

# Red Rock Elementary School



2020-2021 Student Handbook

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\* Board Policy Paraphrased \*\* Board Policy Written Verbatim

# WELCOME

Welcome to Red Rock Elementary School (RRE). As we start the new year we first want to thank you for trusting us with your child and look forward to starting a new journey with them. For some, this will be their first time in a school while others may have various previous experiences. Regardless, we take pride in doing our very best to take care of, educate, and inspire each and every student at their level of learning. It is important to us to keep the motto of “doing what is best for kids” in the forefront.

As the saying goes, “it takes a village to educate children,” and we need your help as well because we can’t do the job alone. We are asking that you play an active role in your child’s education by *ensuring your child is rested, comes to school every day-on time, and is ready to learn*. It is equally as important to listening to and assist your child in reading every day as well as talk with them about their day. You will be amazed how much they really do want to tell you!!

We have prepared this handbook to assist you with questions that you may have about our school, school and district policies, and general information. Should you have further questions, please feel free to give our school a call. We will be more than happy to help you in any way possible. Please keep this handbook handy as a reference throughout the year.

Sincerely,  
Mr. David Andra  
Principal

## **Mission**

Building relationships and educating all students for tomorrow.

RCW 28A.58.090 and RCW 28A.58.092

Board Policy 2000 \*\*

## **Red Rock Commitments**

Red Rock Elementary is committed to:

- Building on Students' background and prior knowledge to enhance learning
- Positive interaction with each student daily
- Building an environment where students feel safe and nurtured
- Ensuring rigorous consistent differentiated instruction for all levels of academic achievers
- Partners and collaborate with parents for each child's success
- Seeking best practices, assessing and incorporating positive results
- Embracing change

# NEED HELP Directory

## Red Rock Elementary School

Telephone ~ (509) 346-2206      Fax ~ (509) 346-2207  
 Address ~ 230 Wildflower Street N.E., Royal City WA. 99357  
 P.O. Box 486 Royal City, WA. 99357

### PHONE EXTENSIONS

#### OFFICE STAFF

David Andra	Principal 1910	Hannah Fegert	1161
Gail Hardman	Asst. Principal 1912	Tawnee Cheney	1263
Brenda Orozco	Secretary 1901	Tiffany Kelley	1264
Monica Ayala	Secretary 1900	Julia Koch	1166
Rodriguez, Angelica	Nurse 1911	Becky Lewis	1165
		Haley Redlin	1262
		Sheila Ziegler	1163

#### THIRD GRADE

#### KINDERGARTEN

Kaitlyn Barnett	1103	Sonia Deras, Life Skills	1128
Erin Foreman	1105	Becky Nofle, Resource	1124
Allie Janett	1121	Kristen Gilbert, SLP	1249
Tammy Manning	1101	Alisha Eilers, SLP	1249
Peggy Montgomery	1108	Heather Quigley, Special Education	1242
Alyssa Nelson	1123		
Tanya Wood	1107		

#### SPECIAL PROGRAMS

#### FIRST GRADE

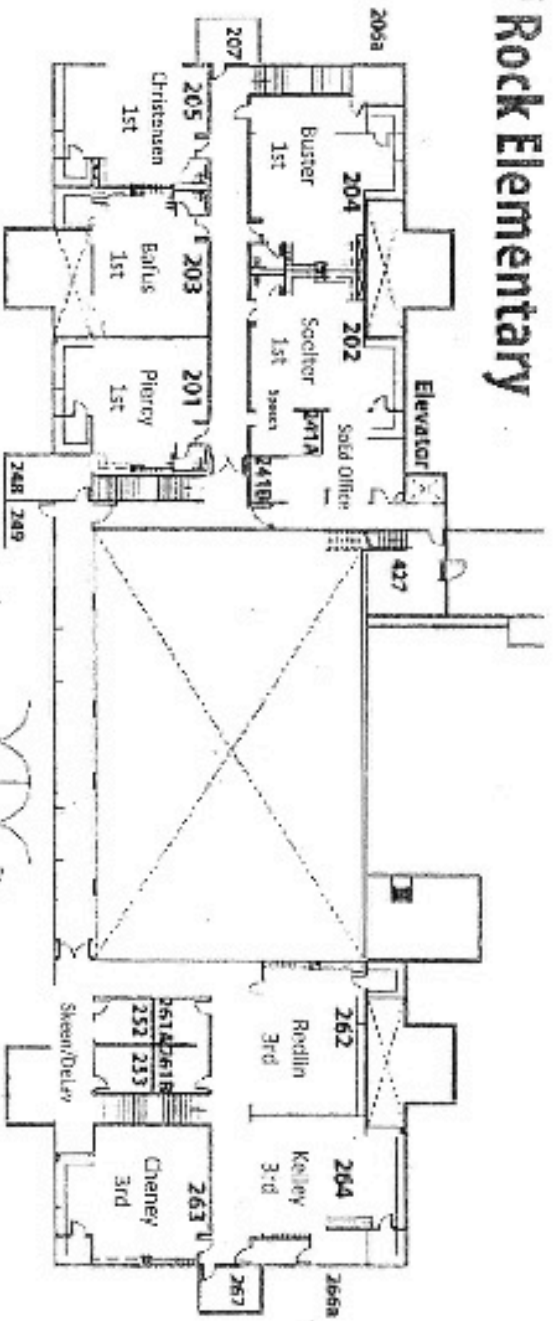
Jason Bafus	1203	Larry Bickel, PE Specialist	1172
Mike Buster	1204	JoAnn DeLay, Reading Specialist	1253
Daren Christensen	1205	David Skeen, Math Specialist	1252
Jim Klampher	1127	Mario Godoy, Foreign Language (Spanish)	1305
Caroline Piercy	1201	Ellen Lutz, Bilingual Specialist	1185
Julie Soelter	1202	Kathy Freeman, Computer Specialist	1306
Madeline Wallace	1125	Debra Rees, Library	1102
		Kelly Albertson, Music	1304

#### SPECIALISTS

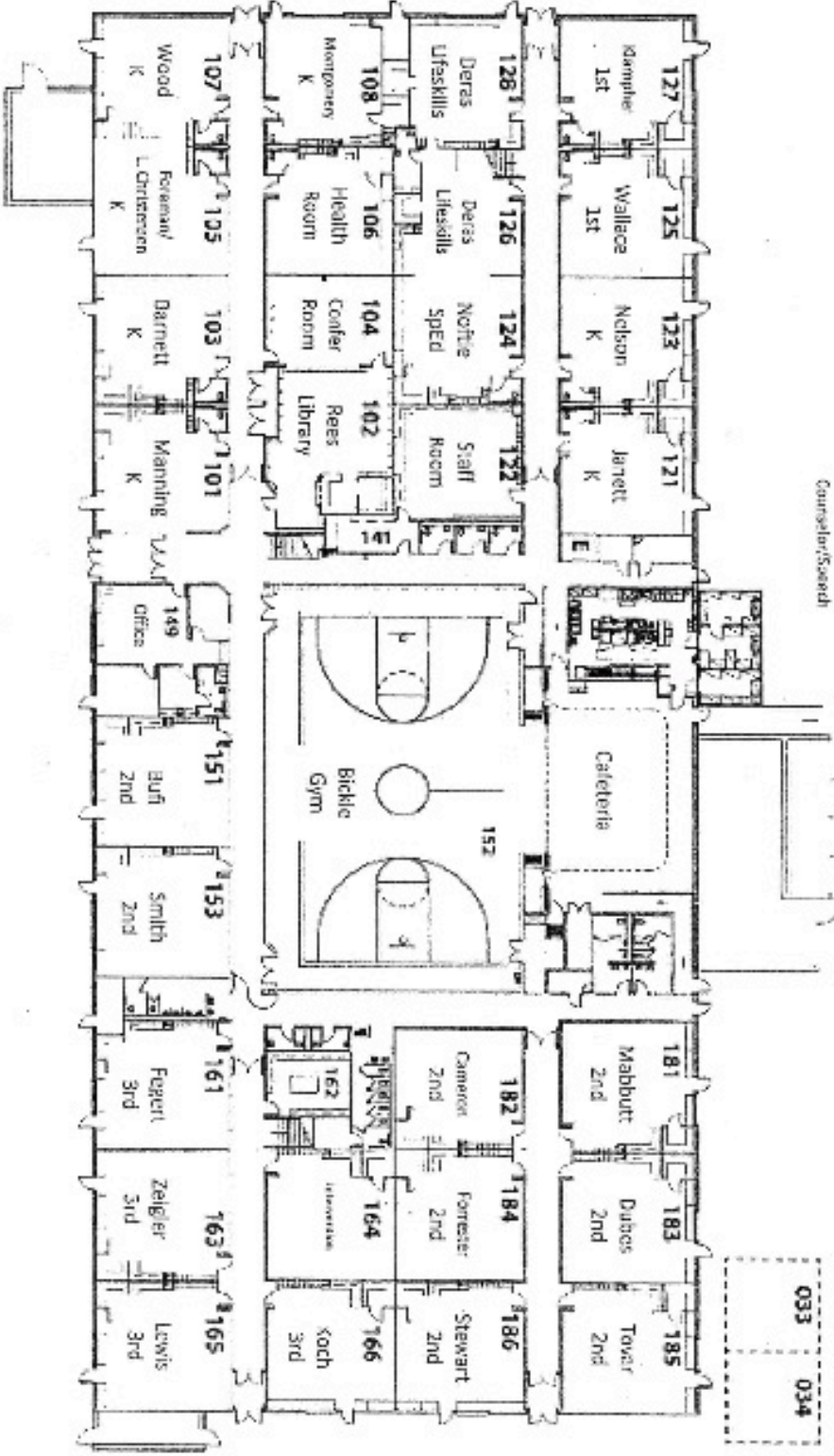
#### SECOND GRADE

Aislinn Bufi	1151	Marla Latimer, Art	1303
Tonni Cameron	1182	Juan Alvarado, PE	1172
Rachel Dubes	1183		
Stephanie Forrester	1184		
Elsa Mabbutt	1181		
Matthew Smith	1153		
Jessica Stewart	1186		
Josh Tovar	1186		

# Red Rock Elementary



Counselor/Seward



- 031 : 032
- Character SPED
- Storage Office

- 301 302
- Preschool Preschool

### Portables

- |          |             |
|----------|-------------|
| 303      | 305         |
| Lattimer | Gadley      |
| Art      | Spanish     |
| 304      | 306         |
| Adams    | Christensen |
| M/242    | 2nd         |

- 033 034
- 035 036

## STAFF EMAIL LIST

### Red Rock Elementary School

230 Wildflower Street NE,

Royal City WA. 99357

Telephone ~ (509) 346-2206

Fax ~ (509) 346-2207

Principal – David Andra

Secretaries – Brenda Orozco & Monica Ayala

	Staff Member	Position	Emails
1.	Monica Ayala	Secretary	<a href="mailto:mayala@royalsd.org">mayala@royalsd.org</a>
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25.	Tawnee Cheney	3	<a href="mailto:tcheney@royalsd.org">tcheney@royalsd.org</a>
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39.	Alisha Eilers	SLP	<a href="mailto:aeilers@royalsd.org">aeilers@royalsd.org</a>
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42.	Rodriguez, Angie	Nurse	<a href="mailto:arodriguez@royalsd.org">arodriguez@royalsd.org</a>
43.	<b>Andra, David</b>	<b>Principal</b>	<a href="mailto:dandra@royalsd.org">dandra@royalsd.org</a>
44.	<b>Hardman, Gail</b>	<b>Vice Principal</b>	<a href="mailto:ghardman@royalsd.org">ghardman@royalsd.org</a>
45.			

# ROYAL SCHOOL DISTRICT STUDENT INFORMATION

## 2020-2021 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				

### 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		

### 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

### 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				

### 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	

### JANUARY

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### 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

### APRIL

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

### 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		

### 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				

### 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		

**October 26-** Students in Kinder, 1st, and 4th grade will start to go to school M- F.

**\* Nov. 13-** will be an early release day NOT a 3 hour late start.

**November 16-** Students in 2nd, 3rd, and 5th grade will start to go to school Mon.- Fri. Grades 6-12 will continue with a Hybrid learning module or online learning.

NO SCHOOL DAYS	
Extended Labor day	Sept. 4
Labor Day	Sept. 7
Teacher In- Service	Oct. 23
Veterans Day	Nov. 11
Thanksgiving	Nov. 26-27
Winter Break	Dec. 21 - Jan. 1
MLK Day	Jan. 18
Presidents' Day	Feb. 15
Teacher In- Service	Mar. 5
Spring Break	Apr. 5-9
Ext. Memorial day	May 28
Memorial Day	May 31

1 HOUR STUDENT LATE START	
Feb. 1, 8	
Mar. 8, 15, 22	
Apr. 12, 19, 26	
May 3, 10	

2 hour late start-	
Nov. 3	Feb. 24
Jan. 25	Mar. 31

12:30 pm - EARLY RELEASE	
Conferences	Nov. 9-10, 12-13
Thanksgiving	Nov. 25
Conferences	Feb. 25

SCHOOL STARTS	28-Aug
HS GRADUATION	4-Jun
SCHOOL ENDS	11-Jun

Cohort A (A-L)	Mon. / Wed.
Cohort B (M-Z)	Tues. / Thurs.
Every Friday - 3 hour late start	
Fridays-Cohort A & B alternate	

**Calendar changes thru 2nd quarter. We will reassess after 2nd quarter and see if we continue with the same plan or make changes.** adopted 2.26.2020



# Daily Schedule

Kindergarten:	
8:20	Warning bell rings
8:24	Final bell rings
8:24-8:30	Homeroom
8:30-9:00	WIN
8:30-9:50	Reading
9:50-10:05	Recess
10:05-10:50	Reading
10:50-11:20	Lunch and Recess
11:20-12:30	Math
12:30-1:15	Specials
1:45-2:10	ELA
2:00-3:00	Homeroom/Structured Play
3:00	Dismissal

Third Grade:	
8:20	Warning bell rings
8:24	Final bell rings
8:24-8:30	Homeroom
8:30-9:30	Math
9:30-10:15	Homeroom
10:15-10:30	Recess
10:30-11:00	Math WIN
11:00-11:45	Specials
11:50-12:20	Lunch and Recess
12:20-1:30	Reading
1:30-2:00	Reading WIN
2:00-2:15	Recess
2:15-2:30	Reading
2:30-3:00	ELA
3:00	Dismissal

1st Grade:	
8:20	Warning bell rings
8:24	Final bell rings
8:24-8:30	Homeroom
8:30-10:00	Reading
10:00-10:30	Reading WIN
10:30-10:45	Recess
10:45-11:10	ELA
11:10-11:40	Lunch and Recess
11:40-12:45	Math
12:45-1:00	Recess
1:00-1:30	Math WIN
1:30-2:10	Homeroom
2:10-2:55	Specials
3:00	Dismissal

Second Grade:	
8:20	Warning bell rings
8:24	Final bell rings
8:20-9:15	Homeroom
9:15-9:30	Recess
9:30-11:00	Reading
11:00-11:30	ELA
11:30-12:00	Lunch and Recess
12:00-1:00	Math
1:00-1:15	Recess
1:15-2:00	Specials
2:00-2:30	Math WIN
2:30-3:00	Reading WIN
3:00	Dismissal

**EARLY RELEASE SCHEDULE**  
 \*\*\*\*\*  
 ✂ Red Rock Elementary 12:20 p.m.  
 ✂ Royal Intermediate 12:25 p.m.  
 ✂ Middle School 12:30 p.m.  
 ✂ High School 12:35 p.m.

**FRIDAY LATE STARTS – 2.5-hour**  
 \*\*\*\*\*  
 ✂ School Starts at 11:00 a.m.  
 ✂ NO breakfast

**LATE STARTS – 2-hour**  
 \*\*\*\*\*  
 ✂ School Starts at 10:20 a.m.  
 ✂ NO breakfast

**LATE STARTS – 1-hour**  
 \*\*\*\*\*  
 ✂ School Starts at 9:20 a.m.  
 ✂ Breakfast is served

Board Policy 3430 \*\*

**SNOW INFORMATION**  
 \*\*\*\*\*  
 ✂ Facebook  
 ✂ Website  
 ✂ Robocall  
 ✂ Television Q-6 News  
 ✂ FM Radio KZLN 97.50 FM Rock  
 ✂ FM Radio KIOK 94.90 FM Country  
 ✂ FM Radio KZHR 92.5 FM Espanol

**IMPORTANT**  
 The local radio stations will carry broadcasts covering school delays, closures or other emergencies. This message will also be carried on the early morning news program. Parents and pupils are instructed to listen to the radio broadcasts rather than attempt to telephone the school or transportation department. If there is NO announcement, then school is open and on time.

## Board Policy 3120 \*\*

### Daily Attendance

Regular school attendance is necessary for the mastery of educational programs provided to students in the district. Courses require the student's daily participation to achieve the instructional objectives of the course.

#### EXCUSED ABSENCES (Make-Up-Work - Board Policy 3127)

The following are valid excuses for absences where missed assignments and activities may be made up in the manner provided by the teacher.

- ☆ Absences caused by illness, health condition or family emergency.
  - The parent/guardian is expected to notify the office on the morning of the absence and send a signed note of explanation with the student upon his/her return to school.
- ☆ Absence for parental-approval activities.
  - This category of absence shall be counted as excused for a minimum of 5 school days.
- ☆ Absences resulting from disciplinary actions or short-term suspension.

### Mandatory Attendance

All parents/guardians in this school district having custody of any child 8 to 18 years old shall cause such child to attend the schools of the district.

RCW 28A.04.135 and RCW 28A.27.010

RCW 28A.225.010

### Curriculum & Materials

#### CURRICULUM

Red Rock Elementary curriculum is a comprehensive one, including reading skills, math, writing, science, and social studies. In addition, students at Red Rock Elementary have library, music, physical education, educational technology, computers, art, and Spanish.

#### MATERIALS

- 🕒 Math – Eureka Math
- 📖 Reading – Read Well (K-2), Wonders (3<sup>rd</sup>)
- 🧪 Science – STC Science Kits
- 🎓 Language Development – E.L. Achieve

Board Policy 4311 \*

### Visiting Campus

We encourage visitors. All parents and other visitors sign in at the office before visiting our facilities. A visitor pass will be issued to the parent/guardian/visitor to ensure staff that this has been done. Parent/guardian/visitor may be asked to present photo identification upon request.

Board Policy 4311 \*

### Volunteers

Red Rock Elementary needs and encourages parents/guardians to be involved in their child's education. Parents formed a PTO in Royal City because they wanted to support academic and cultural programs, as well as enhance communication between home and school. There are a variety of opportunities to become involved. Through parent volunteer group, classroom help, PTO, PAC meetings and other support at home, parents are an integral part of their child's school success.

### Student Check Out

No student shall be removed from the school grounds or from school buildings during school hours except by a person authorized to do so by a parent or legal guardian who has legal custody of the student. If a parent is picking up a student during school time, he or she must be checked out of the office with a signature and may be asked to present photo identification upon request.

Board Policy 3200 \*

### Student's Responsibility

Students should come to school with the desire to learn. The school staff's goal is to help children to succeed. However, the student must make personal effort to learn and participate in school. It is the student's responsibility to cooperate with the teacher and to do the best that they can to learn. When students make a positive effort to learn, they find success.

Always try, cooperate with others, respect others, and manage yourself

Board Policy 3200 \*

### Student Rights

The mission of the district is to assure learning experiences to help all students develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens.

- ◆ A student shall have the right to educational opportunity and treatment in all aspects of academics and activities without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog to guide or service animal by a person with a disability.
- ◆ A student shall enjoy freedom of speech, press, and assembly, providing such expression is not libelous, obscene, or disruptive.
- ◆ A student shall not be deprived of educational rights without due process.
- ◆ A student shall be punctual and regular in attendance unless officially excused.

# Royal School District Dress Code

Student dress shall be neat, clean, and within the bounds of decency, health, and safety. Dress and appearance is the responsibility of the parent and student; however, dress and appearance shall not be disruptive to the educational process or learning objectives. Students need to dress appropriately to learn. A student who wears clothing that disrupts the educational process will be referred to an administrator. This code may be modified at any time.

## Other Guidelines:

Clothing or jewelry advertising drugs, alcohol or tobacco, or demonstrating obscene language, harassment, violence or double meanings (innuendo) is not appropriate.

Clothing two or more sizes larger are prohibited.

Any items that are evidence of membership in, or affiliation with a gang are not allowed.

## Prohibited Brands :

Players 69

G-Unit

Nor-Cal

SoCal

8ball

Clothing or jewelry with 13, 14, or 18.

Inappropriate or gang tattoos must be covered.

Head: No bandanas, hairnets, hoods, or sunglasses. Hats may not be worn inside the Elementary School.

Torso: Clothing must cover stomachs, backs, shoulders, chest, and undergarments. No shirts with oversized arm holes, halter-tops, tube tops, bare midriff shirts, and spaghetti strap tops or other attire which leaves the shoulders completely bare and/or exposes cleavage. Shirts may be no longer than the base of the fingers or will need to be tucked in. Shirts must be tucked in upon request.

Legs Oversize/baggy pants are not allowed. Pants/shorts must be worn at or above the hips. Belts must not extend more than four inches beyond the buckle and must be tucked in the belt loops. Shorts, skirts, dresses must be no shorter than three inches above the knee. Wearing shorter skirts, shorts, or dresses may be acceptable if worn over leggings.

Holes in clothing that expose undergarments will be prohibited. No holes allowed above short length.

Feet: Footwear must be worn at all times appropriate for the activity. No slippers.

Approved activity and sport uniforms are excluded

# Discipline

## **School-Wide PBIS**

Red Rock Elementary School has chosen to adopt the Positive Behavior Intervention and Support (PBIS) framework to encourage positive behaviors at school and to help create effective learning environments. As a school-wide system, this framework is used with all students, across all environments of the school (classroom, lunchroom, hallways, and playgrounds).

The PBIS framework gives all teachers, staff, and students a clear set of expectations to follow throughout the school building. The general expectations of Red Rock Elementary are:

- \*Be Safe
- \*Be Respectful
- \*Be Responsible

In each area of the school, specific behavioral expectations are defined related to these general expectations. Once the expectations have been determined, they are clearly taught and demonstrated to all students. Students are presented with each expectation, the rationale for the expectations is discussed, and students see examples of the right and the wrong way to demonstrate an expectation. After the expectations have been modeled, students have the opportunity to practice the right way and show their understanding.

Once appropriate behaviors have been taught and practiced, they need to be acknowledged often. As part of this acknowledgment system, Red Rock Elementary students earn tokens based on appropriate behaviors as measured by behavioral expectations. The student is individually awarded a token. They place their earned token in their classroom jar. When the jar accumulates the appropriate amount as agreed on by the classroom teacher and class, their classroom is awarded a classroom opportunity such as a class party, extra recess, extra reading time, a movie, etc. When the classroom jar is full, it is brought to the office and poured into the school rewards container to help earn a whole school award such as a special school assembly or activity. Students get to watch the large container fill as they practice good behaviors. We at Red Rock want to reward positive behaviors as often as possible to promote the idea of becoming a safe, respectful and responsible citizen.

When students violate behavioral expectations, clear procedures are necessary for providing information to them that their behavior is unacceptable. Students, teachers, and administrators use a predetermined matrix to guide the what will occur when behavioral errors are identified. The school-wide discipline matrix has been developed and is included in this packet. Yellow cards are used to document and record incidents managed by the teacher in the classroom. Once a student has received three yellow cards they earn a Red Card or office referral. After the second incident, the student's third yellow card will trigger an automatic red card which is equal to an office referral). Red cards are also used for major incidents. The **Student Behavior Flowchart** is used to help teachers distinguish major from minor behavioral incidents.

## Student Behavior Matrix

Behavior	Minor (Yellow Card)	Major (Red Card)
Disrespect	<ul style="list-style-type: none"> <li>• Not working/unfinished work</li> <li>• Not participating in group work</li> <li>• Making faces/rolling eyes</li> <li>• Huffing, sighing, etc.</li> <li>• Arguing/defiance – inappropriate response to teacher request</li> <li>• Uncooperative behavior/lack of effort</li> <li>• Talking back</li> <li>• Cheating/lying</li> <li>• Leaving assigned area</li> <li>• Minor object stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Blatant or excessive non-compliance or defiance</li> <li>• Extreme profanity</li> <li>• Repetitive minor incidences that normal classroom consequences are not addressing</li> <li>• leaving campus/hiding from staff</li> <li>• forgery</li> <li>• (intentional) theft of major objects or pattern of minor stealing that is ongoing</li> </ul>
Disruption	<ul style="list-style-type: none"> <li>• Making noises</li> <li>• Constant talking</li> <li>• Yelling out or blurting disruption during instruction</li> <li>• Crying</li> <li>• Throwing objects</li> <li>• Out of seat</li> <li>• Not listening</li> <li>• Not following directions</li> <li>• Tardy to class or leaving early</li> </ul>	<ul style="list-style-type: none"> <li>• Screaming/yelling excessively</li> <li>• Teacher cannot teach/students cannot learn</li> <li>• Out of control behavior in the extreme</li> <li>• Throwing objects with intent to cause harm</li> <li>• Excessive pattern of absence, tardy, or truancy</li> </ul>
Dress Code	<ul style="list-style-type: none"> <li>• Spaghetti straps</li> <li>• Short skirts or shorts</li> <li>• Low-cut top</li> <li>• Hats</li> <li>• Exposed midriff</li> <li>• Holes in jeans/shirts</li> <li>• Overly suggestive or violent clothing</li> </ul> <p>*see dress code</p>	<ul style="list-style-type: none"> <li>• Gang related apparel</li> <li>• Ongoing pattern of dress code violations</li> </ul>
Inappropriate Language	<ul style="list-style-type: none"> <li>• Negative talk</li> <li>• Name calling</li> <li>• Teasing</li> <li>• Swearing</li> <li>• Verbal argument/disagreement</li> <li>• Impolite talk</li> <li>• Talking back</li> <li>• Dishonesty/lying</li> <li>• Peer conflict (balance of power)</li> <li>• Mean comments that hurt feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Blatant or excessive swearing</li> <li>• Offensive/harassing language</li> <li>• Excessively vulgar language</li> <li>• Severe verbal threats against anyone</li> <li>• Gang harassment</li> <li>• Harassment (racial, sexual, religious, gender, ability)</li> <li>• Intimidation</li> <li>• Bullying (balance of power)</li> </ul>

Property Damage/Misuse	<ul style="list-style-type: none"> <li>• Defacing books, pencils, pens, crayons, classroom supplies, PE equipment</li> <li>• Minor vandalism (such as writing on desk or other's property)</li> <li>• Stealing minor items</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive defacing of peer/teacher/school property</li> <li>• Vandalism (breakage, spray paint or permanent damage)</li> <li>• Use of combustibles (fire crackers, snaps, etc.)</li> <li>• Stealing major items from peers/adults</li> <li>• Pushing over furniture</li> <li>• Setting fires</li> <li>• Graffiti</li> </ul>
Physical Contact	<ul style="list-style-type: none"> <li>• Bumping into another person</li> <li>• Play hitting/horseplay</li> <li>• Touching someone else</li> <li>• Pushing/shoving</li> <li>• Poking</li> <li>• Tripping</li> <li>• Reckless physical behavior such as: play hitting/horseplay/flicking/pinching/teasing-messing around</li> </ul>	<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Loss of control out of anger</li> <li>• Hitting with intent to harm</li> <li>• Punching with intent to harm</li> <li>• Physical intimidation</li> <li>• Spitting/scratching/biting with intent to harm – anger related</li> <li>• Sexual misconduct</li> <li>• Physical aggression/assault</li> <li>• Repeated minor physical contact/aggression</li> </ul>
Technology Violation	<ul style="list-style-type: none"> <li>• Texting at inappropriate times</li> <li>• Cell phone on during class/ringtone</li> <li>• Earbuds in at inappropriate times</li> <li>• Cell phone not in backpack/locker</li> <li>• Playing games on cell at recess</li> <li>• Off-task computer behavior</li> <li>• On a website without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Refuses to give tech equipment to the staff member</li> <li>• Accessing "off limit" and inappropriate websites on school computer</li> <li>• Bullying/harassment type messages on school tech equipment</li> </ul>
Other <i>*Specify in brief note</i>		<ul style="list-style-type: none"> <li>• Bomb threat</li> <li>• Alcohol/drug/tobacco possession</li> <li>• Possession of weapons</li> <li>• Repeated "minor offenses" in any category listed</li> <li>• Any gang related activity</li> </ul>

# Discipline Matrix

Key Terms: In School Suspension (ISS), Out of School Suspension(OSS), But not limited to(BNLT), Short Term(ST), Long Term(LT)

Infractions	1 <sup>st</sup> Step	2 <sup>nd</sup> Step	3 <sup>rd</sup> Step
<p><b>Multiple Minors</b></p> <ul style="list-style-type: none"> <li>• Disruptive</li> <li>• Disrespectful</li> <li>• Defiance</li> <li>• Unsafe Action</li> <li>• Dress Code</li> <li>• Inappropriate language</li> <li>• Property Damage/Misuse</li> <li>• Technology Violation</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Loss of recess</li> <li>• Lunch Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• ISS</li> <li>• Possible Behavior Plan</li> <li>• Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(1-5)ST</li> <li>• Re-entry Meeting</li> <li>• Behavior Plan Modify</li> </ul>
<p><b>Gang Issues</b></p> <p>May include BNLT:</p> <ul style="list-style-type: none"> <li>• Writing,</li> <li>• Attire</li> <li>• Graffiti</li> <li>• Recruiting/Dialogue/Threats</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Lunch Detention/ISS</li> <li>• Graffiti-Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(1-10)ST</li> <li>• Re-entry Meeting</li> <li>• Possible Behavior Plan</li> <li>• Counselor Referral</li> <li>• Graffiti-Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(11-Term)LT</li> <li>• Re-entry Meeting</li> <li>• Graffiti – Restitution</li> <li>• Behavior Plan/Modified Sched. Possible</li> </ul>
<p><b>Bullying/Harassment/Threats</b></p> <p>An act that is written, verbal, electronic, or physical that: physically, or emotionally harms another that is persistent and pervasive and is threatening or intimidating</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Extort items/money</li> <li>• Teasing repeated over time/intensive</li> <li>• Putdowns repeated over time</li> <li>• Repeated Directing others to act against a student in a pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Notification</li> <li>• Warning</li> <li>• Possible ISS/OSS(1-10)ST</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting</li> <li>• ISS/OSS(1-10)ST</li> <li>• Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(1-10)ST</li> <li>• Possible OSS(11-term)LT</li> <li>• Re-entry Meeting</li> <li>• Behavior Plan/Modified Sched. Possible</li> </ul>
<p><b>Physical Contact</b></p> <p>Harmful physical contact Includes BNLT:</p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Punching</li> <li>• Kicking</li> <li>• Hair Pulling</li> <li>• Pushing/Tripping</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Lunch Detention/ISS</li> <li>• Possible OSS(1-10)ST</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Re-entry Meeting</li> <li>• Behavior Plan</li> <li>• Counselor Referral</li> </ul>	<ul style="list-style-type: none"> <li>• OSS Suspension</li> <li>• Re-entry Meeting</li> <li>• Behavior Plan/Modified Sched. Possible</li> </ul>
<p><b>Hurting Another</b></p> <p>May Include BNLT:</p> <ul style="list-style-type: none"> <li>• Rough Play</li> <li>• Unsafe Behavior/Play</li> <li>• Negligence</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Loss of Privilege Recess/other</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact/Meeting</li> <li>• Lunch Det</li> <li>• Behavior Plan/Counselor Ref. possible</li> <li>• Possible ISS/OSS</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting</li> <li>• Loss of Privilege</li> <li>• ISS/OSS</li> <li>• Behavior Plan/Modified Sched. Possible</li> </ul>



<b>Property Damage/Misuse/Theft</b>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Possible Suspension (ISS, OSS)</li> <li>• Loss of recess/caf.</li> <li>• Possible Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting</li> <li>• Suspension (ISS, OSS)</li> <li>• Possible Behavior Plan</li> <li>• Possible Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension – OSS</li> <li>• Re-entry Meeting</li> <li>• Behavior Plan</li> <li>• Possible Restitution</li> </ul>	
<b>Defiance/Disrespect</b>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Loss of recess/Lunch detention</li> </ul>	<ul style="list-style-type: none"> <li>• Possible ISS/OSS</li> <li>• Possible behavior plan</li> </ul>	<ul style="list-style-type: none"> <li>• ISS/OSS</li> <li>• Parent Conf.</li> </ul>	
<b>Possession of Legal Drug, Alcohol, Tobacco</b>	<ul style="list-style-type: none"> <li>• OSS(1-10)ST</li> <li>• Police Notification</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(11-term)LT</li> <li>• Police Notification</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Police Notification</li> </ul>	
<b>Possession of Controlled Substances</b>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Police Notification</li> </ul>			
<b>Possession/Use of Weapons and or Dangerous Objects</b>	<ul style="list-style-type: none"> <li>• OSS(ST or LT)</li> <li>• Possible Expulsion</li> <li>• Police Notification</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(11-term)LT</li> <li>• Possible Expulsion</li> <li>• Police Notification</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Police Notification</li> </ul>	
<b>Dress Code</b>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Student/Parent Conf.</li> <li>• Review/Sign DC Policy</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(1-5)ST</li> <li>• Parent Conf</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(5-10)ST</li> <li>• Parent Conf</li> <li>• Police Notification</li> </ul>	
<b>Lewd Conduct Obscene or indecent behavior or gestures</b>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Parent Contact</li> <li>• Loss of recess</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension (ISS)</li> <li>• Referral to Counselor</li> <li>• Parent Contact</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (1-5)</li> <li>• Parent Conf</li> </ul>	
<b>Technology Violations</b>	<ul style="list-style-type: none"> <li>• Refusal to give tech equipment to staff</li> <li>• Accessing “off limit” and inappropriate websites on school computer</li> <li>• Bullying/harassment type messages on school tech equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Parent Contact</li> <li>• Loss of recess</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• ISS</li> <li>• Possible Behavior Plan</li> <li>• Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• OSS(1-5)ST</li> <li>• Re-entry Meeting</li> <li>• Behavior Plan Modification</li> </ul>
<b>Other</b>	Board Policy/WAC			

Disclaimer: This Matrix represents basic general guidelines. Plan may be altered based on need of students and staff. 2017-2018

# Emergency Drills

\*Refer to Quick Reference Guide for Emergencies for all procedures.

## FIRE DRILLS, SMOKE, and BOMB THREAT

When the fire alarm goes off, the students and staff will implement the following fire procedures:

- ☞ Children line up, stay calm and orderly.
- ☞ Children exit the building per fire drill map.
- ☞ If caught in smoke → drop to your hands and knees and crawl: breathe shallowly through your nose and use your shirt as a filter.
- ☞ If you are forced to advance through flames → hold your breath, move quickly; cover your head and hair, keep your head down and close your eyes as much as possible.
- ☞ If your clothes catch on fire → STOP, DROP, and ROLL until the fire is out.

## BUILDING LOCK-DOWN

Administrator will call a building lock-down when it is safer to stay in an area that can be secured than to move through the building where a potential threat may be encountered and there is no possibility of uncontrolled fire or explosion.

- ☞ A dangerous person is or is suspected of being on the campus
- ☞ Imminent danger exists

When a building lockdown is called, the students and staff will implement the following procedures from the Quick Reference Guide for Emergencies:

- ☞ Lock classroom doors, cover and lock windows **unless the situation is in the classroom.**
- ☞ Keep students out of sightlines of anyone outside the room.
- ☞ Contact the office immediately if you have an emergency in your room.
- ☞ Keep students away from doors and windows.
- ☞ If gunshot or explosion is heard refer to the Active Shooter section of Quick Reference Guide for Emergencies.
- ☞ Be prepared to provide attendance information.

## MODIFIED LOCK-DOWN

Administrator will call a modified building lock-down when it is safer to stay in the building that can be secured than to move outside of the building where a potential threat may be encountered.

- ☞ A dangerous situation occurs within the community or in another building on campus
- ☞ No imminent danger exists

When a modified building lockdown is called, the students and staff will implement the following procedures from the Quick Reference Guide for Emergencies:

- ☞ Allow no movement of students between buildings.
- ☞ Recall students from outside areas if safe to do so.
- ☞ Normal or modified activity may be permitted inside the building.
- ☞ Restrict entry to known district staff members.
- ☞ Adjust protocol to the level of perceived threat.
- ☞ Re-assess the situation periodically (summon help as warranted).

## EARTHQUAKE

When an earthquake is felt all students and staff will implement the following earthquake procedures:

- ☞ Students should drop to the floor, face away from windows, and cover their heads.
- ☞ If possible children should get under their desks; hold onto the desk legs, and stay until told to come out.
- ☞ If cover is not available, stand in interior doorways, narrow halls, or against weight bearing walls.
- ☞ Stay away from windows, light fixtures, and suspended objects.
- ☞ When the earthquake is over, evacuate the building as quickly as possible per fire drill map.

## ACTIVE SHOOTER ON CAMPUS

- ☞ Secure students in lockdown and call 911.
- ☞ Barricade rooms and entrances as necessary.
- ☞ Contact the office immediately and/or initiate a school wide lockdown.
- ☞ If gunshot or explosion is heard, initiate RUN, HIDE, FIGHT strategies as you believe are necessary.
- ☞ If you are HIDING, keep students away from doors and windows.

### Definitions:

- ☞ Run – Disperse and leave the building if you can. This may include breaking a window with anything at your disposal or damaging school property.
- ☞ Hide – Barricade and Hide if you can't run. Lock and brace the door and windows with anything at your disposal.
- ☞ Fight – If your barricade fails and the shooter makes entry into your room, fight like your life depends on it. Use anything at your disposal to eliminate the threat.

Board Policy 3224 \*\*

## School Bus Safety Guidelines

- Please cooperate, follow the bus driver's directions, and be helpful to other students.
- Put all trash in a garbage can before you leave class and before you come to the bus.
- Find a seat, stay seated, face forward, and keep feet on the floor and out of the aisles.
- Do not yell, throw things, call one another names, use bad language, lie about, threaten, or hit others.
- No eating or drinking on the bus.
- Do not cover windows or throw things out of the windows.
- When you leave the bus:
  - ✓ If you open a window, close it before getting off.
  - ✓ If you have papers or class projects, take it with you.
  - ✓ If you leave something on the bus, it will be lost or gone by the end of the day.
- If you cannot follow these directions, tickets will be given and the following actions will be taken:
  - ✓ First Ticket: Warning from the Principal.
  - ✓ Second Ticket: Warning from Principal and a phone call home.
  - ✓ Third Ticket: 3 to 5 days suspension from all buses.
  - ✓ Fourth Ticket: Suspension of all riding privileges.

Thank You for Helping Us Keep Our Buses Clean And Safe

## Special Education and Related Services

The district recognizes that students whose disabilities adversely impact educational performance and who require specifically designed instruction have potential for improving educational performance when they receive special education and related services tailored to fit their needs. The district shall comply with state and federal requirements for special education. The district shall develop procedures consistent with state and federal laws and rules to implement the following:

- Free Appropriate Public Education (FAPE)
  - At public expense, under district supervision and direction.
  - In compliance with the standard of the state education public agency.
  - To include preschool, elementary, and secondary educational opportunities.
  - In conformity with and Individualized Education Program (IEP) which meets the requirements of special education rules.
- Confidentiality of personal identifiable information
- Identification, evaluation, eligibility and reevaluation
  - Identification - Child Find:
    - The district shall develop and implement awareness and screening activities for the purpose of locating, identifying and evaluating all resident students enrolled in school or who are suspected of having disabilities.
    - The procedures shall encompass students ages birth through twenty-one regardless of the severity of their disability.
- Participation in assessments
- Development of Individual Education Program (IEP)
- Participation in regular education, Least Restrictive Environment (LRE)
- Procedural safeguards
- Parent participation

RCW 28A.155 Special Education  
 WAC 392-172 Special Education Programs  
 20 USC 1400-1491 Individuals with Disabilities Act  
 WAC 34 CFR 99.1-99.67 Family Education Rights and Privacy  
 34 CFR 104.1-104.61 Nondiscrimination of the Basis of Handicap in Programs  
 34 CFR 300.1-300.754 Assistance to Education of Children with Disabilities  
 34 CFR 303.1-303.76 Early Interventions for infants and toddlers with disabilities

## COMMUNICATION

It is very important for us to make certain that we communicate with the parents/guardians of our students.

- NEWSLETTERS will be periodically sent home detailing all upcoming activities and events.
- REPORT CARDS/CONFERENCES will be scheduled with parents/guardians each fall (November) for all students and each spring for selected students. These conferences will allow parents/guardians and teachers to meet to discuss the student progress.
- TELEPHONE CALLS teachers will make every attempt to contact parents/guardians to inform them of any concerns they may have regarding your child.
- SPECIAL PROGRESS REPORTS/CONFERENCE may be scheduled when a student is not progressing well in class. Parents may arrange conferences with teachers before or after school.
- STUDENT PLANNERS - One planner will be provided to each student at the beginning of the school year. Students will be expected to fill out their planners daily. Parent signature requirement will be designated per grade level.
- WEEKLY COMMUNICATION will be sent home on Tuesdays via student planners.

Board Policy 3413 \*\*

### Student Immunizations

As a condition for attending schools, students shall present evidence of their having been immunized against the following: Diphtheria, Pertussis (whooping cough), Poliomyelitis, Measles, Rubella, Mumps, and Tetanus. Within 45 days of initial enrollment. The student's parents shall complete a certificate of immunization status. This certificate shall be made part of the student's permanent record. Exemptions from 1 or more vaccines shall be granted for medical reasons upon certification by a physician. If a student has not received all of the required immunizations, he/she shall be placed into the conditional admissions category and shall have started an immunization schedule within 45 days of enrollment.

WAC 28A.210.20-270

### Medication Policy

It is the policy of Royal School District No. 160 and Washington State Law (RCW 28A.210.20-270) not to administer medication to pupils at school (over-the-counter and prescription), except at the written request of both the parent and the physician.

When it is necessary for your child to take medication during the school day, these procedures are to be followed:

- ➔ The parent obtains an **AUTHORIZATION FOR ADMINISTRATION OF MEDICATION FORM** from the school or nurse.
- ➔ The parent will **FAX** or **TAKE** the form to the physician to complete and sign.
- ➔ The parent will **SIGN** the completed form and return it to the school office.
- ➔ Medication must be supplied to the school in a pharmacy bottle.
- ➔ The pharmacy bottle **MUST** have the student's name, physician's name, medication, dose and time to be administered printed on the label.
- ➔ At **NO** time will school staff accept medication brought to school in other containers such as baggies or envelopes.
- ➔ The parents **MUST** deliver the medication to the school office.

### THE SCHOOLS PROCEDURES ARE AS FOLLOWS:

- ➔ **ALL** medication will be kept in a locked cupboard.
- ➔ Medication will be administered by a trained individual.
- ➔ **ALL** expired or unclaimed medication will be disposed of if not claimed.
- ➔ For safety reasons, we **DO NOT** send medication home with students.
- ➔ **AUTHORIZATION FOR ADMINISTRATION OF MEDICATION FORM** expires at the end of each school year.

Board Policy 2315 \*

**Bullying/Harassment/Intimidation (R.C.W. 9A.36.080)**

Students are expected to respect the individual rights of all persons while on campus and at school functions or activities. Everyone, including students, school personnel, parents, and community members are to be treated with respect. Any form of harassment (including sexual), intimidation, or bullying will not be tolerated. Bullying/Harassment is defined as intentional written, verbal, or physical bullying, intimidating, or harassing behavior that is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.

**Disciplinary action may include the following:**

- a. **Parent Contact**
- b. **Third Party Mediation**
- c. **Non-Altercation Contract**
- d. **Short Term Suspension**
- e. **Long Term Suspension**
- f. **Emergency Expulsion**
- g. **Expulsion**
- h. **Police Notification**

**Controlled Substances (R.C.W. 69.50.406, 28A.210.320)**

Students may not possess, use, or be under the influence of controlled substances (including alcohol, marijuana, narcotics, tobacco, smokeless tobacco, unauthorized use of non-prescription and prescription drugs) while on school grounds or at any school-sponsored function or activity. The possession, use, sale, intent to sell, distribution, sharing or being under the influence of controlled substances on district property, district-provided transportation, areas of facilities being used exclusively as school district property, or at district-sponsored activities is prohibited. This includes any over-the-counter medication containing alcohol such as some cough or cold medications.

**Disciplinary action may include the following:**

- a. **Parent Contact**
- b. **Short Term Suspension**
- c. **Long Term Suspension**
- d. **Emergency Expulsion**
- e. **Expulsion**
- f. **Police Notification**
- g. **Drug and Alcohol assessment, screening, and counseling as recommended by treatment provider and/or school district hearing outcome.**

**Weapons , Dangerous Instruments, and Explosive Devices (RCW 9.41.280, 28A.600.230, 9.41.010, 9.41.250, 9.41.280, 9.41.270)**

It is the policy of the Royal School District that there be no tolerance for the possession or use of weapons, dangerous instruments, or explosive devices by students. Students may not possess or use firearms, dangerous instruments, or explosive devices on school property, on school provided transportation, in areas or facilities being used exclusively by a school, or at a school sponsored event or activities. Dangerous weapons include and are not limited to: firearms, nun-chu-ka-sticks, throwing star, air gun, air pistol, air rifle, stun gun, knife, or any item that is used or could be used as a weapon.

Possession or use of a firearm in violation of this policy shall result in a minimum of one (1) school term expulsion from the district. The superintendent or designee may modify the mandatory expulsion on a case-by-case basis. Exception to this policy may be made as only allowed by state law and authorized by the district. Any student who possesses any weapon, or explosive devices, other than a firearm, in violation of this policy may be expelled or be subject to other school discipline as provided in board policy and state law.

The district is authorized to expel any high school student who has violated the weapons policy. Any student who brings a firearm will be expelled for no less than one school term. The school must notify police and the student's parent(s) or guardian(s) of the incident. Police do not need a warrant to arrest any person on school property who illegally possesses or has possessed a firearm or dangerous weapon.

## ***DISCRIMINATION***

Royal 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, gender 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:

**District Compliance Officer: Gary Brooks Winston, [gwinston@royalsd.org](mailto:gwinston@royalsd.org), PO BOX 486 Royal City, WA 99357, 509-346-2222**

**Title IX Coordinator: Gary Winston, [gwinston@royalsd.org](mailto:gwinston@royalsd.org), PO BOX 486 Royal City, WA 99357, 509-346-2256**

**Section 504 Coordinator: Heather Quigley, [hquigley@royalsd.org](mailto:hquigley@royalsd.org), PO BOX 486 Royal City, WA 99357, 509-346-2206**

**You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <https://drive.google.com/drive/folders/0B646Pnkfm8DXd2Z3NWRuUVpLYXc>

## ***SEXUAL HARASSMENT***

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

**Sexual harassment is unwelcome behavior or communication that is sexual in nature when:**

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

**Examples of Sexual Harassment:**

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

**You can report sexual harassment** to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here:

<https://drive.google.com/drive/folders/0B646Pnkfm8DXd2Z3NWRuUVpLYXc>

## ***COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT***

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child’s principal or with the school district’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

### **Complaint to the School District**

#### ***Step 1. Write Our Your Complaint***

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and 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 or civil rights compliance coordinator.

#### ***Step 2: School District Investigates Your Complaint***

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will 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 will notify you in writing to explain why staff need a time extension and the new date for their written response.

#### ***Step 3: School District Responds to Your Complaint***

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

### **Appeal to the School District**

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

### **Complaint to OSPI**

If you do not agree with the school district’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district’s complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** [Equity@k12.wa.us](mailto:Equity@k12.wa.us) | **Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

**Other Discrimination Complaint Options**

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

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [OCR Website](#)

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)



## **Red Rock Elementary School Parent Involvement Plan**

Parents will be a part of the school improvement group for the building. The following is the job description for this group.

- Be a part of the review and dissemination yearly of the school improvement plan.
- Communicate to staff and parents about components of the plan

Red Rock Elementary School will promote partnerships that will increase involvement in promoting the academic, social and emotional growth of the children. These goals will be aligned with state and national educational goals.

Red Rock Elementary School will support parent involvement by:

- Engaging parents in meaningful involvement
- Distributing student testing information
- Collecting information by survey
- Information in the district newsletter
- Providing annual school performance report
- Encouraging reading at home
- Encouraging parent to participate as school volunteers
- Making telephone contacts
- Welcoming parent teacher conferences
- Making home visits
- Providing written information in English and Spanish
- Encouraging Migrant and Bilingual parents to participate in the district Parent Advisory Committee

## Directory Information Opt-out Form (Optional)

**Please read carefully and only submit if you wish to opt-out:**

Under state and federal law, information a school district selects as directory information is considered information that can be released to the public without prior written parental consent.

Royal School District considers the following information as directory information:

- Student’s name
- Student’s address
- Dates of attendance
- Participation in officially recognized activities
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- Any photograph, video or recording of a student’s likeness posted on any publications including mailings, website, social media, and others.

**A parent may elect to opt-out of the release of directory information by completing and submitting this form.**

**Please note that opting out of directory information means your child will NOT be included in items such as the yearbook, graduation programs, district website, and district or local media stories.**

I, as the parent/guardian, elect that Royal School District is **NOT** able to disclose directory information related to my child(ren) named below nor display my child’s/children’s images in any public form.

Child’s Name:	School:	Grade:	Parent/Guardian Printed Name:	Parent/Guardian Signature:	Date:
1.					
2.					
3.					
4.					

This form must be received by the end of the second week of a new school year. It may be rescinded at any time by requesting so in writing. Please submit to your child(ren)’s school office.

Please send to your classroom teacher or school.

