

**In Summary:**
WA State law makes personal/philosophical exemptions for MMR invalid.

Your child needs proof of MMR vaccination, or medical or religious exemption documents by the first day of school in order to attend school in WA.

Children not compliant with state vaccine requirements for medical or religious exemptions may be excluded from school during an outbreak. This is a County Health Department decision and not your local school district's decision.

Our local Health Department is an excellent source of information regarding immunization issues. Please call the Lincoln County Health Department at 509-725-1001 for further information.

**Student Illness/Injury**
If a child becomes ill or is injured at school, he/she will be sent to the health room. We do not make medical diagnoses. If we believe the child needs to be sent home or see a doctor, the parents will be contacted as soon as reasonably possible.

It is absolutely essential that the school have the names of someone we can contact in emergency situations.

Because of very limited space in our health room, students with minor injuries or illness will only be allowed to stay in the health room for a short time, and then they will either be sent back to class or the school will call the child's parent/guardian. If students don't feel they can stay in class their parents will be called to take them home.

## SAFETY

**Walkers**
Children who walk to school will need your guidance about safety. Instruct your child about crossing streets safely, walking on sidewalks, or on the left side of the road where there are no sidewalks.

**Supervision Before/After School**
The school does not have playground supervision before 7:30 AM or after 2:45 PM.

Children who walk or are driven **should not arrive on the school grounds before 7:30.** We ask parent cooperation with this procedure by scheduling departure from home so that students will arrive at school at the designated time.

After school, children must leave for home immediately after the dismissal bell rings. **The school does not provide after school supervision for students remaining in town for non-school clubs, sports' practice, or until an evening school event begins. Please plan accordingly.**

**Bicycle Safety**
Instruct your child about bicycle safety rules:

Bicycles must be walked on the school grounds.

All bicycles must be parked in the racks and students are encouraged to lock their bikes. Bike racks are located on both north and south playgrounds.

All bicycle riders must wear helmets.

**Skateboards**
Skateboards, scooters, roller skates, wheeled shoes (i.e. Heelys), or roller blades are not allowed at school. Students may not skate on the playground or in the school.

## COMMUNICATION

**Notes and Newsletters**
To help keep parents informed about what is happening at school and important upcoming events the school provides the following publications:

Teacher Notes - these notes let you know what is going on in your child's classroom and alerts you to coming events. Parent Square- used by teachers and school officials to communicate class, school, and individual communication.

Reardan Weekly - contains information about events going on in the district and is sent via email or found on the District's Facebook page.

Connections Newsletter - is mailed to each registered voter in the school district approximately three times a year. It includes articles about school events, student accomplishments. If you are not receiving yours, contact the school.

The Reardan-Edwall School District Facebook page – information is posted here on an on-going basis as event additions or cancellations are known.

**Reports of Student Progress**
Report cards for students in grades TK-6 are given out four times a year, at the end of each quarter. These are sent home with students and parents can view them on Skyward.

Parent-Teacher Conferences are available for all students in November and March. The conferences are designed to give parents an accurate and objective report of a student's academic progress and behavior. Parents are encouraged to discuss any concerns they may have. Teachers appreciate any information parents may have that will assist the teacher in meeting a child's needs.

It is not necessary to wait until conference time to meet with a teacher; meetings may be scheduled at a time deemed appropriate by either the teacher or the parent.

**Talk to the Teacher - The First Contact Regarding:**
Student issues

Schedule a conference

Questions about student grades or behavior

Questions about specific activities related to the classroom

Curriculum specific to the classroom

**Talk to the Principal - For Information and Assistance Regarding:**
School programs, policies, and procedures

Unresolved issues after teacher contact

Security or safety related to school or student

Feedback and/or suggestions about school-wide issues

**Student Phone Use**
The elementary office will deliver messages to your child during the school day. **Please call the office to notify your child of a change of plans by 1:30.**

Student use of the office phone is discouraged except in cases of emergencies. Permission to call home about visiting a friend after school and like matters is not an appropriate reason to use the school telephone.

**Personal cell phone use is prohibited for K-6 students during school hours. This policy will be strictly enforced.**

**District's Tip Reporting Service**

Safety is one of our district's top priorities, that's why we're now using HearMeWA (see Appendix K), a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. Phone: (888) 537-1634
2. Text: Text your tip to (888) 537-1634
3. Web: https://hearmewa.org or access from Reardan-Edwall School District homepage

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

## TRANSPORTATION

**Leaving School Grounds**
Reardan Elementary School is a ***closed campus***. No student is to leave the school grounds (once arriving on campus) without permission from the principal/designee. Parents or guardians who take their children out of school during the school day need to sign them out in the office.

**Arrival to and Departure from School**
Students should arrive at school after 7:30 AM but prior to 8:00. Only students participating in extra or co-curricular activities after school may be in the building after 2:55 PM.

**Riding School Buses Other Than To Your Home**
No student is to ride a bus to any destination other than his/her own home without a properly authorized pass from the school principal, teacher, or designated personnel. Parents/Guardians shall make such requests in writing.

## SCHOOL DAY

**Clothing and Grooming**
Dress and grooming are rightfully the responsibility of the individual and their parents.

To be appropriate for school, dress and grooming should be clean, neat, and safe. It should not constitute a safety or health hazard or hamper the educational process.

Students who come to school in inappropriate dress will be given an opportunity to correct the situation by changing clothing if possible and their parents will be notified.

**Dress Code**
Students should dress in a way that is not disruptive to the educational environment or dangerous to themselves or others.

- Shoes and sandals must be worn at all times (slippers are not allowed)
- Shorts, skirts, pants, and dresses must cover all of your undergarments and private areas even when sitting (no pant sagging)
- Shirts and tank tops neckline and back line must come to the student armpit if measured straight across (no bras showing)
- Items that display pictures, slogans, or language that is provocative, offensive, violent, profane, sexual, drug related, alcohol related, tobacco related, gang related or promotes death or hate messages will not be permitted
- Ripped jeans are permitted as long as they fully cover all undergarments and private areas
- Makeup is acceptable, but full face paint is prohibited (nothing excessive)
- Pajamas are to be worn on spirit days only
- Crop tops should not be above the belly button, no tube tops
- Flags and blankets are not to be worn or brought to school (blankets can be used on the bus and stored in backpacks)
- Costumes/tails/ears/wings are not to be worn unless it is spirit week
- Jewelry must be flat, no spiked collars or jewelry
- Excessive chains are not allowed
- Sunglasses are not permitted to be worn in the school building during the school day
- Shoes with wheels will not be allowed

The goal of the Reardan-Edwall School District dress code is to promote **PRIDE** among our students and teach appropriate attire for the workforce.

**Dress Code Enforcement**
It is the responsibility of the campus administrator to ensure that enforcement of this policy is done so in a consistent manner with respect to community standards and age appropriateness.

Staff who feel a student has violated the dress code will ask the student to go to the office where the administrator or designee will do the following:

Ask the student to change or put on other clothes.

If the student has no other clothing some will be provided for them.

If the student refuses to change clothing, the parent will be called and the student will have in-school intervention.

While it is inevitable that there will be differences of opinion regarding the appropriateness of a student's attire, the final decision lies with the building administrator.

**Food and Drinks**
No snacks or food will be provided or eaten in classrooms between breakfast and lunch. Accommodations for students with medical needs will be met appropriately following their individual plan.

Most classroom teachers offer a short snack time in the afternoon. Families may make store bought contributions, please check with the teacher for room allergies.

Due to health risks to students and a distraction to the learning environment, pop and energy drinks will not be allowed at the elementary school. John Hopkins Medicine

**Personal Property**
Students are not to bring large amounts of money, trading cards, electronics, or other valuables to school. Toys should remain at home or in backpacks.

Students, not the school, are responsible for their personal property if lost, stolen, or damaged (such as cellphones, video games, tablets and other electronic devices).

If a student brings such items to school and the item is damaged or stolen, it is not the responsibility of the school.

If it is necessary for a student to bring valuables to school, they should arrange to leave them with the teacher or the office.

Students are prohibited from selling non-school-sanctioned items at school i.e. bracelets, drinks, snacks, etc.

**Lost and Found**
A lost and found cart is located in the elementary school. Students should check in the office when items are lost. Marking coats, hats, etc. with names helps us to return them to the appropriate person. After each quarter, the unclaimed items are given to a charitable organization.

**Passing or Retaining a Student (Based on Board Policy 2421)**
Factors that will be considered in the promotion/retention of all students are listed below:

Best interest of the student

Consultation with other staff members

Parental input

Number of previous retentions

Achievement level

Child's age

Child's physical size

Child's maturity

Whether or not the child has been or should be in special programs

Attendance

At the end of the first grading period, grades and pertinent assessment data will be used to identify students who are not making adequate academic progress. The teacher will notify the principal and will conference (via phone or in person) with the parent(s) to develop a plan of improvement.

At the end of the second grading period, grades and assessment data will again be reviewed to monitor the progress of students on improvement plans and to identify any new students who are not making adequate academic progress. If a student is not making adequate progress, the teacher will notify the principal and will conference with the parent(s) to develop or modify a plan of improvement and to inform them of the possibility of retention.

At the end of the third grading period, the teacher shall notify the principal of any student that will likely be recommended for retention. The principal, teacher, and parent/guardian, shall meet to explore all available options for the student's future success including the possibility of retention.

Before the end of the school year, the principal, teacher, and parent/guardian, shall meet. Ideally, all parties involved will agree upon the decision concerning retention of the student. As the School District views retention as a last resort and has a strong desire to partner with the parent(s), parental input will be given significant consideration. However, the final authority to retain a student rests with the School District.

A student who is slated for retention may choose to participate in a summer learning experience mutually agreed upon by the parent(s) and principal. If adequate progress is made over the summer and a learning plan is developed to enhance future academic success, the principal may promote the student to the next grade level.

Any parent who is unsatisfied by the decision of the school may use the standard hearing procedure as outlined in district policy.

## DISCIPLINE

**Expectations of All**

To accept the responsibility to keep the school environment free from disrespect, distraction, fear, and prejudice; expressions of racial, ethnic or religious bias or discrimination in any form will not be condoned or tolerated.

The Reardan school staff is dedicated to creating a safe positive learning environment for our students. Since student behavior and quality learning climate are closely related, we believe it is worth the effort to encourage and reinforce safe cooperative behavior. Students are to adhere to school rules and directions from school staff while on school grounds or under school jurisdiction.

Students are expected to accept responsibility for his/her own behavior and when violations of school rules occur, the school has the authority to take appropriate action designed to insure responsible civil behavior. When considering the appropriate level of discipline for each student, staff will consider several factors including, but not limited to, the student's maturity level, student's attitude, severity of the student's conduct, and intent of the student, impact on other students or staff, and the student's discipline history. Restorative practices and progressive discipline are utilized.

We feel it is important to have clear and consistent boundaries. It is essential to create a consistent pattern of behavior so Reardan students can be productive. We want students to learn to become responsible for their own behavior. We promote an atmosphere where students have the freedom to learn.

Reardan-Edwall School District encourages student conduct that shall promote good health, reasonable standards of behavior, effective citizenship and a safe, positive learning environment. Students on school grounds or in locations under school jurisdiction are expected to abide by the rules which are established to achieve these objectives. Admission to the schools of Reardan-Edwall School District carries with it the presumption that students shall conduct themselves as responsible members of the school community. This includes the expectation that the student shall obey the law, adhere to the policies of the school district, and comply with rules and regulations implementing these policies. In addition, the student is expected to safeguard the property of the school and to respect the rights and privileges of others in the school community.

**Reardan PBIS Program**

We have developed the Reardan Elementary School's Positive Behavioral Intervention and Supports System (PBIS) to create a safe and positive learning environment and to maintain records of students' behavior throughout the academic year. An important part of our program is that it allows our school to use positive reinforcement to encourage students to make proper choices.

PBIS is an approach to supporting students to be successful in school. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

The goal of PBIS is to prevent the development and establishment of problem behaviors and to maximize academic success for all. The expectations are as follows:

## SCHOOL WIDE EXPECTATIONS

Respectful ~ Responsible ~ Safe

**Reardan Elementary Behavior Matrix**

| | Morning Routine | Hallway | Office | Bathroom | Playground | Commons | Bus | Assembly | Gym Locker Room |
|---|---|---|---|---|---|---|---|---|---|
| **Respectful** | Go directly to: | PAX hands and feet. | Be patient. | Give others privacy. | Control your body. | Throw away all trash. | Be kind. | Enter in a single file line. | Use apprpriate words. |
| | playground or breakfast | Use your own cubby/locker | Use kind words. | Wait patiently for your turn. | Be a good sport. | Clean up eating area. | Use appropriate language. | Whole body listening. | Keep hands, feet, and eyes to yourself. |
| | | | | Keep restroom clean. | Use kind words. | | Follow the drivers directions | | |
| **Responsible** | Place Backpack near entry way. | Stay to the right. | Wait your turn | Use quickly and guietly. | Wait your turn. | Place both hands on tray. | Stay seated until doors open. | Be a good listener. | Use designated locker. |
| | Gather all belonging when the whistle blows. | Walk in a line. | | Flush toilet after use. | Keep playground clean. | Use table manners. | Keep area clean. | Use the bathroom before/after assembly only. | Keep out of others' things. |
| | | | | Wash hands | Put equipment away. | Stay in your bubble. | Be mindful of others. | Make good choices of seat | |
| | | | | | Use equipment properly. | | | | |
| **Safe** | Walk directly to your designated line-up area. | Walk in a single file line on the right side. | Keep hands and feet to self. | Keep feet on floor. | Use equipment the way it was designed. | Walk at all times. | Stay seated flat on your bottom. | Walk on the stairs | Walk in locker room. |
| | Keep hands and feet to self. | Keep hands and feet to self. | Sit or stand in the designated student area. | Keep water in the sink. | Stay in supervised boundaries. | Eat only your own food. | Face forward. | Sit flat on your pockets. | Keep hands, feet, and objects to |
| | | | | | Get safely to your line when the whistle blows | Keep your feet under the table. | Keep aisles clear of backpacks and bodies. | Keep hands and feet to self. | |
| **Voice Level** | 3 foot voice | 0 in voice | 3 foot voice | 3 in voice | 10 foot voice | 3 foot voice | 3 foot voice | 0 in voice | 3 foot voice. |

**PAX-Good Behavior Game**

Reardan Elementary Staff will be trained in the PAX-Good Behavior Game and will incorporate the principles of the program into our school

PAX teaches children to self-regulate, to work together, and to focus on positive choices they make with others for the betterment of all.

**Classroom Rules**

Teachers have the responsibility of establishing procedures and routines within their classroom. The rules will be explained and posted; if you have questions about a teacher's classroom rules, please talk with the teacher.

**Reardan-Edwall School District Bus Riding Rules**

The driver is in charge of all passengers.

No changing your stop or bus without written permission.

No changing your seat without permission from the driver. Pockets on the seat at all times.

School rules apply while riding a school bus. Everyone will be quiet at railroad crossings.

No eating or drinking on the bus unless given permission. Keep your bus clean.

No glass containers, no weapons, no tobacco, no lighters or e-cigarettes are allowed. No large, bulky items stored inside the bus.

Permission is required to open bus windows. Keep hands inside the bus at all times.

When walking to bus stops, always face traffic – cross in front of the bus when the driver gives a signal, and use appropriate conduct while waiting at the bus stop.

Wear your seat belt if provided.

Use emergency exits when instructed by the driver. Keep aisles and doors clear for emergencies at all times.

You may use your personal electronic devices if:
- You do not pass it around to others
- No picture taking, videoing, or sharing devices on the bus
- You put it away immediately if requested
- Use phone calls for emergencies only

Any damage to the bus will be charged to you and your parents/guardians. Riding the bus is a privilege you can lose.

## STUDENT DISCIPLINE

**PROCEDURE 3241P - STUDENT DISCIPLINE**

**DEFINITIONS**
For purposes of all disciplinary policies and procedures, the following definitions will apply:

1. **Behavioral Violation:** A student's behavior that violates the district's discipline policies.
2. **Classroom Exclusion:** The exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
   a. A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations;
   b. And the student remains under the supervision of the teacher or other school personnel during such brief duration.
3. **Culturally Responsive:** The same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
4. **Discipline:** Any action taken by a school district in response to behavioral violations.
5. **Disruption of the Educational Process:** The interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
6. **Emergency Removal:** The removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
7. **Expulsion:** A denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
8. **Length of an Academic Term:** The total number of school days in a single trimester or semester, as defined by the board of directors.
9. **Other Forms of Discipline:** actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
10. **Parent:** Is defined in WAC 392-172A-01125, and means:
    a. A biological or adoptive parent of a child;
    b. A foster parent;
    c. A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state;
    d. An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational

decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
11. **School Board:** The governing board of directors of the local school district.
12. **School Business Day:** Any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.
13. **School Day:** Any day or partial day that students are in attendance at school for instructional purposes.
14. **Suspension:** The denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
15. **In-School Intervention:** An intervention in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
16. **Short-Term Suspension:** A suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
17. **Long-Term Suspension:** A suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

**ENGAGING WITH FAMILIES & LANGUAGE ASSISTANCE**

The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district must ensure that it provides all communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with Limited-English Proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally.

**SUPPORTING STUDENTS WITH OTHER FORMS OF DISCIPLINE**

Unless a student's on-going behavior poses an immediate and continuing danger to others, or a student's on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:
https://www.k12.wa.us/sites/default/files/public/2020%20Behavior%20Menu%20with%20ADA.pdf.

The district has identified the following for use as other forms of discipline:
1. Oral or written feedback.
2. Parent notification or conferences.
3. Increased supervision.
4. Detention (lunch or after school).
5. Loss of privileges.
6. Behavior monitoring or contract.
7. Counseling.
8. Community service or restitution.
9. Peer mediation.
10. De-escalation.
11. Restorative justice.

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as another form of discipline for not more than thirty (30) minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior

prompting the detention and provide the student with an opportunity to explain or justify the behavior as well as ensure that the parent is notified. At least one professional staff member will directly supervise students in after-school detention.

Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

**STAFF AUTHORITY AND EXCLUSIONARY DISCIPLINE**

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose short-term suspensions, long-term suspensions, expulsions, and emergency removals to School Principals.

**CLASSROOM EXCLUSIONS**

After attempting at least one other form of discipline, as set forth above, school principals, as well as teachers, have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

1. The teacher or other school personnel must immediately notify the principal or the principal's designee; and
2. The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

**GRIEVANCE PROCESS FOR OTHER FORMS OF DISCIPLINE AND CLASSROOM EXCLUSION**

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal or the principal's designee for the purpose of resolving the grievance. At that informal conference, the student will be provided with an opportunity to share his or her perspective and explanation regarding the behavior violation.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

**SUSPENSION AND EXPULSION – GENERAL CONDITIONS AND LIMITATIONS**

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not expel, suspend, or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature and circumstances of the violation before administering any suspension or expulsion.

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

**IN-SCHOOL INTERVENTION AND SHORT-TERM SUSPENSION**

The Superintendent designates school principals, vice-principals, and their designees with the authority to impose in-school intervention and short-term suspension. Before administering an in-school intervention or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school intervention that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the district is not required to impose in-school intervention or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school intervention or short-term suspension is appropriate.

Behavior which may result in an in-school intervention or short-term suspension include:

1. Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
2. Bomb scares or false fire alarms that cause a disruption to the school program;
3. Cheating or disclosure of exams;
4. Commission of any crime on school grounds or during school activities;
5. Dress code violations that the student refuses to correct (see student dress policy/procedure 3224); especially clothing with lewd, sexual, drug, tobacco, alcohol related messages, or apparel associated with gangs or hate groups.
6. Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
7. Gang-related activity;
8. Harassment/intimidation/bullying;
9. Intentional deprivation of student and staff use of school facilities;
10. Intentional endangerment to self, other students, or staff, including endangering on a school bus;
11. Intentional injury to another;
12. Intentionally defacing or destroying the property of another;
13. Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
14. Possession, use, sale, or delivery of illegal or controlled chemical substances;
15. Refusal to cease prohibited behavior;
16. Refusal to leave an area when repeatedly instructed to do so by school personnel;
17. Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
18. Substantially and intentionally interfering with or disrupting any class or activity;
19. Behavior that adversely impacts the health or safety of other students or educational staff;
20. Threats of violence to other students or staff; o
21. Use or possession of weapons prohibited by state law and Policy 4210 and Procedure 4210P (Regulation of Dangerous Weapons on School Premises).

**INITIAL HEARING**

Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

1. Notice of the student's violation of this policy;
2. An explanation of the evidence regarding the behavioral violation;
3. An explanation of the discipline that may be administered; and
4. An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

**NOTICE**

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

1. A description of the student's behavior and how the behavior violated this policy;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parent(s) to an informal conference with the principal or designee; an
6. The right of the student and parent(s) to appeal the in-school or short-term suspension.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term.

For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes.

**LONG-TERM SUSPENSIONS AND EXPULSIONS**

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specified misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6) (a) through (d), which include:

1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
2. Any of the following offenses listed in RCW 13.04.155, including:
3. Any violent offense as defined in RCW 9.94A.030, including
4. Any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
5. Manslaughter;
6. Indecent liberties committed by forcible compulsion;
7. Kidnapping;
8. Arson;
9. Assault in the second degree;
10. Assault of a child in the second degree;
11. Robbery;
12. Drive-by shooting; and
13. Vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
14. Any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
15. Inhaling toxic fumes in violation of chapter 9.47A RCW;
16. Any controlled substance violation of chapter 69.50 RCW;
17. Any liquor violation of RCW 66.44.270;
18. Any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
19. Any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
20. Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
21. Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; or
22. Any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.

The district may also determine that a long-term suspension or expulsion is appropriate when a student commits one of the following behaviors two times in a three-year period:

1. Criminal gang intimidation in violation of RCW 9A.46.120;
2. Gang activity on school grounds in violation of RCW 28A.600.455;
3. Willfully disobeying school administrative personnel in violation of RCW 28A.635.020; or,
4. Defacing or injuring school property in violation of RCW 28A.635.060.

Additionally, any student behavior that adversely impacts the health or safety of other students or educational staff may result in a long-term suspension or expulsion.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

**BEHAVIOR AGREEMENTS**

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

A behavior agreement does not waive a student's opportunity to participate in a re-engagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

**INITIAL HEARING**

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:

1. Notice of the student's violation of this policy;
2. An explanation of the evidence regarding the behavioral violation;
3. An explanation of the discipline that may be administered; and
4. An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

**NOTICE**

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

1. A description of the student's behavior and how the behavior violated this policy;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parent(s) to an informal conference with the principal or designee;
6. The right of the student and parent(s) to appeal the suspension or expulsion; and
7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a re-engagement meeting.

Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

**DIVERGENCE BETWEEN LONG-TERM SUSPENSION AND EXPULSION**

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

**EMERGENCY REMOVAL**

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

1. The district must have sufficient cause to believe that the student's statements or observable behaviors pose:
   a. An immediate and continuing danger to other students or school personnel; or
   b. An immediate and continuing threat of material and substantial disruption of the educational process.
2. The district may not impose an emergency removal solely for investigating student conduct.
3. For purposes of determining sufficient cause for an emergency removal, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:
   a. The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
   b. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
4. An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.
5. After an emergency removal, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

**NOTICE**

Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

1. The reason the student's statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
2. The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
3. The opportunity to receive educational services during the emergency removal;
4. The right of the student and parent(s) to an informal conference with the principal or designee; and
5. The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal must be requested.

If the district converts an emergency removal to a suspension or expulsion, the district must:

1. Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
2. Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency removals, including the reason the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

**APPEAL, RECONSIDERATION, AND PETITION**

**OPTIONAL CONFERENCE WITH PRINCIPAL**

If a student or the parent(s) disagree with the district's decision to suspend, remove, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a re-engagement meeting, or petition for readmission.

## APPEALS

### REQUESTING APPEAL

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency removal, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:
1. The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
2. The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
3. If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

### IN-SCHOOL INTERVENTIONS AND SHORT-TERM SUSPENSION APPEAL

For short-term and in-school interventions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:
1. The decision to affirm, reverse, or modify the suspension;
2. The duration and conditions of the suspension, including the beginning and ending dates;
3. The educational services the district will offer to the student during the suspension; and
4. Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

### LONG-TERM SUSPENSION OR EXPULSION AND EMERGENCY REMOVAL APPEAL

For long-term suspension or expulsion and emergency removals, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:
1. The time, date, and location of the appeal hearing;
2. The name(s) of the official(s) presiding over the appeal;
3. The right of the student and parent(s) to inspect the student's education records;
4. The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
5. The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
6. Whether the district will offer a re-engagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a re-engagement meeting and develop a re-engagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the re-engagement process.

### HEARINGS

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold a hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel request an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:
1. A single hearing will not likely result in confusion; and
2. No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency removal, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.
The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:
1. The district made a reasonable effort to produce the witness; and
2. The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:
1. The findings of fact;
2. A determination whether: (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
3. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
4. Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
5. Notice of the opportunity for a re-engagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:
1. The findings of fact;
2. A determination whether the student's statements or behaviors continue to pose: (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
3. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
4. Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

**RECONSIDERATION OF APPEAL**
The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for suspensions or expulsions and emergency removals. This request may be either oral or in writing.

For suspensions or expulsions, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency removal, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in: (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long term suspensions or expulsions, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
2. The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
3. For long-term suspensions or expulsions, notice of the opportunity to participate in a re-engagement meeting.

For emergency removal, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
1. Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed: (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
2. If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted.

**PETITION TO EXTEND AN EXPULSION**
When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:
1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
2. The student's academic, attendance, and discipline history;
3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
5. The proposed extended length of the expulsion; and
6. The student's re-engagement plan.

The principal or designee may petition to extend an expulsion only after the development of a re-engagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

**NOTICE**
The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:
1. A copy of the petition;
2. The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
3. The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition. If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:
1. The date on which the extended expulsion will end;
2. The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
3. Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request.

**REVIEW AND RECONSIDERATION OF EXTENSION OF EXPULSION**
The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only by board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
1. Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
2. The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

**EDUCATIONAL SERVICES**
The district will offer educational services to enable a student who is suspended or expelled to:
1. Continue to participate in the general education curriculum;
2. Meet the educational standards established within the district; and
3. Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:
1. Meaningful input from the student, parents, and the student's teachers;
2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include online tutoring, online courses, and one-on-one tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and coursework.

For students subject to suspension or emergency removal up to five (5) days, a school must provide at least the following:
1. Coursework, including any assigned homework, from all of the student's regular subjects or classes;

2. Access to school personnel who can offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes; and
3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

For students subject to suspension or emergency removal for six (6) to ten (10) consecutive school days, a school must provide at least the following:
1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
3. Access to school personnel who can offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
   a. Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
   b. Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

**READMISSION**

**READMISSION APPLICATION PROCESS**
The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:
1. The reasons the student wants to return and why the request should be considered;
2. Any evidence that supports the request; and
3. A supporting statement from the parent or others who may have assisted the student.
The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

**RE-ENGAGEMENT**

**RE-ENGAGEMENT MEETING**
The re-engagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a re-engagement meeting for students with a long-term suspension or expulsion.

Before convening a re-engagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to re-engage the student.

The re-engagement meeting must occur:
1. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
2. As soon as reasonably possible, if the student or parents request a prompt re-engagement meeting.

**RE-ENGAGEMENT PLAN**
The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive re-engagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a re-engagement plan, the district must consider:
1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
2. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
3. Shortening the length of time that the student is suspended or expelled;
4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
5. Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the re-engagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the re-engagement plan are in a language the student and parents understand.

**EXCEPTIONS FOR PROTECTING VICTIMS**

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

1. A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; or
2. A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

**Relations with Police Authorities**

The primary responsibility for maintaining proper order and conduct in the schools is that of staff. Staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities. Law enforcement may be called upon for assistance if there is substantial threat to the health and safety of students or others such as in the case of bomb threats, mass demonstrations with threat of violence, individual threats of substantial bodily harm, trafficking in prohibited drugs or the scheduling of events where large crowds may be difficult to handle. Information regarding major violations of the law shall be communicated to the appropriate law enforcement agency.

A law enforcement officer shall contact the principal upon entering a school building.

An officer may request and be granted such student information as address, telephone number, parents' names, date of birth and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Student records protected by the federal Family Rights and Privacy Act may only be examined or released following written permission of a minor student's parent or an adult student, pursuant to a court order or subpoena, in response to a health or safety emergency, or in order to better serve the student in the juvenile justice system prior to adjudication.

While the district encourages interrogations of students to take place off school premises, the principal shall permit a law enforcement officer to conduct any necessary questioning. The principal shall cooperate with the officer while he/she is conducting necessary investigations. The officer shall advise and afford a student the same legal rights as an adult and the right to have a parent present during questioning if the student is twelve years of age or younger.

## 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, Tiffany Clouse, 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 (https://www.reardan.net/about/harassment-intimidation-bullying)

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

## What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form (https://www.reardan.net/about/harassment-intimidation-bullying)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 HIB webpage (www.reardan.net) 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 (www.reardan.net)*

### 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 (www.reardan.net)*

## 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: Tiffany Clouse, tclouse@reardansd.net

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Tiffany Clouse, tclouse@reardansd.net

Concerns about disability discrimination:

Section 504 Coordinator: Tiffany Clouse, tclouse@reardansd.net

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Tiffany Clouse, tclouse@reardansd.net

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 disagree with the decision about your complaint, you may appeal the decision to Eric Sobotta, Superintendent 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 (www.reardan.net If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Tiffany Clouse, tclouse@reardansd.net

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

## 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
- Phone: 1-866-297-2597

**U.S. Department of Education, Office for Civil Rights (OCR)**

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

- Website: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

## NON-DISCRIMINATION POLICY
## ***Nondiscrimination for School Publications and Public Announcements***

Reardan-Edwall School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

**Title IX Coordinator**
**Civil Rights Compliance Coordinator**
**Section 504/ADA Coordinator**
**LGBTQ Coordinator**
Mrs. Tiffany Clouse, Director of Programs and Development
215 E Spokane Avenue
PO Box 225
Reardan, WA 99029
(509) 796-2701
tclouse@reardansd.net

## Parents' Bill of Rights

Parental Rights in Education (Initiative 2081 & RCW 28A.605.005)

As a parent or guardian, you have important rights when it comes to your child's education. Under **Initiative 2081** and state laws like **RCW 28A.605.005,** schools are required to partner with families and be transparent about student learning and well-being.

Summary of key rights you have as a parent:

- **Access to Information:** You have the right to access your child's educational records, including classroom materials, curriculum, and assessments.
- **Notice of Changes:** You will be informed if there is a change in your child's health or well-being, or if there are any significant issues related to safety or behavior.
- **Participation:** You have the right to participate in school decisions affecting your child and to attend meetings and school events.
- **Transparency:** You can ask for information about school policies, disciplinary procedures, and any materials used in classrooms.

Our school is committed to working closely with parents and guardians to support students in a safe, respectful, and inclusive learning environment. If you have questions about your rights or need help accessing information, please contact the school office.

**Notice of Washington State Law Regarding School & Event Safety**

Pursuant to Washington State Law (ESB 5272, Chapter 155, Laws of 2026), it is unlawful for any person to interfere with any school employee, student, or activity official through intimidation or the threat of force or violence during school hours or at any district-sponsored extracurricular activity.

The Reardan-Edwall School District strictly enforces this policy. Individuals engaging in disruptive, threatening, or violent behavior at any district facility or event will be required to leave the grounds immediately, may face restrictions from future school events, and may be reported to local law enforcement for criminal prosecution.

# APPENDIX A
# PARENT/YOUTH'S GUIDE TO THE MCKINNEY-VENTO DISPUTE RESOLUTION

If a parent, guardian, or unaccompanied youth wishes to appeal a school district's decision regarding school placement:

The parent/unaccompanied youth must submit a request for dispute resolution form to the district Liaison or the school where enrollment is sought within fifteen **(15) business days** of receiving the district's notification that they plan to enroll the student in a school other than the one requested by the parent, guardian, or youth.

Within five **(5) business days** of their receipt of the complaint, the Liaison must make a decision on the complaint and inform the parent or unaccompanied youth of their decision in writing.

If the parent or youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent or unaccompanied youth shall notify the district's Homeless Liaison of their intent to proceed to Level II within ten **(10) business days** of their receipt of notification of the Level I decision. If the parent or unaccompanied youth wishes to proceed to Level II, the district's Homeless Liaison will provide an appeals package that includes:

A copy of the parent or youth's complaint which was filed at the district Homeless Liaison at Level I

The decision rendered at Level I by the Homeless Liaison

Any additional information from the parent, guardian, unaccompanied youth, or Liaison.

If the dispute remains unresolved after a Level I appeal, the parent, guardian, or unaccompanied youth may appeal the decision to the local school district's Superintendent or the Superintendent's designee. The appeals package from the Level I dispute will be used to facilitate the following:

The Superintendent or Superintendent's designee (not the Homeless Liaison), will arrange for a personal conference with the parent, guardian, or unaccompanied youth. This will occur within five **(5) business days** of the parent, guardian, or youth's notification to the district of their intent to proceed to the Level II dispute resolution process. This meeting, once arranged, should happen as quickly as possible.

The Superintendent, or the Superintendent's designee will provide a decision, in writing, to the parent, guardian, or unaccompanied youth with supporting evidence and reasons within five **(5) business days** of the meeting.

If the parent, guardian, or unaccompanied youth disagrees with the decision at Level II and wishes to move the dispute process to Level III, the parent, guardian, or unaccompanied youth must notify the district's Homeless Liaison of their intent to proceed to Level III within ten **(10) days of receipt** of notification of the Level II decision. If the dispute remains unresolved:

The district Superintendent must forward all written documentation and related paperwork to the OSPI Homeless Education Coordinator or designee, for review within five **(5) business days** of receiving notification that the parent, guardian, or youth would like to proceed to Level III.

The entire dispute package including all documentation and related paperwork is to be submitted to OSPI in one complete package via hard copy mail delivery. Documents submitted separately from the dispute package may not be reviewed. It is the responsibility of the district to ensure the dispute packages are complete and ready for review.

The OSPI Homeless Education coordinator, along with appropriate OSPI personnel, will make a final decision within fifteen **(15) business days** of receipt of the complaint.

The final decision will be forwarded to the school district's Homeless Liaison for distribution to the parent and local Superintendent.

The decision made by OSPI will be the final resolution for placement of a homeless child or youth in the district.

**Receipt of Dispute Resolution Information**

Date: _____

I, _____, am the parent, guardian, or youth attempting to enroll my child/ren or myself in the following school(s):

| Child's Name: | School(s): |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

I have received the explanation of my child's placement. This explanation included:

Contact information for the district's Homeless Liaison and the Office of the Superintendent of Public Instruction's Homeless Education Coordinator

A copy of the dispute resolution process

Paperwork to complete if I wish to dispute the district's decision

Directions on how to complete the dispute resolution paperwork

A summary of the McKinney-Vento Act

I understand that the school district will ensure that my child/ren will attend and fully participate in the school where enrollment is sought while the dispute process is carried out.

_____ _____

Parent/Guardian/Youth Signature Date

_____ _____

School District Personnel Signature Date

Upon receipt of the dispute resolution packet, please sign this form and return it to the school where you are attempting to enroll or to the district's Homeless Liaison.

## DISPUTE RESOLUTION FORM

Date: _____

I have received the explanation of the district's placement decision concerning my children/myself, (name): _____. I disagree with the district's placement decision, and I am appealing that decision for the following reasons:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I understand that the district will ensure that my child/I will have the opportunity to attend and participate at the school where enrollment is sought while the dispute is being carried out.

_____ _____
Parent/Guardian/Youth Signature Date

_____ _____
School District Personnel Signature Date

School District Use Only:

☐ Level I Appeal ☐ Level II Appeal ☐ Level III Appeal

# APPENDIX B
# REARDAN-EDWALL SCHOOL DISTRICT CIVIL RIGHTS COMPLAINT AND APPEAL PROCESS

**Step 1**
Write Out and Send Your Complaint

Describe the conduct or incident. Use facts: what, who and when.

Explain why you believe discrimination has taken place.

Describe what actions you believe the district should take to resolve the problem.

Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent who is the Civil Rights Coordinator.

**Deadline for Filing a Complaint**
School districts can adopt a filing deadline for complaints. This deadline must be at least one year after the incident or conduct — the subject of the complaint — took place.

**Step 2**
School District Investigates Your Complaint. Your civil rights coordinator has an important role to play once the school district receives your written complaint.

The coordinator must:

Give you a copy of the procedure to follow for discrimination complaints

Make sure a prompt and thorough investigation takes place

Important! At this point, you could decide to resolve your complaint immediately instead of proceeding with the investigation.

**30 Calendar Days to Respond to Your Complaint**
Once the district receives your written complaint, the superintendent or administrator must respond to you in writing within 30 calendar days — unless you agree on a different time period.

If your complaint involves exceptional circumstances that demand a lengthier investigation, the district must notify you in writing with (1) why staff needs this time extension and (2), a new date for their written response.

**Step 3**
School District Responds to Your Complaint. In its written response, the district or charter school must include this information:

Summary of the results of the investigation

Determination that states clearly whether or not the district failed to comply with civil rights law

Notification that you can appeal this determination: how and where to file an appeal, and to whom it must addressed

Any measures, determined through the investigation, necessary to bring the district into compliance with civil rights law Any necessary corrective measures must be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

**Mediation**
Mediation is an option you could consider. Under state law, school districts can offer — at their own expense — the option to resolve complaints through an impartial mediator. Mediation must be voluntary on the part of parents and guardians. (WAC 392-190-0751 Mediation)

If you decide to use a mediator, it is possible to extend the 30-calendar day time period during which the district or charter school must respond to your complaint. Important! Be aware that OSPI does not approve, endorse, or enforce agreements reached through mediation.

**Appeal**
If you do not agree with the determination that follows the district's investigation of your complaint, you can file an appeal. Information about the appeal process should be included in the written response you receive once the district has completed their investigation. Follow the appeal procedure closely—appeals must be made to an official or board not involved in the complaint.

**Deadline for Filing an Appeal**
School districts are allowed to adopt a filing deadline for appeals. The deadline for filing an appeal in Reardan-Edwall School District is 20 calendar days from the date you received the written response to the investigation that followed from your complaint.

**30 Calendar Days to Respond to Your Appeal**
Once the district receives your appeal, it must respond to you in writing—within 30 calendar days—unless you agree on a different time period.

The appeal decision must include how to file a complaint with OSPI. If you do not agree with the appeal decision, state law provides the option to file a complaint with OSPI.

**File a Complaint to OSPI Based on an Appeal Decision**
Complaint to State (OSPI) Follows Local Complaint and Appeal Process. This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the complaint and appeal process of your school district, OR (2) the school district has not followed the complaint and appeal process correctly.

**Step 1**
Write Out and Send Your Complaint. Include these details in your complaint:

Describe the conduct or incident. Use facts: what, who and when

Explain why you believe discrimination has taken place

Your name and contact information—including a mailing address

Name and address of the school district that is the subject of your complaint

Copy of the complaint and appeal decisions from the district

Describe what actions you believe the district should take to resolve the problem

If your complaint relates to a specific student, make sure you include (1) the name and address of the student, and (2) the school and school district the student attends.

**Send Your Written Complaint to the Equity and Civil Rights Office**
Email: Equity@k12.wa.us | Fax: (360) 664-2967
Mail or hand deliver: OSPI Equity and Civil Rights Office,
PO Box 47200, 600 Washington St. S.E.,
Olympia, WA 98504-7200

**Deadline for Filing a Complaint to OSPI**
You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal from the district — unless OSPI extends this deadline based on circumstances.

**Step 2**
OSPI Responds to Your Complaint. Staff at OSPI will review your complaint and decide whether or not to begin an investigation. If OSPI staff decides to investigate your complaint, they will send written notification to you and the district.

OSPI will not investigate if your complaint:

Is incomplete or arrives after the 20-day deadline

Does not allege a violation of a civil rights law that OSPI enforces. Contact the Equity and Civil Rights Office for this information: (360) 725-6162 | equity@k12.wa.us

Has not been brought to the attention of the district or charter school through the local complaint and appeal process.

Was investigated by another state, federal, or local civil rights agency and OSPI expects a comparable resolution.

If OSPI investigates the complaint, OSPI will send you a written decision that addresses each allegation in the complaint, and includes any corrective actions necessary to correct noncompliance.

# Appendix C
# Child Find Screening

**What is a Child Find Screening?**
Screening is a **free** check of your child's development-including:

Large muscle development

Eye-hand coordination (fine motor skills)

Communication

Concepts

Personal-social skills

Self-help skills

**What Is the Purpose of a Child Find Screening?**
The purpose of the screen is to identify any factors that may interfere with your child's learning, growth, and development. The screening is also provided to help parents identify their child's strengths and weaknesses and provide home suggestions.

**What Happens During a Child Find Screening?**
During the screening, your child may stack small blocks, cut with scissors, draw, count, name colors, jump, and have fun! Following the screening, a trained professional will talk with you about the results of the screening. You will have the opportunity to ask any questions about your child's development. You may be given home suggestions, referred on for further testing, or be scheduled to have skills rechecked at a later date. The screening process usually takes about 45 minutes.

**Who Is Eligible to Be Screened?**
Any child, birth to age five, whose family or caregivers would like more information about their child's development. All school districts within Washington State have Child Find screenings available. If your family is living in a temporary situation, you may contact the district where you are staying to attend a screening.

**Where Can I Go For Screening?**
For more information and to schedule a screening, please contact:

Mrs. Tiffany Clouse
Director of Programs and Development
(509) 796-2701
Reardan-Edwall School District
PO Box 225
Reardan, WA 99029
tclouse@reardansd.net

# Appendix D
# Home Language Survey (English) (PDF)

English

**Office of Superintendent of Public Instruction (OSPI)**
**Home Language Survey**

| **Student Name:** | | **Date:** |
|---|---|---|
| **Birth Date:** | **Gender:** | **Grade:** |

**Form Completed by:**

Parent/Guardian Name _____ Relationship to Student _____

Parent/Guardian Signature _____

If available, in what language would you prefer to receive communication from the school?

_____

**Did your child receive English language development support through the Transitional Bilingual Instruction Program in the last school your child attended?** Yes__ No__ Don't Know__

| | |
|---|---|
| 1. In what country was your child born? | _____ |
| 2. **What language did your child first learn to speak?*** | |
| 3. **What language does <u>YOUR CHILD</u> use the most at home?*** | _____ |
| 4. What language(s) do <u>parent/guardians</u> use the most when you speak to your child? | _____<br>_____ |
| 5. Has your child ever received formal education* outside of the United States? (Kindergarten – 12th grade)<br>_____Yes _____No<br>"Formal education" does not include refugee camps or other unaccredited programs for children. | If yes, in what language(s) was instruction given?<br>_____<br>For how many months? ____ |
| 6. When did your child first attend a school in the United States? (Kindergarten – 12th grade) | Month Day Year |
| 7. Do grandparent(s) or parent(s) have a Native American tribal affiliation?<br>_____Yes _____No | |

***WAC 392-160-005:** *"Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.*

*Note to district: A response of a language other than English to question #2 OR question #3 triggers ELL placement testing*

May 2014

# Appendix E
# Home Language Survey (Russian) (PDF)

Russian
(русский)

**Офис главного инспектора государственного образования штата (OSPI)**
**Анкета для родителей о родном языке**

| **Имя учащегося:** | | **Дата:** |
|---|---|---|
| **Дата рождения:** | **Пол:** | **Класс:** |

**Кем заполнена форма:**

Имя родителя/опекуна _____ Кем приходится учащемуся _____

Подпись родителя/опекуна _____

Если бы Вам была предоставлена такая возможность, на каком языке Вы предпочли бы получать сообщения из школы?

_____

**Оказывалась ли Вашему ребенку помощь в развитии навыков владения английским языком по Переходной двуязычной учебной программе в последней школе, которую он посещал?** Да__ Нет__ Не знаю __

| | |
|---|---|
| 1. В какой стране родился Ваш ребенок? | _____ |
| 2. **На каком языке Ваш ребенок впервые начал говорить?*** | |
| 3. **Каким языком <u>ВАШ РЕБЕНОК</u> чаще всего пользуется дома?*** | _____ |
| 4. Каким языком (языками) чаще всего пользуются <u>родители/опекуны</u> при общении с ребенком дома? | _____<br>_____ |
| 5. Ваш ребенок когда-либо получал формальное образование* за пределами Соединенных Штатов? (Детский сад - 12-й класс)<br>_____Да _____ Нет<br>«Формальное образование» не включает лагеря беженцев или другие неаккредитованные программы для детей. | Если да, то на каком языке (языках) велось преподавание?<br>Сколько месяцев? _____ |
| 6. Когда Ваш ребёнок впервые пошёл в школу в США?<br>(детский сад – 12-й класс) | месяц день год |

***WAC 392-160-005:** «Основным языком» считается язык, которым чаще всего пользуется учащийся (не обязательно родители, опекуны или другие) для общения по месту своего проживания.*

*Note to district: A response of a language other than English to question #2 OR question #3 triggers ELL placement testing.*

*May 2014*

# Appendix F
## Policy 3205 - Sexual Harassment of Students Prohibited

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

**Definitions**

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

The term "sexual harassment" includes:

Acts of sexual violence;

Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;

Unwelcome sexual advances;

Unwelcome requests for sexual favors;

Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;

Sexual demands where submission or rejection is a factor in an academic or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

**Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

**Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

**Staff Responsibilities**

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

**Notice and Training**

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

**Policy Review**

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

## Appendix H

# Reardan- Edwall School District

## Volunteer Application

**Clearance Application and Disclosure, pursuant to RCW 43.43.830-840**

Activity/Sport: _____

Full Name: _____ Alias/Maiden Name(s) _____
Last First Middle

Email: _____ Female □ Male □

Street Address: _____ City, State: _____ Zip Code: _____

Home Phone: _____ Work/Cell Phone: _____ Date of Birth: _____

Current Employer _____
(Name, Address, Phone, Supervisor's name)

**Please attach a copy of your driver's license or other identification with name and birth date.**

**Have you ever been:**

A. Disciplined, discharged, non-renewed, banned or threatened to be disciplined, discharged, banned or non-renewed from any organization? (eg: employment, civic organization, etc.) □ Yes □ No

B. Convicted of any crime against children or other persons (aggravated murder; first or second degree murder; first or second degree kidnapping; first, second or third degree assault; first, second or third degree assault of a child; first, second or third degree rape; first, second or third degree rape of a child; first or second degree robbery; first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties; incest; vehicular homicide; first degree promoting prostitution; communication with a minor; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment; child abuse or neglect as defined in RCW 26.44.020; first or second degree custodial interference; malicious harassment; first, second or third degree child molestation; first or second degree sexual misconduct with a minor; patronizing a juvenile prostitute; child abandonment; promoting pornography; selling or distributing erotic material to a minor; custodial assault; violation of child abuse restraining order; child buying or selling; prostitution; felony indecent exposure; or any of these crimes as they may be renamed in the future?) □ Yes □ No

C. Found in any dependency action or by a court in a domestic relations proceeding or in any disciplinary board final decision to have physically or sexually assaulted, exploited or abused any minor? □ Yes □ No

D. Released from prison? □ Yes □ No

E. Convicted of any offense that involved drugs/alcohol? □ Yes □ No

F. Convicted of any felony other than those listed in part B (above) in Washington or any other state? □ Yes □ No

G. Presently charged with, but not convicted of a crime? □ Yes □ No

***Please explain any "yes" answers:***

***For Official Use Only***

**Pursuant to RCW 9A.72.085**, I certify under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct. I understand that this offer to volunteer within Central Valley School District #356, is contingent upon an acceptable response from the Washington State Patrol and/or federal law enforcement agency, whose criminal history review will be sought of all applicants on an annual basis. I agree that Reardan- Edwall School District may, at its discretion, preclude me from volunteer service, if, among other reasons, I provide misleading or incomplete statements. If I am accepted as a volunteer, I agree to read the volunteer manual from the Reardan- Edwall School District Volunteer Program and agree to comply with its contents. As a volunteer coach, I am directly responsible to the head coach, athletic director and principal in all matters that involve coaching students. As a volunteer, **I am aware that I will receive no compensation for my services.** For any matters concerning coaching ethics, I will check with the head coach, athletic director, and/or principal.

### Coaches

Do you currently hold a First Aid/CPR card? □ Yes □ No

Is your fingerprint record on file with RESD? □ Yes □ No

Have you completed Concussion Training? □ Yes □ No

Have you completed Cardiac Arrest training? □ Yes □ No

**Applicant Signature** _____ **Date** _____

**Administrator Signature** _____ □ Approved □ Not Approved

# Reardan- Edwall School District

## School Volunteer Orientation

### Welcome:

Reardan- Edwall School District is excited to have you here volunteering, helping us reach our mission of all students Known, Loved, and Learning. As a volunteer you are a welcome addition and gift to our students and staff. This orientation is to help you become a successful volunteer. Please let us know if you need anything while here. Reardan- Edwall School District is a K-12 campus, with Transitional Kindergarten, and Options Program.

### Policies:

While volunteering there will be certain rules and procedures that will be in place as an approved volunteer. The following sections will help you understand the expectations. If you have any questions please do not hesitate to ask. Reardan-Edwall School District has a student no cell-phone policy. To help support this we ask you to not be on your phone while here unless for volunteer reasons or step away from students.

### Becoming a volunteer:

All volunteers are required to be pre-approved with the district human resources and security. This involves a criminal history background check, familiarization with the rules, and acceptance in the volunteer program. After approval from the Security Director and/ or Superintendent you will be given this orientation and more if needed. This handout provides the basic information to be successful, but if requested volunteers can be given a more detailed orientation.

### Signing in:

Each school has a single point of entry at the office. It is Critical to start each day there by signing in so we can maintain accountability of who is in the building. Once in the building please wear at all times your approved name badge or visitor badge.

### Emergency response:

As a volunteer you may be in the building during emergency drills or a real- life crisis. It is important to be aware of evacuation routes, rally points, and emergency response. In case of evacuation the main campus will evacuate to the football field. In every building there is an AED and first aid kit. Each room that houses students has a stop the bleed kit near the door. Each building has staff members who are first aid trained. Please do not provide aid unless you are currently trained or in a critical situation. Never administer any student medication, ointment, capsules, or anything else that could be absorbed into the bloodstream. If volunteering in the nurse's office, take all guidance from our nurse. If you would like more detailed information on emergency operations or access to our Safety Shield app, please ask.

## SUPERVISION:

Each school building has a principal and front office manager. If volunteering within a classroom, take guidance from the teacher.

## CONDUCT AS A VOLUNTEER:

While serving as a school volunteer you are expected to treat all individuals with dignity and respect. You are expected to abide by all school rules. This includes not possessing on campus, weapons, drugs or alcohol. You are expected to; refrain from smoking or vaping while on campus, dress in an appropriate manner, use respectful language, and appropriate touch. Volunteers will not be allowed to discipline any student. Volunteers shall direct all communications to a supervisor/ teacher. All communications to home shall be the responsibility of the supervisor/ teacher. Volunteers will not take pictures of students or post anything online without permission from the school principal.

## UNLAWFUL DISCRIMINATION AND HARASSMENT PROHIBITED:

Reardan- Edwall School District is committed to having a safe school and work environment. Harassment or discrimination based upon sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. If you become aware of harassment or discrimination, please notify a principal or teacher immediately. Please ensure your own behavior is in line with this policy.

## CONFIDENTIALITY:

While serving in a volunteer capacity you may become aware of someone's personal information, witness something, or be told information from a student or teacher. Information that is learned in the course of your volunteer capacity must be kept confidential. This information cannot be shared with those outside of the school system, others at the school that do not have a need to know, and especially other students. If you witness or hear something you feel needs addressed, share that with a teacher or principal. School employees are mandated reporters and must report anything suspected of abuse, neglect, endangerment, or exploitation immediately. Also report immediately anything that may lead you to believe a student is involved in dangerous or illegal activities. This can also be reported to the Security Director. If in doubt, report it.

## SAFETY:

Safety of everyone is of paramount concern while everyone is at school. If you have never received training on bloodborne pathogens, please use universal precautions to reduce any risk of infections. Please refer to a trained staff member for guidance. If direct contact with blood or any bodily fluid occurs thoroughly scrub with soap and water, then report it to a principal or nurse.

## LASTLY:

Thank you so much for choosing to volunteer with Reardan- Edwall School District.

☐ I attest that I have read and understand the Reardan- Edwall School District volunteer orientation handout.

**Volunteer Signature & Date:**

_____

**School Administrator Signature & Date:**

_____

## Appendix I
## Washington State Governor's Office of the Education Ombuds

Washington State Governor's Office of the Education Ombuds

Web: http://www.oeo.wa.gov/en
Toll-free: 1-866-297-2597
*We listen. We inform.*

Email: oeoinfo@gov.wa.gov
Fax: 844-886-5196
*We help solve problems.*



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

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: https://www.oeo.wa.gov/en; email oeoinfo@gov.wa.gov, or call: 1-866-297-2597 (interpretation available). (English)

Washington State Governor's Office of the Education Ombuds • We listen. We inform. We help solve problems.
www.facebook.com/WAEducationOmbuds (English) www.facebook.com/OmbudsdeEducacion/ (Spanish)
www.twitter.com/EdOmbuds www.youtube.com/TheWAEdOmbudsman

# Appendix J
# Policy 3245 - Students and Telecommunication Devices

Students in possession of telecommunications devices, including, but not limited to, smart watches, earbuds, i-pads,tablets, and cellular phones, while on school property during regular school hours:

1. For grades K-8, telecommunication devices will be turned on and operated only before and after the regular school day. If a K-8 student brings a telecommunication device to school it shall be kept in a locker or "cubby".
2. For grades 9-12, telecommunication devices will follow K-8 with the exception that use will be allowed during mid-morning break and lunch time.
3. Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;
4. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal Guardian;
5. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused of. Content or images that violate state or federal laws will be referred to law enforcement;
6. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored Events;
7. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and
8. Students who violate this policy will be subject to disciplinary action.

## Consequences

- 1st Violation: Written (Document) Warning + Parent Communication + Loss of phone for remainder of school day + must sit out practice/game (if applicable).
- 2nd Violation: Loss of phone for remainder of school day + parent must pick up phone + must sit out practice/game (if applicable).
- 3rd Violation: Mandatory Parent Meeting + loss of school activity privileges (dances, field trips, etc.) + must sit out practice/game (if applicable).
- 4th Violation: In school suspension + mandatory intervention/education with a staff member around cell phone dependency + parent/student meeting with school staff to draft individualized intervention/support plan.
- 5th Violation: Conversation and decision around remote learning potentially being the best option for the student due to the level of cell phone dependency.

# Appendix K
# WASHINGTON YOUTH
# Connect With Free 24/7 Support

“If you or a friend are experiencing stress, anxiety, violent threats, sexual abuse - or anything that makes life hard - HearMeWA can help. Get secure, free support any time from professionals who are ready to listen”.

Visit the website: https://hearmewa.org/

Methods of support:

Step1: REQUEST HELP online, by phone, in the app

Step 2: TALK/TEXT with a person within minutes

Step 3: CONNECT to the professional help you need

1. Text HearMeWA to 738477
   (Msg and data rates may apply. Text HELP for help. STOP to cancel.)
2. Use the app via Google Play and Apple App Store
3. Call (888) 537-1634
4. Send a tip online through the website

*Visit website for more information about privacy

**Who is this for?**

For young people who are struggling.

“Every concern deserves attention. Not sure where to get help? HearMeWA provides support if you, a friend, or classmate are going through a tough time. If you have a concern, we want to hear about it and offer support.”

Areas of Concerns but not limited to: Mental well-being; Threats of violence; Social pressure, Bullying; Domestic abuse; Eating disorders; Substance abuse; Suicidal thoughts.

Not sure if it fits? Reach out.

More about HearMeWA: “HearMeWA is a program for young Washingtonians up to age 25 by the WA State Attorney General’s Office. We are committed to being antiracist, trauma-informed, and youth-centered in the services we offer. Youth and youth-serving organizations are at the center of this program and help inform the work that we do. Trained crisis counselors will field all calls.”