



2023-2024

Family Handbook

Letter from the Head of School

Dear SIA Students and Families,

Welcome to another incredible school year. I am extremely excited about all that we will accomplish, and our continued commitment to the core mission and values of Spokane International Academy. This handbook will provide useful information that is easily accessible to all students and parents, communicates our values and expectations clearly, and informs you of the rights you have under local, state and federal programs.

This handbook provides general information about our academic program, policies and procedures, and the SIA Student Code of Conduct. Please read, understand, and comply with all provisions in this handbook. As a charter school, SIA is a choice program. Some of our expectations differ from that of a traditional neighborhood school. All of these expectations help us establish a rigorous and safe learning environment for all of our students. We believe high expectations coupled with support will create an environment where all students meet and exceed their potential. It is vital that all members of our community, adults and students alike, fully understand the expectations set forth in this handbook and agree to support them.

SIA's mission of empowering students with the skills necessary to become leaders who can powerfully transform our communities serves as our uniting purpose. We have seen tremendous results in the students who have committed to our approach in the early years of our program. As interest in our program grows across the area, we are excited to continue to refine our program and develop more enriching opportunities for our students in the future. We thank you again for your support of the mission of SIA and our efforts to prepare your children for college and careers in the future.

Sincerely,

A handwritten signature in black ink that reads "Morgen Flowers-Washington". The script is fluid and cursive, with the first name "Morgen" being the most prominent.

Morgen Flowers-Washington
Head of School

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Section 1: Campus Information

Closed Campus

SIA is a closed campus for students in Kindergarten-10th grade. When on campus during SIA's academic hours students must always be in class and under the supervision of an adult. Students who leave campus without authorization will receive a discipline consequence and will be considered truant from school. Upon dismissal, students who are excused may leave campus if they do not have other obligations (clubs, athletics, academic or discipline obligations). Students are not allowed to remain on campus past 3:30 pm unless given explicit permission from an SIA staff member to do so.

Students who leave campus early must be picked up by an authorized individual (with valid identification) who will sign the student out at the front desk. Students will only be released to adults who have been identified in our school information system. Please check annually to ensure that the adults who are authorized to pick up your child are accurate and up to date.

Students in 11th grade who participate in both the Skills Center and Running Start have a more flexible schedule to accommodate their schedules. For example, students in Running Start who have classes on SIA's campus, may leave at the conclusion of their required SIA classes. Students may not leave campus prior to the conclusion of their classes to grab lunch or run home. For questions regarding the specifics of this policy, please reach out the school administration.

Parents/community members who wish to interact with their child during the school day must first arrange that with the main office prior to the intended date of the visit. The Head of School or designee will then decide whether or not to allow the visit due to the daily schedule of the school or based on other circumstances. All volunteers must submit their information via our volunteers page on our website, every school year. This information is run through the Washington State Patrol background check system.

Board of Directors

Per Washington state law, SIA is governed by a volunteer, non-profit board of directors. This board serves in the same capacity as the board for any school district in Washington. They must abide by the Open Public Meetings Act (OPMA) and meet monthly. They may also be reached by emailing boardofdirectors@spokaneintlacademy.org. For more information about meeting schedules and biographies of individual board members, please visit the governance page located at the footer of our website (www.spokaneintlacademy.org).

Attendance

In order for our academic program to be successful, it is essential that students be present in school on a consistent basis. The attendance policy at SIA has been formed in order to ensure that this remains the

case. Therefore, any student who misses more than 15 days of school over the course of a school year may be recommended for retention in their current grade level for the following year. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the counselor will file a required stay potential with the juvenile courts to assist in resolving the situation.

Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence (concerts, athletic/academic competitions, etc.), unless advance permission has been given by the school.

In the event of a necessary absence, a parent/guardian must call the main office and report the absence by 8:00 a.m. Include the student's name, date of absence, reason for absence and parent/guardian contact number. This notification does not automatically excuse the absence (see Excused/Unexcused Absence Policy below). All questions related to attendance should be directed first to the Main Office. If not resolved, they will be forwarded on to Administration. If we are unable to verify the reason for the student's absence with the parent/guardian, the child will be considered truant.

Standardized Testing and Final Exam Attendance

To assess the effectiveness of SIA's rigorous, integrated and personalized academic curriculum, students are required to be present and take various scheduled standardized tests and final exams. The opportunity to adequately assess learning is lost due to absences.

Medical Visits

Doctor visits or other similar circumstances require a note from a parent/guardian detailing the time to be excused, reason for leaving, approximate time of return and parent/guardian phone number. Upon return, the student must provide a doctor's note verifying the appointment and excusing the absence. Absences will not be excused until a doctor's note has been received by the main office. SIA will need documentation of any extended absences. Families will have 3 days to submit documentation to justify the absence as excused. After that time, the absence will remain as unexcused until paperwork is returned justifying the absence.

Tardiness/Late Pick-Up:

Students are considered tardy when they are not in class by 8:00 am on a school day. Students are required to be at school on time. If a student is excessively late to class, and the tardies are unexcused, the student may be asked to meet with Administration to discuss tardiness. Secondary students who are tardy 3+ times per week will spend lunch / recess in reflection time.

Students are also required to be picked up no later than 3:30 pm Mon-Thurs and 1:15 pm on Fridays. SIA does not have the staff capacity to supervise students past this time.

A parent/guardian will be notified in cases of habitual tardiness/late pick-up. The parent/guardian will be expected to work with the school to implement a plan to correct the problem. Should there be an emergency that prevents a student from being on time in the morning or pick up on time in the afternoon, the parent/guardian should call the office. For secondary students who are tardy 3 or more times in a one week period, they will be required to attend one lunchtime reflection session.

Missed Classwork due to Absence:

After an absence, students are responsible for retrieving make-up assignments from their teachers. Please consult with the teacher about work that will be missed ahead of a planned absence. Students should expect to have work to make up when they return. Students will be allowed (2) days for each day they are absent to make up work that was assigned on the date of their absence. Projects that have been previously assigned, and made known to the student, will be due on the original date assigned. If a student is absent the day a project is due, they will be expected to turn it in the next day he or she is in attendance.

Excused Absences (written statements from appropriate entities may be required):

- Illness: fever, contagious disease , illness rendering student to bed rest (Doctor's note required after the third day of absence, or for frequent, recurring illness-related absence)
- Injury resulting in temporary physical disability (Doctor's note required)
- Mental Disability (Doctor's note required)
- Emotional Disability (Doctor's note required)
- Family Emergency (At the discretion of the Principal)
- Legal Circumstance (notification from appropriate Judicial Office required)
- Religious Observance
- Absences resulting from suspensions and recommendations for expulsion
- Absences directly related to a student's homeless status
- **Any absence other than those stated above must be approved in advance by School Administration to be considered "excused."**

Unexcused Absences are defined below regardless of notification by the parent.

- Absences not properly reported by the parent/guardian
- Typically excused absences that have not been confirmed within 3 days of the absence
- Family vacations
 - See "Special Attendance Circumstances" section below
- Absences related to sports/activities not affiliated with SIA

Other Attendance Policies: When a student is absent/truant from school or from assigned classes, SIA will notify parent/guardian as quickly as possible.

Procedures for monitoring and compliance of compulsory attendance

1. All absences will be investigated by school personnel on a daily basis; the school office will call to confirm the reason a child is not at school. Please be kind, we are required by law to ensure your child's location and safety..
2. A written notification after being tardy (5) times will be sent to parents; After this point, each tardy will count as a 1/2 day absence in regards to the overall 15 absences they are allowed.

3. After five (5) unexcused absences in a year, a mandatory attendance conference will be held with the student, a parent/guardian and Administration. At this time the student will be placed on an attendance contract.
4. Students with 15 absences will be recommended for retention in their current grade for the following year.

Truancy:

When students fail to attend school, they are considered truant. Washington law requires children from age 8 to 17 to attend a public school, private school, or to receive home-based instruction as provided in subsection (4) of RCW 28A.225.010.

Once a student is determined to be habitually truant, the school administration will notify the student's parents/guardian in writing of the student's unexcused absences and of the fact that the student is habitually truant. At that time, the school will develop a plan with the goal of assisting the child to remain in school. School personnel will make reasonable efforts to meet with the parent/guardian to review and evaluate the reasons for the child's truancy.

Transportation

Spokane International Academy provides transportation to and from hubs around the Spokane Area, located within areas of high demand, during regular school hours, to all eligible students (subject to available space on the route). Good conduct and compliance with transportation rules are required to maintain the bus transportation privilege. Please inform the school office and your child's teacher/advisor if the child changes their transportation arrangements. Please see our website for updated information regarding bus hub locations and pick-up/drop off times.

Due to the limited funding we receive from the state for our transportation program, students wanting to access the bus need to ride a minimum of (3) days per week. Families need to register for a space on the bus prior to the beginning of each school year. This will allow school staff to develop accurate records of who should and should not be riding the bus, who needs to access which stop and help to plan out our overall transportation offering. Students who are not registered to ride the bus will not be allowed to access the bus until this is complete. Students will not be allowed to ride a bus other than the one they typically ride, unless cleared by the school administration, as there may not be adequate space to accommodate them that day. An SIA staff member will keep attendance on the bus each day and that information will be stored at the school in the event we need to know we got on and off the bus on a given day.

If a student who is registered to ride the bus has not ridden the bus for 10 consecutive days, they may lose their seat on the bus. This open seat will be offered to the next student on the waitlist.

Transportation provided by SIA is a privilege and students will be suspended from school bus transportation due to inappropriate behavior. Students are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the

road to address those children who are breaking the rules, the entire bus is placed in jeopardy. Therefore we expect the children to:

1. Remain in their seats, feet and body facing forward,
2. Talk in quiet voices,
3. Obey the bus driver,
4. Speak in respectful voices,
5. Keep feet out of the aisles,
6. Refrain from eating or drinking on the bus, and
7. Keep hands to themselves and inside the bus.

If a child does not follow the rules, he/she will be referred for disciplinary action by the bus driver. The following procedures assume a typical infraction from the list above. Behavior that substantially endangers students or adults, will result in students receiving a heavier consequence earlier.

1st referral - Referral from bus driver and contact home

2nd referral - 1 week bus suspension

3rd referral - 1 month bus suspension

4th referral - Removal of bus privileges for the remainder of the year.

Arrival and Dismissal

Arrival: Students should arrive no more than 15 minutes prior to the start of school, unless prior arrangements have been made with a staff member. Students who are eating breakfast at school should report directly to the cafeteria when arriving at school.

Dismissal: Students will be dismissed at 3:15 pm Monday-Thursday and at 1:00 pm on Fridays. Students are also required to be picked up no later than 3:30 pm Mon-Thurs and 1:15 pm on Fridays. SIA does not have the staff capacity to supervise students past this time.

Please consult the school calendar for more information on schedules. It is expected that students are picked up promptly after school or ride one of SIA's buses. If a student is habitually picked up more than 10 minutes late, the school administration will work with the family to decide on an appropriate bus for the student to ride should they continue not to be picked up on time. The building will close to all students at the end of the school day, unless they are participating in an SIA activity/sport or prior arrangements have been made.

Only students who are participating in a sport/activity may stay after school past dismissal time. Siblings/friends of students may not stay for another student's activity time and must be picked up at the appropriate time. We do not have staff available to supervise students who are not participating in activities. A warning will be issued the first time, and any time after that, the student participating in the activity/sport will no longer be allowed to participate.

Students participating in an after school activity/sport must be picked up at the agreed upon time after the conclusion of the activity. Students will be allowed one late pick up during the year. After that, the student will no longer be allowed to participate in the activity.

Please make every effort to adhere to regular dismissal times. Students who are to be picked up early during the day will remain in class until the parent arrives at school. Students will not be released early to wait in the office for when their parent/guardian arrives. This causes a disruption to the learning environment, and causes the student to miss more class time than is necessary.

Field Studies

School trips for educational or extracurricular reasons are called field studies. These studies are arranged by staff members in alignment with our curricular objectives and are of great benefit to the student.

While a member of such group:

1. Students are expected to meet the same expectations as they would on campus including demonstrating REACH values. Students will conduct themselves in the proper manner so as to protect the reputation of the school at all times. Students who violate this rule may no longer be eligible to take part in any further trips.
2. All students who are participants must ride on school-provided transportation to and from the field study.
3. All students participating in a school-sponsored trip are expected to remain at the activity and not leave at any time. Students who choose to leave will receive the same discipline they would as if they had left school grounds on a typical day.

Authorized Adult Pickup

SIA will only release students to adults who are authorized in our system to pick them up. Please provide the main office with the names and telephone numbers of adults who may pick up your child. Please remember to update the names if your family situation changes. Also, we ask you to exercise understanding in this policy as it is solely designed for the protection of your child. We will not accept verbal confirmation over the phone from a child's guardian to authorize an individual who is not listed to pick up, it must be done in person or through Skyward Family Access. For information on how to log in to your Skyward account and make these changes, please contact the main office.

Medication at School

State regulations require that all medication be given only by a doctor's written orders and dispensed from a pharmacy labeled container. Medication should be given in school only if times cannot be arranged for all doses to be given outside of school hours.

If medication must be dispensed in school please follow the procedures below.

1. Have your doctor write orders for the school to dispense medication, giving the following information:
 - Diagnosis

- Name of drug to be given
 - Dosage
 - Any side effect of which the staff should be aware
 - The length of time which the medication should be given
2. Please fill out and sign the school's medication release form.
 3. Bring the medication to the nurse/main office in pharmacy labeled bottles. Please bring a measuring tool if the medication is liquid.
 4. Medication must be left in school, it may not be sent home every night.
 5. It is the parent's responsibility to know when the dosage will run out and to supply the school with more if needed.

No medication, even non-prescription medication (cough drops, ibuprofen, Tylenol, etc.), may be brought to school and taken by students without written permission from authorized medical authority and supervised by school staff. Per Washington state law established during the 2017 legislative session, students may now bring, and self-administer, sunscreen without a note from their doctor. For health/safety reasons, staff will not apply sunscreen to students.

Health/Immunization Information

Immunizations:

Washington State Immunization law (RCW 28A.210.090; SIA Board Policy and Procedures) requires all students to present proof of these documents, on or before the first day of school. Students will not be allowed to attend school until one of these documents is presented to the office.

- Proof of full immunization
- Certificate of Exemption

The revised WA State Immunization Exemption Law (effective July 22, 2011) continues to require that all students attending public schools provide proof of immunization and now requires that parents/guardians that want to exempt their child from immunization requirements must submit an updated Certificate of Exemption for any type of exemption (medical, religious or philosophical). The exemption form must be signed by a health care provider stating that the parent/guardian has received information about the benefits and risks of immunizations. The exemption form can be signed by the parent/guardian if they demonstrate membership in a religious body that does not believe in medical treatment by a health care provider.

Dress Code

The purpose of the SIA dress code is to create a professional, safe and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school

day until all requirements of the day are completed. The Dress Code will be enforced at all times students are on campus. **See Appendix B for Dress Code details.**

SIA faculty and staff reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code will be required to change into a complete SIA school-sanctioned uniform. Note: A phone call home to request appropriate clothing to be brought to school or the sending the student home for failure to comply is solely determined by the Administration.

PE Dress Code: Students are required to wear sneakers appropriate for athletic activity, though they should not have dark soles that would mark up the floors.

Parent/Guardian Visitors

All parents/guardians and visitors notify the school of a visit prior to the time they wish to visit. There may be times where visitors in the building may not be appropriate (state testing, emergency drills, etc.) and this allows the school to ensure a pleasant visit. The school reserves the right to refuse visitation to the school depending on the circumstances of the visit. SIA will not unreasonably withhold access to the building to a parent/guardian.

All visitors must sign-in and sign-out at the front desk & may be required to show photo identification when they enter or leave the building. Parents/Guardians are expected to abide by the school's visitor rules and core values in all interactions with faculty, staff, administration, other parents and students. Visitors will be asked to leave campus if the school's core values are not practiced. Parents/Guardians and visitors are asked to refrain from using their cell phones inside of the building when it could be distracting to the learning environment.

Student Phone Usage

In order to limit disruption to the classroom, students will not be called to the telephone except in cases of emergency. With permission from a staff member, students may use the office telephone to make necessary phone calls.

Students are prohibited from using cell phones anytime during the school day. If any SIA staff member hears or sees a student's cell phone, the following protocol will be administered:

First offense - Student phone is confiscated and given to the office. Students may pick up the phone after school.

Second offense - Student phone is confiscated and given to the office. Parents must pick up the phone from the office.

Third offense - Students will enter into a cell phone agreement with administration. This agreement will require students to check in/out their phone each school day.

Students are permitted to use cell phones ONLY before and after school, when outside of the building. **Students must silence all "smart watches" so the notifications received do not distract the learning environment. If they are unable to silence their watches, they must remain in the students**

backpack during the school day. If “smart watches” become a distraction and/or are being used in an inappropriate way, they will be treated like cell phones and will be confiscated by the classroom teacher or other school staff.

Deliveries to Students

If a student leaves items at home, those items may be delivered to school and left in the main office for the student to pick up. Students will be contacted during an appropriate time to retrieve their items.

Due to the distraction it causes to the learning environment, items such as balloons, flowers, food deliveries, etc. will not be delivered to the student during the day.

Section 2: Academic Policies

Curriculum Overview

Spokane International Academy’s educational standards set the expectations for student learning and enable the school to monitor the progression of student learning over time. They also ensure consistency across each grade level and from one grade level to the next. Assessments inform students and teachers on content knowledge and skill acquisition. The assessments and curriculum are aligned to local, state and national standards, and SIA is committed to ensuring that all assessments are valid, reliable and fair.

A BROAD, BALANCED CURRICULUM

The learning standards and identified curriculum will provide:

- The necessary understanding, knowledge and skills for learners to progress, well prepared, to the next educational stage
- An appropriate volume of content and standard of difficulty
- A spiral approach to skill development with concepts revisited and engaged with at deeper levels in different contexts, dependent on the learner's developmental stages
- A balance of subjects covering different educational processes, objectives and content, developing a holistic set of skills and knowledge
- College-prep style coursework to ensure our students are prepared to successfully complete advanced courses in high school

A CURRICULUM THAT SUPPORTS THE DEVELOPMENT OF LEARNERS

The concepts of breadth and balance anchor Spokane International Academy’s mission *to prepare students with the necessary skills to become leaders who will powerfully transform their communities*. Spokane International Academy combines the Common Core State Standards (CCSS), Next Generation Science Standards, and Washington State Social Studies Standards. Careful planning and coordination

will ensure that any learning differences are clearly understood and accommodated. This curriculum prepares students to be successful in advanced courses in high school. For a complete and detailed list of standards for each grade level, please contact your child's teacher or the main office.

International Mindedness/Global Competence

The global competence focus at SIA is truly what separates our academic program from all others in our area. SIA is committed to helping to increase our students' global worldview through access to rich, engaging, challenging, current, diverse and innovative globally focused curriculum.

This is an incredible opportunity for students and families to grow their global worldviews. However, over time we have experienced pushback from some families who may not wish their children to study such topics as are listed below. We encourage you to think deeply about your family's own views on these topics and to use that to inform your choice about attending SIA. The global competence aspect is woven throughout our entire program and we do have a mission to build international-mindedness in our students. Should this not align with your perception of the purpose of school we encourage you to seek a school that does not have this same commitment.

Primary Academy: Students in Kindergarten - 5th grade participate in their global education through the region of study focus. Each grade level has a particular region of study they focus on throughout the year to develop cultural understanding and empathy. This is done through the study of literature, architecture, customs/celebrations, norms, etc so that students may begin to build a broader understanding of the world.

Kindergarten - North and Central America

1st Grade - South America

2nd Grade - Asia

3rd Grade - Oceania

4th Grade - Africa

5th Grade - Europe

Middle Academy: Students in our Middle Academy do not have a region of focus, they instead have a course called Global Perspectives. This course focuses on issues related to global society, geography, environment, education, economy, and politics. Students are asked to not only investigate and research these topics, but also to begin to develop a worldview on how these issues play out on the world stage. In order to study these topics with depth and authenticity, SIA uses a variety of materials from multiple sources.

Topics students discuss at the Middle Academy include: Black Lives Matter, privilege, major world religions (Islam, Christianity, Judaism, Hinduism, Taoism, etc.), world economic structures, social entrepreneurship, micro financing, slavery (historic and modern), government structures and how they impact the lives of the people in those countries, endangered languages, sports mascots, world holidays and celebrations, systemic/historic racism, ancestry/genetics, use of propaganda, global warming, social justice, environmental sustainability and stewardship, etc.

Examples of sources used for topics studied: [Junior Scholastic Magazine](#), [Learning For Justice](#), [Participate Education](#) (formerly VIF Intl. Education), [INTERACT Simulations](#), [TED videos](#), [Kiva.org](#), [Black Lens](#) (local newspaper), Movies ([Race](#), [42](#), [13th](#), [Coco](#), [Book of Life](#), [Blue Planet](#), [Planet Earth](#), [Girl Rising](#), [Living on One Dollar](#)), guest speakers (GU intl. students, refugees, religious leaders, local authors, community representatives, SIA parents speaking about their careers and travel experiences and primary source materials).

Organizations with whom we partner: [Kiva.org](#), [Generation Alive](#) and [World Relief](#).

Students are expected to develop their global competence by demonstrating the following characteristics while studying global perspectives at SIA:

Investigate the World

Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems - problems for which there may not be one right answer, but can be systemically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide, in their own communities and across the globe.

Weigh Perspectives

Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views.

Communicate Ideas

Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences.

Take Action

What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed.

Opting-out of curriculum

Staff at SIA go through a lengthy internal process of discussion and research when deciding on resources to include in their curriculum. All resources that may be considered sensitive in nature are discussed with, and approved by, the Principal or Head of School and the curriculum approval committee on our Board of Directors. All content discussed in class and through activities directly

correlates with knowledge students are expected to demonstrate at the end of each course, or per Washington state law. As such, students are expected to participate in all aspects of the curriculum and of material being covered in class. This includes, but is not limited to, novels being studied, field studies, scientific theories, global conflict/strife, videos being shown, etc. Parents/guardians are welcome to request the opportunity to view any materials that are being used in our curriculum.

Parents/guardians who choose to have their student not participate in activities may set up a meeting with the principal prior to the activity to discuss their reasoning. If it is deemed that the student will not participate, an alternate, but equally weighted, assignment will be provided to the family. The student is expected to complete this assignment as part of their overall grade in lieu of the original assignment. This will be done on a very rare occasion and should not be the expectation.

Human Growth and Development Curriculum: All students in grades 5th - 8th participate in Human Growth and Development curriculum. We believe that parents are the primary source for sexual/health education and commit to only covering content that is required to be covered via requirements set forth by the state of Washington. The materials we are using are state approved curricula and have been pared down to cover only the necessary components. Materials being used during this unit will be made available for preview by families at least 30 days prior to the unit being taught.

If you wish to exclude your child from either the sex education or the HIV/AIDS portion of the unit, you may do so by completing the form provided by the teacher prior to the unit. Your student will then receive an alternative assignment and will spend those class periods in another location with another supervising adult.

Spokane Virtual Learning (SVL) Participation

SIA partners with Spokane Public Schools (SPS) to offer access to the course library offered via Spokane Virtual Learning (SVL) on a case-by-case basis. This opportunity is available to students who demonstrate proficiency in a subject that exceeds the ability to offer that learning environment on SIA's campus. For example, students that transfer to SIA that are participating at an advanced level in math that is not offered at our Middle Academy. These students could enroll in SVL for their course and complete coursework during their regularly scheduled math block during the day.

However, SIA will not allow students to be enrolled in a course at SIA and the same, or substantially similar, course with SVL. For example, students receiving instruction in an 8th grade science course at SIA that is aligned with the Next Generation Science Standards (NGSS) would not be allowed to enroll in an 8th grade NGSS aligned science course through SVL that would replace the course offered at SIA. Should a parent wish to pursue this as a supplement to the instruction they are receiving at SIA, the parent should work with SPS to see if they could be added independently from a relationship with SIA. In this instance however, SIA will not sign off to monitor the student's work or share in any of the cost of the student's participation in the course.

Additionally, high school students with credit deficiency may be required to complete a self-paced online course in the deficient subject area using a program called APEX. There is no cost to the student for completing an APEX course. Students will work with the counselor, who will regularly monitor their progress and ensure compliance.

High School Courses

SIA launched our high school program in the fall of 2021 as an extension of the already established K-8 program.

To learn more about the program and requirements for the high school, please visit the course guide [HERE](#).

Highly Capable Program

SIA will provide services for students who qualify as highly capable. State law requires schools to identify and serve students whom they qualify as highly capable. The highly capable program is designed to meet the needs of students with exceptionally high ability. Students are identified based on Verbal (English Language Arts) and/or Quantitative (Math) skills and are provided services only in the areas in which they qualify. All students in kindergarten and 5th grade will be assessed to determine services at SIA. Students who do not score within the anticipated range may retake the assessment during the fall of the following school year. Students will not be allowed to retake the test during the course of the same school year. Should a student qualify and the parents wish for them to not receive services, the parent has the right to refuse highly capable services for their child.

Identified students at the Primary Academy receive Highly Capable services through differentiated literacy and math experiences in their classroom. This includes: grouping with students of like exceptional ability, more challenging classwork, opportunities for acceleration of content via Lexia and ST Math/Khan Academy and opportunities for increased inquiry during other content provided during class. There is also a pull out option where students meet with the highly capable teacher at least twice per week for extension learning and support.

Identified students at the Middle Academy will receive opportunities for differentiated classwork throughout their schedule, but primarily in their English and math courses. Students will have the opportunity to take math courses typically designed for older students for high school credit, read higher level texts in their English class, and be challenged with more open-ended inquiry opportunities in the other courses for which they are enrolled.

Eligibility criteria used to determine placement in the highly capable program:

Grade Band	K-2nd Grade	3rd-5th Grade	6th-8th Grade
Nomination/Referral	Teacher/Parent Form	Teacher/Parent Form	Teacher/Parent Form
Evaluation Criteria	<ul style="list-style-type: none">● CogAT (V, Q)● Running Records (Adv level)● Lexia Core5● ST Math	<ul style="list-style-type: none">● CogAT (V, Q)● Running Records (Adv level)● Lexia Core5● Level 4 on	<ul style="list-style-type: none">● CogAT (V, Q)● Internal assessments● Level 4 on SBA (Math and/or ELA)

	<ul style="list-style-type: none"> • Internal assessments • Work samples • Report Card 	SBA (Math and/or ELA) <ul style="list-style-type: none"> • Internal assessments • Work samples • Report Card 	<ul style="list-style-type: none"> • MAP Scores • Work samples • Report card
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For more information related to highly capable services at SIA please visit the Highly Capable Program page on our website.

Accelerated Math Placement (Middle Academy)

To accelerate a grade level in math students must meet all of the following criteria:

- Score a Level 4 on the SBAC during the previous testing period
- Demonstrate proficiency in MAP testing
- Have an “A” or equivalent in their current math class
- Demonstrate a high motivation level and excellent work ethic
- Receive a positive recommendation from their math teacher
- Parent/Guardian permission

Other Considerations for students to move forward in math:

- A team meeting will occur regarding placement that will include the student, a family member, and an SIA school representative for a final placement decision.
- Students will be required to complete prescribed Khan Academy activities in the math being skipped over the summer between the two school years to ensure students don’t have any gaps in learning.
 - Examples:
 - A 6th grade student could complete all of the Khan Academy skills related to Pre-Algebra and accelerate into Algebra for 7th grade.
 - A 7th grader could be in 7th grade math and complete the Khan Academy Pre-Algebra work at home and be moved into Algebra for 8th grade.

Notes:

- Students may not accelerate past high school credit math courses such as Algebra and Geometry because they are graduation requirements.
- All final course placements will be made by SIA staff in consultation with families
- Should SIA not have the teacher capacity to offer an accelerated math course (Algebra II, Pre-Calculus, Calculus) then students will be allowed to take that course via Spokane Virtual Learning during their academic day at SIA. The cost for the course will be covered by SIA.

Academic Honesty Policy

Academic integrity is at the center of SIA's commitment to its REACH Core Values: Respect, Enthusiasm, Achievement, Citizenship and Hard Work. Learning is based on mutual trust and respect between teacher and student. SIA expects students to ask for assistance, to have the enthusiasm to research their ideas and, above all, to do their best in all of their work.

Academic misconduct violations are defined as behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more areas of the academic program. Examples of this include plagiarism, cheating and copying. Additionally, any of the following acts, without full acknowledgement of the original source, are also violations of the Academic Honesty Policy:

- Direct duplication by copying another's work, whether from a book, article, web site, another student's assignment, to include the improper use of artificial intelligence.
- Allowing another student to copy your assignment
- Inclusion of images, text or other forms of media, in whole or in part, from the internet or other electronic resource without proper citation
- Duplication in any manner of another student's work during a quiz, test, or exam
- Possessing *any* unauthorized documents or resources during class time, including cheat sheets, calculators or digital resources on the internet
- Paraphrasing another's work closely, with minor changes, but with the essential meaning, form, and/or progression of ideas without proper citation.
- Submitting one's own work that has previously been submitted for assessment purposes in another subject or at another school
- Producing assignments with other people (another student, a tutor) that should be your own independent work
- Pressuring others to violate the Academic Honesty Policy
- Presenting group work as your independent work, or presenting an individual's work as that of a group
- Falsifying or fabricating information, data, or sources
- Disruptive behavior during assessments that creates an environment not conducive to learning
- Improper use of AI (Artificial Intelligence refers to computer systems or software designed to perform tasks that typically require human intelligence, such as problem-solving, learning, and decision-making.) This includes Submitting AI-generated work as one's own without proper attribution. Using AI to gain unauthorized access to answers or solutions during examinations. Collaborating with AI systems or individuals in a manner that violates academic integrity guidelines.

Consequences of Academic Honor Code Violations:

1st Academic Honor Code Violation:

- Receive a failing grade on the assignment / alternative assignment
- Serve a one (1) day suspension
- Family contact

2nd Academic Honor Code Violation:

- Receive a failing grade on the assignment / alternative assignment
- Serve a three (3) day suspension
- Family contact
- Complete extensive intervention assignments (reflection essays, interviews, research, etc.)

3rd Academic Honor Code Violation:

- Receive a failing grade on the assignment / alternative assignment
- Family contact
- Expulsion from SIA

Each student will participate in an Academic Honesty Policy mini-course in their advisory course. The course will cover principles of academic integrity, review the Academic Honesty Policy and allow students to ask questions to ensure that they understand and can abide by the policy. Students are required to sign the Academic Honor Code pledge (see below) and commit to upholding it throughout the year. Families will also be asked to sign a statement of support.

Academic Honor Code Pledge: *I accept the responsibilities for maintaining honorable behavior in all academic work, in maintaining and promoting personal academic integrity, and to only submit individual work that is completely my own or properly cited. I understand that should I act in a way that is contrary to the Academic Honesty Policy, I will accept the consequences of my actions, whatever they are.*

State Testing Participation

Students will take the Smarter Balanced Assessment Consortium (SBAC) test, as required by the state of Washington. Students will begin participating in the SBAC in 3rd grade. Students will take the following assessments in grades 3-11. SIA typically conducts these assessments during the last half of the month of May. Students scores are made available to SIA shortly following the completion of the assessment. You may also access our school's assessment history by visiting the OSPI website at www.k12.wa.us. The Table below lists the assessments that will be completed by students in each grade.

<u>Grade</u>	<u>ELA</u>	<u>Math</u>	<u>Science</u>
3rd	X	X	
4th	X	X	
5th	X	X	X
6th	X	X	
7th	X	X	
8th	X	X	X
9th			
10th	X	X	

11th			X
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Academic Effort

SIA fosters a rigorous academic environment that prepares students to excel in career/college and beyond. Consistently living the Core Value of *Hard Work* is critical to academic success at SIA. The school expects students to give their best effort every day on all academic work.

Homework:

SIA is not a “no homework school”. We allow adequate time during the day for completion of a majority of the daily assignments and projects students are assigned. However, if students are unable to complete their work during the school day, for whatever reason, they may be required to take it home to complete and turn in the following day, or on the specified due date. **Timely completion of all assignments/projects at SIA is mandatory.**

- Homework that all students should do on a nightly basis includes: Reviewing previously learned material for upcoming assessments, reading a book for pleasure for at least 20 minutes each night (All grades), and reviewing math facts.
- Checking/updating their Google calendar with important dates and events (Middle Academy).
- 8th grade students will also be required to complete their Community Project outside of the school day. This includes all research, volunteer hours and reflections. Time will be given during the day to better understand how to complete the project and to ask advisors questions about their work. However, there will not be dedicated time to complete aspects of it while at school.

Homework - Parent/Guardian Role:

Parents/Guardians must be aware that students may need to complete assignments at home and support their student in doing so. They are expected to actively check and review homework, if assigned, periodically check student grades online, review Google classroom calendars for upcoming deadlines/quiz or test dates, and to let their child’s advisor know if their child is struggling with work. Parents/Guardians may encourage students to complete their homework, but should *never* do it for them.

Lunch Detention:

Lunch/After School Detention is assigned to students who do not complete homework assignments or are not using their class time effectively. These students are required to stay in during lunch or after school on that academic day to complete their assignments. This is **mandatory** when assigned. Teachers have the sole discretion in determining whether or not a student’s homework is deemed complete and/or acceptable. Students may also be assigned Lunch/After School detention for disorganized work and materials. Whether the school engages in lunch or after school detention as a consequence in a given school year is at the discretion of the Administrative Team.

Lunch/After School Detention is also assigned to students who violate the core behavior expectations at SIA. These assignments will be made by any SIA staff in concert with an Associate Principal or Principal.

Lunch/After School Detention is assigned to students who are tardy to their classes five (3) or more times in a period of five (5) school days.

Failure to report to detention will result in mandatory attendance at detention the next academic day as well as a consequence deemed appropriate by school administration (morning or afternoon detention, suspension, etc.)

Advisory Program (Middle Academy)

SIA's Advisory Program is an essential part of creating a powerful learning community centered on core values. Students are assigned to an advisor with a group of grade level peers. The advisor is committed to knowing each advisee and to providing counsel, guidance and support. The Advisory Program provides an important human context for academic planning, goal-setting, school-to-home communications, team building and reflection. **Advisors serve as the primary contact for parents/guardians and facilitate communication between teachers and other resource personnel.** Parents/Guardians with general concerns should first contact the advisor, who will resolve the situation or facilitate further conversations. Advisors will also facilitate a student-led conference twice per year (November and April).

The primary goals of the SIA Advisory Program are as follows:

1. Teach, instill and live the SIA Core Values in and out of the school community
2. Provide adult and peer support both culturally and academically
3. Establish camaraderie and accountability in a smaller group within the larger SIA community
4. Recognize and celebrate individual and community accomplishments

Grading and Assessment

Philosophy of Assessment:

“What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his/her life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources.”

Alec Peterson (1971), First General of the International Baccalaureate

Principles and Practices of Assessment:

Assessment at SIA is designed to give all learners access to a rigorous curriculum aligned to the standards, practices, and content expectations of a student's grade level as determined by local, state and national standards. We utilize various assessment tools and practices in order to accommodate all learners as well as to support them, motivate them and monitor their progress.

Student assessment practices at SIA employ both formative assessments (assessments for learning) and summative assessments (assessments of learning).

Formative assessments are ongoing and given throughout the teaching and learning process. These formal and informal assessments help teachers to identify student needs and plan for future instruction. They also enable students to track and engage in their own individual learning. Assessment for learning provides students with meaningful feedback to improve the quality of their work. Such feedback may come in the form of written or oral comments with the goal of providing the most timely feedback as possible. This includes any task teachers and students use to gather evidence for the purpose of improving learning as the learning is taking place. Examples of formative assessments include: practice problems, interactive notebook/process journal checks, “exit tickets” and other regularly scheduled checks for understanding.

Summative assessments occur after a unit or topic of study and are used to determine the degree of understanding. Summatives are based on evidence of learning regarding a specific criterion. Summatives may include, but are not limited to, during and post inquiry unit assessments, curriculum assessments, as well as state standardized tests. If a student fails to demonstrate proficiency on an assessment, or if they choose to work toward further mastery of the assessed content, they may arrange a time to reassess. Summative tasks are the only tasks teachers use to determine a student’s report card/final grade. Teachers use task-specific, year appropriate rubrics for each subject area.

Ongoing assessments enable all students to take control of their own learning while providing a clear vision of the goal. Accommodations, modifications and extensions are utilized as needed (See SIA’s practices and policies on inclusive learning environments).

Primary Academy Grading Scale (Standards-Based):

In grades K-5, students receive a standards based grade for each standard in Math, English Language Arts, science, social studies, elective courses and their understanding of their region of focus. Students will receive a score of 1-4 based on their demonstrated level of proficiency on a range of tasks related to that standard. Students scoring a 3 or above will be deemed as working at/above grade level.

Score	1	2	3	4
Description	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard

Middle/High School Grading Scale (Standards-Based):

The Middle Academy will implement a standards-based grading scale for all academic courses. Students will be assigned a variety of opportunities to demonstrate their understanding of the local, state or national standards aligned with their grade level and content being studied. These opportunities include: classwork, labs, projects, papers and assessments. Below is the Standards-Based grading scale used by SIA to determine student proficiency of grade level standards.

Score	1	2	3	4
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Description	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard
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Standards based grades will be converted to a letter grade for any courses that are being offered for high school credit. For more information on how this will be done, please view the high school course guide [HERE](#).

Missing Work, Make-Up Work and Late Work:

After absences, students are responsible for asking their teachers for make-up work the day they return and in person. Due to the amount of students each teacher works with on a daily basis, the teachers will not approach a student with work missed while absent. If the student fails to request the work from their teacher, the student will not receive credit for that assignment and will not be allowed further time to make that up. **See Appendix C for current Make-Up Work and Late Work Procedures and Policy.**

Report Cards and Progress Reports (Middle Academy)

The school year is divided into 2 semesters. Students receive report cards at the end of each semester. Progress reports will be issued periodically during each semester. Parents may also access their child's grades online at any time through the Skyward Family Access Login button on the homepage of our website. For details on how to login, please call the main office.

Honors and Awards

Students will also receive REACH Shields and other small forms of recognition as they demonstrate our core values and progress through our online support programs. Students in the Middle Academy can also earn points towards their house total.

Primary Academy Promotion Requirements

Placement, promotion, and retention decisions shall be made in the best interest of the student after a careful evaluation of all accessible data. The educational program at SIA provides for the continuous progress of children from grade to grade. However, a student must show consistent proficiency in the standards of their current grade level in order to be promoted to the next grade the following year. Students who do not show proficiency in grade level standards may be retained at their current grade level for the following year. Below are the metrics with which SIA staff will determine the promotion eligibility of a student:

Promotion Requirements:

- Language Arts (Reading/Writing)
 - Lexia - Complete all grade level activities prior to June 1st of the current school year

- Reading Comprehension - 70% or above on end of the year reading comprehension assessment
- Writing - Consistently demonstrates grade level quality writing in their daily work
- Interim Assessments - Students must consistently demonstrate grade level proficiency on school-created interim assessments by the end of the school year
- State Assessment (SBAC, 3rd grade and above)
 - Level 1 - Students scoring Level 1 on the state assessment will be recommended for retention for the following school year.
 - Level 2 - Students may be promoted if they score a Level 2 on the state assessment **if** they demonstrate grade level proficiency in the above-mentioned items **and** receive a recommendation from their teacher to move on.
 - Level 3 or 4 - Students receiving a Level 3 or 4 (On Grade) will be recommended for promotion given they meet the above mentioned criteria as well.
- Math
 - ST Math (K-2nd) - Complete all grade level activities prior to June 1st of the current school year
 - Khan Academy (3rd-5th) - Complete all assigned objectives at the grade level of the student accessing the program.
 - Interim Assessments - Students must consistently demonstrate grade level proficiency on school created interim assessments by the end of the school year
 - State Assessment (SBAC, 3rd grade and above):
 - Level 1 - Students scoring Level 1 on the state assessment will be automatically retained for the following school year.
 - Level 2 - Students may be promoted if they score a Level 2 on the state assessment **if** they demonstrate grade level proficiency in the above mentioned items **and** receive a recommendation from their teacher to move on.
 - Level 3 or 4 - Students receiving a Level 3 or 4 (On Grade) will be recommended for promotion given they meet the above mentioned criteria as well.
- Social Emotional
 - REACH values - Students must consistently demonstrate age-appropriate awareness and application of the core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work.
 - Relative Maturity for Age - Students may be retained if their overall maturity level would cause them to be less successful the following school year **and** has impacted their academic growth for the current school year.

The school recognizes that the rate of physical, social, emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics will be taken into account when making this decision.

Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. In evaluating student achievement, each teacher shall make use of all available information, including results of interim exams, ongoing/daily student work, standardized-test results and teacher observation of student performance.

Students who consistently do not show the core values of SIA may also be retained at their current grade level to allow them time to develop necessary character attributes and perseverance for higher level work in upper grades. This decision to do so will be a result of ongoing communication with the family throughout the year, but remains at the sole discretion of SIA staff and administrators.

Middle Academy Promotion Requirements

To be promoted to the next grade, all students must:

1. Demonstrate an appropriate level of proficiency in all assessed standards. This includes all academic courses the student is enrolled in. Students and guardians have access to check the grades online throughout the year using the Skyward Family Access Login button on our homepage. It is expected that families are doing this on a regular basis to ensure they are tracking how the student is doing.
2. Failing grades - Students who consistently demonstrate below grade level understanding of standards for any course may be retained in that grade for the following school year.
3. Complete at least (20) hours of approved community service (ask advisory teacher for clarification)
4. State Assessment (SBAC):
 - Level 1 - Students scoring Level 1 on the state assessment will be recommended for retention for the following school year (unless otherwise determined due to a student's IEP)
 - Level 2 - Students may be promoted if they score a Level 2 on the state assessment **if** they demonstrate grade level proficiency in the above mentioned items **and** receive a recommendation from their teachers to move on.
 - Level 3 or 4 - Students receiving a Level 3 (On Grade) will be recommended for promotion given they meet the above mentioned criteria as well.
5. Social Emotional:
 - REACH values - Students must consistently demonstrate age-appropriate awareness and application of the core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work.
 - Relative Maturity for Age - Students may be retained if their overall maturity level would cause them to be less successful the following school year **and** has impacted their academic growth for the current school year.

A final decision on retention will be made following the conclusion of the school year.

Parent(s)/guardian(s) who would like to contest the retention of their student may do so by making a formal request for a hearing to the SIA Board of Directors. All decisions made by the board in regards to retention are considered final.

Promotion/Retention of students with an IEP/504 Plans:

Students with an IEP or 504 plan participate in general education classes whenever appropriate as determined by the student's IEP and the IEP team. The classes these students participate in have a modified curriculum that aligns with a student's goals as stated in their plan. Many of these classes also

have extra staff to help support these students in their attainment of the knowledge and skills being presented. As such, a student with an IEP/504 is still expected to maintain the grade and community service expectations listed above. Please inquire with our Director of Special Services with further questions related to this requirement.

Section 3: REACH Values and Discipline

The SIA community is founded on the five core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work. These REACH Values foster self-improvement, individual growth and character development and help define SIAs rules and behavioral expectations. For personal benefit and that of the entire school community, students are expected to consistently live the core values and support their peers in doing so. School authorities have the right and responsibility to manage student conduct and to ensure an orderly and safe learning environment. Conduct that disrupts learning, threatens school operations, interferes with the rights and privileges of community members, endangers health and safety or damages property will not be tolerated.

SIA's REACH values help frame a set of specific expectations. However, unpredictable situations and circumstances will arise and will be handled with common sense and in a manner consistent with the guidelines and policies established herein. Behavioral consequences will always be determined with mutual respect for all involved parties, focused on the safety and development of our students. SIA will make every effort to ensure that behavior consequences are explicit, timely, consistent, age-appropriate, involve parents, respect individual differences, maximize student learning and ultimately address the needs of the student, as well as the overall school community.

SIA's REACH Values and behavioral expectations apply during school, on school grounds, at school sanctioned activities or events, in school vehicles, on social media when involving our students and at school functions that occur off campus. Any violation of school rules during these times will result in disciplinary measures and/or notification of law enforcement authorities.

Student Behavior Expectations

Respect:

Students are expected to communicate respect for teachers and peers through appropriate actions, words, tone of voice and body language. Unacceptable behavior may include, but is not limited to: bullying, offensive language, offensive gestures, talking back, disrespecting a staff member, ignoring or refusing to comply with a staff request, disrupting class or another student's learning, threatening, slander, sexual harassment, stealing and fighting.

Enthusiasm:

Students are expected to demonstrate a willingness and desire to learn new things and be challenged every day at school. Unacceptable behavior would include refusing to complete work that has been assigned, unwillingness to try something new, or responding inappropriately when faced with challenging work.

Achievement:

Students are expected to do work to the highest of their abilities whenever given a task to complete, and to complete their own work. Unacceptable behavior would include students turning in work that they know is not to their best ability, copying or intentionally plagiarizing the work of others, accepting grades on assignments and tests that are lower than what they are capable of receiving.

Citizenship:

Students are expected to aid in the creation of an environment where all students feel valued for who they are and the unique contributions we all bring to SIA. Unacceptable behavior would include bullying, harassment, intentional discrimination of a student/staff member, and intentionally not consistently displaying our REACH core values.

Hard Work:

Students will experience situations that challenge them to develop their academic ability, strength of character and global worldview on a daily basis. Students are expected to work through these regardless of the circumstances, because by persevering through difficulty we become stronger. Unacceptable behavior would include students choosing not to do assignments/activities, turning in work that is below their ability, not facing challenges with a willing attitude and spirit.

Learner Profile

The aim of our program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The learner profile represents 10 learning attributes. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

SIA students strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of subjects. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Discipline Process

Teachers work most closely with students and therefore carry the bulk of discipline responsibility. Should a teacher have a discipline incident with a student, the teacher will work to correct the problem with the student by issuing a warning, by scheduling a mandatory conference at the earliest possible moment or by other disciplinary action. All SIA students have the right to school environments that are safe and free from distractions.

A Disciplinary Referral will be issued when a teacher deems an incident more serious. A Disciplinary Referral may be issued for the following: disobedient behavior, fighting, bad language, poor attitude, rebellion, noncompliance, disregard for school rules or property or similar incidents. Students will not be sent to the office for inappropriate behavior without a written "Disciplinary Referral".

The report will state the facts of the incident and action taken. Necessary parties will receive a copy of the report. The parent/guardian will receive a phone call from the principal as soon as possible and may receive a copy of the report, if deemed necessary. Consequences will depend upon the incident. Repeated discipline referrals will lead to suspension and possibly expulsion.

Consequences

The purpose of disciplinary consequences is to ensure that students and the community maintain complete focus on learning and growth. Inappropriate student behavior impacts individuals and exacts a

cost on the larger school community. Students must understand that they are accountable to their peers and to the values and expectations of the community as a whole. Family involvement is expected to ensure prompt resolution of problems and inappropriate behavior.

Policies

Drugs, Alcohol and Tobacco:

Possession, distribution, use or sale of alcohol, tobacco or illicit drugs is prohibited on school grounds, at any school-sanctioned activity, in school vehicles, or at any time or in any place where such conduct interferes with or obstructs the educational program/operations of the school, or the health and safety of the community. Distribution includes situations where a student brings drugs or controlled substances to share. Selling includes bartering or exchanging controlled substances for another item or a gift.

Violation of this policy will lead to recommendation for expulsion.

Weapons:

Knives, explosives or weapons of any type are not permitted in school, on campus, in school vehicles or at any off-campus, school-related activities or events. Possession of any such weapons or items that appear to be weapons will result in Spokane Police involvement and possible expulsion.

Guns are not permitted anywhere on campus or at any off-campus, school-related activities or events. Possession of a gun will result in an automatic expulsion.

Gang Activity:

The term “gang” refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

Prohibition of gang-related actions will be determined at the discretion of the staff. Consequences will be determined according to the circumstances of the infraction.

Student Searches and Seizures:

School property is under the control of the school. If reasonable suspicion exists (illegal, disruptive, general nuisance to the educational process), searches on school property (including, but not limited to, lockers and vehicles parked on school property) may be conducted at the discretion of the administration. Upon reasonable suspicion of illegal or unauthorized materials, school authorities may search a student’s person and/or personal property, desk area or backpack. School officials may detain students upon reasonable suspicion that they possess drugs, narcotics, weapons, explosives or other dangerous contraband that constitute clear and imminent danger to the safety and welfare of community/property. School authorities are permitted to seize any items that are found to be detrimental to the school community/property for evidence. Furthermore, school officials will notify parents/guardians and law enforcement agencies of such possession.

Physical Restraint:

Corporal punishment is defined as intentional infliction of physical pain as a method of changing behavior. **Under no circumstances will corporal punishment be administered at SIA.** Physical restraint and intervention by trained staff is allowed in situations where:

- Reasonable physical restraint and/or time-out as a means to protect the student being restrained or others from a serious, probable, imminent threat of bodily harm;
- In cases of emergency when other less restrictive alternatives have failed or the staff member determines that such alternatives would be inappropriate or ineffective under the circumstances;
- An emergency is a serious, probable, imminent threat of bodily harm to self or others where there is the present ability to effect such harm.

Any such acts are not in conflict with the legal definition of child abuse and will not be construed to constitute corporal punishment within the meaning and intention of this policy.

Public Displays of Affection (PDA): Spokane International Academy does not condone Public Displays of Affection during the school day. Examples of PDA are kissing, extended front to front hugging or any actions that could possibly make another student or person feel uncomfortable. Hand holding and “side hugs” are acceptable as long as they are not extensive and do not lead to more. Students who show PDA at school are subject to disciplinary action.

A student may be suspended for prohibited conduct if the act is related to school activity or school attendance occurring anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during, going to, or coming from a school-sponsored activity; d) or when the activity involves another student from SIA, regardless of the location.

Habitually Disruptive Students

Spokane International Academy is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

In situations where students may be considered disruptive, SIA will follow the following procedures. Students found to be disruptive to the learning environment will be asked to complete a REACH sheet and discuss the situation with their teacher or the building principal or designee.

Students demonstrating the above mentioned behaviors will be removed from class and their guardian will receive a phone call asking for the student to be picked up from school.

Suspensions

Severity of Behavior and Suspension Length:

SIA will differentiate the length of suspension from school, based on the behavior exhibited by the student. This list is meant to serve as a guide to staff in making decisions as well as a general example to be referenced by students and families. This list is not meant to be comprehensive as there are a number of variations of certain behaviors that could be exhibited.

Length of Suspension	Example Behaviors
1 Day	<ul style="list-style-type: none"> ● Disrespect of an adult, including rolling eyes, or other such body language, defiance or rudeness ● Disrespect of a fellow student, such as name-calling, insulting, eye-rolling, or intentionally excluding others from activities ● Disrespect of the school, such as drawing on a table or book, taking school supplies without permission ● Leaving class without permission ● Intentional disruption of class ● Unwillingness to work in class during the school day
3 Days	<ul style="list-style-type: none"> ● Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums ● Use of inappropriate language ● Disrupted school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties ● Cause or attempted to cause damage to school property or private property ● “Skipping” class during the school day, choosing not to report to where they are supposed to be, or leaving the school campus or an event without permission to do so
5 Days	<ul style="list-style-type: none"> ● Caused, attempted to cause, or threatened to cause physical injury to another person ● Willfully used force of violence upon the person of another, except self-defense ● Committed an obscene act or engaged in profanity or vulgarity ● Engaged in, or attempted to engage in hazing activities ● Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. ● Engaged in any act of bullying, including, but not limited to, bully committed by means of an electronic act (cyber bullying)

Automatic Separation from School (Expulsion)	<ul style="list-style-type: none"> ● Harassed, threatened, or intimidated staff or a student who is a witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness ● Robbery ● First or second degree assault, and sexual assault ● Possession, sale or distribution of, or intent to sell or distribute, unauthorized drugs or controlled substances ● Carrying, bringing, using, or possessing a dangerous weapon without the authorization of the school or District (including any firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3", pocket knives with blades longer than 3.5", spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury) ● Evidence of gang related activity
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Third Out of School Suspension in a school year or (2) 5 Day Suspensions:

Upon the third suspension from school, or a student's 2nd 5 day suspension, a student will be declared habitually disruptive and will be recommended for expulsion to the SIA Board of Directors. Before making any recommendation, parents/guardians will be notified in writing. Should a request for expulsion be accepted by the board, the student will need to find a new school to attend.

Students with Disabilities:

Disruptive behavior by a student identified as a student with disabilities, as defined by school policy, will be managed in accordance with the student's individual education plan (IEP) or 504 plan. Students with disabilities will be subject to recommendation for expulsion as a habitually disruptive student only if determination has been made by the student's special education staffing team that the disruptive behavior is **not** a manifestation of the student's disability. This determination will be made by special services, administrative and instructional staff who work with the student. Notice of pre-determination will be sent to the guardian(s) of the student prior to the re-entry meeting. Parents may dispute the findings of the school team as part of due process by submitting a written objection to our board of directors via their email at boardofdirectors@spokaneintlacademy.org.

Procedure Following Suspensions

SIA admin staff will write up the suspension in our student information system and notify the parent/guardian of the student in writing detailing the incident and length of suspension. Students and their guardian(s) will be required to participate in a re-entry meeting following each suspension. The re-entry meeting will take place the morning the student returns to school. If the student chooses not to actively participate in the re-entry meeting, the student's suspension will be extended until they actively work with SIA staff to build a plan going forward.

Expulsion

SIA staff works closely with the SIA Board of Directors on situations where an expulsion hearing may be warranted. After a proper investigation and hearing, a student may be recommended for expulsion from SIA and will be required to attend their neighborhood school or another school setting.

Parents/Guardians will be notified before a student is formally recommended for an expulsion hearing.

The student/family shall have no right of appeal beyond the appeal at Spokane International Academy Board of Directors level from expulsion from the School, as the Board's decision to expel shall be final.

The decision to readmit a pupil, or to admit a previously expelled pupil from another school or charter school, shall be at the sole discretion of the Board following a meeting with the Head of School. The Head of School shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Section 4: Facilities and Resources Policies

School Property

Students must treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment, books and laptops. Intentional actions to damage or harm school property will lead to a suspension and may lead to an expulsion hearing. Should the damage be deemed as an unintentional act, students may be given the option of reimbursing the school and/or completing community restoration.

Textbooks

When required, school textbooks will be provided. Students must maintain the quality of each book, during its use. Since students do not routinely need to take their textbooks home, textbooks will remain in classrooms when not in use. If a student needs to take a textbook home to complete their work, they must check that textbook out with that teacher prior to taking it.

Laptop Computers

Use of the laptop is a privilege - not a right - and can be revoked at any time. Laptop use and all school resources are governed by SIA's acceptable use policy (**see Appendix D**). SIA reserves the right to enforce the Acceptable Use Policy and to limit or revoke a student's privileges at any time.

Parents/Guardians may not use the student's email account to send emails to any student or group of students at any time for any reason.

When laptops are distributed at the beginning of the year, or replaced at any time during the year, parents/guardians will be asked to review the condition of the computer and report any noticeable

problems via the Laptop Checkout form. Parents/Guardians will be asked to sign a form acknowledging acceptance of the laptop.

Students are responsible for the proper care and use of laptops. In the event of damage, parents/guardians will be responsible for payment to repair or replace the equipment at a rate determined by the school, but not to exceed the actual cost to repair the device. Any time a damage fee is assessed, parents will have two weeks to inspect the laptop to verify the condition.

11th grade students will have a 1:1 Chromebook for use in their classes at the Skills Center and the community college. They may take computers home to work on school related work only. If students are afforded this opportunity, they will check out their computer from their advisory teacher prior to taking their computer home. Students will also be issued a charger for home use. It is the student's responsibility to make sure their laptop is routinely plugged in and charging during non-use if they are planning on using the device at home. Families are encouraged to use the model number of the device to purchase their own at home charger if they would like. Students are expected to be able to use their laptop during class and must maintain an adequate charge at all times.

Responsibility for Personal Property

All property brought to school is brought "at your own risk." SIA will not assume responsibility for any personal property. Distracting or inappropriate objects will be confiscated and returned at the end of the day. Repeat violations will require a parent/guardian conference. If it is necessary to bring a large sum of money to school for any reason it should be taken directly to the person responsible for accepting it from the student. SIA will issue receipts for all money received through the main office.

Lost and Found

Lost and Found items will be kept in a common area that is visible to students and parents. Periodically throughout the school year, items not claimed from the lost and found will be donated to charitable organizations.

School Supplies

In an effort to ensure students have the exact supplies they need during the year, SIA will provide a school supply list prior to the start of the school year. It is expected that all students arrive at school on the first day with the supplies they need in order to be successful.

School Fees

Fees pertaining to optional aspects of the program at SIA, such as athletics, clubs and some field trips, are required to be paid if students participate. Families that document a hardship may be eligible to receive scholarships through our Community Advisory Team (CAT). SIA will keep all costs related to participating in our program at a reasonable level to allow as many families as possible to participate.

Section 5. General School Policies

Non Discrimination Statement

The following employee has been designated to handle questions and complaints of alleged discrimination: Civil Rights, Title IX, and Section 504 Coordinator: Spokane International Academy does not discriminate in any programs or activities on the basis of age, sex, race, creed, religion, color, national origin, 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 and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Civil Rights, Title IX, and Section 504 Coordinator: Jacqueline Pariseau, 509-209-8730, pariseau@spokaneintlacademy.org; Address: 777 E. Magnesium Spokane, WA 99208

Sexual Harassment

SIA 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.

Under federal and state law, the term “sexual harassment” may include:

- 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 CEO 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.

Complaint Options

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 SIA's 504 Coordinator, Title IX Officer or Civil Rights Coordinator, who are listed below. This is often the fastest way to resolve your concerns.

Complaint to SIA

Step 1: *Write out 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 SIA should take to resolve the problem. Send your written complaint - by mail, fax, email, or hand delivery - to the Head of School or civil rights compliance coordinator.

Step 2: *SIA investigates your complaint*

Once SIA 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 Head of School 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, SIA will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: *SIA responds to your complaint*

In its written response, SIA will include a summary of the results of the investigation, a determination of whether or not SIA failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring SIA 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 SIA

If you disagree with SIA's decision, you may appeal to SIA'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 SIA'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 board's appeal decision, state law provides the option to file a formal complaint with the Office of the 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 SIA's complaint and appeal process, or (2) SIA 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 | Fax: 360-664-2967

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

For more information, visit [OSPI's website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by email at 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 | [OCR Website](#)

Washington State Human Rights Commission

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

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator Jackie Pariseau (pariseau@spokaneintlacademy.org). Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Homeless Education (McKinney-Vento)

The goal of SIA is to keep students in school who find themselves in temporary or transitional housing during the school year.

You and your family are considered “homeless” if you are:

- Living in a shelter, motel, vehicle, or campground;
- Living on the street;
- Living in an abandoned building, trailer, or other inadequate accommodation;
- Doubled up with friends or relatives due to loss of housing, economic need or similar reason;

Homeless students have the choice of remaining in the school they have been attending at the time they became homeless or enrolling in a school near their temporary housing. In either case, homeless students are guaranteed transportation, even between school districts.

For enrollment and transportation support, please contact the main office.

Student Records

SIA maintains an information file on each student located in the main office. Parents/Guardians may review their student's file upon request. School officials may obtain access records for educational purposes only. All individually identifiable educational information is confidential except for “Directory” information. Directory information includes student name, date of birth, place of birth, participation in officially recognized sports and activities, height and weight (for athletic teams), dates of attendance, degrees and other honors awarded.

Media Release

SIA maintains a website, a social media presence and periodically publishes promotional materials on occasion; SIA may also receive media requests to highlight the schools and students. In all cases, SIA will honor the Student Photo / Information Release form completed by families during the admission process.

Distribution of Published Materials or Documents

School Materials:

With prior approval by the Head of School, Advisor or teacher, publications prepared by students may be posted or distributed to the greater community. Such items may include school posters, brochures, murals, etc. The yearbook and all school publications available to students are supervised by staff members and may be edited or taken down at the sole discretion of the school.

Non-School Materials:

Unless a student (or parent/guardian) obtains specific prior approval from the Head of School, written materials, photographs, pictures, petitions, films, tapes, posters or other visual or auditory materials may not be posted, sold, circulated, or distributed at school or on campus.

Commerce

Students (or parents/guardians) may not sell any articles on school property without the written permission of the Head of School. Money or materials for personal purposes or for an outside organization may not be collected without prior permission from the Head of School.

Informal Parent/Guardian Grievance Policy

SIA's informal grievance process provides an opportunity to express and resolve grievances. The informal process provides neutral facilitation and mediation, with the goal of informal resolution, restitution and relationship repair within the context of SIA's core values.

To encourage prompt resolution of grievances, community members are asked to address disputes directly with the other individual(s) involved and to allow reasonable time to reach a solution. If conflict resolution is not achieved, the grievance should be brought to the administration for further mediation. Community members and school staff are expected to act in good faith to best resolve any conflict. Conflicts brought to administration that have not been addressed directly to the other party involved will not be addressed until the proper process has been followed.

Formal Parent/Guardian Grievance Policy

This policy is in place to address any grievance that is not resolved via the informal process or is significant enough, in the mind of the grievant, to require a formal investigative and resolution process that is documented in writing.

To initiate process, submit a signed and dated letter of grievance to the Head of School, detailing:

- the allegations of dispute, breach of policy, or discrimination
- the contract, policy, or procedure that has been violated
- a summary of attempts to resolve the conflict through the informal process.

The Head of School will acknowledge receipt of the written grievance within 5 work days and will provide a copy of the written grievance to the Board of Directors, to the individual(s) named in the grievance and to their direct supervisors.

Within 30 workdays, SIA will appoint a resolution team that includes members of the school staff and the Head of School. Any person who is directly named in the grievance or who is deemed to have a clear conflict of interest may not be a member of the resolution team. The team will conduct an internal investigation by conducting interviews with all relevant parties, reviewing pertinent documents and reviewing policies.

Within 45 work days of the formal grievance submission, the resolution team will issue a written resolution that may include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.

If a grievance is not satisfied with the manner in which the resolution team handles the grievance, the matter should be brought to the attention of SIA's Board of Directors by contacting the Board Chair or Vice Chair, who will formally respond to the grievance.

It is important to the integrity of our school that grievances be handled in an informed, direct, fair and equitable manner. The administration and the Board of Directors share responsibility for ensuring the integrity of the vision and its implementation through the system of due process as described in this policy. The final forum for conflict resolution, after a grievance has followed the steps outlined above, will be the Board of Directors who will deliver a written communication to the grievance.

If an individual or group initiates a complaint at a public meeting of the Board of Directors or to individuals on the Board, the Board is not required to respond to the substance of the complaint, but will instead thank the individual or group for their time and direct them to the grievance process outlined above.

Section 6. Athletics and Extracurricular Activities

Participation

SIA encourages students to get involved with fitness, athletics and extracurricular activities. These activities are a valuable part of a strong liberal arts education. However, participation in competitive athletics and games is a privilege, and not a right. Students will be deemed eligible to participate as long as they are in good academic standing, are passing all of their classes and have consistently abided by the school's core values. Eligibility shall be determined by the Director of Athletics/Activities in coordination with teachers. A student may be removed from a team or club activity at any point if not in good academic or behavioral standing.

Only students participating in after-school activities may remain on school property after school hours. Siblings or friends of students must leave school once school is out. The first instance will result in a warning to the family. The second instance will result in the participating student being removed from the activity.

All school policies and rules apply to athletic and club activities, practices, games and transportation. At all times, students are expected to demonstrate the highest levels of sportsmanship and exemplify the school's core values. Club leaders and advisors reserve the right to rescind club participation if students are not behaving in alignment with REACH values.

Section 7: Weather and Emergency Procedures

Accident or Medical Emergency

If a medical emergency occurs at school, first aid will be administered and the parent/guardian will be contacted immediately. If a parent or guardian cannot be reached, an emergency contact will be contacted. If necessary, the school will call Emergency Medical Services (911).

School Closings

Spokane International Academy will be open daily as scheduled, regardless of weather, unless a closure or late start announcement is made. We align our decision on whether to run as normal, delay the start of school or to be closed with the decision made by Spokane Public Schools. This is for the safety of staff and students and to allow for roads to be cleared, if necessary, before everyone is traveling to school.

Closure information will be:

- broadcast by the local media at approximately 6 a.m.
- posted on the SIA Facebook and Instagram accounts
- posted on Bloomz as an alert
- posted on the school website

Inclement Weather Procedures

With safety of families and staff in consideration, inclement weather may cause school schedules to be adjusted as follows:

- Bus Delays - School operates on the regular schedule with busses running late (will update on approximate pickup times as information)
- 2-Hour Delay - School start time is delayed 2 hours and would start at 10:00 am (Breakfast will be served as grab and go for students interested)
- School Closure - School is closed for the day and will be rescheduled during the school year on a date to be determined as necessary.

While safety is the primary concern, state law requires schools in Washington to be in session 180 days each year. If SIA closes school, days must be made up at a later time during the school year unless granted a waiver by the Governor due to a declared state of emergency as has been the case in previous years.. We understand that the majority of our families have one or both parents/guardians working outside the home. Parents are always encouraged to consider the conditions of their neighborhood and the well being of their students in deciding whether to keep their student home. **Absences that occur on delayed start days will be excused at both campuses.**

Early Dismissal Due to Weather

In rare cases it may be in the best interest of student and staff safety that we close school early for the day. This was necessary during intense windstorms in the past and when snow accumulation is expected to reach dangerous levels before buses would be able to safely transport students home at the end of a normal day. Should this happen, SIA will notify families via the information we have on file, Bloomz and any other available method.

Fire Alarms and Building Emergencies

Should an emergency require evacuation of the school, fire alarms will sound. Students will proceed to designated areas with their teachers. Individuals will remain in their area until a member of the administrative staff gives the “all-clear” signal. All fire alarms are treated as real and require immediate evacuation of the building.

Evacuation procedures are as follows. Students who fail to follow this procedure will be issued an appropriate consequence.

- 1) Silently follow staff directions and proceed out the nearest exit
- 2) Do not bring backpacks or any other belongings
- 3) Meet in the designated area with your teacher

Faculty and staff undergo emergency management training and yearly review. An emergency manual is available in each classroom for quick reference purposes.

Appendices:

A. School Hours

SIA hours:

Monday - Thursday: 8:00 am- 3:15 pm

Friday: 8:00 am - 1:00 pm

B. Student Dress Code

Student uniforms:

Students who attend SIA will be required to dress in their school uniform on a daily basis. The uniform policy is intended to assist in the creation of a positive culture in our school which is an integral part of our mission. By creating a reasonable and easy to follow dress code, we can minimize the visible differences that may be present due to socioeconomic status between students, promote a good attitude toward learning, and focus the students' attention on schoolwork, not what they are wearing. This aspect of our school allows students to feel part of something that is larger than themselves, presents a professional attitude towards their education and serves as a visual example that we are all working together to accomplish the same things.

Uniform Ordering:

Uniforms may be ordered throughout the year using our online store. Please see the SIA website for more information on uniform ordering. **Only uniform polos ordered through our online store may be worn at school.** Uniforms that are created using our logo and ordered through other vendors will not be allowed at SIA.

Student Uniform Assistance:

We realize purchasing uniforms can place a financial burden on families. We will always try to keep the polos reasonably priced to reduce as much of this burden as possible. If purchasing uniforms creates a financial burden for your family, please contact the main office to see what assistance the school may be able to provide. If your child grows out of their uniform and you would like to donate it to the school office, it would assist us in helping those who may not be able to afford uniforms.

Student Tops:

The school uniform is our red or navy blue polo shirts (short or long-sleeved). They may not wear a plain solid colored polo of these colors without our logo on it. Shirts must be size appropriate. All SIA students receive one navy blue uniform polo upon initial registration with the school.

Jackets and Sweaters

If students choose to wear a jacket, zip-up, cardigan, hooded, or pullover sweatshirt during the day, it needs to be either purchased through our online store or be plain navy blue, black or red. Students are

allowed to wear any SIA hooded or zip-up sweatshirt, long-sleeve pullover or jacket available in our store so long as they are wearing their SIA polo underneath.

Student Bottoms:

The school uniform bottom is khaki, navy blue or black dress pants, shorts or skirts. Hemlines for both boy's and girl's shorts/skirts must be no shorter than one inch above the knee.

Bottoms must also be size appropriate, free of any logos, writing or embellishments (sequins, etc.). No "cargo pants" or sweatpants allowed. Students may also not wear jeans or denim unless it is a designated non-uniform day. If students choose to wear a belt they must be either plain black or brown and worn appropriately, although a belt is not required. Leggings and tights worn under skirts must be plain white, navy blue or black.

Jewelry/Piercings:

Students will keep accessories to a minimum. Hoop earrings should not exceed the size of a quarter coin. Small nose stud piercings are acceptable, however, piercings of any other exposed body parts will need to be removed prior to coming to school. Students with "gauges" will not be allowed to exceed 6G (4.0mm).

Student Hair/Makeup:

A student's hair must be one, natural hair color, worn neatly, and in such a way that does not distract from the educational environment.

Long Sleeve Undershirts/Jumpers:

If a student chooses to wear a long sleeve shirt under their uniform polo, the shirt needs to be a plain, long sleeve shirt that is the same color as the polo they are wearing (red, black, or navy blue). Students are also allowed to wear jumpers over their polo shirts. Jumpers need to be either navy blue, black or khaki.

Socks, Leggings, Tights, Shoes and Backpacks

Any visible socks, stockings, tights or leggings (under skirts / pants) need to be either plain white, navy blue or black. Students need to wear or bring athletic shoes on the days they have PE. If students choose to wear sandals, they must have a back on them per state law in case of emergency. Students may bring any backpack they choose. However, it must be free of depicting anything illegal, violent, illicit or suggestive in the form of logos, pictures, words or symbols.

"Heely" or any sort of wheeled shoes are not allowed in the building at any time. If students are caught wearing any "wheeled shoe", they will be asked to change. If they do not have a change of shoes, they will need to call home.

Friday Dress Code:

Students are allowed to wear an SIA t-shirt on Fridays. They must wear uniform bottoms on these days.

Water bottles/Open top containers:

All beverage/drink containers must have a closed/sealable lid. This includes energy drinks, coffee, soda, smoothies, etc. Water bottles/beverage containers must not exceed 40 ounces. If you have any questions about this requirement, please contact the school administration.

Chewing Gum

Any sort of chewing gum is prohibited. Students who are caught chewing gum will be asked to spit it out on the first offense. If the behavior continues, additional consequences may occur. As an effort to keep our campus in perfect condition, please refrain from sending your student to school with gum.

Hats/Headwear (Hoods)

Baseball caps, beanies, stocking hats or any type of headwear (Including hoods) may be worn **outside of the building**. When students are in the building, headwear needs to be off and placed either in the students backpack or on their desk. If there are questions about this policy, please contact a building administrator.

C. Make-up Work and Late Work Procedures and Policies

Students will be allowed (2) days for every day they are absent to make up work. Students may be required to attend lunch or after school tutoring to work with specific teachers to complete their assignments/assessments. If a student is asked to attend, it is mandatory. Failure to show up will result in additional consequences and potential forfeiture of days to complete the assignment. Students who are suspended are still required to make up work from their suspension as not doing so would negatively impact their academic standing.

D. Student Technology Use Summary

The technology given to students at SIA is a privilege, and along with that privilege, comes responsibility on the part of all students.

Do's – Student Responsibilities

- **DO** use Google Drive/Classroom for all of your work. You are responsible for having every file on your computer backed up.
- **DO** report any damage to your computer to the main office immediately.
- **DO** transport your laptop to and from class and school carefully in your backpack at all times.
- **DO** only visit websites whose content is educational and ethical. Visiting any site that is not intended for academic purposes may result in your laptop being taken away.

Don't's

- **DON'T** download ANY software to your laptop...ever.
- **DON'T** Use Google docs, etc to communicate with classmates during class or in an inappropriate way at any time.
- **DON'T** leave your laptop in your car, unlocked locker, or an unattended classroom.
- **DON'T** have a cell phone or other handheld electronic device out of your backpack without explicit instruction from a teacher or staff member.
- **DON'T** give any of your passwords to ANYONE.

Spokane International Academy Technology Acceptable Use Policy

Spokane International Academy provides students and staff with a variety of technology resources for the purpose of supporting our educational mission. This acceptable use policy is intended to explain the responsibilities and limitations of technology use at SIA. **Additional rules may be added as necessary.**

It is important that all users of SIA technology remember that access to these resources is a privilege, not a right. Access to SIA technology resources is only given to students who act in a considerate and responsible manner. Users of technology are expected to exhibit appropriate behavior and care in the use of computers and school computer networks just as they are in a classroom or a school library. Still, as technology is integrated into the fabric of virtually all instruction at SIA, and appropriate use is critical to ensure learning happens for all, **violation of these policies will be treated as a disciplinary issue.**

Policies

1. Inappropriate usage of technology will lead to serious disciplinary consequences. We expect students to apply the same REACH core values that govern their conduct in their life at SIA to also govern their use of SIA's computers at home and off-campus.
2. SIA staff reserves the right to define inappropriateness in this context and to check any student's laptop or browsing history at any time.
3. General school rules and expression of core values apply to all use of technology.
4. Reference to laptops also includes tablets or other kinds of technology provided or authorized by SIA.
5. All work created on or by or stored on any SIA equipment belongs to SIA and may be reviewed and/or retained for any purpose in line with its educational mission.
6. Computer and network storage areas may be accessed by network administrators as needed for school purposes. All files (including email and internet) viewed and stored on SIA servers or computers will be considered public, and may be viewed by a SIA staff member at any time, within reason as determined by school administration, freedom of speech and access to information will be honored.
7. At school and/or during school hours, students will use computers and other technology resources for **school related purposes only**, unless they receive specific permission to do otherwise. In classrooms, students will use technology **only as directed by the teacher**.
8. **In the event of damage to the computer or its peripheral parts, either payment for replacement/repair of the damage or the cost of the deductible will be charged.** If financial hardship is an issue, contact the school administration.
9. **SIA reserves the right to withhold technology resources from the student responsible for unpaid damages until appropriate arrangements have been made.**
10. Additional consequences may be levied in the event of multiple damage incidents by a given student.
11. No cell or multimedia devices are allowed out of your backpack during class unless directed by the teacher.
12. Materials printed at school are to be academic in nature. Documents not pertaining to school are not to be printed.
13. Students will respect the intellectual property of others by using appropriate citation, refraining from all forms of plagiarism, and abiding by federal copyright laws.

14. All students must log on with their own username and password. **Passwords must be kept confidential.** Users are responsible for all actions that occur with their user account and computers. Students who feel as though their password may no longer be secure may receive a new password from the technology teacher. **It is ALWAYS appropriate to ask someone to step away while one enters a password, and courteous to do so without being asked.**
15. Students will conserve the use of technology resources such as bandwidth, printing supplies, etc. Personal files, music, video, or other personal multimedia files unrelated to school may NOT be stored on your computer.
16. Students may not **download or install programs or inappropriate media or info.** NO PROGRAM OR PROGRAM ENHANCEMENTS ARE TO BE DOWNLOADED or installed from any source. If a program, or any portion of it, is on your hard drive without permission, it constitutes computer misuse.
17. **The Internet is available to students for academic pursuits.** Students may not use it in an inappropriate manner, or give out personal information about themselves or classmates over the Internet without specific staff permission. Students may not use their laptop for any streaming content unless it is specifically for an academic class. This includes music streaming sites, YouTube, etc.
18. The school will provide all students with access to the Internet and a Google email account. These are privileges and may be rescinded if used in an inappropriate manner. Any student who uses inappropriate language or uses the Internet or his/her email to harass, attack or defame another person or send inappropriate pictures in any communications faces immediate disciplinary action. Email is an educational tool provided for the express purpose of furthering SIA's educational mission. As such, SIA reserves the right to inspect any SIA email messages, to rescind or modify privileges in any way or at any time in the enforcement of this policy.
19. Students will not use technology for illegal or commercial enterprise.
20. Students will take all precautions with their laptops to avoid damage or theft (see Laptop Care & Maintenance Document below), and report any damage, theft or malfunction immediately. This includes but is not limited to the use of a laptop bag or backpack with a built-in laptop sleeve.

Spokane International Academy Laptop Care and Maintenance

Physical Security (keeping your laptop physically safe):

1. DO NOT leave the laptop in your car, an unlocked locker, or a classroom.
2. DO NOT eat or drink near your laptop. You may not use the laptop in the lunchroom during lunch.
3. Be cautious about leaving the laptop unattended anywhere that there is a chance it could easily be knocked onto the floor, sat on, stepped on or otherwise damaged.
4. Always hold the laptop by the bottom (keyboard half), **NEVER** the screen. Use two hands when carrying.
5. Never twist the screen on its hinges (could crack the screen).
6. DO NOT scratch or push on the screen.
7. Never close the lid on a pencil, pen, papers or other items left on the keyboard.
8. DO NOT slam the lid down.
9. DO NOT place the laptop near any electrical appliance that could generate a magnetic field, it can damage data.
10. Never stack items on the lid of the laptop.
11. Do not remove the label identifying your computer as all laptops look the same and it is an important way for staff and students to know which laptop belongs to each student.

12. Be careful when removing the power cord on the charging cart. Yanking it out of the laptop from afar will cause damage. SIA will not provide at home charging cords. If you are interested in purchasing one for your home, please contact the school for information about the laptop to purchase one for the specific laptop model.
13. Remember as the thermometer lowers, cold is not your computer's friend. So do not leave it in the car. Do not store your laptop anywhere that is very cold or very warm.

When to seek help:

1. Shut off the notebook immediately and bring it to the office for servicing if you have the following problems:
 1. When the power cord or plug is damaged or frayed.
 2. If liquid has been spilled on the computer.
 3. If it has been dropped or the case has been damaged.
 4. Any physical damage is noticed.
 5. The system has crashed/locked.
1. Bring your computer to the office for any repairs, upgrades, or any problems.
 1. Depending on the cause of the damage, the student may/may not be issued a temporary replacement.

E. Student Core Value Pledge

SIA is a high performing, values driven school. Our REACH core values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work are the foundation of our school culture and success. We highly value the commitment between students, parents/guardians, and our SIA staff to work together to uphold these core values in everything we do. It is through this mutual commitment that we are able to create a learning environment that promotes a high quality, rigorous education and ensures that all of our students receive the support they need to succeed. Our mission is to prepare our students, beginning from their first day at SIA, to be global thinkers and leaders who are ready to powerfully transform their communities.

Respect I will:

- Have empathy for others and treat them with dignity.
- Be an attentive listener and an engaged student.
- Show respect through my words, actions, and attitude.
- Understand that I have something unique to offer and anything less than my best everyday is disrespecting myself.

Enthusiasm I will:

- Be open-minded in new situations.
- Be trusted and depended upon to complete tasks and follow directions.
- Be eager to learn and explore.
- Be prompt, arriving on time to begin school.
- Come prepared to learn every day.

Achievement I will:

- Ask questions.
- Show my best work on every assignment/project.
- Learn from new ideas and experiences.
- Follow the academic honor code, submitting only individual work that is entirely my own.

Citizenship I will:

- Be truthful, fair, and trustworthy in my words and actions.
- Follow the SIA dress code.
- Do what is right, even when no one is watching.
- Interact with others in productive and positive ways that build trust.
- Be accountable for my actions when I fall short of an expectation.

Hard Work I will:

- Put my best effort into everything I do.
- Always work, think, and behave according to SIA Core Values.
- Do whatever it takes for my fellow students and me to learn.
- See challenges as an opportunity to persevere and become stronger.

F. Parent Guardian Core Value Pledge

Respect I will:

- Support SIA's demanding academic program, high standards of conduct, and mission.
- Attend the required parent meetings throughout the year, including any conferences, and I will contact SIA if I have any questions throughout the year.
- Hold my child accountable when he or she falls short of an expectation. This includes making sure that my child follows through with mandatory tutoring, detention, and other consequences that may be assigned.
- Treat people appropriately with common courtesy; have empathy for others and treat them with dignity.
- Understand that my child must follow SIA's expectations and Core Values to protect the safety, interests, and rights of all individuals at SIA.

Enthusiasm I will:

- Make sure my child arrives at SIA every day on time and remains at school until the dismissal at the end of the day. If my child is assigned to after school detention, I will make arrangements for a pick up at the appropriate time.
- Ensure that my child attends school every day, unless sick or unable to attend because of a family emergency. I will notify the school before 8:00 AM if my child is going to miss school.
- Be eager to learn and ask questions to gain a deeper understanding about my child's education and learning.
- Seek to learn from new ideas and experiences, so I can better support my child at school.

Achievement I will:

- Express myself appropriately by using professional and courteous language in school.
- Communicate directly and honestly and interact with others in productive and positive ways that build trust.
- Routinely check my child's grades online to support their success.

Citizenship I will:

- Understand and help to make sure my child follows the SIA dress code.
- Contact teachers at appropriate times and in an appropriate way. If I need to discuss a sensitive/potentially challenging topic, I will schedule a time to meet in person with my child's teacher instead of voicing concerns via email.
- Encourage my child to do his or her best daily.
- Encourage my child to follow up on any issues or concerns with his or her advisor.

Hard Work I will:

- Give honest feedback in an appropriate and respectful way to make the school community stronger.

G. Student and Family Handbook Contract Acknowledgment

Acknowledgement of Understanding of Family Handbook and Compliance

We are familiar with and will abide by all the contents, responsibilities and policies contained in the “Family Handbook” that is available on the parents section of SIA’s website. We understand that these policies govern student and family conduct in the school and will be enforced at school, on school grounds, at school sanctioned activities or events, or while being transported by school approved vehicles, or occurring off school property.

The school reserves the right to adapt and change policies during the year that serve the greater good of the school and will post updated versions of this handbook on the school’s website. Failure to comply with the aforementioned policies may result in student discipline or expulsion from SIA. SIA is a charter school and therefore a choice program. All policies have been created to ensure the learning environment we are hoping to establish for students. Your child is not required to attend SIA and may choose another alternative at any time if you no longer agree with, or are willing to abide by, the policies of SIA. However, as long as the student is actively enrolled at SIA they will be held to the standards mentioned in this handbook at all times during their active enrollment.

By signing below, you acknowledge that SIA is a choice program and its policies and procedures may differ from those at your previously attended school. For more information regarding any of the policies in our handbook please contact the principal at your child’s school.

Name of Student: _____ Grade: _____

Parent/Guardian (Print): _____

Parent/Guardian (Signature): _____ Date: _____