



PRIDE Schools District
Student & Family Handbook
2023-2024

Pride Schools does not discriminate in any program or activity 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 guide dog or service animal. They also 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:

- **Jesse Dhillon, Section 504/ADA Coordinator for PRIDE Prep Middle School, jessed@prideschools.org**
- **Aimee Cocco, Section 504/ADA Coordinator for Innovation High School, aimee@prideschools.org**
- **Suzette Wilson, Civil Rights Compliance Coordinator, suzette@prideschools.org**
- **Hunter Wert, Title IX Coordinator, sarak@prideschools.org**

District Address: 811 E. Sprague Ave

District Telephone Number: 509.309.7680

Contact Information

General		
Attendance	Phone # 509.309.7687	attendance@prideschools.org
Front Office	Phone # 509.309.7680	info@prideschools.org

PRIDE Schools Important Contact Info		
Sarah Guertin	Enrollment & Attendance Specialist	sarahg@prideschools.org
Michelle Portrey	Special Education Director	michelle@prideschools.org
Jesse Dhillon	Middle School Counselor	jessied@prideschools.org
Aimee Cocco	High School Counselor	aimee@prideschools.org
Sara Kennedy	6-12 Principal	sarak@prideschools.org
Brian Via	6-12 Dean of Students	brian@prideschools.org
Suzette Wilson	HR Support Specialist & Front Office Specialist	suzette@prideschools.org
Paige Albrecht	CEO	paige@prideschools.org

Protocol for questions, concerns, complaints -- Please allow 48 hours for response time. All meetings must be scheduled in advance. Email addresses are listed above.

All communication regarding students begins with the **den/crew leaders**. Email works best for contacting the den/crew leaders as they are with students throughout the day. If you need further assistance after speaking with the den leader:

1. Email the school counselor. Jesse Dhillon for the Middle Schools or Aimee Cocco for the High School
2. If additional assistance is needed please contact:
 - Curriculum Questions – Sara Kennedy
 - Teacher questions or concerns -- Sara Kennedy
 - Student Behavior and Conduct -- Brian Via
 - Attendance and or Events -- Sarah Guertin

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PRIDE Schools Basics

COMMUNICATION

- **Email Notification System** – PRIDE Schools uses an email and text based system to send announcements to families. Please ensure that we have a current email address.
- **Parent Portal** -- Access and training on using the district parent portal will happen within the first month of the school year. Access emails and instructions will be provided to families and students. Please contact the front office if you have questions or need assistance.

SCHOOL OFFICE

The School Office handles all school district funds from such organizations as publications, athletics, activities, field trips, bookroom, library, etc. Parents and students can also deposit lunch account monies, pay fees and fines, and order middle school uniforms. The School Office cannot accept checks.

Office Hours are:

- Monday - Friday: 7:30 a.m. - 3:30 p.m.
- Half Days: 7:30 a.m. – 12:30 p.m. on Early Release Days
- Office is open only on days that school is in session
- Late start due to inclement weather - the office will open ½ hour prior to the start of the delayed school day (i.e. 2 hour delay, the office will open at 9:30am)

Office Phone: 509-309-7680

Students may go to the School Office before and after school and during lunch, or during class if they have a note from their teacher.

Security – the front office is a secure entrance to both middle school and high school.

SCHOOL ATTENDANCE HOURS

Monday through Friday, 7:55 a.m. and ends at 2:30 p.m. Half day schedule is 7:55 a.m. to 12 p.m.

*Visit prideschools.org/calendar to download a calendar or to view the district calendar

Attendance calls go out around 10:00 a.m. for first period absences and again in the evening for period by period absences. If you have a concern that your student was marked absent in error please contact your student's teacher(s) for the absent period(s). The office may only adjust attendances once they receive confirmation via email from the teacher.

DISMISSAL/END OF DAY

The school day ends at 2:30 for students and we believe that staying in school until the end of the school day is critical for maximizing learning time. Students being picked up prior to this time will need to have a parent/guardian come to the front desk and sign out the student. Please allow time for your student's teacher to be contacted and for your student to clean up their area and collect their personal belongings. Parents seeking to pick up their student within 15 minutes from the end of the school day will be asked to wait until school is released.

DROP OFF OF STUDENTS

- Students may be dropped off between 7:30 and 7:50 a.m. in the back of the school. Middle School entrance is on the west end and the High School is on the east end of the back of the building.
- After 7:50 a.m. students being dropped off will need to come through the main office at the front of the school (by Sprague Ave). The back doors lock at 7:50am and students are required to enter through the office.
- Do not drop your child off prior to 7:30 a.m. without approval. Students dropped off prior to 7:30 a.m. will need to enter through the front office (once the doors are unlocked) and will wait there until 7:30 a.m. when they will be buzzed through into their school.
- Students arriving by bus typically arrive at school between 7:35-7:45 a.m.

- Students arriving during the typical school day (7:55am or later) or needing to be picked up earlier (before 2:15pm) will need to enter or be picked up through the main office on the southside of the building (closest to Sprague).

STUDENT RELEASE

- Students will only be released to persons identified on their contact list completed during the registration process, **ID will be required.**
- After 2:15pm parents/guardians will need to wait for students to be released at 2:30pm.
- Students will not be allowed to go home with another student without parental authorization - verbal by contacting the front office or written by emailing the front office at info@prideschools.org.
- A student who normally does not ride the bus but wants to go home with a fellow student on the bus must have **parental authorization**. Parent authorization can come in the form of the parent contacting the front office by phone or email, or the student may pick up a form from the front office to take home. Once parent authorization has been obtained, the student will be called to the front office to pick up a school bus day pass.

APPOINTMENTS

- Please make attempts to schedule all medical/dental appointments either before or after school hours or on days that are not scheduled school days.
- If a student must miss school for an appointment, a note must be provided from a service provider to have missed time marked as excused. Doctors' appointments will not excuse a student for missing school for the whole day. Parents should call the office or send a note ahead of time so that the teacher can prepare for dismissal of the student.
- All students leaving for and arriving from appointments must be signed out by a parent or guardian in the school office.

INCLEMENT WEATHER

PRIDE Schools has several different methods of notification when school is closed or delayed due to inclement weather.

Notifications -- In the event of a school closure or delay, notification will be through:

- Emails will be sent to all parents/guardians to the email address on file
- A text message sent to numbers registered with our emergency notification system
****If you don't receive any of these notifications, opt-in by texting Y or YES to 67587.**
- An announcement will be posted on our newsfeed on the PRIDE Schools app.
- Local Media - Local media outlets will be notified of any closures or delays

Please note: Breakfast is **not** served on late start days and the office will open one half hour prior to the delayed start time.

EARLY CLOSING

In the event of storm warnings or other emergency situations, the announcement of the early closing will occur on the local media stations listed above. Buses will be used to transport all children normally transported. However, parents are always permitted to pick up their student personally if they do not wish to wait for bus transportation.

FIRE/SAFETY DRILLS

PRIDE Schools will conduct the required emergency drills outlined by OSPI.

- 3 fire evacuation drills per school year
- 3 lockdown drills per school year
- 1 shelter-in-place drill per school year
- 1 drill using the school mapping system
- 1 high-risk event drill determined by the school — earthquake, tsunami, lahar, flood, or other high risk event drills

FOOD AND BEVERAGE

Students are allowed to eat in the Commons. No meals will be allowed to be eaten in classrooms. As a reminder, PRIDE Schools is a closed campus for all students. Students will need to stay on school grounds in the designated areas during lunch. Water is allowed throughout the school. If something is spilled please attend to it.

SCHOOL MEALS/FOOD SERVICE

PRIDE Schools will provide a complete breakfast and lunch to students every day that meets federal nutrition requirements. PRIDE has been approved as a Community Eligible Provisional school, meaning that one breakfast and one lunch is free for all students each day. Second meals will be charged to the student account at the regular price of \$2.00 for breakfast and \$3.25 for lunch. Student will need to pick up a "second meal" ticket from the front desk before school on any day the student is planning to take a second meal. Second meal tickets are only approved for students with a credit balance on their student meal account.

Families must complete the annual survey in lieu of the meal application to ensure we can continue to offer free meals for all families from year to year.

Any students with dietary restrictions or special menus need to make arrangements with the school and may need to obtain documentation from a medical provider.

PRIDE Schools norms regarding eating spaces and meal times:

- We take pride in respecting our school spaces at all times; everyone participates in keeping our spaces clean, especially after meals
- We discourage pop, energy drinks, or other sugary drinks they bring from home
- We encourage all students to eat a lunch, whether from home or from school
- Be friendly and respect the dignity of others during meal times
- Students are served milk and sometimes juice during meals every day
- Students are permitted and encouraged to keep a water bottle with them throughout the day (water only)
- We encourage students to eat something substantial, for example, a bag of chips is not sufficient

Breakfast --

- Breakfast will be served between 7:30-7:50 a.m. each day
- Students arriving on a late school bus will be provided breakfast
- Breakfast is **not** served on late start days

Lunch -- Lunch times vary by grade

FIELD TRIP FEES

Field trips are an important part of the PRIDE Schools curriculum. To allow for more field trips while maintaining a tight school budget, some field trips will result in a small fee for those attending, usually under \$15.

Participation in school projects and field trips is not subject to a family's ability to pay. If at any time a family is unable to afford either the project supply fee or a field trip fee, PRIDE Schools asks that you contact either your student's Den/Crew Leader or the school office and the fees can be reduced or waived for your student.

FAMILY INVOLVEMENT AND VOLUNTEERING

PRIDE Schools believes that a quality education results from a partnership among families, students, community and the school. Our vision for academic excellence and commitment to developing the personal character and leadership potential of each student cannot be fulfilled without a team approach.

Guardians will be notified of volunteer opportunities throughout the year. Involvement may include activities such as participating in family engagement meetings, parent/guardian groups serving within the school and joining committees.

All volunteer positions will require a volunteer application which includes a background check and a copy of a state issued ID. Background checks need to be filled out each school year.

We hold ourselves accountable to the families we serve and look to them to provide their energy and talents in support of our mission and vision. Together, we will develop a dynamic and nurturing school community.

VISITORS

PRIDE Schools encourages parent(s)/guardian(s) and members of our community to visit our school and observe the work of students and staff members. We schedule all visits to the school and have scheduled tours throughout the year. To coordinate your visit, please contact our main office at 509-309-7680.

All visitors must sign in at the front office and be approved by a PRIDE staff member, identifying themselves and the nature of their visit, and receive a Visitor's Pass. Any unauthorized person on school property will be reported to a staff member. Unauthorized persons will be asked to leave and the police may be called if the situation warrants.

EXHIBITIONS

Exhibition is a critical component of our education program. Students are held accountable for their work by explaining and justifying their work to adults. Each year students have 2 or 3 exhibitions. Students are required to attend every exhibition that is scheduled. Any exhibition absence must be made up.

Exhibition Dress Code -- We request that students dress in business casual for all exhibitions. Business casual means slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot.

STUDENT PROPERTY

At PRIDE Schools, students will be provided with a location to store their belongings. This location is accessible by all other students. Students should keep in mind that their belongings are subject to search by PRIDE Schools staff under reasonable belief of misconduct, and students should adhere to PRIDE Schools' policies and procedures at all times. Students are responsible for the safekeeping and wellbeing of personal items at all times, and should be cautious of bringing valuable personal items onto school campus. **PRIDE Schools is not responsible for any lost or stolen student property or property damage.** PRIDE Schools students and staff consider respect of personal property to be one of the highest responsibilities, and damage to or theft of personal property is subject to consequence as overseen by PRIDE Schools staff.

LOST AND FOUND

Most lost and found items are stored in the counselor's office and students can collect their belongings there. Textbooks, wallets, watches, electronics and other items of value which are found should be turned in to the office so they may be returned to the rightful owner. Failure to do so will constitute theft. Periodically, "lost and found" items will be donated to a charity of choice. Lost and found is located in a common area in each school.

FIELD AND OUTSIDE RULES

Students are to follow school rules. Differences in procedures and rules are due to the physical designs of the buildings, variety of programs, schedules, etc.

PROMOTION/RETENTION

After a student has successfully completed a year of study at a specific grade level, he/she will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention should not be considered, except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

INTERVIEW BY LAW ENFORCEMENT AUTHORITIES

The district encourages interviews of students to take place off school premises, in order to minimize interruption to the instructional program.

If the student is under (12 years of age, parent(s)/guardian(s) or designated adult notification and permission is required before any interview/interrogation will take place unless the law enforcement official has a warrant or a court order or the official stipulates that exigent circumstances exist, or the matter involves alleged child abuse or neglect. In addition, if a student is 13 years of age or older, an adult is not required to be present upon Law enforcement interview/interrogation but there will be an attempt to notify the parent and or guardian.

An officer is not required to have a warrant in order for the school to release the student into law enforcement custody. In the event a student is taken into custody by a law enforcement officer, the school will notify the parent or guardian as soon as possible unless prohibited by law enforcement. (See Policy 4310 - Relations with Law Enforcement, Child Protective Agencies, and County Health Department)

STUDENT ACTIVITIES OFF CAMPUS/FIELD TRIPS

Throughout the school year, students will have many opportunities to take trips or “field lessons” to expand their learning outside of the school. While being transported to and from, and while at the field trip site, students are expected to:

- Respect the authority of chaperones
- Respect the property, facility and hosts at the field trip site
- Respect the bus driver and all bus/transportation policies/rules
- Live and model the school values

Students will only be allowed to attend field trips with a fully completed permission form signed by a parent/guardian. The permission slip will be given at the beginning of the school year and will serve as permission for all trips conducted throughout the year. If students do not return a signed permission slip, they will not be allowed to participate. Verbal permission will not be accepted. In the event that we are taking students outside of Spokane county, a separate field trip permission slip will be required.

Should a parent wish to drive their student home from a school activity occurring off school grounds, they must sign the student out with the PRIDE staff member in charge of the event.

Students may only attend/participate in field trips and activities if they were at school and were not excluded due to discipline consequences or lack of academic progress.

Student Conduct and Discipline

STUDENT CONDUCT EXPECTATIONS

Students, parents, and school personnel are jointly responsible for expecting and demonstrating behavior that ensures a safe, orderly, and healthy environment for all persons at all times. Students may not behave in a manner that is disruptive to the educational process or that is unsafe for other students, staff, and/or self. The Student Conduct Expectations also pertain to students involved in Running Start while traveling between schools. At all times, this handbook will be read in a manner consistent with federal statutes and regulations, state statutes, common law, and rules promulgated by the Washington Office of the Superintendent of Public Instruction.

This handbook contains a summary of the District’s general discipline policies. For a complete set of all regulations and procedures related to student conduct and discipline, please see Regulation and Procedure 3241 and 3241P available on the District’s website: www.prideschools.org/policies

DISTRICT AUTHORITY

All students will obey the written rules and regulations established for the orderly operations of the District and the reasonable requests, instructions, and directives of District personnel. The term "District personnel" includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the District and its representatives for violations of regulations and rules.

Students who involve themselves by engaging in, attempting to engage in, and/or conspiring to engage in acts that have a detrimental effect on the maintenance and operation of the school or the District, criminal acts, and/or violations of school rules and regulations, may be subject to discipline by the school and prosecution under the law. The rules will be enforced by school officials:

- On school grounds immediately before, during, and immediately after school hours;
- On school grounds at any time when a school is being used by any school group(s) or for a school activity;
- Off school grounds at a school activity, function or event;
- Off school grounds if the actions of the student materially or substantially affects or interferes with the educational process or otherwise has a sufficient nexus to the school; and
- In District-provided transportation, or any other place while under the authority of District personnel.

DISCIPLINE

Students are expected to abide by all rules and expectations of school district staff. This includes acting in a respectful and safe manner. Teachers and staff will teach these expectations at the beginning of the school year, and as needed. Expectations will be clearly posted in classrooms and common spaces.

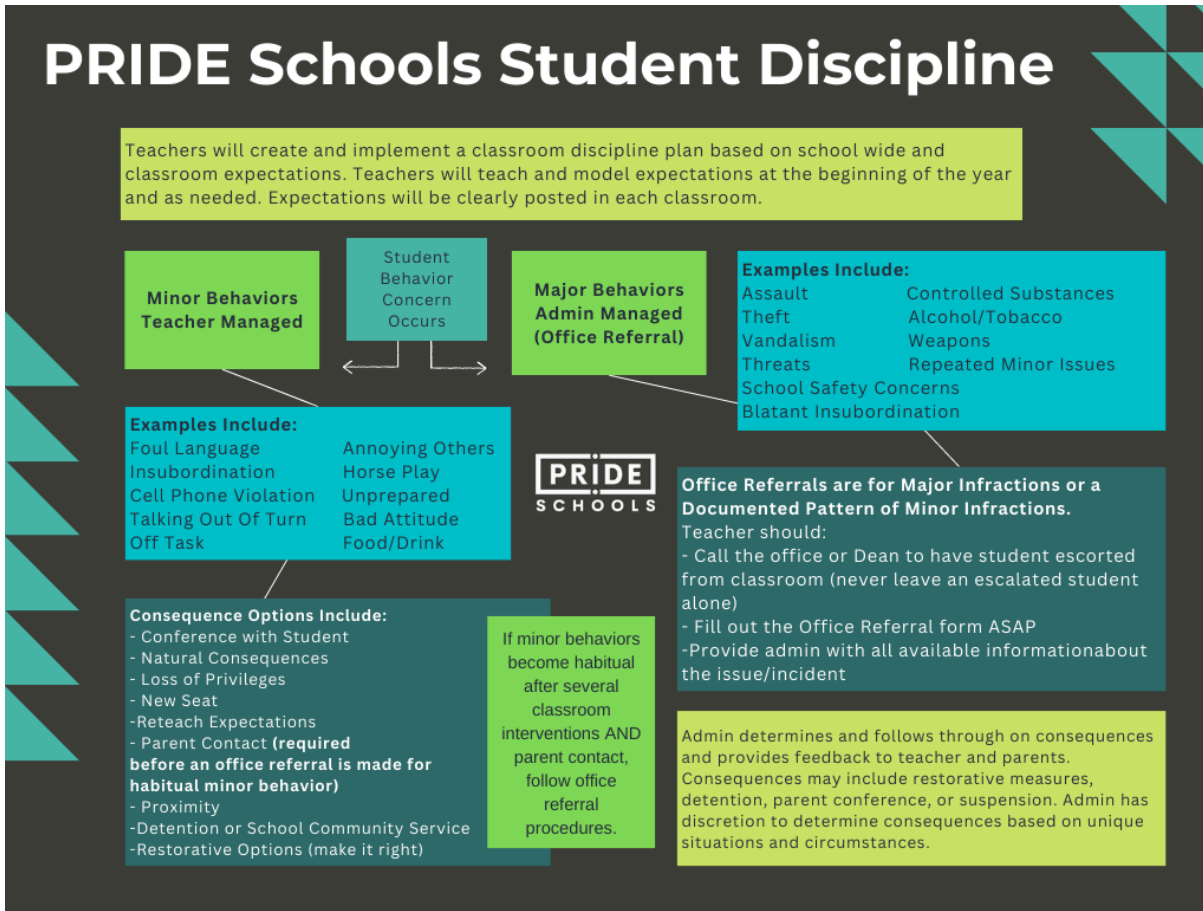
School districts in Washington are required to develop discipline policies and procedures that are consistent with Federal and State laws. Washington discipline laws include statutes in the Revised Code of Washington (RCW) and rules in the Washington Administrative Code (WAC). Washington State student discipline laws apply to all K–12 students.

Conflicts are a part of daily life and making mistakes is a part of growing and learning. When a student’s behavior disrupts the learning environment, the school will use restorative practices, and when needed, the lowest level of corrective action needed to change the behavior. This means the school will first try to resolve the conflict and change the behavior without using suspension or expulsion, unless safety requires immediate removal.

Actions a school district can take in response to a behavior violation.

1. Oral or written feedback
2. Parent notification or conferences
3. Increased supervision
4. Loss of privileges
5. Lunch or after school detention
6. Behavior monitoring or a behavior contract
7. In-school or out-of-school suspension
8. Restorative justice practices
9. Counseling or behavioral health services
10. Community service or restitution
11. Student support services
12. Classroom exclusion
13. Suspension or expulsion

Behavior violations will be handled using our District Discipline Menu (see below).



COMPLIANCE WITH RULES

Engaging in, attempting to engage in, and/or conspiring to engage in any of the following list of offenses generally describes conduct for which students may be subject to discipline, but is not intended to be exclusive. Such misconduct may result in other forms of discipline, classroom exclusion, suspension, expulsion or emergency expulsion as set forth in Regulation 3241 and Procedure 3241P.

- **Arson** - Knowingly and/or maliciously causing a fire or explosion is prohibited.
- **Assault** - The threatened or attempted use of force or violence upon the person of another is prohibited.
- **Bomb Threats** - Threatening to bomb or damage any public school facility or property is prohibited.
- **Cheating or Disclosure of Exams** - Intentional deception or the use of unauthorized materials in the preparation or completion of any school assignment, assessment, examination or project, or in the conduct of any school-related activity is prohibited, along with the aiding and abetting of such behavior by others.
- **Criminal Activity** - Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student’s presence on school grounds poses a danger to other students or staff is prohibited.
- **Defaming Another Person** – Conduct that defames another person is prohibited.
- **Destruction of Property** - Defacing, injuring or damaging school property in any way is prohibited.
- **Disruptive Conduct** - Willful conduct that creates a disturbance on school premises, at school sponsored activities or on District-provided transportation, or that interferes with the educational process, is prohibited. Such conduct includes, but is not limited to:
- Occupying a school building or school grounds in order to deprive others of its use;

- Blocking the entrance or exit of any school building or room in order to deprive others of passing through;
 - Preventing students from attending a class or school activity;
 - Blocking normal pedestrian or vehicular traffic on a school campus; and
 - Interfering seriously with the conduct of any class or activity.
- **Disruptive Dress and Appearance** - Dress and appearance must not present health or safety problems, intimidate others, or cause disruption. See Regulation 3224.
- **Drugs, Alcohol and Mind-Altering Substances** - A student shall not illegally possess, use, sell, distribute, or be under the influence of drugs, alcohol, mind-altering substances, medication not prescribed to them by a physician and approved in writing by the parent/guardian, drug paraphernalia, or any item that purports to be such.
- **Endangering Self, Other Students or Staff**
- **Engaging in Extortion/Blackmail/Coercion** - Obtaining money or property by violence or threat of violence, or forcing someone to do something by force or threat of force is prohibited.
- **Fighting** - This includes fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight.
- **Forgery and Misuse of Documents** - The act of fraudulently using in writing the name of another person or falsifying times, dates, grades, addresses or other data is prohibited. A student shall tell the truth, shall present oneself honestly and shall not forge any signature or make any false entry or alteration of any document, either paper or electronic, used or intended to be used in connection with the operation of the school. A student shall not open or alter official school documents and private documents, either paper or electronic.
- **Gang-Related Activity** - Students shall not display, reflect, or participate in dress, apparel, activities, acts, behaviors, or manner of grooming that: (a) lead school officials to reasonably believe that such behavior, apparel, activities, acts or other attributes are gang related and would disrupt or interfere with the school environment, activity or educational objectives; (b) present a physical safety hazard to self, students, staff and others; (c) create an atmosphere in which a student, staff, or other person's well-being is adversely affected by undue pressure, behavior, intimidation, overt gesture or threat of violence, or (d) imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.
- **Harassment, Intimidation or Bullying** - See Policy 3207.
- **Insubordination**
- **Lewd Conduct**
- **Making False Statements** - The act of intentionally making an untrue statement or providing false or misleading information to a staff member with the intent to deceive, mislead, or misrepresent the truth.
- **Misuse of Electronic Information Systems** - Students shall comply with the Technology/Internet Use Policy (outlined later in the handbook) when using electronic information systems such as e-mail, networks, and the Internet.
- **Refusal to Cease Misconduct** - A student shall not repeatedly fail to comply with District Regulations or school rules or with reasonable directions of school personnel during any period of time when properly under the authority of school personnel.
- **Sexual Misconduct** – Misconduct that could constitute sexual assault or harassment is prohibited.
- **Theft** - The unauthorized carrying away of the personal property of another person or the property of the District is prohibited.
- **Threats of Violence or to Kill Another Person** (Including “hit lists”) are prohibited.
- **Tobacco**
 - Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.
 - Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all District property, including all District buildings, grounds and District-owned vehicles, and within five hundred feet of schools. Possession by or distribution of tobacco products to minors is prohibited. See Regulation 4215.
- **Trespassing** - Being present in an unauthorized place or refusing to leave when ordered to do so is prohibited.

- **Use of Motor Vehicles** – Using vehicles on school property in a way that jeopardizes safety or property is prohibited.
- **Verbal Abuse** - The use of disrespectful or threatening language to school personnel or other students is prohibited.
- **Weapons**
 - Possession, transmission or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, stun guns, air guns, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length, or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants, and look-alike items or replicas displayed or represented as real weapons.
 - Pursuant to RCW 9.91.160, persons over eighteen (18) years of age, and persons between fourteen (14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property.
 - No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District’s rule prohibiting weapons.
- **Violation of Terms of Suspension or Expulsion** – During the period of any suspension or expulsion from school, students shall not enter upon any real and personal property that is owned, leased, rented, or controlled by the District without the express prior approval of a building principal or designee.

PRIDE Schools’ Technology/Internet Use Policy

PRIDE Schools’ philosophy is that each student will respect and maintain the school’s property and the property of others at all times. PRIDE School’s technology is a critical part of our foundation. In particular, iPads and laptops provide our community with access to unique resources and opportunities for collaborative work. These resources are valuable and should be treated as such.

Students are responsible for good behavior on school computer networks just as they are in a classroom or hallway. Communications on the network are to be considered public in nature. General school rules for behavior and communications apply.

Pride School’s internet use policy is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized access to sensitive information, and to comply with the Children’s Internet Protection Act (“CIPA”). Pride Schools will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, inappropriate, or harmful to minors over the network.

Proper Internet use is the joint responsibility of students, parents and employees of the school district. We encourage students to bring personal laptops/tablets and adhere to Pride’s policy. Students are responsible for protecting what happens on their account and by extension, the device they’re signed into. *This is a reminder to students to sign out of all applications once you’re done with your work.* Leaving a device open and signed has real world consequences, such as identity theft. Whether at home, school, public library, etc.

Acceptable Uses and Ethical Behavior -- In using iPads and technology, students are expected to adhere to the same standards of ethical behavior that govern other aspects of our school community:

- Exercise good judgment in visiting Internet websites. Do not visit sites that contain objectionable material.
- Be polite; use appropriate and professional language for all communications.
- Protect your privacy and safety, do not give out your address, telephone number or full name.

Unacceptable Uses and Unethical Behavior -- Unacceptable use includes sending or seeking to receive messages that contain or suggest racism, sexism, inappropriate language, pornography, illegal solicitation, or information that could violate another person's privacy. Other unacceptable uses include:

1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading such materials;
2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
3. Damaging computer equipment, files, data or the network in any way, including transmitting or downloading any extensions or programs, or disrupting any computer system performance without permission;
4. Using any device to attempt to access information protected by privacy laws, or any attempt to bypass network security;
5. Political advocacy;
6. Accessing social networks, chat rooms, messaging apps, etc;
7. Accessing, transmitting or downloading large files without teacher permission;
8. Other activities deemed as inappropriate, non educational or disruptive.

Consequences for technology-related offenses - Use of technology is a privilege, not a right and misuse will result in the restriction or loss of that privilege. Pride will tailor any disciplinary action to the specific issues related to each violation. Every violation requires that the student disclose their violation to a staff member so that Pride can promptly assess damages or security threats. Students who fail to disclose violations committed by them or another student will face disciplinary action. Consequences may include but are not limited to:

- Loss of access – Students cannot participate in the PRIDE Schools program unless they are able to use technology appropriately. Therefore, ongoing technology suspension could result in unenrollment from PRIDE Schools.
- Conference with parents
- Suspension of technology privileges
- Legal action

Please remember that the use of iPads and other school technology is a privilege, not a right. In order to bring technology home, parents and students are to read and sign the iPad contract agreement, and return the contract to the School Office. Innovation students will not bring iPads home until this form has been completed.

Disclaimer - Pride Schools makes no guarantees about the quality of services provided and is not responsible for any deleted work, claims, losses, damages, costs, or other obligations arising from use of the network, devices or accounts. Pride reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of school property, network and/or Internet access or files. Students are responsible for damages to the network, equipment, electronic communications systems, and software resulting from negligent deliberate acts. Students are held accountable for incidental or unintended damage related to lost or stolen computers or other equipment.

Academic Honesty Policy

We take academic honesty and integrity seriously, and we hold students to the highest standards. We expect students to act in principled ways that respect their own intellectual development and the intellectual property of others. We teach students to uphold **academic honesty** by not **cheating**.

Definitions:

- **Academic Honesty:** the mindset involved in making principled choices about how to produce and present original work while giving credit to sources of information and ideas.
- **Cheating:** obtaining, attempting to obtain, or helping others to obtain credit for work in fraudulent or deceptive ways. Cheating includes but is not limited to the following types of academic misconduct:

- Copying and pasting something from a website
- Leaving out a bibliography or in-text citations
- Using images in a slideshow without providing a citation
- Not saying anything when you see your friend use his phone on a test
- Allowing one person in the group to do all of the work and attach your name to it
- Using Google translator when your teacher has asked you to translate using your own skills
- Sneaking flash cards or a study guide into a test when your teacher hasn't allowed them
- "Double dipping" by doing the same assignment for two classes (unless, of course, your teachers have explicitly directed you to do this in an interdisciplinary unit)
- Copying someone else's work
- Using ChatGPT or other AI tools to complete school work

Support for Academic Honesty

Our partnership with Spokane Public Library provides an invaluable resource for upholding academic honesty. City librarians will collaborate with teachers annually to instruct them on current best practices regarding academic honesty, which teachers will then teach students in conjunction with authentic tasks.

Recognizing the work of others is one of the most important skills to learn in order to avoid cheating. Citation styles that are standard in professional applications of the discipline are taught in each subject group. For example, Language and Literature curriculum involves instruction on using Modern Language Association conventions. Students learn not only to create bibliographies at the end of their work, but also to create in-text citations throughout their written and oral compositions. Design classes teach students about the industry standards related to intellectual property, particularly vis a vis branding and other visual identities.

Procedures for Handling Misconduct

Per instructor discretion, cheating may result in an "F" or "0" grade for the examination or assignment, and may impact the passing or failing of the student in the course. Please reference the PRIDE Schools Assessment Policy for further details. In serious cases, cheating or violating the academic honesty policy may be grounds for disciplinary action. Legal action may be taken if plagiarism results in serious intellectual property violations.

Health Rules/Procedures

MEDICATION -- ADMINISTRATION OF MEDICATION AT SCHOOL

If a student needs to take any medication (either prescription or over the counter) during the school day, written instructions signed by a parent and physician are required and must include: Student's name, name of medication, dosage, possible side effects, and termination date for administering medicine. Medication must be supplied in a prescription bottle or container properly labeled by a physician. The school nurse or designee shall inform appropriate school personnel of the medication, keep a record of the administration of the medication, and keep the medication in a locked cabinet. Medications not properly labeled or accompanied by a doctor's note will be held in the office until retrieved by a parent or guardian. Parents of the student shall assume responsibility for informing the school office of any changes in the student's health or changes in medication.

SICKNESS/INJURY

For the protection of your child and that of classmates, **please keep your child at home** when the following symptoms are evident: vomiting, chills and fever, swollen glands, skin rash, diarrhea, or discharging ear. When students are sick or injured they are asked to report to the office and parents will be contacted if the illness or injury is serious. Please keep emergency information up to date for this reason. Attendance line 309-7687.

Students who have the following symptoms/conditions should stay home from school and the school nurse should be contacted:

- New or worsening cough

- Shortness of breath or difficulty breathing
- Fever (temperature > 100.3 degrees Fahrenheit)
- Chills
- Muscle aches
- Vomiting and/or diarrhea
- New loss of taste or smell
- Fainting/loss of consciousness (syncope)
- Head injury/concussion

We request that you notify the school office by 8:00 a.m. if your child is being kept at home. The office will follow up with a call on any absences not reported. Attendance Line 509.309.7687.

Any students who develop or experience the above symptoms while at school must be picked up from school by a parent or guardian immediately.

DISEASE/RE-ADMITTANCE TO SCHOOL

- Lice (Pediculosis)--When treated with prescription or nonprescription shampoo. Must have no evidence of eggs, larva, or live lice in order to return to school
- Chicken Pox--Minimum of 7 days after rash appears and when blisters are crusted Measles--Minimum of 5 days after rash appears
- German Measles--Minimum of 4 days after rash appears Mumps--When swelling and fever are gone Impetigo/Ringworm--With physician's permission

POTENTIALLY LIFE THREATENING CONDITIONS

The WA State Legislature requires schools to have emergency care plans in place for any student with a potentially life threatening condition. Potentially life threatening conditions include, but are not limited to: severe allergies, severe asthma, diabetes, seizure disorders, cardiac conditions, etc. If your student has a life threatening condition, please contact the school.

HEALTH SCREENINGS

Students in grade 7 are tested for vision and hearing problems.

IMMUNIZATION REQUIREMENTS

Washington State Immunization law (RCW 28A.210.090; TSD Board Policy and Procedures 5244) requires all students to present, on or before the first day of school attendance:

- Proof of full immunization; or
- Initiation of a schedule of immunization; or
- Certificate of Exemption

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

<p>Required Immunizations for the School Year 2017-2018 by Washington State Department of Health</p>

	Hepatitis B	DTaP/Td/Tdap* (Diphtheria, tetanus, Pertussis)	Polio*	MMR (Measles, Mumps, Rubella)	Varicella (Chickenpox)
Kindergarten- 5 th Grade	3 doses	5 doses	4 doses	2 doses	2 doses OR Healthcare provider verifies child and disease
6 th -8 th Grade	3 doses	5 doses DTaP AND 1 dose Tdap	4 doses	2 doses	2 doses OR Healthcare provider verifies child and disease
9 th -12 th Grade	3 doses	5 doses DTaP AND 1 dose Tdap	4 doses	2 doses	2 doses OR Healthcare provider verifies child and disease

*Vaccine doses required may be fewer than listed depending on date of 3rd dose.

- Students must meet minimum intervals and ages to be in compliance with the requirements. Talk to your healthcare provider or school nurse if you have questions about school immunizations requirements.
- Find information on other recommended vaccines not required for school: www.immunize.org/cdc/schedules/

LABORATORY AND MAKERSPACE SAFETY

At PRIDE Schools we believe that students must work with tools and materials to be fully immersed in the learning experience. To ensure this is done safely we established the following guidelines for Laboratory and Makerspace practices.

Therefore during laboratory and makerspace activities all participants will:

- Follow all posted power tool safety information
- Follow all posted safe laboratory practices information
- Never use without teacher supervision and permission
- Always use personal protective equipment and wear appropriate attire
- NOT use equipment independently
- Follow guidelines to ensure continued access to laboratory and makerspace activities
- Leave hazardous materials locked in storage unless in use and returned after use through a check-in/check-out process with the instructors
- All workspaces will be cleaned and all tools returned after every work session
- All broken materials and tools will be reported to the instructor immediately

Student and Family Rights

HOMELESS/DISPLACED STUDENT ASSISTANCE

If you lost your housing and now live in a shelter, motel vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing, your child might be able to receive help through a federal law called the McKinney-Vento Act. Our District Homeless Liaison is Sarah Guertin and can be reached at 509-309-7680.

Under the McKinney-Vento Act, children and youth in homeless situations have the right to:

- Go to school, no matter where they live or how long they have lived there

- Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled
- Receive transportation to and from the school of origin
- Enroll in school immediately, even if they are missing records and documents normally required for enrollment
- Enroll, attend classes, and participate fully in all school activities while the school gathers records
- Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services
- Attend school with children not experiencing homelessness; a school may not segregate a student because he or she is homeless

RELEASE OF DIRECTORY INFORMATION

Federal law allows school districts to release student directory information without family/student consent. PRIDE Schools defines this directory information as the student's name, photo, parent/guardian name, address, phone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, post high-school career plans, diplomas and awards, and most recent school attended.

This information is typically released for use in school publications, including websites, and to print, broadcast and online news media when students receive awards or participate in school activities. PRIDE allows families who do not want directory information released to complete an opt-out form. These opt-out forms are kept on file at the school and remain in effect until we receive written notification to rescind the restriction. If we do not receive an opt-out form by the end of the second week of school, we will assume that you have no objection to the release of directory information.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student records are confidential to protect the rights and privacy of both students and families. In most cases, parents/guardians have the right to refuse to permit a school to release information about their children. Federal law requires permission from a parent/guardian or student (if 18 or older), before disclosing information, other than directory information, from student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day PRIDE Schools ("School") receives a request for access
- Parents or eligible students should submit to the school administration a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA
- Parents or eligible students who wish to ask the School to amend a record should write the school administration, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other

volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent:

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:
 - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
 - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and §99.35)
 - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
 - To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
 - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
 - To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
 - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
 - Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

SPECIAL EDUCATION

PRIDE Schools recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students are an integral part of the general educational programs at PRIDE Schools, and are operated in compliance with federal and state requirements governing special education. PRIDE Schools provides a

continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and, if appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

For questions regarding special education or 504 services at PRIDE Schools, please contact our Special Education Director by emailing or calling the school (contact info is listed on page 2 of this handbook). To view the policy or procedure in full please visit our website at www.prideschools.org/policies.

PROTECTION OF PUPIL RIGHTS

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: 1) Political affiliations or beliefs of a student or students' parent; 2) Mental or psychological problems of the student or student's family; 3) Sex behavior or attitudes; 4) Illegal, anti-social, self-incriminating, or demeaning behavior; 5) Critical appraisals of others with whom respondents have close family relationships; 6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; 7) Religious practices, affiliations, or beliefs of the student or parents; or 8) Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of: 1) Any other protected information survey, regardless of funding; 2) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and 3) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use:
- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State Law

After School Clubs/Activities

PRIDE Prep offers different after school programs in order to support current students. Activity leaders may reach out to participating families for supply needs. There is no fee to participate in these activities, but there may be additional trips students go on that require entry fees, or other types of fees. If there is a financial hardship that would be keeping a student from participating, please contact the activity leader, or the main office.

APPENDIX: Transportation Policy & Procedure

The transportation policies and procedures for the district are set forth below in their entirety. Transportation is a privilege for PRIDE students and not a right. Safety is the primary concern in transporting students. Safety on buses or vehicles provided by the school is the shared responsibility of students, parents, school staff, transportation contractors and drivers.

PRIDE Schools is committed to transporting students safely and recognizes that, in addition to general busing of students by licensed bus drivers, situations arise that require student transportation by PRIDE staff. Such situations include transportation of students for:

- PRIDE Schools or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions); and
- Compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health)

In all situations, PRIDE will first attempt to transport students via bus or school van. In the event that students are transported to school-sponsored activities by any means other than a bus or school van, the following conditions must be met:

- The student's parent/guardian has completed the Transportation Permission and Release of Liability Form and returned it to school administration; and
- The driver has completed the Employee Driver Agreement, which has been approved by an administrator and includes proof of insurance and driver license.

Buses and vans owned/leased and operated by the district are considered School District property and as such are an extension of the school or classroom. All rules and regulations which apply to school campuses and classrooms also apply to conduct on a school bus or van and at bus stops. Inappropriate behavior and actions on the bus or van may result in the loss of bus riding privileges and other disciplinary measures.

The school bus driver has the authority and responsibility to address misconduct on the bus and at bus stops in accordance with. Any questions related to bus misconduct should be directed to the Dean of Students.

Bus Behavior Rules:

- To ride a bus other than the one they are assigned to, parents/ guardians must notify the front desk as soon as possible of the need to ride a different bus. There is a form that students can take home for their parent/guardian to complete and the student can return to the front office. Additionally an email or phone call from the parent/guardian will suffice. Once approved, the student will be issued a "Day Pass" to ride the alternate bus each day for the days indicated by the parent/guardian.
- No student shall be permitted to leave the bus except at his or her regular stop unless by written permission of school authorities.
- Bus students are expected to ride the bus home unless the school has been notified by the parent/guardian specifying other transportation arrangements.
- Lewd, vulgar, obscene, rude, profane language, sexually obscene behavior, obscene gestures, and the possession of obscene materials of any type on the bus shall result in exclusion of riding privileges for up to 90 school days.
- Vandalism shall result in exclusion of bus riding privileges for up to 90 school days, plus reimbursement by the student, parent(s)/ guardian(s) for the damage to the bus.
- Any ongoing bullying, threatening and/or harassment of students, or the bus driver, shall result in exclusion from the bus for up to 90 school days.
- Students shall not be in possession of or smoke any tobacco products on the bus, including electronic cigarettes. Possession or use of such products while on the bus or at bus stops shall result in exclusion of riding privileges for a minimum of 5 days.
- Students shall not be allowed to bring skateboards or other large items onto the bus. Students with such items will not be allowed entrance on the bus and will need to find alternate transportation or leave the item behind.

Video Cameras on the School Bus – Student behavior can be a major distraction for a school bus driver. To assist the bus driver and the school in maintaining a safe ride for all students, cameras may be installed on the buses.

We ask for your cooperation in helping us provide a safe and pleasant ride for all students by impressing upon your student(s) the importance of bus safety and courtesy at the bus stop and on the bus.

Rules on the Bus

- Immediately follow the directions of the driver
- Sit in your seat facing forward while bus is in motion
- Talk quietly and use appropriate language
- Keep all parts of your body and belongings inside the bus and to yourself
- Do not eat or drink on the bus.
- The following are not tolerated on the bus: fighting, harassment, intimidation or horseplay; throwing of objects; use of tobacco, drugs or alcohol; weapons or dangerous objects; vandalism to the bus, its equipment or the property of others

Rules at the Bus Stop

- Get to your bus stop at least ten minutes before your scheduled pickup time. The school bus driver will not wait for late passengers.
- Respect all property of others while waiting at your bus stop
- Keep your arms, legs and belongings to yourself
- Use appropriate language
- Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus
- If you must cross the street, wait for the driver to signal you then cross ten feet in front of the bus
- The following are not tolerated at the bus stop: fighting, harassment, intimidation or horseplay; throwing of objects; use of tobacco, drugs or alcohol; weapons or dangerous objects; vandalism to the bus, its equipment or the property of others

Consequences of Misconduct on the School Bus - Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on PRIDE property or at school activities, functions or events. All rules as outlined in the Bus Company brochures are in effect while a student is riding the bus or at the bus stop. Most passengers riding school buses are students; however, on occasion, non-students may ride and shall follow the same rules of conduct as students. Consequences for school bus / bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with school-sponsored events (for example, field trips or competitions) will be at the sole discretion of PRIDE. Parents or guardians will be notified of any written report or suspension of bus privilege.

Consequences for school bus / bus stop misconduct will be imposed by the PRIDE administration and may result in suspension of school riding privileges. An offense is a written report to or by the administration. The following progression is recommended; however, the administration will have discretion in applying them. Any violent behavior on the bus will result in a bus suspension or loss of busing privileges.

- 1st offense – warning, parent notification
- 2nd offense – Parent meeting and bus riding plan
- 3rd offense – 1-week suspension from riding the bus / meeting with parent
- 4th offense – 2 weeks suspension from riding the bus / meeting with parent
- 5th offense – student will lose riding privilege for the rest of the school year

Based on the severity of a student's conduct, more serious consequences may be imposed at any time and at the discretion of the administration. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus / bus stop misconduct. Students damaging school buses will be responsible for the cost to fix the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid in full. In cases involving criminal

conduct (for example: assault, weapons, possession or vandalism), the administration, local law enforcement officials and the Department of Public Safety will be informed.

APPENDIX: Cell Phone Policy

POLICY: PERSONAL CELL PHONE, ELECTRONIC DEVICE POLICY

Cell Phones & Personal Electronic Devices Definition

For the purposes of this policy, a personal electronic device is any device that emits an audible signal, vibrates, displays any message or video image, or is otherwise capable of sending, receiving, emitting, photographing, recording, storing or displaying any type of audio or visual communication, files, or data. This includes, but is not limited to, cellular phones, smartphones, earphones, headphones, camera phones, camera devices, Apple watches, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants (PDAs), MP3 players, iPods, iPads, tablets, computers, radios, pagers, any device that allows the possessor to access the Internet, or any similar device or any accessories to such devices such as earphones and Bluetooth devices.

Policy

The district is committed to creating an environment that promotes learning by encouraging student engagement in the programs and with one another. An important part of this is ensuring that personal electronic devices on district and school property do not interfere with the learning, safety, and well-being of students and staff.

Teachers have discretion to develop their own cell phone policy within their classrooms. Below are schoolwide cell phone expectations:

- *Only use your phone when it's appropriate.*
 - *Appropriate*
 - *Phone in your pocket or face down on your desk*
 - *With teacher permission for academic purposes*
 - *Quickly check a message or notification during independent work time*
 - *Listen to music during independent work (with headphones)*
 - *Not Appropriate: Using your phone...*
 - *When the teacher or someone else is speaking to the class*
 - *During a video or presentation*
 - *To take pictures or video in class*
 - *To watch videos, stories, reels, or play games*
 - *To cheat*
 - *For anything that distracts you or others*
- *If you are asked to put your phone away, put it away immediately. Don't argue, no excuses.*
- *Put your phone down when someone is talking to you and show them you are listening.*
- *Be aware of your surroundings and don't get distracted from someone or something important.*
- *Silence your phone when you are in class.*
- *Remove your headphones if someone is trying to talk to you.*
- *Don't post on social media during class time.*
- *Be a respectful digital citizen, avoid getting into drama. Don't post anything hurtful or unkind. Don't be a bully.*
- *Know the cell phone policy for each of your teachers, and respect it when in their classroom.*
- *Don't make your teacher, classmates, friends, or family secondary to your phone.*

If a student is found to be in violation of this, the personal or school electronic device (cell phone, etc.) will be confiscated by school personnel. Refusal by a student to store or surrender the device will not be tolerated. Personal cell phones, etc. confiscated as a result of a first violation will be returned to the student at the end of the school day. If a second violation occurs, a parent/guardian will have to pick it before/after school or if time permits during the school day.

Repeat offenders will be given the option of NOT bringing their device to school or turning it over to the building administrator upon arrival until dismissal.

Personal electronic devices may not be used to cause any disruption in the educational process or for unethical or illegal purposes including but not limited to situations when a cell phone or electronic device is on a bus, at athletic practices/events or school sponsored activities, etc.

Prohibited uses include, but are not limited to:

- Cheating on assignments and/or tests
- Harassing or bullying others
- Taking or distributing unauthorized photographs or recordings of other people
- Being used to access any obscene, threatening or otherwise inappropriate material via any form of electronic communication
- Live streaming or social media posting
- Being used to circumvent PRIDE Schools network security or for any unauthorized access to or inappropriate use of the PRIDE Schools' computer network

PRIDE Schools will not be responsible, or liable for, the theft, loss, data loss, damage, destruction, misuse or vandalism of any student's personal electronic device brought onto PRIDE School's property or property associated with an athletic event or activity.

APPENDIX: Assessment Policy

PRIDE Schools values the interdependent nature of teaching, learning and assessment. Assessment is cyclical in nature: In the planning process, the teacher should clearly define a unit's learning goals -- the knowledge, skills and concepts that should be learned over a set period of time. Information on students' prior learning is used to determine an entry point to a new unit of study. Then, teachers determine student progress toward the learning goals in varied and ongoing ways, changing their approach to teaching as needed until the end of the unit, at which point a consolidation of learning is presented through a summative assessment task, often a project.

The ongoing progress-monitoring is referred to hereafter as formative assessment. PRIDE emphasizes project-based learning as its primary model for teaching through inquiry, and it is important to recognize that excellent projects are the result of quality formative assessment practices. Timely and coherent feedback on both formative and summative assessments promotes a growth mindset. We believe that all students are capable of growing; therefore, we differentiate assessment tools to support student success.

Top Ten Practices

1. **Assessments are internal and external.** With the exception of external assessments in the DP, all student assessments are delivered and graded internally by PRIDE teachers. Teachers collaborate to standardize their use of the rubrics with student work. DP students complete prescribed internal assessments (IAs) that are calendared well in advance and contribute to the student's qualifying score for an IB diploma. Teachers grade these IAs and send them to IB for moderation.
2. **Assessment practices are transparent.** Students should receive a copy of the summative task rubrics as early as

possible. Teachers should help students clarify expectations by sharing exemplars, checklists, and definitions of the command terms, or verbs that state what students must *do* to demonstrate the objective at each level of the rubric.

3. **Feedback on tasks leads to deeper learning.** Feedback to students will be timely and supportive.
4. **Demonstrations of learning can be individualized.** Teachers will reward alternative demonstrations of the learning goals that are aligned to the assessment criteria for the planned task(s).
5. **Academic dishonesty is not tolerated.** If a teacher suspects that a student is guilty of malpractice, based on Turnitin authenticity report or other data, they should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance.

Final Grades

Grade Scale for All Classes 6-12 (Except DP Classes)

Category	% of Total Grade
Summative Assessment Examples: tests, projects, presentations, performance tasks	40%
Classwork/Homework Examples: Daily work, practice, homework, notes	45%
Final Exam Examples: written test, culminating project, presentation	15%

Grade Scale:

Score	Definition	Equivalent Report Card Grade
4	Exceeding Standards	A
3	Meeting Standards	B
2	Approaching Standards	C
1	Developing Understanding	D
0	No Evidence	F

Teachers will update grades in Power School each week so that students and guardians can stay informed on their progress in each class.

Classroom teachers determine their own policies for accepting late work and re-taking of assessments or assignments. This will be communicated in their syllabus.

Students will be allowed to make up any work or assessments missed due to excused absences. Work must be made up within a reasonable time, generally within 3 days, of returning to school.

APPENDIX: Parents/Guardians Right to Know

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA builds upon the work states, districts, and schools implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators. As part of ESSA, districts and schools must provide parents with the following information:

- The professional qualifications of teachers and instructional paraprofessionals
- Individual report cards that let you know how your child is progressing

The Title I, Part A Program allows schools and districts to offer services and interventions that support struggling learners. Title I, Part A is one of many programs governed by ESSA.

Mandatory Notifications

Your Right to Know – Professional Qualifications of Teachers Parents of children attending Title I, Part A schools have the right to request and receive information about the qualifications of the educators who teach students core subjects; reading, English language arts, and mathematics. The same applies to paraprofessionals who provide instruction to students. At a minimum, the information given to you must explain these three essential components of an educator’s qualifications. Whether the student’s teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Is teaching in the field of discipline of the certification of the Teacher.

Your Right to Know – Qualifications of Paraprofessionals. Our state has developed new paraprofessional standards that became effective for the 2017–18 school year. Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a schoolwide program, all paraprofessionals must have special qualifications. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:

- Completed at least two years of study at an institution of higher education; or
- Obtained an associate’s or higher degree; or
- Meet a high standard of quality either through a) the ETS ParaPro Assessment; b) a paraeducator apprenticeship program approved by Washington State; or c) portfolio program.

Report Card for Every Student – You have the right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts, and mathematics.

State Report Card -- The Office of Superintendent of Public Instruction—Washington’s education agency—publishes a State Report Card online at <http://reportcard.ospi.k12.wa.us>. Select PRIDE Prep Charter School District to find important information about our school and district, such as the results of state testing, enrollment numbers, facts and figures about the teachers in our school and much more.

APPENDIX: Harassment, Intimidation, & Bullying Policy

PRIDE Schools is committed to a safe and civil educational environment for all students, employees, parents/guardians, volunteers and patrons, that is free from harassment, intimidation or bullying, as outlined in state law RCW 9A.36080(3) and school policy. PRIDE takes all complaints seriously and will investigate, as needed. Allegations of criminal misconduct will be reported to law enforcement. Certain personnel are required to notify law enforcement or Child Protective Services within 48 hours when they reasonably believe that a child has been abused or neglected, according to state law RCW 26.44.030, RCW 26.44.040. By doing so, they are protected from civil and criminal liability.

APPENDIX: POLICY 3205 - SEXUAL HARASSMENT OF STUDENTS

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

Definitions

- “Complaint” means a complaint or allegation that (1) is in writing; and (2) sets forth the specific acts, conditions, or circumstances alleged to violate applicable sexual harassment-related laws.
- “Complainant” means the person filing a complaint or, where the context indicates, may refer to the victim of sexual harassment if a complaint was filed by someone on behalf of another person.

Staff Responsibilities

Title IX Coordinator - The Title IX Coordinator is designated by the Superintendent to monitor and coordinate the District’s compliance with the requirements of Title IX, chapter 28A.640 RCW, and this procedure. The Title IX Coordinator’s core responsibilities under this procedure include tracking the District’s response to formal complaints of sexual harassment, determining the appropriate response and remedial actions, and identifying and addressing any patterns or systemic problems revealed by such complaints. Accordingly, the Title IX Coordinator shall have knowledge of all Title IX requirements, of the District’s own policies and procedures on sex discrimination, and of all formal complaints throughout the District that raise Title IX issues.

Depending on the issues raised when a complaint is made pursuant to this procedure, the Title IX Coordinator may work closely with human resources personnel, the District’s Civil Rights Compliance Coordinator (Suzette Wilson, (509) 309-7680), and/or the District’s Section 504 Compliance Coordinator (Kelsie Barany for the middle school and Aimee Cocco for the high school, (509) 309-7680) in investigating and responding to complaints. For example, allegations of disability discrimination or disability harassment will be referred to both the District’s Civil Rights Compliance Coordinator and the Section 504 Coordinator and reports of racial discrimination or discriminatory harassment will be referred to the District’s Civil Rights Compliance Coordinator. You can find contact information at the beginning of this handbook.

School Principals - The principal shall be responsible for posting required notices at schools, accepting informal reports, conducting appropriate informal investigations, converting informal reports into formal complaints where deemed appropriate, directing formal complaints to the Title IX Coordinator, and implementing any school-based remedies.

In the event that the principal knows of an alleged sexual assault, the principal shall immediately inform the Title IX Coordinator and any other appropriate agencies, such as law enforcement. The principal shall notify the targeted student(s) and his or her parent/guardian of the right to file a criminal complaint and a sexual harassment complaint simultaneously.

As with other District staff, the internal reporting responsibilities contained in this procedure do not relieve principals of their mandatory legal obligations to report immediately suspected child abuse or neglect to Child Protective Services or local law enforcement under chapter 26.44 RCW.

Staff - All bus drivers, campus security personnel, principals, office of student affairs personnel, school and District administrators, and teachers are responsible for reporting any instances of sexual harassment that they personally witness or that are reported to them by any person. In addition, at the middle & high school level, all District staff members are responsible for reporting any instances of sexual harassment that they personally witness or that a middle or high school-age student reports directly to them. Other staff members who do not have an obligation to report sexual harassment under this procedure should nevertheless endeavor to do so.

District employees who provide or support the provision of counseling, advocacy, health, mental health, or sexual-assault related services to students are not, in all circumstances, required to report instances of sexual harassment that they learn about in the course of their duties providing such services. However, this paragraph does not relieve any employee, including counselors and nurses, of his or her mandatory duty to report suspected child abuse or neglect under chapter 26.44 RCW.

Staff members reporting alleged instances of sexual harassment shall report to either their school principal or the Title IX Coordinator. The internal reporting responsibilities contained in this procedure do not relieve District staff members of their mandatory legal obligations to report immediately suspected child abuse or neglect to Child Protective Services or local law enforcement under chapter 26.44 RCW.

Staff members, other than those specifically designated to do so, should not attempt to investigate a sexual harassment issue personally.

No Conflict of Interest - The Title IX Coordinator shall not have other job responsibilities that may create a conflict of interest or the appearance of a conflict with his or her duties under this procedure. If a specific report or complaint could present such a conflict, the matter shall be referred to the Human Resources Director.

Timeliness of Complaints - A complaint described in this procedure must be filed within one year from the date of the occurrence that is the subject matter of the complaint. However, this complaint filing deadline shall not apply if the complainant was prevented from filing due to: (1) specific misrepresentations by the District that it had resolved the problem forming the basis of the complaint; or (2) withholding of information that the District was required to provide under WAC 392-190-065 or WAC 392-190-005.

Notices to Complainants and Others - All notices and decisions described herein that are provided to the complainant and/or the alleged harasser shall be provided in a language the recipient can understand. This may require language assistance for complainants and/or alleged harassers with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Informal Process for Resolution - Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal Reports may be made to the school principal. If an informal report is made to another staff member identified in Section B(3), that staff member will then direct the report to the principal. Such a report shall be treated informally and need not be reported to the Title IX Coordinator unless the reporting individual requests an informal meeting with the Title IX Coordinator or unless the report is converted into a formal complaint, either by the complainant or by the principal. All informal reports will be memorialized.

The reporting individual may request an informal meeting with the principal and/or the Title IX Coordinator to resolve his or her concerns. During The course of the informal process, the principal shall notify the reporting individual and, if different, the involved student about his or her right to file a formal complaint and about the Title IX Coordinator.

Following the conclusion of the informal meeting, the principal will inform the student and his or her parent/guardian how to report any subsequent problems. Additionally, where appropriate, the principal will conduct follow-up inquiries in an effort to determine whether there have been any new incidents of sexual harassment or any instances of retaliation.

To convert an informal report into a formal complaint, the involved student, parent/guardian, or any other individual may submit a formal complaint to the principal or to the Title IX Coordinator at any time, particularly if unable to resolve the issue through the informal meeting or if the individuals choose not to pursue the informal process.

The principal may convert any informal report into a complaint. The principal must convert into a complaint any informal report involving adults, an incident of severe harassment, or a suspected recurring perpetrator. The principal shall also convert into a complaint any informal report that could not be resolved to the satisfaction of all concerned.

Formal Process for Resolution - Anyone may initiate a formal complaint alleging sexual harassment, even if the informal resolution process was initially utilized.

Complaints may be submitted by mail, fax, e-mail, or hand-delivery to any school or District administrator, including the Title IX Coordinator. A school or District administrator who receives a complaint that meets the criteria described in Section A(1) shall promptly notify the Title IX Coordinator. If a complaint is made to another staff member identified in Section B(3), that staff member will then direct the complaint to the school principal or Title IX Coordinator. The Title IX Coordinator shall ensure compliance with all District responsibilities for investigation and resolution under this section.

Level One: Complaint to District - Upon receipt of a complaint, the Title IX Coordinator shall provide the complainant a copy of this procedure.

The District shall conduct a prompt and thorough investigation into the allegations described in the complaint. The investigation shall be performed in a reliable and impartial manner. The complainant and alleged harasser(s) will be given an equal opportunity to present witnesses and relevant evidence. A student may have a trusted adult with him or her during any District investigation. During the investigation, the District will consider the effects of both on-campus and off-campus conduct when evaluating impacts on a student.

All complaints shall be evaluated using a preponderance of evidence standard, meaning that the District shall evaluate whether it is more likely than not that the alleged discrimination occurred.

If a law enforcement agency is also investigating the reported incident, the District must avoid interfering with that investigation and, as a result, may delay the District's investigation only so long as necessary for the law enforcement officials to gather evidence. Where such a delay is necessary, the District shall take interim measures to protect the complainant in the educational setting and shall inform the complainant when the District resumes its investigation.

The District and the complainant may agree at any time to resolve the complaint in lieu of an investigation. If the complaint is resolved to the satisfaction of the parties involved, no further action is necessary under this procedure.

Otherwise, when the investigation is completed, the Title IX Coordinator shall ensure that the Superintendent is provided with a full written report of the complaint and the results of the investigation. The Superintendent shall respond to the complainant and, where appropriate, to the alleged harasser with a written decision as expeditiously as possible but in no event later than thirty (30) calendar days following the District's receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, either the Superintendent or the Title IX Coordinator will notify the complainant and the alleged harasser in writing of the reason for the extension and the anticipated response date.

The Superintendent's decision shall include, at the minimum: (1) a summary of the results of the investigation; (2) whether the District has failed to comply with the requirements of chapter 392-190 WAC or the OSPI guidelines adopted pursuant to WAC 392-190-005; (3) a list of corrective measures deemed necessary to correct any noncompliance; (4) notice of the complainant's and the accused's right to appeal to the District's Board of Directors as set forth in state law and this procedure and the necessary filing information, including identification of where and to whom the appeal must be filed. The Superintendent's decision may also include other information where appropriate, including notice of proposed remedies for the complainant (e.g., sources of counseling, advocacy, and academic support) and notice of potential sanctions for the

harasser(s) (e.g., discipline). The District shall send a copy of the Superintendent's response to the Office of the Superintendent of Public Instruction ("OSPI").

Corrective measures deemed necessary by the Superintendent, in consultation with other appropriate District staff, shall be instituted as quickly as possible but in no event more than thirty (30) calendar days after the Superintendent's mailing of a written response, unless otherwise agreed to by the complainant or unless, where applicable, the accused is appealing the imposition of discipline and the District is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

The District will inform the complainant and his or her parent/guardian about how to report any subsequent problems. Additionally, where appropriate, the District will conduct follow-up inquiries in an effort to determine whether there have been any new incidents of sexual harassment or any instances of retaliation.

Level Two: Appeal to the Board of Directors - If a complainant or an alleged harasser disagrees with the Superintendent's written decision, the complainant or the alleged harasser may appeal the decision to the District's Board of Directors ("Board") by filing a written notice of appeal with the secretary of the Board. This notice of appeal must be filed on or before the tenth (10th) calendar days following the date upon which the complainant or the accused received the Superintendent's decision.

The Board shall conduct an impartial hearing where both the party appealing and the District will be allowed to present such witnesses and testimony as the Board deems relevant and material. Depending on the allegations in the complaint, other individuals may be allowed to present evidence or witnesses if necessary to satisfy due process considerations. A hearing is not required if the appealing party agrees in writing that such a hearing is unnecessary. The Board shall render a written decision within thirty (30) calendar days following the filing of the notice of appeal, unless otherwise agreed to by the complainant, and shall provide the complainant and the alleged harasser with a copy of the decision. The Board's decision shall include notice of the complainant's right to appeal to the Superintendent of Public Instruction (OSPI) as set forth in state law and this policy and shall include necessary filing information, including identifying where and to whom the appeal must be filed. The District shall send a copy of the Board's decision to OSPI.

Level Three: Appeal to the Superintendent of Public Instruction - If a complainant disagrees with the Board's decision, or if the District fails to comply with this procedure, the complainant may file an appeal with OSPI.

The appeal must be received by OSPI on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the Board's decision, unless OSPI grants an extension for good cause. Appeals to OSPI may be submitted by mail, fax, e-mail, or hand delivery.

Currently, OSPI's contact information for filing appeals is as follows, but please verify this information with OSPI prior to filing an appeal:

Equity and Civil Rights Office
Office of the Superintendent of Public Instruction
P.O. Box 47200
600 Washington St. S.E. Olympia, WA 98504-7200
Fax: (360) 664-2967
Email: Equity@k12.wa.us

The appeal to OSPI must be in writing and include: (1) a description of the specific acts, conditions, or circumstances alleged to violate applicable sexual harassment-related laws; (2) the name and contact information, including address, of the complainant; (3) the name and address of the school district subject to the appeal; (4) a copy of the initial complaint submitted to the District and copies of any written decisions from the District or the Board; and (5) a proposed resolution of the appeal or other relief requested. If the allegations regard a specific student, the complainant must also include the name and address of the student or, in the case of a homeless child or youth, contact information for the student and the name of the school and the school district the student attends.

Upon receipt of an appeal, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the appeal that were not included in the initial complaint or appeals to the District Superintendent or the Board. Following the investigation, OSPI will make an independent determination as to whether the District has failed to comply with RCW 28A.642.010 or chapter 392-190 WAC and will issue a written decision to the complainant and the District that addresses each allegation in the appeal and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and any documentation the District must provide to demonstrate that corrective action has been completed.

All corrective actions shall be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the District to appropriate state or federal agencies empowered to order compliance.

An appeal may be resolved at any time when, before the completion of the investigation, the complainant or the District voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve an appeal.

Level Four: Administrative Hearing - A complainant or the District desiring to appeal OSPI's written decision may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of OSPI's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, chapter 34.05 RCW.

Mediation - At any time during the complaint process set forth herein, the District may, at its own expense, offer mediation to resolve the issues. The complainant and the District may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the District an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation is voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who (1) shall not have a personal or professional conflict of interest and (2) shall not be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated. A mediator is not considered an employee of the District or other entity providing education related services solely because he or she is paid to serve as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a District representative who has authority to bind the District.

Confidentiality - Anyone reporting incidents of sexual harassment or filing a complaint may ask that his or her name or any victim's name not be disclosed to the alleged harasser(s) or that no investigation or disciplinary action be pursued to address the alleged sexual harassment.

The Title IX Coordinator shall evaluate all requests for confidentiality and any requests that the District not pursue an investigation or disciplinary action. If someone requests confidentiality during the informal resolution process, the principal shall forward the request to the Title IX Coordinator for evaluation. While the Title IX Coordinator shall consider all requests for confidentiality seriously, the District cannot guarantee that such requests will be followed considering, among other things, the District's responsibility to provide a safe and nondiscriminatory environment for all students.

A person requesting confidentiality shall be informed by the principal or the Title IX Coordinator that there are situations where disclosure is required despite a request for confidentiality in order for the District to satisfy mandatory reporting laws, Title IX obligations, or other legal requirements. The principal or Title IX Coordinator shall also inform the person that

honoring his or her request for confidentiality may limit the District's ability to respond fully to the incident, including pursuing any disciplinary action against the alleged harasser. The principal or the Title IX Coordinator shall explain that there are protections against retaliation and that school officials shall not only take steps to prevent retaliation but also take strong responsive action if it occurs. If the person still desires confidentiality or asks that the District not investigate or seek action against the alleged harasser, the District will attempt to honor the request and shall take reasonable steps to respond to the report or complaint consistent with the request, unless disclosure is required.

Reprisal, Retaliation, and False Accusations Prohibited - No one's status with the District shall be adversely affected because of his or her use of this procedure. It is unlawful for any District student or employee to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with his or her right to file a report or complaint under this procedure. It is also unlawful for any District student or employee to harass, discipline, or otherwise retaliate against anyone because they filed a report or complaint or because they participated in an investigation. The District shall take reasonable steps to protect complainants, other reporting individuals, and witnesses against interference or retaliation by students, employees, or others. Appropriate discipline or other sanctions may be imposed on individuals who are found to have retaliated.

No one shall knowingly or with reckless disregard for the truth make or corroborate false accusations of sexual harassment. However, withdrawal of or failure to prove a claim of sexual harassment is not equivalent to a false allegation. Appropriate discipline or other sanctions may be imposed on individuals who knowingly or with reckless disregard for the truth make or corroborate false accusations of sexual harassment.

Interim Measures - It may be necessary for the District to take interim measures during the investigation or resolution process of an informal report or formal complaint to ensure the protection of the involved students. For example, if a student alleges he or she was harassed by another student, the District may determine that it is appropriate to keep those students separated until the investigation is complete. If a teacher is the alleged harasser, the District may determine that it is appropriate for the student to transfer to another class. The District may implement such interim measures any time that it feels such measures are necessary. In cases involving potential criminal conduct, the District may determine that it is appropriate to notify law enforcement authorities.

Corrective Measures and Remedial Action - If the District determines that a student has been subjected to sexual harassment, the District will promptly take action reasonably calculated to end the conduct, to eliminate any discriminatory effects, and to prevent the harassment from recurring. The District will take such action even if the conduct is also regulated by other District policies and procedures that require different actions. The District will take all actions it determines are reasonably necessary regardless of whether a student has asked the District to take action.

Students found to have been subjected to sexual harassment will have appropriate District services made reasonably available to them. Where appropriate, District services will also be made reasonably available to person(s) who committed the sexual harassment. Adverse consequences of the sexual harassment will be reviewed and remedied, as appropriate.

Appropriate steps to end or remedy the effects of sexual harassment may include, but are not limited to:

- a. Separating the harasser from the complainant;
- b. Providing counseling or academic support services, such as tutoring, to the complainant and/or the harasser;
- c. Developing a safety plan;
- d. Ensuring changes in courses or classes do not adversely affect the complainant's academic record;
- e. Reviewing any disciplinary actions taken against the complainant to determine if there is causal connection between the sexual harassment and the discipline; and
- f. Providing an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive, or inappropriate, either in writing or face-to-face;
- g. Meeting individually with the alleged harasser to explain that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- h. Taking disciplinary action against the harasser; and
- i. Providing staff and/or student training, individually to the harasser and/or to the larger school community to ensure that all students, their families, and school staff recognize sexual harassment if it occurs.

The District will also inform the complainant and his or her parent/guardian about how to report any subsequent problems and will conduct follow-up inquiries in an effort to determine whether there have been new incidents of sexual harassment or any instances of retaliation. If the District determines that there are continuing effects from the conduct, new incidents of sexual harassment, or any instances of retaliation, the District shall respond promptly and appropriately to address those continuing or new problems.

Disciplinary Sanctions - Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, parents, volunteers, contractors, or other third parties involved in District activities, which may include expulsion, counseling, or separation from the complainant. Any other person who engages in sexual harassment on school property or at school activities will have his or her access to school and District property and activities revoked or restricted, or contracts cancelled, as appropriate.

Alternative and/or Concurrent Processes - Utilizing this sexual harassment procedure does not prohibit or restrict anyone from reporting a crime to local law enforcement or from pursuing other available remedies and procedures afforded by local, state, or federal laws.

The District may hold in abeyance the formal resolution process described in this procedure pending the outcome of any proceeding in state or federal court or before a local, state, or federal agency in which the same or similar claim or claims are at issue. If the District holds the process in abeyance, the Title IX Coordinator shall nevertheless take appropriate steps to prevent retaliation or any further sexual harassment. If the complainant decides to pursue simultaneous claims in more than one forum, the factual and legal determinations issued by the first tribunal to rule on the claims may, in some circumstances, be binding on all or portions of the claims pending before other tribunals.

Example of alternative complaint procedures include filing a complaint with the United States Department of Education Office for Civil Rights (OCR) within 180 calendar days of the date of the alleged sexual harassment or filing a complaint with the Washington State Human Rights Commission (WSHRC) within six (6) months of the date of the alleged sexual harassment.

Currently, OCR's local contact information is: (206) 607-1600
TTY/TDD/Voice: (800) 877-8339
OCR.Seattle@ed.gov www.ed.gov/ocr

Currently, WSHRC's contact information is:
(360) 753-6770 or (800) 233-3247 (toll-free)
TTY: (800) 300-7525
www.hum.wa.gov

Education and Prevention - As a proactive measure to prevent sexual harassment and violence, the Title IX Coordinator shall develop and implement preventive education programs aimed at encouraging students and staff to report incidents of sexual harassment to the appropriate school and law enforcement authorities. The Title IX Coordinator shall ensure that students and employees are provided with age-appropriate information, including curriculum, on the recognition of, response to, and prevention of sexual harassment and on their rights and responsibilities under this and other District policies and rules. This information shall be provided as a fixed component of all District orientation sessions for staff and students and may be provided on other appropriate occasions. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

The Title IX Coordinator, designee, and other staff involved in the investigation of and response to allegations of sexual harassment shall be provided detailed information regarding recommended practices for investigating and responding to instances of sexual harassment, such as those requirements and recommendations discussed in guidance documents from the United States Department of Education's Office of Civil Rights. Certificated staff will be reminded of their legal responsibility to report suspected child abuse and how that responsibility may be implicated by some allegations of sexual harassment.

The information provided on the recognition of sexual harassment shall include examples of sexual harassment. For example, sexual harassment may include physical acts of sexual violence; demands for sexual favors in exchange for preferential treatment or something of value; making unwelcome, offensive, or inappropriate sexually suggestive remarks, comments, gestures, or jokes; displaying, circulating, or otherwise distributing sexually explicit drawings, pictures, or written materials, including emails or websites of a sexual nature; making remarks, including spreading rumors, of a sexual nature about a person or about a person's appearance, gender, or conduct; performing sexual gestures or touching oneself sexually in front of others; or standing too close to or inappropriately touching, cornering, or stalking a person.

Retention of Records - The files containing copies of all correspondence relative to each formal complaint communicated to the District and the disposition, including any corrective measures instituted by the District, shall be retained in the office of the Title IX Coordinator for a period of six (6) years pursuant to Local Government Common Records Retention Schedule GS50-04C-04. Records relating to the District's efforts to comply with federal, state and local civil rights laws, including but not limited to communications and training materials, shall be retained in the office of the Title IX Coordinator for a period of six (6) years from the end of the calendar year unless a grant obligation requires a longer period of retention.

Dissemination and Discussion - The Title IX Coordinator is responsible for ensuring that the following information is prepared and disseminated as described in this procedure.

In each school building, on each school's website, and in District administration buildings, the District shall prominently post, in a place available to staff, students, parents, volunteers, and visitors the following: (1) a copy of Policy No. 3205, (2) age-appropriate information on reporting sexual harassment; (3) information about where detailed procedures may be found; and (4) the name and contact information for the Title IX Coordinator. Copies of Policy No. 3205 and Superintendent Procedure 3205P shall be available in multiple languages and may be obtained upon request at any school or at the District office.

In addition, clearly stated information about the District's sexual harassment policy and procedure shall be included in any District or school publication specific to students, parents/guardians, staff members, or volunteers that set forth the rules, regulations, procedures, and standards of conduct for the school or the District, such as student and staff handbooks. Such notices will identify the District's Title IX Coordinator and provide contact information.

At least once each year, the District shall publish notice in a manner that is reasonably calculated to inform all students, parents/guardians, and employees about the name, office address, and telephone number of the Title IX Coordinator and about the District's sexual harassment complaint procedures.

Internal Review and Report - Annually, the Title IX Compliance Coordinator will review the utilization and efficacy of Policy No. 3205 and this procedure, especially those governing formal complaints of sexual harassment. Based on this review, the Title IX Compliance Coordinator shall prepare a report to the Superintendent. The annual report should provide information about the utilization of and compliance with this procedure, including when, where, and how the District disseminated information required by this procedure; any relevant training and curriculum given to staff or students; and a summary of formal complaints made in the previous year. The Title IX Coordinator may include in the annual report any recommended changes in policy and/or procedure. The Title IX Compliance Coordinator may, but is not required to, involve staff, students, parents, and/or others in the review process.

APPENDIX: POLICY 3210 – NONDISCRIMINATION

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student’s ability to participate in or benefit from the district’s course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district’s nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district’s compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district’s Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students’ parents/guardians (in a language that they can understand, which may require language assistance) and employees of the district’s discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

CROSS REFERENCES:

Board Policy 2020	Selection and Adoption of Curriculum and Instructional Materials
Board Policy 2150	Co-Curricular Program
Board Policy 4250	Use of School Facilities
Board Policy 3211	Transgender Students
Board Policy 2151	Interscholastic Activities
Board Policy 2140	Guidance and Counseling
Board Policy 2030	Service Animals in Schools

LEGAL REFERENCES:

RCW 28A.640	Sexual Equality
RCW 28A.642	Discrimination Prohibition
RCW 49.60	Discrimination – Human rights commission
RCW 42 U.S.C.	Americans with Disabilities Act
WAC 392-190-020	Training – Staff responsibilities – Bias & awareness
WAC 392-190-060	Compliance – School district designation of responsible employee – Notification
WAC 180-40-215	Student rights
20 U.S.C. 7905	Boy Scouts of American Equal Access Act
42 U.S.C. 12101-12213	Americans with Disabilities Act

APPENDIX: GRIEVANCE AND CONFLICT RESOLUTION POLICY

Conflict is part of any development or growth process and may arise in any community. An effective grievance and conflict resolution process is therefore an essential component of our school. The grievance and conflict resolution procedure is a model for all members of the PRIDE Prep community and is designed to address issues that may arise. Any grievance at the school will fall into three primary categories:

- Complaints about a student, the classroom experience, or with a teacher
- Complaints or concerns about a schoolwide policy or administration
- Complaints or concerns about a parent or community member involved with the school.

Where a grievance involves an issue arising in the classroom, parents should first seek to resolve the issue with the classroom teacher. If resolution with the teacher is not feasible or the grievance involves a schoolwide policy or another parent at the school, the parent pursuing the grievance should seek to resolve the issue with the PRIDE administrative staff. The grievance will be acknowledged via written response within 10 business days.

Once all efforts to resolve a grievance have been exhausted with the school’s staff and leadership, a parent may bring a grievance to the attention of the Board of Trustees as follows:

- Any grievances should be made in writing. This allows all parties involved to work from a consistent body of information. Submission may be made available at the school. Formal complaint forms are available on our website at prideschools.org/policies
- Generally, the Board will not address a grievance that is made anonymously, based on hearsay, or made on behalf of another family.
- Generally, the Board will not address a grievance where resolution has not been exhausted through the teachers or administrative staff.
- Generally, the Board will not address specific grievances about the performance of an individual school employee in a public meeting. Any such grievances brought at a public meeting will be taken under advisement by the Board and responded to at a later time.
- The Board may, at its discretion, notify the individual school employee(s) about grievances brought against them. Parents may, however, request that they not be personally identified as the party bringing the grievance.

For any grievance presented to the Board, discussion will take place in a closed session. A response via written letter will be sent within (30) thirty days of receipt of the grievance.

APPENDIX: COMPLAINT PROCESS

Contacts: See page one.

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

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

Complaint to OSPI

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

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

Equity and Civil Rights Office
Office of the Superintendent of Public Instruction
P.O. Box 47200
600 Washington St. S.E. Olympia, WA 98504-7200
Fax: (360) 664-2967

APPENDIX: PRIDE SCHOOLS 504 PROCESS

Every student with a disability is protected from discrimination under federal law— **Section 504** of the Rehabilitation Act of 1973. This law prohibits *discrimination based on disability* in any program or activity that receives funding from the federal government. All Washington state public schools must comply with this federal law.

Section 504 requires public schools to provide a "free appropriate public education" (FAPE) to every student with a disability—regardless of the nature or severity of the disability. Under Section 504, schools must provide students with disabilities the accommodations, aids, and services they need to **access and benefit from education equally with their peers**.

What is a Disability under Section 504?

Section 504 defines disability as a physical or mental impairment which *substantially limits* one or more *major life activities*. This definition of disability should be interpreted broadly.

- **"Major life activities"** are activities that are important to most people's daily lives. Caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, bending, reading, concentrating, thinking, and communicating are some examples of major life activities. Major life activities also include major bodily functions, such as functions of the digestive, bowel, bladder, brain, circulatory, reproductive, neurological, or respiratory systems.
- **"Substantially limits"** should also be interpreted broadly. A student's impairment does not need to prevent, or severely or significantly restrict, a major life activity to be substantially limiting.

Taken from OSPI Equity and Civil Rights Office

PRIDE's 504 Process

Step 1a - For all NEW students (all incoming grade 6 students and any newly enrolled students regardless of time of transfer).

All student records will be evaluated by enrollment specialists (trained in 504 procedures). All student health records will be reviewed by the School Nurse. Any student records that indicate there is a disability, previous/current 504, and/or health issues will be referred to the 504 team or school nurse to further evaluate transfer paperwork (current 504) or to possibly initiate a new 504. Staff receive 504 training (and other compliance training) prior to home visits so they are prepared to support parents/guardians if information is shared/revealed that causes the staff member to believe a student may have a disability, previous 504 or health issues.

Step 1b - For all CURRENT students

Anyone, including a parent or guardian, can refer a student for evaluation. A Section 504 referral should be in writing and ask that the school evaluate whether or not a student has a disability and needs accommodations, aids, and services. Each week at the grade level team meeting, staff will review students who may need a referral for a Section 504. This referral paperwork will be completed by staff at this meeting and given to the 504 team by the grade level team leader or other designated staff member.

If a parent/guardian makes a request (or other non-school individual), they will be provided with a referral form and offered support in completing the form. Parents/guardians making referrals will be given the parent rights and procedural safeguards notification at the time they are given the referral form.

Step 2 - Notification to parents/guardians of Rights and Procedural Safeguards and process information.

PRIDE Schools will provide a copy of their rights, called *Procedural Safeguards*, before anyone takes the first step toward evaluating a student or developing a 504 plan. This document is required and will be provided to all guardians listed in the student records and provided in the language requested on the home language survey.

NEW students: The 504 Coordinator, School Counselor or School Nurse will contact the parent/guardian to discuss the enrollment paperwork that initiated further discussion of student needs and possible initiation of the 504 process. For students with 504 plans, contact is made to set up a meeting to transfer 504 plans of students to PRIDE schools. In both

circumstances, a parent meeting is set to discuss student needs, provide parent/guardian rights and procedural safeguards and to discuss the process.

CURRENT students: The 504 Coordinator contacts parents if students have been referred to the 504 team. A meeting is set up to discuss student needs, provide parent/guardian rights and procedural safeguards and to discuss the process.

Step 3 - 504 Team Convenes- Pre Evaluation Meeting

The individual needs of the student determine who joins the 504 team. There are three core members plus the student of any 504 team:

- Someone who knows the student—a parent, teacher, physician, nurse, or counselor. While parents are not required to join the 504 team, the participation of a parent can be incredibly valuable. At PRIDE- we strongly encourage that parents are part of the 504 process.
- Someone who can analyze and interpret the evaluation data. (Typically the 504 Coordinator, school counselor, school psychologist, or building administrator)
- Someone who is knowledgeable about placement options at the school. (Typically the Grade level Team leader, 504 Coordinator, school counselor, school psychologist, or building administrator)
- PRIDE also strongly encourages that students are part of the 504 process. Although this is not required, we believe that it is valuable.

The 504 team reviews the referral, ensures that the parent/guardian has received parent rights and procedural safeguards. Current documents are reviewed to determine if other documents/information or data may be necessary to begin the evaluation process. For health plans, this includes making sure health documents/doctor orders are current.

Step 4 - 504 Team Evaluation

Any documents that were determined in Step 3 to be important as part of the evaluation process are gathered. The 504 team looks over multiple data sources- this can include: grades, test scores, attendance, health room visits, parent and student input, teacher observations, medical or psychological evaluations, special education data, and medical information. For new students, this data includes information from the previous school.

Role of a Medical Diagnosis

- A school cannot require a parent to provide a medical diagnosis to evaluate a student. However, a diagnosis can provide very helpful information for the 504 team.
- The 504 team determines if it should make a request for medical evaluation, at no cost to the parent.
- A medical diagnosis does not always mean that a student needs a 504 plan. Doctors cannot prescribe a 504 plan—only the 504 team can make that decision. However, the 504 team must consider the information a doctor provides when evaluating a student.

Evaluate Disability without Mitigating Measures

Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

An impairment that is **episodic or in remission** remains a disability if, when in an active phase, this impairment substantially limits a major life activity.

The 504 team evaluation of data seeks to answer these questions:

1. Does the student have a physical or mental impairment which substantially limits one or more major life activity?
2. If so, what accommodations, aids, and services—if any—does the student need to access and benefit from their education? This includes all programs and activities sponsored by the school, such as sports and field trips.

Step 4 - Determination and Plan Creation (if necessary)

Students who are entitled to a 504 plan (1) have a physical or mental impairment which substantially limits one or more major life activities, and (2) need accommodations, aids, or services—because of their disability—so they can access and benefit from their education.

If the team determines a student does not qualify for a 504 plan, written documentation is recorded regarding the data and other information that led the team to such a conclusion.

If the 504 team determines the student qualifies for a 504, the writes a plan that includes the students disability, strengths, and provides information about the accommodations, aids, or services that must be in place and provided to make sure the student can experience a free and appropriate public education and to reduce or eliminate the impact of the student's disability on his or her education.

Step 5 - Team Meeting with all staff working with student

PRIDE Schools must have **consent from a parent or guardian** before staff take action on the 504 plan.

The 504 team meets with the staff working with the student. At the meeting, the 504 plan is reviewed. Scenarios that relate to providing accommodations are discussed with staff so they clearly understand how to support the student using the accommodation on the plan. This includes discussion of unique situations, grading, testing, field trips, and other activities. Staff are provided with a copy of the plan and the contact information of the 504 coordinator if they need help or clarification.

Annual Review

At the beginning of each school year (often at the summer home visit) the student's advisor provides parents/guardians with parental rights and procedural safeguards, a copy of the existing 504, a class schedule and sets a time for a 504 review. PRIDE strives to have these meetings occur in the first month of school.

Every year a review of the 504 plan allows the team to make sure it continues to address the student's needs. A parent or teacher could ask for a review at any time if they think the plan is not meeting the student's needs. During this review, additional documentation and data is collected that help the team revise the plan to meet the student needs.

PRIDE provides parental rights and procedural safeguards at the time the 504 review meeting is established.

Re-Evaluation (at least every 3 years)

The 504 team must re-evaluate the student's eligibility for Section 504 and the accommodations, aids, or services in the 504 plan. This re-evaluation should take place at least once every three years, but can happen more frequently; it depends on the student's needs.

At PRIDE, the re-evaluation process follows the same process described in Steps 1-5.

Your Rights Under Section 504

PRIDE Schools

You have the right to be informed by the school district of your rights under Section 504. This is a notice of you and your child's rights under Section 504 and the rights you have if you disagree with the school district's decisions.

WHAT IS SECTION 504?

Section 504 of the Rehabilitation Act of 1973, commonly called "Section 504," is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activity.

YOUR CHILD'S EDUCATION

Your child has the right to:

- Receive a free and appropriate public education.
- Participate in and benefit from the district's educational programs without discrimination.
- Be provided an equal opportunity to participate in the district's nonacademic and extracurricular activities.
- Be educated with students who do not have disabilities to the maximum extent appropriate.
- Be educated in facilities and receive services that are comparable to those provided to students without disabilities.
- Receive accommodations and/or related aids and services to allow your child an equal opportunity to participate in school activities.
- Receive educational and related aids and services without cost, except for those fees imposed on the parents of children without disabilities.
- Receive special education services if needed.

YOUR CHILD'S EDUCATIONAL RECORDS

You have the right to:

- Review your child's educational records and to receive copies at a reasonable cost. You will not be charged if the cost would keep you from reviewing the records.
- Ask the district to change your child's education records if you believe that they are wrong, misleading, or are otherwise in violation of your child's privacy rights. If the district refuses this request, you have the right to challenge the refusal by requesting an impartial hearing.
- A response to your reasonable requests for explanations and interpretations of your child's education records.

THE SECTION 504 PROCESS

Your child has the right to an evaluation before the school determines if he or she is eligible under Section 504. You have the right to:

- Receive notice before the district takes any action regarding the identification, evaluation, and placement of your child.
- Have evaluation and placement decisions made by a group of persons, often called a "504 team", including persons who know your child, the meaning of the evaluation information, and the placement options available.
- Have evaluation decisions based on a variety of sources, such as aptitude and achievement tests, teacher recommendations, physical conditions, medical records, and parental observations.
- Refuse consent for the initial evaluation and initial placement of your child.

If your child is eligible under Section 504, your child has a right to periodic re-evaluations, including re-evaluations before any significant change is made in your child's placement.

IF YOU DISAGREE WITH THE DISTRICT'S DECISION

If you disagree with the district's decisions regarding your child's identification, evaluation, educational program, or placement under Section 504, you may request mediation or an impartial due process hearing. You and your child have the right to take part in the hearing and have an attorney represent you. Hearing requests and other concerns can be made to your district's Section 504 Coordinator:

Jesse Dhillon (MS) & Aimee Cocco (HS)
811 E. Sprague Ave, Spokane, WA 99202
509-309-7680
Jesse's email: jessed@prideschools.org
Aimee's email: aimee@prideschools.org

You have the right to file a complaint of discrimination with the U.S. Department of Education's Office for Civil Rights (OCR), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory. The regional office is located at 915 Second Ave, Room 3310, Seattle, WA 98174-1099. Phone: 206-607-1600/TDD: 206-607-1647 Website: www.ed.gov/OCR.