



Sprague Elementary

2025-2026 Student/Parent Handbook

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District Goals

Each student has the right to a free education. The district provides the best learning opportunities possible given the resources available. In addition to a full instructional program, those opportunities include a wide range of student activities to stimulate the athletic, artistic and creative skills of students.

In exchange for these opportunities both students and their parents assume substantial responsibilities. In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and requests of school staff members. Corrective action shall be fairly administered to modify behavior when necessary rather than to punish students. Corrective actions using restorative practices will be accompanied by a discussion with the student to help the student understand at an empathetic level and also speak to the heart instead of just the head. Positive behavioral interventions and supports will be the norm to prevent problem behaviors from occurring. Parents are encouraged to inquire about the successes and problems of their children and to reinforce their learning at home by showing an active interest in students' development.

Parents and educators are partners in each child's education. To that end both must strive to provide for the physical and mental wellbeing of all students.

School Hours

Elementary classes begin each morning at 8:13 AM Monday through Friday. Grades K-4 end the school day at 2:55 PM on Monday through Thursday and 1:55 PM on Friday. Students should not arrive at school in the morning before 7:45 AM. Monday–Friday. Students should not return to the school grounds after school until 3:30 PM. Parents should send a note with their child when their child is not walking or taking the bus to his/her usual destination. Parents should always notify the school when someone other than the parent or guardian is picking up a child from school.



Our District's Tip Reporting Service

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

1. **Phone:** **509.428.2323**
2. **Text:** **Text your tip to 509.428.2323**
3. **Email:** **1165@alert1.us**
4. **Web:** **<http://1165.alert1.us>**

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the SafeSchools Alert Terms of Use and Privacy Policy, is available online at <http://1165.alert1.us>. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

Attendance

Regular and punctual attendance is an essential part of the education process. The daily experiences gained in the classroom cannot be substituted for or regained in their entirety through make up work. It is the direct responsibility of the students and parents to ensure regular and punctual attendance in school. It is the responsibility of the parent/guardian to call the school if their child is not going to be in school.

Definition of Absence:

An absence is defined as when a student is: (a) Not physically present on school grounds; and (b) Not participating in the following activities at an approved location: (i) Instruction; (ii) Any instruction-related activity; or (iii) Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

What Constitutes a Full Day Absence:

A full day absence is defined as a student missing fifty percent or more of his/her scheduled day.

What Constitutes a Half Day Absence:

A half-day absence is defined as a student missing at least fifty percent of the scheduled contact minutes during either the morning or afternoon parts of the school day.

Excused Absences:

Absences due to the following reasons must be excused: (1) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible; (2) Family emergency including, but not limited to, a death or illness in the family; (3) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction; (4) Court, judicial proceeding, court-ordered activity, or jury service; (5) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview; (6) State-recognized search and rescue activities consistent with RCW 28A.225.055; (7) Absence directly related to the student's homeless or foster care/dependency status; (8) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A. 705.010; (9) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107; (10) Absences due to student safety concerns, including absences related to threats, assaults, or bullying; (11) Absences due to a student's migrant status; and (12) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences. The principal may, upon request by a parent, grant permission in advance for a student's absence if deemed appropriate.

Make Up Work:

If an absence is excused, the student shall be permitted to make up all missed assignments outside of class. Since missed assignments due to absenteeism can seriously impair a student's educational progress, the school board strongly supports the school staff in requiring that missed assignments be made up.

As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short term suspension, shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignment will be a lowering of their grade.

Excessive Absences: Excessive absences, whether unexcused or excused, adversely affect the student's ability to be successful in the classroom. Once a student's total absences, both excused and unexcused, reach nine (9) days in a semester, the school may require a doctor's note for any subsequent absences to be excused. If a student reaches eighteen (18) absences in a school year, the student may be required to go before the truancy board to determine how to alleviate the student's excessive absence problem. School-related absences will not be included in the count of nine (9) absences per semester.

The district will file a petition and affidavit with the Lincoln County Juvenile Court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student after the **seventh** unexcused absence within a month or upon the **fifteenth** unexcused absence during the current school year.

In elementary school, **after a student accumulates five excused absences in any month or ten or more excused absences in the school year, the school district is required to contact the parent/guardian of the student to schedule a conference at a mutually agreeable, reasonable time to identify the barriers and supports available to the student in improving his or her attendance.** If a student has an Individualized Education Plan or a 504 Plan,

the team that created the plan needs to reconvene. A conference is not required if a doctor's note is provided or if the absence is pre-arranged in writing and the parent, student and school have made a plan so the student does not fall behind academically.

Unexcused Absences:

Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-020. Unexcused absences are those not approved by the principal, which occur with or without parent or guardian knowledge or approval.

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Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-020. Unexcused absences are those not approved by the principal, which occur with or without parent or guardian knowledge or approval.

- **After 1 unexcused absence** (RCW28.225.005): The student's parent/guardian will be notified by a letter or phone call to the parent informing failed to attend school.
- **After 5 excused absence within any month or 10 cumulative excused absences in a school year** (RCW28.225.018): A conference will be scheduled to identify barriers to the students attendance and the supports and resources that may be made available to the family and steps to be taken to support the student to attend.
- **After 1 unexcused absence** (RCW28A.225.018) The school will inform the parent/guardian by notice in writing or by phone.
- **After 3 unexcused absence** (RCW28A.225.020) The school will conference with the parent/guardian and student for the purpose of identifying barriers to student's attendances and offer support that may be available.
- **Between 2 and 7 unexcused absence in a school year** (RCW28.225.0020): Apply the WARNS or other assessment: Take data-informed steps to reduce students absences with assessment result. If applicable convene the IEP or 504 team.
- **Not later than 7 unexcused absences in a month** (RCW28.225.0030): Enter into an agreement with the student and parent establishing attendance requirement, or file petition with the truancy court.
- **After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year** (RCW28.225.0035). Enter into an agreement with the students and parent establishing attendance requirements; or file a truancy petition with the Juvenile Court.

(Revised July, 2021)

Progress Reports

Students will receive a report card every 9 weeks or quarter. Parent conferences will be held after the first and third quarter. Parents are welcomed and encouraged to meet with school staff at any time to discuss the progress of their child, especially when concerns arise. Parents should feel welcome to visit the school and spend time in their child's classroom.

MEAL CHARGES

Student Lunch: Free [CEP], **Extra Milk:** \$.30, **Breakfast:** Free [CEP]

Adult Lunch: \$5.00 **Adult Breakfast:** \$3.25

The school district allows charges. Any students who have charges will not be denied the full reimbursable meal served that day. After five charges, a phone call will be made to the parents.

RULES AND REGULATIONS RELATING TO STUDENT CONDUCT

Student Conduct

The board acknowledges that conduct and behavior are closely associated to learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

District Discipline Matrixⁱ

Behavioral Violation ⁱⁱ & Severity Level ⁱⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ^{iv}	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^v
Type Six Firearm ^{vi}	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ^{lvii}
Type Five Assault – II ^{viii}	Level G	No	No	No	No K-4	No K-4	School-based threat assessment referral
Sexual assault ^{ix}	Level G	No	No	No	No K-4	No K-4	Title IX Coordinator referral ^x
Illicit drug distribution ^{xi}	Level G	No	No	No	No K-4	No K-4	Prevention/intervention referral ^l
Possession of a weapon ^{xii}	Level G	No	No	No	No K-4	No K-4	School-based threat assessment referral
Robbery ^{xiii}	Level G	No	No	No	No K-4	No K-4	School-based threat assessment referral
Assault of teacher ^{xiv}	Level G	No	No	No	No K-4	No K-4	Classroom reassignment ^{xv} School-based threat assessment referral
Safety – II ^{xvi}	Level G	No	No	No	No K-4	No K-4	School-based threat assessment referral
Type Four Assault – I ^{xvii}	Level F	No	No	No	No	No	School-based threat assessment referral
Fighting with major injury ^{xviii}	Level F	No	No	No	No K-4	No K-4	School-based threat assessment referral

Behavioral Violation ⁱⁱ & Severity Level ⁱⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ^v	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^v
Sexual harassment ^{xxix}	Level F	No	No	No	No	No	Title IX Coordinator referral
Discriminatory harassment ^{xxx}	Level F	No	No	No	No	No	Civil Rights Coordinator referral ^{xxxi}
Malicious harassment ^{xxii}	Level F	No	No	No	No	No	School-based threat assessment referral
Arson ^{xxiii}	Level F	No	No	No	No K-4	No K-4	School-based threat assessment referral
Marijuana distribution ^{xxiv}	Level F	No	No	No	No K-4	No K-4	Prevention/intervention referral
Alcohol distribution ^{xxv}	Level F	No	No	No	No	No	Prevention/intervention referral
Gang intimidation or activity ^{xxvi}	Level F	No	No	No	No K-4	No K-4	School-based threat assessment referral
Safety – I ^{xxvii}	Level F	No	No	No	No K-4	No	School-based threat assessment referral
Type Three		No	No	No			
Bullying ^{xxviii}	Level E				No	No	HIB Compliance Officer referral ^{xxix}
Fighting without major injury ^{xxx}	Level E	No	No	No	No	No	School-based threat assessment referral
Illicit drug possession or use ^{xxxi}	Level E	No	No	No	No K-4	No K-4	Prevention/intervention referral
Marijuana possession or use ^{xxxii}	Level E	No	No	No	No K-4	No K-4	Prevention/intervention referral
Alcohol possession or use ^{xxxiii}	Level E	No	No	No	No	No	Prevention/intervention referral
Tobacco distribution ^{xxxiv}	Level E	No	No	No	No	No	Prevention/intervention referral
Theft ^{xxxv}	Level E	No	No	No	No	No	
Other – III ^{xxxvi}	Level E	No	No	No	No	No	
Type Two							
Destruction of property ^{xxxvii}	N Level D	✓	✓	✓	No K-4	No K-4	

Physical aggression ^{xxxviii}	Level D	No	No	No	No	No	
Tobacco possession or use ^{xxxix}	Level D	No	No	No	No	No	Prevention/intervention referral
Failure to cooperate ^{xl}	Level D	No	No	No	No	No	
Sexually inappropriate conduct ^{xli}	Level D	No	No	No	No	No	
Disruptive conduct – II ^{xlii}	Level D	No	No	No	No	No	
Other – II ^{xliii}	Level D	No	No	No	No	No	
Type One							
Disruptive conduct – I ^{xliv}	Levels A–C	No	No	No	No	No	
Dress code ^{xlv}	Levels A–C	No	No	No	No	No	
Physical contact ^{xlvi}	Levels A–C	No	No	No	No	No	
Defiance ^{xlvii}	Levels A–C	No	No	No	No	No	
Disrespect ^{xlviii}	Levels A–C	No	No	No	No	No	
Academic dishonesty/plagiarism ^{xlix}	Levels A–C	No	No	No	No	No	
Property misuse ^l	Levels A–C	No	No	No	No	No	
Inappropriate language ^{li}	Levels A–C	No	No	No	No	No	
Other – I ^{lii}	Levels A–C	No	No	No	No	No	

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt or consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and action

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution

- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Attempt restorative justice practices and other forms of discipline
 - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
 - Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
 - Notifies the student's parent
 - Modifies and implements best practices and strategies as appropriate
 - Documents interventions and monitors effectiveness
- Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

¹ Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P. ² "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110](#)(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be

¹ "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030](#)(47).

² "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters [28A.640 RCW](#) and [392-190 WAC](#).

administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW [28A.600.015](#)(6) as well as grade-level conditions and limitations under WAC [392-400-440](#)(4) and WAC [392-400-445](#)(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015](#)(6) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC [392-400-110](#)(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.³ Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus officemanaged behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC [392-400-430](#)(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

⁴ "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC [392-400-110](#)(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

⁵ Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

⁶ "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#); WAC [392-400-820](#)(1); RCW [28A.600.420](#)(1).

⁷ "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

⁸ "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW [9A.36.01](#)⁹ or RCW [9A.36.021](#)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C. administering expulsion under WAC [392-400-445](#)(2) but that does not constitute a *Type Five* behavioral violation under any other category.

¹⁰ "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#).

³ "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50](#) RCW.

⁴ "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

⁵ "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).

⁶ "Robbery" refers to behavioral violations that meet the definition of an offense under RCW [9A.56.190](#) and RCW [9A.56.200](#) or RCW [9A.56.210](#).

⁷ "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC [392-400-810](#)(1) and RCW [28A.600.460](#)(2)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

⁸ RCW [28A.600.460](#)(2) provides that a student who commits an offense under that statutory provision "when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned."

⁹ "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW [28A.600.015](#)(6)(d) and meets the criteria for

¹⁰ "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

¹¹ "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW [9A.04.110](#)(4)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

¹² "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW [28A.640.020](#)(2)(f) and WAC [392-190-056](#).

¹³ "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

¹⁴ "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642](#) RCW, and [chapter 392-190 WAC](#).

¹⁵ "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).

¹⁶ "Arson" refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).

¹ "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50](#) RCW.

¹ "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

¹ "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

¹ "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.

¹ "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW [28A.600.477](#)(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

¹ "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW [29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.

¹ "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW [9A.04.110](#)(4).

¹ "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.

¹ "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuanarelated controlled substances under chapter [69.50](#) RCW.

¹¹ "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

¹² "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

¹³ "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

¹⁴ "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

¹⁵ "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy. ¹

"Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

¹⁶ "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

¹ "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

¹ "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

¹ "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

¹ "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

¹ "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642](#) RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists. ¹

"Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

¹ "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

¹ "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

¹ "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.

¹ "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

¹ "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

¹ "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

The school district allows charges. Any students who have charges will not be denied the full reimbursable meal served that day. After five charges a phone call will be made to the parents.

School District Rules Defining Misconduct-Distribution of Rules

It shall be the responsibility and duty of each school district to adopt, publish, and make available to all students and parents written rules, which state with reasonable clarity the types of misconduct, for which discipline, suspension, and expulsion may be imposed.

Staff Authority and Exclusionary Discipline

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

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

Classroom Exclusions

Please see Policy 3241P for detailed information regarding classroom exclusions, including **in-school suspension, out-of-school suspension, emergency expulsion, and expulsion**. A copy of this policy can be found at: <https://www.spraguelamont.org/district-information/policies/3000>

Grievance Process for Other Forms of Discipline and Classroom Exclusion

Please see Page 4 of Policy 3241P for detailed information regarding the grievance process for other forms of discipline and classroom exclusion. A copy of this policy can be found at: <https://www.spraguelamont.org/district-information/policies/3000>

Emergency Removal from a Class, Subject, or Activity

- (1) A student may be removed immediately from a class, subject, or activity by a certificated teacher or an administrator and sent to the building principal for a designated school authority: *Provided*, That the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school. The removal from classes, subjects, or activities shall continue only until:
 - (a) The danger or threat ceases, or
 - (b) The principal or designated school authority acts to impose discipline, impose a short-term suspension, initiate a long-term suspension or an expulsion, or impose an emergency expulsion, pursuant to this chapter.
- (2) The principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond the commencement of the next school day. Prior to or at the time any such student is returned to the class(es), subject(s), or activity(ies), the principal or school authority shall notify the teacher or administrator who removed the student there from of the action which has been taken or initiated

Student Rights

In addition to other rights established by law, each student served by or on behalf of a common school district shall possess the following substantive rights, and no school district shall limit these rights except for good and sufficient cause:

- (1) No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal.
- (2) All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such right.
- (3) All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. However, no right nor expectation of privacy exists for any student as it pertains to the use of any locker issued or assigned to a student by the school district and the locker shall be subject to reasonable search by school officials.
- (4) All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district.
- (5) No student shall be deprived of the right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the state of Washington or the rights retained by the people.

Dress Expectations

The dress expectations of Sprague Elementary School are intended to promote an academically successful environment by limiting distractions and avoiding potentially harassing or unsafe situations. The expectations listed

below are intended for the school day and all school functions, i.e. field trips, home or away activities, games or any other school-related events.

1. Dress of any manner that may cause disruption to the educational process (i.e. lack of basic modesty or distracting to others) is not to be worn.
2. Dress that is a potential safety issue (i.e. chains, spikes, spike collars, and accessories, etc.) is not to be worn.
3. Outside clothing, clothing that covers the face or conceals a person's identity, i.e. long heavy coats, masks, sunglasses, hoods, etc. are not to be worn in the building or during class time. Outside clothing can be permitted at the teacher's discretion due to weather conditions and classroom temperatures.
4. Shoes must be worn at all times. Shoes with wheels are not to be worn in school. When students are in the gym they are required to wear their gym designated tennis shoes. When physical education is outside it would be difficult for a student to participate in some of the activities wearing flip-flops. Therefore, if the student is wearing flip-flops, the student may not be able to safely participate in some of the activities.
5. Clothing must be reasonably clean and without offensive odor.
6. Clothing with transparent or see-through, strapless, spaghetti-strapped tops; low cut clothing with open sides; front, back, or side slits; or outfits that provide only a minimum amount of coverage are not to be worn. This includes, but is not limited to plunging necklines that reveal cleavage. Tank tops and sleeveless shirts may be worn.
7. Clothing that exposes bare midriff or immodest clothing is not to be worn.
8. Shorts, skirts and dresses must prevent personal exposure when sitting or bending in a normal range of motion. A guideline: The length should be below the fingertips when the arms are fully extended at the person's side.
9. Jeans and pants with rips and tears are acceptable as they are located below the fingertips or mid-thigh. Rips and tears above the fingertips or mid-thigh are only acceptable if skin is NOT showing.
10. Underwear shall be covered up as not to be seen. Pants that sag and expose underwear will not be allowed. Pants with holes that expose underwear will not be allowed. Shorts or skirts that expose underwear above at the waistline or below at the leg will not be allowed.
11. Clothing that advertises drugs, alcohol, tobacco products, gang affiliation, or violence will not be allowed. Clothing that discriminates or denigrates is not allowed. Clothing that is obscene or suggestive in nature, has explicit logos/symbols or images, ie., "playboy bunny", are not allowed.
12. Bandanas, headscarves or any clothing that may suggest affiliation with gangs is not permissible. At the discretion of the classroom teacher, a modified headscarf may be worn on a limited basis.

Inappropriate Attire Consequences:

1st Offense: Verbal warning; student will be required to remove/change clothing and the parents/guardians will be notified.

Additional Offenses: Half hour to hour detention during recess time will be served depending on severity of the offense; student will be required to remove/change clothing and the parents/guardians will be notified.

13. Hats are not to be worn in the school building. However, stocking hats, other winter hats and baseball hats may be worn in the building upon arrival and departure from school and as they leave or return to the classroom from recess.

Hat Rule Violation Consequences:

1st Offense: Verbal warning.

2nd and Subsequent Offenses: The staff member witnessing the infraction with the same student may take and keep the hat for the rest of the day. Parents/guardians will be called.

Breakfast and Lunch

Breakfast and lunch is served each day at the school. Breakfast is served from 7:45 - 8:13 AM. Monday – Friday. All meals need to be paid for in advance. Parents need to let the school know if their child has any food allergies.

School Insurance

Student accident insurance protection is available through the school. Parents can purchase 24 hour coverage or school time only coverage.

Student Visitors

Parents should not send visiting students to school without prior arrangement with the classroom teacher and approval from the principal.

Field Trips

Prior to field trips, a parent permission form will be sent home. Medical information will be requested in the event of an emergency while on the field trip.

Students may be released from riding home on the bus at an extracurricular event or field trip if prior arrangements have been made with the office by the parent or if the parent present at the event verbally requests release to the bus driver or staff supervisor. A student can be released only by his/her parent or guardian. Permission notes will not be accepted from a student alone except in the office prior to the trip. Drivers and supervisors will, however, have to use their discretion if this procedure creates an unforeseen hardship or problem.

Field trips are a privilege to attend, not a right. Citizenship in and away from school is paramount. A suspension of any form may result in loss of field trip privileges. The teachers will meet to review the circumstances involving the suspension and make a recommendation to the principal.

Medication at School

Under normal circumstances prescribed oral medication and oral over-the-counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian.

If a student must receive prescribed or non-prescribed oral medication from an authorized staff member, the parent must submit a written authorization accompanied by written instructions from a licensed physician or dentist. Forms are available in the district office.

Students in grades 3-4 can self-medicate provided they bring a note from their parents and only a single day's dose.

Head Lice

The spread of head lice (pediculosis) in school is a concern. Repeated cases of lice can adversely affect the learning environment for infested students, as well as non-infested students. A repeated infestation by a student or students increases the risk of additional students becoming infested. Since head lice is considered a communicable disease, district personnel will cooperate with local public health officials to control the spread of head lice infestation.

The school nurse will check various classes on a regular basis. Other trained individuals, staff members or volunteers may check various classes or identified infected individuals on a regular basis.

To control the spread of infestation, the following shall apply to students infested with lice:

1. When detected, a student with infestation shall be kept out of school until treated properly. Siblings or other students living in the same household shall also be examined for infestation.
2. After treatment for first time infestation, the student must make steady progress toward nit removal and be completely nit free by the beginning of the second week. Failure to do so will result in removal of the student from school.
3. A student reinfested within one month of an infestation will be kept out of school until the student is nit free.
4. "Out of school" excludes the student from use of school facilities or grounds, whether for school activities or not, and attendance at school activities.

Procedure

Step 1 FIRST TIME STUDENTS WITH LICE:

Student will be sent to office and office will contact parents to come and pick up student. Instructions will be given to parent about lice control. Student may return to school when accompanied by note from parent that treatment was applied in accordance with product instructions and that clothing, etc., has been treated as per instructions. Nit removal will be monitored at school.

Step 2 SECOND TIME STUDENT WITH LICE:

Student will be sent to office and office will contact parents to come and pick up student. Instructions will be given to parent about lice control. Student may return to school when accompanied by note from parent that treatment was applied in accordance with product instructions and that clothing, etc., has been treated as per instructions. Continued nit removal will be monitored at school and if no improvement on a daily basis, student will move to STEP THREE.

Step 3 THIRD TIME STUDENT WITH LICE:

Student will be sent to office and office will contact parents to come and pick up student. Student may return to school when either

- (1) The student returns to school and brings a note to the school office from Lincoln County Health Department or a licensed physician stating that student is nit free, or
- (2) The student returns to school, accompanied by parent, and checks in at the school office so that school personnel can determine if the student is nit-free. If student is nit-free, then student will be allowed to return to classes, otherwise the parent will take the student home to continue working on nit removal. Homework may be picked up by parent in the office after school.

RECESS EXPECTATIONS

Student safety is very important to the staff who supervise the playground during recess. Therefore, staff will use their discretion to make sure students are playing safely at all times.

OUTSIDE RECESS

General Playground Expectations:

- Playground rules apply during normal and after-school activities when there is a school employee on duty

- Always be mindful of safety of self and others while playing
- Respect others and self
- Be responsible for your own actions
- Leave personal toys at home
- 3rd/4th graders play together
- P-K-1st graders play together
- 2nd graders can play with either group (some exceptions may be made by staff in regards to physical size and maturity).
- Walk on cement at all times
- Be safe by staying out of trees
- Stay on the playground within sight of playground staff
- Play shooting, sword fighting, punching, etc. should not be done because of the violent association
- Only re-enter school after getting permission from playground staff • For safety, scarves will not be worn when on the bars, spider web, etc.
- Use your bubble space when lining up

INSIDE RECESS

General Inside Recess Expectations:

- So that the gym floor is not damaged, students should wear gym shoes. Students without gym shoes will stay in the perimeter **(behind the black line)** or sit out.
- 3rd/4th graders play together on one side of the gym while P-K-1st graders play together on the other side.
- 2nd graders can play with either group (some exceptions may be made by staff in regards to physical size and maturity).
- Students should only jump rope in designated areas in the gym for student safety and to keep the floor from becoming scuffed.
- When recess ends, students will should equipment away and line up in a safe, orderly manner.
- Students should ask before leaving the gym to use the restroom. Students use the main restrooms by the front entrance of the elementary school only.

BUS RIDING RULES

1. The driver is in full charge of the bus and students. The students must obey the driver promptly and willingly.
2. Students shall ride their regularly assigned bus at all times, unless permission to do otherwise has been granted by the school authorities. School authorities shall verify with the drivers the availability of extra seating space.
3. Unless by permission of school authorities, students will only be permitted to leave the bus at his or her regular stop.
4. Each student may be assigned a seat in which he or she will be seated at all times unless permission to change is given by the driver.

5. Outside of ordinary conversation, classroom conduct must be followed. Students will sit properly in their seats, refrain from throwing objects, keep their hands to themselves, and be courteous to their fellow passengers.
6. Students are to assist in keeping the bus clean by keeping their waste off the floor. Students must also refrain from throwing refuse out of windows. To help keep the bus clean, eating is allowed only if permission is given by the bus driver. Pop is not allowed on regular morning and afternoon runs.
7. No student will strike or light matches on a school bus.
8. No student shall open a window on the school bus without first getting permission from the school bus driver.
9. No student shall at any time extend his head, hands, or arms out of the windows whether school bus is in motion or standing still.
10. Students must see that they have nothing in their possession that may cause injury to another, such as sticks, breakable containers, straps or pins extending from their clothing.
11. Animals are not permitted on the bus, except for service dogs.
12. Each student must see that his or her books and personal belongings are kept out of the aisle. Special permission must be granted by school authorities to transport any large items.
13. Large radios are not allowed on the bus except in special circumstances with prior approval. Personal devices can be used with earphones.
14. Students should not talk to the driver more than necessary.
15. Students are not allowed to sit in the driver's seat. No student should be to the immediate left or right of the driver.
16. Students are to remain seated while the bus is in motion and are not to get on or off the bus until the bus has come to a full stop.
17. Students must leave the bus in an orderly manner. They must not cross the highway until given consent by the school bus driver. When boarding or leaving the bus, students should be in view of the driver at all times, crossing only in front of the bus.
18. Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop before the bus is due.
19. Self-discipline should be exercised by students at the bus loading areas. It may be necessary at times for parents to walk and supervise their child at the bus stop.
20. Students who have to walk some distance along the highway to and from the bus loading area, where practical, should walk on the left-hand side facing the oncoming traffic.
21. In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.
22. Students shall use lap belts on buses when available.
23. Parents of students identified as causing damage to buses shall be charged with the cost of the incurred damage.
24. Student misconduct shall constitute sufficient reason for suspending transportation privileges.

Bus Discipline

In order to maintain and promote safe and required conduct by students on school buses, it is necessary for all drivers and supervisors to consistently enforce established ridership rules.

Regular route students (to and from school) who do not comply with ridership rules will generally be subject to the following progressive consequences, depending on the nature and frequency of the misconduct: 1) Reprimand, 2)

Parent notification, 3) 2-day suspension from bus route, 4) 5-day suspension from bus route, 5) Long-term suspension from bus route.

Students on extracurricular trips who do not comply with ridership rules will generally be subject to the following progressive discipline, depending on the nature and frequency of the misconduct: 1) Reprimand and/or parent notification, 2) Suspension from next extracurricular trip and parent notification, 3) Long-term suspension from extracurricular trips.

Harassment, Intimidation, and Bullying (HIB)

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

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

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB

(<https://drive.google.com/file/d/1d8R1DD-wNp0xJeomTFn66znfGauwxWoU/view>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer: [Raymond Leaver, Superintendent] [512 F Street, WA 99032] [509-257-2463] [rleaver@sprague.wednet.edu].

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

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

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

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

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

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

For more information about the HIB complaint process, including important timelines, please see the district’s www.spraguelamont.org or the district’s *HIB Policy [3207] and Procedure [3207P]*.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s *Nondiscrimination Policy [3210] and Procedure [3210 P]*, visit www.spraguelamont.org.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or

pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3205 P], visit [\[www.spraguelamont.org\]](http://www.spraguelamont.org).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: [Raymond Leaver, Superintendent] [512 F Street, WA 99032] [509-257-2463] [rleaver@sprague.wednet.edu].

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: [Raymond Leaver, Superintendent] [512 F Street, WA 99032] [509-257-2463] [rleaver@sprague.wednet.edu].

Concerns about disability discrimination:

Section 504 Coordinator: [Karen Estes] [512 F Street, Sprague WA, 99032] [(509) 257-2591] [kestes@sprague.wednet.edu].

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: [Raymond Leaver, Superintendent] [512 F Street, WA 99032] [509-257-2463] [rleaver@sprague.wednet.edu].

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

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

If you do not agree with the outcome of your complaint, you may appeal the decision to Lamont School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P). For the 2026–27 school year, this complaint process will be updated as required by the new state law, [ESHB 1296](#).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: equity@k12.wa.us
- Phone: 360-725-6162

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

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

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

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

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

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity

- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit www.spraguelamont.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: [Raymond Leaver, Superintendent] [512 F Street, WA 99032] [509-257-2463] [rleaver@sprague.wednet.edu].

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 31.

Family Educational Rights and Privacy Act (FERPA)

The Sprague and Lamont School Districts shall annually notify parents of students currently in attendance, and eligible students currently in attendance, of their rights under the Act and this part. The notice must include a statement that the parent or eligible student has a right to:

- (1) Inspect and review the student's education records;
- (2) Request an amendment of the students education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- (3) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations in this part authorize disclosure without consent;
- (4) File with the U.S. Department of Education a complaint under Sec. 99.64 concerning alleged failures by the Sprague & Lamont School Districts to comply with the requirements of the act and this part; and
- (5) Obtain a copy of the policy adopted under Sec. 99.6

Copies of the policy adopted under Sec. 99.6 are located in the District Office of the Sprague & Lamont School Districts. The Sprague & Lamont Districts may provide this notice by any means that are reasonably likely to inform the parents and eligible students of their rights. The Sprague & Lamont School Districts shall effectively notify parents of students who have a primary or home language other than English.

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HIGHLY CAPABLE EDUCATION PUBLIC NOTICE

Services for Highly Capable students are available in the Sprague School District for grades K-4, 9-12 under Chapter 392-170 of the Washington Administrative Code. Only students currently enrolled in Sprague District in grades K-4 or 9-12 are eligible for Highly Capable services. A teacher, parent, guardian, peer, student, or anyone who knows the student's abilities may initiate a referral for highly capable services.

Annually, all second graders will be screened for referral to the Highly Capable Program. Each secondgrade student will be screened with at least two data points. These universal screeners may include district assessments, teacher checklists, research-based behavior rating scales, the Cognitive Abilities Test (CogAT), or similar assessments.

For students outside of second grade, initiating a referral for the Highly Capable Program is straightforward. Referral forms are available online at

<https://www.spraguelamont.org/forms/highlycapable-program-forms> or in the school office. Referrals may be submitted at any time throughout the year. Once a referral is received, the Highly Capable Team will convene to process it. The team, consisting of an administrator, teachers, and the Highly Capable Program Manager, will use multiple objective criteria to identify qualified students. Parent permission is a prerequisite before conducting any eligibility assessments.

For more information and forms, visit our website at www.spraguelamont.org. The Highly Capable Program information can be found under the District Information Tab.

How Do You Define Highly Capable?

Highly Capable students are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in the top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g. math, music, language) and/or set of sensory motor skills (e.g., painting, dance and sports).

What are some characteristics of Highly Capable students?

- Thoughtfully interrelation complex knowledge from multiple subject areas
- Having exceptional insight into themes and generalizations
- Demonstrating sophistication in learning and applying new information to tasks
- Asking provocative questions that probe and analyze problems
- Giving diverse, thought-provoking responses that lead to innovative solutions
- Insightfully evaluating information and ideas
- Creating products that synthesize ideas from a variety of challenging sources
- Initiating and going above and beyond required assignments

What is the Difference Between a Bright Child and a Highly Capable Child?

Bright Child	Highly Capable Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally/physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail; elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions to mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning

Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical
By: Janice Szabos- Gifted Quarterly	

Timeline for 2025-2026 School Year

HCP Admission Procedures	Dates
Public Announcement of Activity on the website, in newsletter, sent home with students.	August 2025
Universal Screening in class for all 2 nd graders. *Students will be screened using at least 2 data points.	September-October 2025
Highly Capable Team meets to discuss referrals, screening test scores	October 2025
Parents are notified in writing of the referral. Permission to test and parent input checklists are mailed home. Teachers complete evaluation forms.	October-November 2025
Child takes assessments (Assessments administered during school hours)	As soon as permission is received from parents. Testing completed by November 30, 2025
Highly Capable Team Meets	Prior to December 15, 2025
Parent(s)/Guardian(s) receive notification regarding acceptance or denial of application	Within three school days of the Highly Capable Team Meeting.
Parent(s)/Guardian(s) may appeal decision.	Within ten calendar days of receipt of denial
An individual plan is created for the newly identified student.	As soon as possible
Spring Testing Window for transfer students and mid-year referrals	February-April 2026 Testing should be completed and a plan in place by April 30, 2026
Program Evaluation completed via a public meeting and/or survey.	May 2026

Parent Involvement Plan Sprague Elementary School A School-wide Title I, Part A Educational Community Mission Statement

We will provide opportunities for every student at Sprague Elementary to develop to his/her full potential socially and academically, verified by a variety of assessments, in order to become a life-long learner.

Communication with Parents	
When and how Title I, Part A requirements are explained to parents	Fall Open House: Title I information is available in the hallway during the Open House. A representative will be available to answer questions.

	● Spring Conferences: A Title 1 table is in the lobby by the front door with information for parents to take home. ● At the Spring Title 1 annual meeting, requirements are explained and an open forum is held for parents, school board and community members to give input about what they would like for their school. ● The school/parent compact is part of our registration packet. All parents and students are asked to sign the compact yearly in the fall or when they enroll in the district.
How parents will be involved in planning, review and improvement of this plan/policy	● The monthly newsletter is the main conduit for communication and input for parents at the school. The newsletter is sent to all members of the community on the first of each month. ● A survey will be part of conferences in the spring and fall. Teachers will ask parents to answer questions as a part of the conference or fill out a written survey at the end of the conference. In the fall, questions will focus on programs and ideas for the school year. Spring questions will be a reflection on how successful the year was.
How parents will be provided information about the Title I, Part A program throughout the year	● The monthly newsletter will keep parents informed. This newsletter is mailed to all addresses in the community on the first of each month, and is also available on the SpragueLamont.org website. ● Family Events and Parent/Teacher Conferences will also provide opportunities for effective partnering. ● A print tri-fold hand-out explaining Title I, Part A will be available to all families at Open House and at parent-teacher conferences. ● The Sprague Elementary Annual Report Card will be sent home to all families in the fall detailing information about our school, our progress toward academic standards and information about Title I, Part A. This information is also available on the Spraguelamont.org website.
How parents may request meetings, provide suggestions, and participate in decisions regarding their children's education	● Parents may request meetings via email, in person, or by phone. ● Parents attending parent/teacher conferences, or requesting meetings outside of conference weeks, are encouraged to actively participate in decisions regarding interventions on behalf of their children. ● Parents see and talk to teachers or staff members daily at drop off, pick up and at community events. Elementary staff is very accessible to parents.
How school personnel will respond to parent's requests and suggestions	● Staff members are committed to returning phone calls or emails within 48 hours. ● Parent suggestions for school improvement will be directed to the teaching staff via twice monthly staff meetings. ● In the week following conferences, an extra staff meeting will be scheduled to review and respond to survey input.
How parents will be involved in the development of the school/parent compact	● All parents and community members are invited to the Spring Title 1 meeting to give input on the compact. ● The school's website, monthly printed calendar and full page invitation in the monthly newsletter will reach out to parents to invite them for the meeting.
Ways parents may be more effectively involved with school personnel in improving their children's academic achievement	● ● Parents are encouraged to attend Family Involvement Events. ● Parents are encouraged to participate in Parent/Teacher Conferences in fall and spring. ● Report cards are given to parents at Parent/Teacher conferences in November and March. Additionally, a final report is given in June at the completion of the year.

	● Parents may access district Curriculum information by accessing the spraguelamont.org website. ● Parents are provided with a tri-fold pamphlet for each grade level in which they have a child attending at fall Open House or conferences. This tri-fold outlines learning targets for the year. ● Books are provided through classroom libraries and the school library for students to read at home with families. ● Books are bought for students at the spring book fair by donations from staff, parents and community members.
How this plan will be disseminated to parents	● A link on the school website will direct parents to the contents of this plan. The website address will be included in the monthly newsletter. ● Copies will be available upon request from the Special Programs Director.

Title I Parent Involvement/Communication Opportunities Throughout the Year

Daily Opportunities

Home communication/Examples of Student Work and Progress	Classroom folders/binders sent home with school communication, student work samples and homework
Sprague Elementary Website	Provides information regarding school events, how to contact staff members, other school/district information (www.spraguelamont.org)
Family Information and Student Handbook	Sent home the first day of school and includes information about school activities, student recognitions, rules/expectations, etc.
Parent Feedback Form	This form is available in the office or on the website spraguelamont.org under the Title 1 tab.

Monthly/Ongoing Opportunities

Monthly Newsletter	Mailed with pertinent school information, ideas on how to help children (Home and School Connection) and an upcoming events calendar
Classroom Parent Newsletters	Provides information specific to each classroom.

Fall Opportunities

Back to School Night	Back to school. Back to School night is a big event in our community. Parents come and visit with teachers and see the classrooms. Dinner is provided free to families after the open house. We have over 75% of our students and families attend this event. The Title 1 table has information regarding our programs and parent involvement. Many parents stop by and talk to the Title 1 Director or take information with them
Veterans' Day	Prior to Veterans' Day the 2 nd and 3 rd graders write letters to many veterans in our community. On Veterans' Day people come from the whole community to the school assembly where each grade level performs.
Parent Teacher Conferences	In the elementary our attendance rate is over 90%. Each teacher has a hand out specific to their age group that focused on interests, development and how to interact with your child at each level.

Fall Survey	During or at the end of conferences, parents will be asked to complete a survey giving input to the types of programs they would like to be involved with for the coming year.
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Winter Opportunities

Family Fun Night	This night is dedicated to parents and children working together to make Christmas/winter crafts. Since this is a good turnout the Title 1 part of the night is take home math games. 10 copies each of 5 math games were created with supplies and instructions. Additional copies of instructions are also available. Each family in attendance could take home on math game and instructions for 4 others. All the games could be adapted to easier and harder levels. They also used common items such as flash cards, playing cards, play money and dice.
Winter Concert	Opportunity for families to see students perform
Tree of Sharing	Staff and parents or community members choose a student and provides clothing or gifts for that child at Christmas.

Spring Opportunities

Spring Concert	Opportunity for families to celebrate student accomplishments in music.
Move Up Day	Opportunity for 4 th graders and their families to visit the middle school, meet the staff and prepare for their move to Lamont Middle School.
Child Find	Opportunity for parents of young children to meet staff members and check their child's progress as they get ready for preschool or Kindergarten.
Parent/Teacher Conferences	Opportunity for parents to connect with the teacher regarding the student's readiness for the following school year.
Spring Survey	During or at the end of conferences, parents will be asked to complete a survey giving input to the success or improvement needed of Title 1 programs.
Book Fair	The week of our spring conferences, we hold our Scholastic Book Fair through which we promote literacy as students and parents select and purchase books together. Prior to the Book Fair, staff and community members donate funds so that each student can be given a voucher to purchase books. This puts books in the hands of each and every student for their use at home. The book fair is also staffed by parents and members of the community.

* Sprague Elementary is a School-wide Title I, Part A Educational Community. This means that federal Title I dollars support programs at Sprague Elementary to meet the needs of any student in the school that has been shown to need academic intervention in order to be successful.

** Copies of the District Parent Involvement Policy are available on-line at SpragueLamont.org or may be requested through the district office.

Parent Right to Request Information in a Title 1 School

Parents in a Title I school have the right to request information regarding the professional qualifications of their student's classroom teacher and paraeducator. Contact the school office to request this information.

Citizen Complaint Against a School District or Other School Service Provider

Here is an overview of the citizen complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

- Find this WAC online: <http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

Follow **steps 1 through 5** to complete the citizen complaint process.

STEP 1 Use Your Local Process First

If you have followed the citizen complaint process of your school district, ESD or school service provider (subgrantee) **and are unable to reach a satisfactory solution**, use this citizen complaint process through OSPI.

STEP 2 File a Citizen Complaint Through OSPI

A citizen complaint **must be in writing**, signed by the person filing the complaint, and include:

- **Contact Information of the Person Filing the Complaint.** Your name, address, telephone number and email, if you have one.
- **Optional:** If someone is helping you to file this citizen complaint, include **1)** their contact information, and **2)** your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (subgrantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.

The Facts — What, Who & When. Include a description of the facts and dates, in general, of when you think the alleged violation happened.

1. What specific requirement has been violated?
2. When did this violation occur?
3. Who you believe is responsible: names of all the people, and the program or organization involved.

Optional: Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.

The Resolution You Expect. A proposed solution, if you think you know or have ideas about how the issue can be resolved.

STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI

Citizen Complaint Against a School District or Other School Service Provider

STEP 4 OSPI Staff Process Your Complaint

Once federal program staff at OSPI receive your written complaint, here is what follows:

1. OSPI sends a copy of your complaint to the school district, ESD or school service provider (subgrantee).
2. The school district, ESD or school service provider begins a formal investigation led by a designated employee.
3. The designated employee provides the written response of the investigation to OSPI — within **20 calendar days**.
4. OSPI staff will send you a copy of the results of the investigation conducted by the school district, ESD or school provider (subgrantee).

Their response must clearly state one of two results:

- Denial of the allegations in your complaint and the reason for denial.
- Proposal of reasonable actions that will correct the violation.

If you need to provide more information about the allegations in the complaint, send that information to OSPI within **5 calendar days** of the date of the response from the school district, ESD or school service provider (subgrantee).

STEP 5 Final Decision by OSPI

OSPI will send you the final decision in writing within **60 calendar days** of the date federal program staff at OSPI received your written complaint — unless exceptional circumstances demand that this investigation take more time.

Here are the steps OSPI staff will follow to reach a final decision:

1. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.
2. Decide independently whether or not the district, ESD or school service provider (subgrantee) violated a federal rule, law or regulation or a state regulation that applies to a federal program.
3. Provide you with the final decision: Findings of fact, conclusions, and reasonable measures necessary to correct any violation.
4. The district, ESD or school service provider (subgrantee) must take the corrective actions OSPI prescribes within **30 calendar days** of the final decision.
5. A citizen complaint is considered resolved when OSPI has issued a final written decision and corrective measures, if necessary, are complete.

Extend or Waive Timelines If you as the complainant, and the school district, ESD or school service provider (subgrantee) named in your citizen complaint **agree to extend the timelines**, this agreement must be in writing and sent to OSPI **within 10 calendar days** of the date the school district, ESD or school service provider (subgrantee) received notification from OSPI.

NONDISCRIMINATION STATEMENT

Sprague and Lamont School Districts do not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provide equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title X Officer & Civil Rights Compliance Coordinator: Raymond Leaaver [PO Box 305 Sprague, WA 99032] [509-257-2591] [rleaver@sprague.wednet.edu], Section 504 Coordinator: Karen Estes [PO Box 305 Sprague, WA 99032] [509-257-2591].

Section 504, Title IX, or Civil Rights Compliance

COMPLAINTS ABOUT DISCRIMINATION

What is discrimination?

Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

What is a protected class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained guide dog or service animal.

How do I file a complaint about discrimination?

If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. Before filing a complaint, you may wish to discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Compliance Coordinator. This is often the fastest way to resolve your concerns.

Ray Leaver (Title IX Officer & Civil Rights Compliance Coordinator)

rleaver@sprague.wednet.edu or

Karen Estes (Section 504 Coordinator) mcarlson@sprague.wednet.edu

PO Box 305 Sprague, WA 99032

(509) 257-2591

For a full copy of the school district's nondiscrimination procedure, contact the school district at **509-257-2591**.

Step 1: Complaint to the School District

A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint. In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator.

When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district's discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

1. A summary of the results of the investigation;
2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
3. Notice of your right to appeal, including where and to whom the appeal must be filed; and
4. Any corrective measures determined necessary to correct any noncompliance.

Step 2: Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint.

The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal.

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 OSPI.

Step 3: Complaint to OSPI

If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI). A complaint must be filed with OSPI within **20 calendar days** after you received the district's appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

E-mail: Equity@k12.wa.us

Fax: (360) 664-2967

Mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

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

Sprague School District #8 and Lamont School District #264 do not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal. We provide equal access to the Boy Scouts and other designated youth groups. This holds true for all district employment and opportunities. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Officer &; Civil Rights Compliance Coordinators: Sprague (Ray Leaver, Sprague Superintendent) (PO Box 305, Sprague, WA 99032) (rleaver@sprague.wednet.edu) or Section 504 Coordinator Sprague Karen Estes (PO Box 305, Sprague, WA 99032: 509-257-2591: kestes@sprague.wednet.edu