

Royal Intermediate School



2023-2024 Student Handbook

Telephone ~ (509) 346-2226 Fax ~ (509) 346-8769
Address ~ 6261 Rd. 12 SW, Royal City WA. 99357

WELCOME

Welcome to Royal Intermediate School (RIS). We are so excited for you to be a part of our school! As a staff we are dedicated to helping you become engaged learners that are accountable for academic growth. Adults in our school will consistently model teamwork and intentional teaching while preparing students for successful futures.

We encourage parents/guardians to be totally involved in all aspects of school during this time and maintain open communication with your child, teachers, support staff and the administration. We believe that all stakeholders should be involved in decision-making. Every member of the RIS staff is here to assist students in learning and growing.

The information in this student handbook has been prepared to provide students and families with the necessary information about our school. It is essential that all students know the contents and use the handbook throughout the year.



Make your years at Royal Intermediate your best ever!

Angela Baldus
Principal

“This Student, This Place, This Day – It Matters!”

Royal Intermediate School mission statement:

Mission Statement

In an effort to foster a challenging and supportive climate for all to be successful, we will strive to promote continuous engagement among our students and staff, where a supportive sense of community is built through organized collaboration and positive communication.

Statement of Staff Beliefs

At RIS we strive to do the following:

*Create a positive and engaging school environment that continuously challenges students and offers evolving academic goals.

*Collaborate with one another to achieve our collective goals through ongoing professional development, PLCs, and continuous improvement.

*Promote a supportive and positive school climate by making personal connections that build relationships and modeling qualities and character traits that we want to instill in our students.

*Ensure all students are successful by analyzing assessment data and utilizing that data in the classroom and enrichment/intervention to address individual needs and learning styles.

*Provide a safe and inviting environment for students where clear expectations, consistent consequences, and respect are valued.

*Involve families and community in the education of their children by creating a school- wide environment and atmosphere of welcome and collaboration.

EARLY RELEASE SCHEDULE

- Red Rock Elementary 12:20 p.m.
- Royal Intermediate 12:25 p.m.
- Middle School 12:30 p.m.
- High School 12:35 p.m.

LATE STARTS – 2-hour

- School Starts at 10:20 a.m.
- No breakfast

LATE STARTS – 1-hour

- School Starts at 9:20 a.m.
- Breakfast is served

SNOW INFORMATION

- Television Q-6 News
- Royal School District Facebook & Instagram
- School Messenger
- FM Radio KIOK 94.90 FM Country
- FM Radio KZHR 92.5 FM Espanol

IMPORTANT

The local radio stations will carry broadcasts covering school delays, closures or other emergencies. This message will also be carried on the early morning news program. A phone call will be sent out via our School Messenger. Parents and pupils are instructed to listen to check the resources above rather than attempt to telephone the school or transportation department.

If there is NO announcement, then school is open and on time.

Daily Attendance

RCW 28A.04.135 and RCW 28A.27.010

Attendance at RIS is mandatory and of special concern to all members of the Royal School District and to our community. All students who are enrolled are required to attend regularly. It is the responsibility of the parent(s) or guardian(s) to cause the students to attend. It is the responsibility of the student to attend for the full time when school is in session unless the student is enrolled in an outside program. It is equally important that students are participating on the days when they are not physically present.

Attendance Procedure (SB Policy 3122P)

See school board policies on the school website or request a copy at the RIS office.

Community Truancy Board

A "community truancy board" means a board established pursuant to an understanding between juvenile court and RSD and composed of members of the community. The district will enter into an understanding with the juvenile court in Grant County to establish a community truancy board prior to the 2018-2019 school year.

Not later than the **seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year**, if the district attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petitions may be served by certified mail with a return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearing related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstance of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three months from the date that the court assumes jurisdiction.

All sanctions imposed for failure to comply with the attendance policies and procedures shall be implemented in conformance with state and district regulations regarding corrective action or punishment.



Washington State Truancy (BECCA Bill) and Compulsory Attendance Laws Royal School District

Step 1

*In response to one (1) unexcused absence:
Inform parent by phone or by letter.*

Step 2

*In response to three (3) unexcused absences:
The school **will schedule** a parent conference to improve the student's attendance. For students who are in Middle/High School, the school will administer the WARNS assessment and take data-informing steps to eliminate or reduce student's absences (**parent permission not required**).*

Step 3

*In response to five (5) unexcused absences in a month:
Parent and school **must enter** into an attendance contract to improve the student's attendance. If contract is not followed or student and/or parent refuses to enter into a contract, see Step 4.*

Step 4

*In response to seven (7) unexcused absences in a month or fifteen (15) unexcused absences in a school year:
School **will file** a truancy petition as a **STAY** to Grant County Juvenile Court (GCJC) and refer the family to Community Engagement Board (CEB).
If agreement is not followed or student and/or parent refuses to attend CEB, see Step 5.*

Step 5

*File a CEB Return of Case and a Case Declaration with GCJC.
Parents and student will attend a truancy hearing at GCJC.
School will receive notice for court requirements.
If non-compliant with court's requirements, see Step 6.*

Step 6

***File In Contempt** with Grant County Juvenile Court. New hearing date will be set.
Sanctions will be imposed.*

**In Compliance with OSPI/ Washington State Legislature Chapter 26A.225 RCW*

Curriculum & Materials

CURRICULUM

Royal Intermediate curriculum is a comprehensive one, including reading skills, math, writing, science, and social studies. In addition, students at Royal Intermediate have library, music, two physical education classes, and STEM.

MATERIALS

Math – Illustrative Math

Reading – Wonders

Science – STC Science Kits

Visiting Campus (Due to COVID-19 this section is subject to change)

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

Board Policy 5630 *

Volunteers

Royal Intermediate needs and encourages parents/guardians to be involved in their child's education. Parents formed a PTO in Royal School District because they wanted to support academic and cultural programs, as well as enhance communication between home and school. There are a variety of opportunities to become involved. Volunteers will be asked to participate in a background check that can be conducted by the school secretary.

Board Policy 3245 *

Personal Devices and Valuables Policy

Large sums of money and valuables must be left at home. If students bring any valuable item to school they do so AT THEIR OWN RISK. School personnel will not be required to investigate the loss or theft of those items. The school and district assume no responsibility for loss of students' personal property. If cellphones are brought to school, the expectation is that they are turned off and left in backpacks/lockers during the entire school day. Cell phones may not be taken out of backpacks/lockers at all during the school day. Failure to adhere to this policy will result in disciplinary action.

Student Check Out

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

Student's Responsibility

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

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

Student Rights

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

- ◆ A student shall have the right to educational opportunity and treatment in all aspects of the academic and activities program without regard to race, creed, color, national origin, sex, marital status, pregnancy, previous arrests or incarcerations, or physical, sensory, or mental disabilities.
- ◆ A student shall enjoy freedom of speech, press, and assembly, providing such expression is not libelous, obscene, or disruptive.
- ◆ A student shall not be deprived of educational rights without due process.
- ◆ A student shall be punctual and regular in attendance unless officially excused.

Discrimination

The Royal School 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 to 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. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

- o Cody Miller, Title IX Officer & District Compliance Officer, tfreeman@royalschools.org, 921 Ahlers Rd. Royal City, WA 99357, (509)346-2256.
- o Heather Quigley, 504 coordinator, hquigley@royalsd.org, 230 Wildflower St NE, Royal City, WA 99357.

You can report discrimination and discriminatory harassment to any school staff member or to the District Compliance Officer, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <https://royalsd.org/rsd/en/nondiscriminationpolicy>

Sexual Harassment

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

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

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

Examples of Sexual Harassment:

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

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

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

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

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

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:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

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

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

Other Discrimination Complaint Options

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

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

Washington State Human Rights Commission

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

Appropriate Dress “Dress for Success”

Royal Intermediate School looks upon appropriate dress as a key component of the educational process. School prepares students for success. While security and safety continue to be the driving forces behind the following policy, they are not the only factors.

Royal Intermediate School “Dress for Success” philosophy follows accepted business attire that includes all security and safety factors to assure a healthy learning environment. Any articles of clothing that include color, slogans, and numbers that relate to violence, prohibited substances, offenses against creed or gender, or articles of immodesty are not to be worn at Royal High School.

Students who willingly choose to dress inappropriately will be asked to change. If the student does not have appropriate clothes, they may be provided with clothing from the school. Otherwise, arrangements must be made for students to go home or for parents to bring clothes to school.

Violations of school dress policies will result in disciplinary action. Items may be confiscated for evidentiary purposes.

Dress for Success Expectations

WAC 28A.320.140

The purpose of dress expectation is to help each student set a standard for his/her personal appearance that is appropriate within the accepted standards of Royal Intermediate School. Students are expected to demonstrate pride in their personal appearance for it reflects individually on them and collectively on the school.

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

The Royal Intermediate School “Dress for Success” expectations are subject to change based upon new trends and information that applies to the safety of all students.



Head: No sunglasses. Hats/hood or other head coverings must be removed upon request of classroom teacher or administrator.

Torso: Clothing must cover stomachs, backs, shoulders, chest, and undergarments. No shirts with oversize arm holes, halter-tops, tube tops, bare midriff shirts, and spaghetti straps.

Legs: Pants/shorts must be worn at or above the hips. Shorts, skirts, dresses must be no shorter than mid thigh. Holes in clothing that expose undergarments will be prohibited.

Feet: Footwear must be worn at all times appropriate for the activity involved in.

Images: Any article of clothing, jewelry, or tattoos that advertising or depicting firearms, alcohol, tobacco, gang affiliation, inappropriate sexual innuendos, and drugs, are not permitted.

Exceptions to the dress code may be made for special days or special events. These days and events are announced in advance.

Dress Code: Gang Attire

Purpose:

The dress code policy aims to maintain a safe and inclusive educational environment by prohibiting clothing or accessories associated with gangs as defined by Washington State law.

Definition:

Gang attire refers to clothing, accessories, or symbols that are commonly associated with gangs, as outlined in Washington State law **(RCW 9.94A.030)**.

Rules:

1. Prohibited Clothing:
 - Clothing displaying gang insignia, emblems, or symbols.
 - Clothing associated with known gangs, including specific colors or patterns commonly affiliated with gangs.
 - Clothing that promotes or glorifies gang activity or violence.
2. Prohibited Accessories:
 - Bandanas, headbands, or any headwear primarily associated with gang culture.
 - Excessive or oversized belt buckles, belt tails, or chains that are indicative of gang affiliation.
 - Tattoos or body markings associated with gangs visible while in school attire.
3. Prohibited Behavior:
 - Engaging in hand signs, gestures, or signals commonly associated with gangs.
 - Forming groups or cliques based on gang affiliation.
 - Advocating or promoting gang-related activities through speech, written materials, or social media.

Enforcement:

Students found in violation of the dress code policy will be subject to appropriate disciplinary actions as outlined in the Royal School Districts code of conduct and WA State law **(R.C.W. 28A.600.455)**.

Note: This dress code policy is based on the current understanding of gang attire in Washington State and may be revised as necessary to align with any changes in state law or community needs.

WAC 28A.320.140

Discipline

School-Wide PBIS

Guidelines for Success

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

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

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

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

Additionally, we have developed guidelines for success for students to follow. These guidelines for success encompass the characteristics we want all students at RIS to exhibit.

Kindness wins
Never give up
Inspire INTEGRITY
Grow with COURAGE
Have RESPECT
Take RESPONSIBILITY
Show DILIGENCE

Once appropriate behaviors have been taught and practiced, they need to be acknowledged often. As part of this acknowledgement system, Royal Intermediate students will be divided into one of five houses – Bidii (diligence), Ansvar (responsibility), Sumus (respect), Coraggio (courage) and Integrita (integrity). These houses are each based on an important character trait and are run by staff members in the school. When any student is observed following expectations by a staff member, their house will be awarded a point. A running total of house points will be displayed on televisions throughout the school. At the end of each quarter the house with the most points will earn a reward field trip/event. Students will be taught how to earn points and what prizes/rewards they will receive if their house has the most points. Students will also earn positive Golden Shields for exhibiting any of the

guidelines for success. These Golden Shields are carbon copied. One will be sent home and one will be entered into the bucket in the office and drawn out periodically for different rewards.

When students violate behavioral expectations, clear procedures are necessary for providing information to them that their behavior is unacceptable. Students, teachers, and administrators should be able to predict what will occur when behavioral errors are identified. A school-wide discipline matrix has been developed and is included in this packet. Yellow cards are used to document and record incidents managed by the teacher in the classroom. Once a student has received five yellow cards they earn a Red Card or office referral. Red cards are also used for major incidents.

The **Student Behavior Flowchart** is used to help teachers distinguish major from minor behavioral incidents.

Student Behavior Flowchart

Behavior	Minor (Yellow Card)	Major (Red Card)
Disrespect	<ul style="list-style-type: none"> ● Not working/unfinished work ● Not participating in group work ● Making faces/rolling eyes ● Huffing, sighing, etc. ● Arguing/defiance - inappropriate response to teacher request ● Uncooperative behavior/lack of effort ● Talking back ● Cheating/lying ● Leaving assigned area ● Minor object stealing 	<ul style="list-style-type: none"> ● Blatant or excessive non-compliance or defiance ● Extreme profanity ● Repetitive minor incidences that normal classroom consequences are not addressing ● leaving campus/hiding from staff ● forgery ● (intentional) theft of major objects or pattern of minor stealing that is ongoing
Disruption	<ul style="list-style-type: none"> ● Making noises ● Constant talking ● Yelling out or blurting disruption during instruction ● Crying ● Throwing objects ● Out of seat ● Not listening ● Not following directions ● Tardy to class or leaving early 	<ul style="list-style-type: none"> ● Screaming/yelling excessively ● Teacher cannot teach/students cannot learn ● Out of control behavior in the extreme ● Throwing objects with intent to cause harm

		<ul style="list-style-type: none"> Excessive pattern of absence, tardy, or truancy
Dress Code	<ul style="list-style-type: none"> Halter Tops Short skirts or shorts that are not mid thigh Low-cut top Exposed midriff Holes in jeans/shirts Overly suggestive or violent clothing <p>*see dress code</p>	<ul style="list-style-type: none"> Gang related apparel Ongoing pattern of dress code violations
Inappropriate Language	<ul style="list-style-type: none"> Negative talk Name calling Teasing Swearing Verbal argument/disagreement Impolite talk Talking back Dishonesty/lying Peer conflict (balance of power) Mean comments that hurt feelings 	<ul style="list-style-type: none"> Blatant or excessive swearing Offensive/harassing language Excessively vulgar language Severe verbal threats against anyone Gang harassment Harassment (racial, sexual, religious, gender, ability) Intimidation Bullying (balance of power)
Property Damage/Misuse	<ul style="list-style-type: none"> Defacing books, pencils, pens, crayons, classroom supplies, PE equipment Minor vandalism (such as writing on desk or other's property) Stealing minor items 	<ul style="list-style-type: none"> Excessive defacing of peer/teacher/school property Vandalism (breakage, spray paint or permanent damage) Use of combustibles (fire crackers, snaps, etc.) Stealing major items from peers/adults Pushing over furniture Setting fires Graffiti

Physical Contact	<ul style="list-style-type: none"> ● Bumping into another person ● Play hitting/horseplay ● Touching someone else ● Pushing/shoving ● Poking ● Tripping ● Reckless physical behavior such as: play hitting/horseplay/flicking/pinching/teasing-messing around intent 	<ul style="list-style-type: none"> ● Fighting ● Loss of control out of anger ● Hitting with intent to harm ● Punching with intent to harm ● Physical intimidation ● Spitting/scratching/biting with intent to harm - anger related ● Sexual misconduct ● Physical aggression/assault ● Repeated minor physical contact/aggression
Technology Violation	<ul style="list-style-type: none"> ● Texting at inappropriate times ● Cell phone on during class/ringtone ● Earbuds in at inappropriate times ● Cell phone not in backpack/locker ● Playing games on cell at recess ● Off-task computer behavior ● On a website without permission ● Cell phone visible/out during school day 	<ul style="list-style-type: none"> ● Refuses to give tech equipment to the staff member ● Accessing “off limit” and inappropriate websites on school computer ● Bullying/harassment type messages on school tech equipment
Other <i>*Specify in brief note</i>		<ul style="list-style-type: none"> ● Bomb threat ● Alcohol/drug/tobacco possession ● Possession of weapons ● Repeated “minor offenses” in any category listed ● Any gang related activity

Discipline Matrix

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

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

		<ul style="list-style-type: none"> Possible ISS/OSS 	<ul style="list-style-type: none"> Behavior Plan/Modified Sched. Possible
Property Damage/Misuse/Theft	<ul style="list-style-type: none"> Parent Contact Loss of recess Possible Restitution 	<ul style="list-style-type: none"> Parent Meeting Suspension (ISS, OSS) Possible Behavior Plan Possible Restitution 	<ul style="list-style-type: none"> Suspension - OSS Re-entry Meeting Behavior Plan Possible Restitution
Defiance/Disrespect	<ul style="list-style-type: none"> Parent Contact Loss of recess/Lunch detention 	<ul style="list-style-type: none"> Possible ISS/OSS Possible behavior plan 	<ul style="list-style-type: none"> ISS/OSS Parent Conf.
Possession of Legal Drug, Alcohol, Tobacco	<ul style="list-style-type: none"> OSS(1-10)ST Police Notification 	<ul style="list-style-type: none"> OSS(11-term)LT Police Notification 	<ul style="list-style-type: none"> Expulsion Police Notification
Possession of Controlled Substances	<ul style="list-style-type: none"> Expulsion Police Notification 		
Possession/Use of Weapons and or Dangerous Objects	<ul style="list-style-type: none"> OSS(ST or LT) Possible Expulsion Police Notification 	<ul style="list-style-type: none"> OSS(11-term)LT Possible Expulsion Police Notification 	<ul style="list-style-type: none"> Expulsion Police Notification
Dress Code	<ul style="list-style-type: none"> Warning Student/Parent Conf. Review/Sign DC Policy 	<ul style="list-style-type: none"> OSS(1-5)ST Parent Conf 	<ul style="list-style-type: none"> OSS(5-10)ST Parent Conf Police Notification
Lewd Conduct Obscene or indecent behavior or gestures	<ul style="list-style-type: none"> Warning Parent Contact Loss of recess 	<ul style="list-style-type: none"> Suspension (ISS) Referral to Counselor Parent Contact 	<ul style="list-style-type: none"> OSS (1-5) Parent Conf
Technology Violations	<ul style="list-style-type: none"> Warning Parent Contact Loss of recess 	<ul style="list-style-type: none"> Parent Contact ISS Possible Behavior Plan Meeting 	<ul style="list-style-type: none"> OSS(1-5)ST Re-entry Meeting Behavior Plan Modification
Other	Board Policy/WAC		

Disclaimer: This Matrix represents basic general guidelines. Plans may be altered based on the needs of students and staff.

School Bus Safety Guidelines

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

Thank You for Helping Us Keep Our Buses Clean And Safe

Emergency Drills

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

FIRE DRILLS, SMOKE, and BOMB THREAT

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

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

BUILDING LOCK-DOWN

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

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

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

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

MODIFIED LOCK-DOWN

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

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

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

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

EARTHQUAKE

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

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

ACTIVE SHOOTER ON CAMPUS

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

Definitions:

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

Board Policy 3224 **

Board Policy 2161 **

Head: No sunglasses. Hats/hood or other head coverings must be removed upon request of classroom teacher or administrator.

Torso: Clothing must cover stomachs, backs, shoulders, chest, and undergarments. No shirts with oversize arm holes, halter-tops, tube tops, bare midriff shirts, and spaghetti straps.

Special Education and Related Services

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

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

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

COMMUNICATION

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

- NEWSLETTERS will be periodically sent home detailing all upcoming activities and events.
- REPORT CARDS/CONFERENCES will be scheduled with parents/guardians each fall (November) for all students and each spring for selected students. These conferences will allow parents/guardians and teachers to meet to discuss the student progress.
- TELEPHONE CALLS teachers will make every attempt to contact parents/guardians to inform them of any concerns they may have regarding your child.
- SPECIAL PROGRESS REPORTS/CONFERENCE may be scheduled when a student is not progressing well in class. Parents may arrange conferences with teachers before or after school.

- STUDENT PLANNERS - One planner will be provided to each student at the beginning of the school year. Students will be expected to fill out their planners daily. Parent signature requirements will be designated per grade level.
- WEEKLY COMMUNICATION will be sent home on Tuesdays via Tuesday folders.

Board Policy 3413 *

Student Immunizations

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

WAC 28A.210.20-270

Board Policy 3416 *

Medication Policy

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

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

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

THE SCHOOLS PROCEDURES ARE AS FOLLOWS:

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

Royal Intermediate School Parent Involvement Plan

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

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

Royal Intermediate school will promote partnerships that will increase involvement in promoting the academic, social and emotional growth of the children. These goals will be aligned with state and national educational goals.

Royal Intermediate School will support parent involvement by:

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

INTERNET SAFETY RULES Royal School District No.160

During the course of the school year Royal Intermediate School and/or Royal School District may wish to display an image of your child or display an example of his/her work. The policy and procedure for publishing is as follows:

- All material displayed on a web page or throughout the school must be approved by one of the District's certificated employee using Internet Publishing guidelines.
- All student work will be given proper credit with student name and written description of the project.
- Images of students will only be used if the student is involved in school or a school related activity. For grades K-8 students' first name and initial of last name may be used; for grades 9 - 12 students' full name may be included with their image(s).
- Family privacy will always be protected. Student work or image will never reveal home address, home phone, e-mail address, other family details, or overly personal information.

If for any reason(s) you wish your child's image or work not to be displayed in Royal Intermediate School or on Royal School District's web pages please sign and date the Denial form below.

Parent/Guardian Denial of Permission for Web Publishing.

As the parent or guardian of this student, _____

I hereby **deny** permission for my child's image or work to be displayed in Royal Intermediate School or on the District's web pages.

Parent/Guardian name (print) _____

Parent/Guardian signature _____ Date _____

Please return this Denial of Permission form to the school(s) your child attends.

Parent or Guardian Denial of Permission for Internet Access

As the parent or guardian of this student, _____ I hereby **deny** permission for my child to access the Internet at school.

Parent/Guardian name (print) _____

Parent/Guardian signature _____ Date _____

School: _____

Principal Signature _____ Date _____ Please send copy to Technology Dept.

Royal Intermediate School
Student/Parent/Teacher Compact
2023-2024

We are proud of our school. Our community is committed to providing you with a safe and orderly environment where you can learn and practice good choices and habits, which will ensure success. No one is allowed to interrupt your education nor will you be allowed to interrupt another's. We invite you to join the RIS Community by committing yourself to success.

Student Name _____
 First Last

Teacher _____ Grade _____

Parent/Guardian Name _____
 First Last

Home Phone _____ Work Phone _____ Message Phone _____

E-mail Address: _____

By signing this compact, I understand and accept the expectation and responsibilities required to pursue and complete my education at Royal Intermediate School.

By signing this compact, I understand that I am responsible to read and accept the Academic Standards and the Behavior Standards set forth in the Handbook.

By signing this compact, I assure Royal Intermediate School that I will take responsibilities to:

- ☆ Contribute to a safe and orderly school environment
- ☆ Dress appropriately in compliance with the dress code
- ☆ Be at school unless sick or an emergency
- ☆ Act like a Knight
- ☆ Follow school-wide expectations

I understand and accept the consequences if I fail to comply.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Please Return To Your Classroom Teacher When Finished

