

Update 8/29/2024



John R. Rogers High School

Spokane, Wa

Student, Parent/Caregiver

HANDBOOK

Be Relentless!

John R. Rogers High School

1622 E. Wellesley ave.

Spokane, Wa. 99207

Phone: 509-354-6600

Fax: 509-354-6665

www.spokaneschools.org/rogers

Office Hours: 7:00 a.m.- 3:00p.m.

Student Handbook - Introduction

The student handbook is designed to promote communication among all members of the John R. Rogers community. It is important for all students, parents, and staff to familiarize themselves with the contents of the handbook and to act accordingly. Our Harassment, Intimidation, and Bullying policies and procedures are listed at the end of this handbook.

- John R. Rogers High School

John R. Rogers - School Improvement Plan

RHS Goals:

1. **All RHS students will be college/career ready.**
2. **All RHS students will have at least one adult advocate.**
 - RHS Action Plan #1: Every student will have rigorous instruction -AVID
 - RHS Action Plan #2: We will break down barriers to student learning (CCR/Access)
 - RHS Action Plan #3: We will align the work that supports student learning (Collab/PLC)
 - RHS Action Plan #4: We will advocate for all students (Equity)

Important Phone Numbers

Public Office 509-354-6600
Attendance Office 509-354-6685
Business Office 509-354-6683

Counseling Office 509-354-6697
Student Office 509-354-6545



Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate based on age, sex, marital status, race, color, creed, religion, national origin, 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, sexual orientation including gender expression or identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer and/or Harassment, Intimidation, Bullying (HIB)/Student Civil Rights/504 Compliance Officer. Title IX/Staff Civil Rights Officer, Dr. Linda McDermott (509) 354-7318 • Harassment, Intimidation, Bullying HIB/Student Civil Rights Officer, Dr. Adam Swinyard 354-5901 • 504 Compliance Officer, Gwen Harris 354-7254 • ADA Officer, Dr. Linda McDermott (509) 354-7318 • Affirmative Action Officer, • Equal Opportunity Officer, Ramon Alvarez, (509) 354-7344 • 200 N. Bernard Street, Spokane, WA 99201-0282.

Academics

Grading, Progress Reports, & Report Cards

There are two ways student grades are tracked – mid-term progress reports and report cards.

1. Mid-term progress reports are meant to show current progress and motivate students to work hard and complete the term.
2. Report cards are given at the end of each quarter and semester. These grades are stored as a part of the students' permanent record.
3. Semester grades are posted to the transcript.

Parents are encouraged to contact teachers directly or through email as achievement concerns arise.

The Spokane School District adopted an 11-point grading scale (+) and (-) grading scale listed below:

Percentage	Letter Grade	Grade Point
93 – 100	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
60 – 66	D	1.0
Below 60	F	0

Secondary

SPS secondary schools report student achievement four times per year using a standard grading scale. The purpose of secondary grading is to communicate, to all stakeholders, student achievement toward specific standards at a certain point in time to inspire future achievement and impact change.

The purpose of the secondary report card is to communicate separately:

- Student achievement toward academic standards.
- Student progress is related to attributes that promote secondary and post-secondary success.

Weighted Grade Class Rank Information

Weighted grades, Latin honors & decile rank

Transcripts include grade point average (GPA) points for each class a student has attempted. The GPA points vary depending on the grade earned by the student. In Spokane Public Schools, the following 4.0 scale indicates points earned for the letter grade received:

A = 4 | B = 3 | C = 2 | D = 1 | F = 0

Weighted Grades

Weighted grades are calculated by providing higher points for grades earned in Honors courses and still higher points for grades earned in AP courses:

Honors Courses AP Courses A = 4.5 A = 5 B = 3.5 B = 4 C = 2.5 C = 3 D = 1.5 D = 2 F = 0 F = 0

Because SPS uses a +/- grading scale, the above table is only a sampling of options. The easiest way for students to calculate the weighted grade point average is to add .5 to the GPA for honors classes and a 1.0 for Advanced Placement classes.

Why did the school board implement a change to weighted grades?

The board implemented weighted grades to provide students the opportunity to take more challenging courses without being penalized for not getting an A. We want students taking courses they are interested in, and that will best prepare them for post-secondary studies.

Latin Honors

Why has the SPS School Board made changes to valedictorian status?

For years, Spokane Public Schools recognized valedictorians – which almost every year were students with a 4.0 GPA. The problem with this policy is that it recognized grade point averages only, which actually discourage students from taking more challenging courses. It also discouraged students from taking a balanced course load that includes things like music and arts, athletics, or other electives.

The class of 2019 was the last that had valedictorians.

Why did the board decide to use the Latin Honors system?

Prior to weighted grades being implemented, the highest GPA a student could get was a 4.0. With

Update 8/29/2024

weighted grades, every honors and AP course has the potential to bring a student's weighted GPA higher. Students sometimes drop non-weighted courses – like jazz band, which provides a well-rounded schedule – just to be able to take more AP and honors courses and get a higher GPA.

The top tier of the Latin Honors system (Summa Cum Laude) recognizes approximately the top 3 percent of the senior class, instead of those who took the most AP and honors courses. The goal is to reward students who work hard, take rigorous courses, and have a well-rounded schedule.

How will the Latin Honors system work?

This system recognizes the top students at each high school using weighted grade point averages. Students have the ability to get three different levels of recognition: Summa Cum Laude, Magna Cum Laude, and Cum Laude. These are the same designations that colleges across the nation use to recognize top students.

These designations would honor approximately 3 percent, 5 percent and 12 percent of our current senior class for each category.

When will the Latin Honor system changes go into effect?

These changes went into effect starting with the class of 2020.

Will more students be recognized with these new policies? Are these standards too low?

No. In most schools, fewer students will be recognized through the new Latin Honors system. It will be rigorous and challenging for students to reach these standards.

Decile Rank

Why did the board also make changes to class rank?

Historically, class rank sorted students from the highest to lowest GPA. For example, students in a class of 400 would be ranked from first to number 400. Prior to weighted grades, the highest GPA was a 4.0. After weighted grades, students could have an even higher GPA. Taking non-weighted courses, however, had the potential to lower a GPA, even if a student got an A in the class.

Using a decile system for class rank provides equity. Instead of sorting students from 1-400, the class ranking system gives all students in the top 10 percent of the class the same rank. Students are not penalized for deciding to take more classes. The goal is to encourage students to take classes that interest them and will prepare them for post-secondary success, not just to get good grades.

What are colleges looking for in student applications?

Colleges tell us they look for four things in students: good grades in high school; rigorous schedules; high test scores; and extracurricular, co-curricular, and leadership activities (this includes band, choir, clubs, community service, church, scouts, etc.).

Weighted grades have been an improvement over the old system, which only valued good grades. The board's changes are meant to further encourage students to challenge themselves in high school. We do not want to have policies that would encourage students to drop any courses during high school for the expressed purpose of taking an extra AP course. Student course selection should have rigor but should also include non-weighted courses that match with their interests and post-secondary goals. Having a policy that would subtly encourage some students to drop non-weighted courses would oppose what

Update 8/29/2024
colleges are looking for.

We want students to enroll in and excel in a balanced course-load that interests and prepares them for postsecondary pursuits, not to worry about getting ahead of their classmates.

When did the decile rank changes go into effect?

Decile rank changes went into effect starting with the 2017-18 school year.

Graduation Requirements

To have a College and Career Ready Transcript that includes Career Pathways, Rogers HS strongly recommends that you exceed the minimum required courses and take classes that will help you to prepare for your post-high school experience. See the chart below for the required courses and our recommended courses.

Credit Requirements

Subject	Class of 2025 and Beyond
English Language Arts	4.0
Mathematics	3.0*
Science	3.0* 2 lab courses
Social Studies	3.0
World Languages	2.0** 2 credits may be PPR
Fitness & Health	2.0
Visual & Performing Arts	2.0** 1 credit may be PPR
Career & Technical Education	1.0
Electives	4.0
TOTAL	24 credits

*The 3rd credit of science and the 3rd credit of math are your choice, based on your interests and your High School & Beyond Plan (HSBP).

For classes of 2025 and Beyond:

**Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome you desire, based on your interests and HSBP (that may include Career & Technical Education) and are intended to provide a focus for your learning.

Additional Requirements

Non-credit Requirements

- Washington State History
- High School and Beyond Plan (HSBP)

Graduation Pathways

Students are required to meet a Graduation Pathway:

- **State Assessment:** Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
- **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
- **AP/IB/Cambridge:** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
- **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
- **Transition Course:** Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Performance-based:** Learn more about the [newest pathway](#).
- **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-6.
- **ASVAB:** Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.*
- **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.*

*Note: Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and a student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

Dual-credit Programs

Get a head start on your future and earn credit for both high school and college simultaneously.

Advanced Placement (AP) This program allows students to take college-level courses, taught by high school teachers, at the high school. Courses are offered in 9th–12th grades, and offerings vary by school.

Update 8/29/2024

Upon completion of the course, students take a standardized exam. Scores from the exams are considered by colleges, and varying levels of credit are awarded.

Fees: Students do not pay tuition but do pay fees for the final standardized exams. Fee waivers are available for lower-income students.

Note: Rogers High School expects all students to enroll in six (6) classes every semester and take four (4) years of high school math and science. For additional information please check with your counselor and/or see: <http://www.spokaneschools.org/parents>.

Withdrawal from Class

- All class changes must be approved by counselor and/or administration.
- Extenuating circumstances will be dealt with on an individual basis.
- AP/Honors Drop Request
- **Schedule** changes are discouraged as they affect multiple classes and teachers. This MAY have a detrimental impact on academic progress and achievement in one or more classes.
 - Schedule changes (if approved) are contingent on course availability. They are not guaranteed. ○ Dropping a class after the first three weeks of 1st semester or after the first week of 2nd semester will may result in an “F” posted to the transcript.
 - Remember, AP and honors courses help students develop the study skills, habits of mind, and critical thinking abilities that they will need in college.
 - Students must complete the form below that is available in the counseling office.

STUDENT NAME: _____ COURSE DROP REQUEST: _____	
RATIONALE: _____ _____ _____	
CONVERSATION WITH TEACHER: Date: _____ Interventions tried: _____	
CONVERSATION WITH COUNSELOR: Date: _____ Interventions tried: _____	
COUNSELOR/TEACHER/STUDENT/PARENT MEETING: Date: _____ Meeting summary: _____	
ADMINISTRATOR/STUDENT/PARENT MEETING: _____ We have met and reviewed the student's current academic and behavioral data. We feel it would be in their best interest to drop the course.	
_____ Parent Signature	_____ Date
_____ Admin Signature	_____ Date

Update 8/29/2024

Academic Interventions

Rogers High School offers several academic interventions to support students as they progress through high school. The opportunities we provide are designed to meet the needs of specific groups of students. Please contact your counselor, teacher, advisor, or Student Office for more information.

Credit Deficiency

To be on track for graduation, students should have completed the following credits:

- Entering 10th grade should have a minimum of 6 credits.
- Entering 11th grade should have a minimum of 12 credits.
- Entering 12th grade should have a minimum of 18 credits.

Rogers High School and Spokane Public Schools offer a variety of credit retrieval options. Please see your counselor for more information.

Testing Information (State and College Admission) Contact counseling office for dates and requirements

SBAC: Smarter Balanced Assessment Consortium measures each student's achievement compared to the Common Core State Standards (CCSS).

SAT I: Rogers recommends that this test be taken in the spring of the junior year. See www.collegeboard.com for information on costs and deadlines.

P (Advanced Placement): Rogers High School offers a few Advanced Placement courses. Students can earn college credit by demonstrating proficiency on AP Exams.

Attendance

John R Rogers High School believes that regular attendance at school results in greater academic success. To meet our mutual goal for student success, we share in a partnership and shared expectation among school, parent, and student, that students will be present on time, throughout each day school is in session. Students are expected to be in class by 8:00am ready to learn every school day. Students who arrive after 8:00am are required to check in at the Single Point of Entry to obtain an admittance slip and go to class.

Attendance Hotline: 509-354-6685

When leaving a message, please leave the following information:

1. Please spell the first and last name of the student.
2. Student ID number if possible.
3. State your name and relationship to the student.
4. Leave your daytime phone number for verification.
5. Give a brief reason for the absence.

Attendance Policy

Under the Washington State Compulsory Attendance Law, parents or guardians have the primary responsibility for keeping their students in regular attendance.

Unless previously excused, the absent student's parent or guardian should call the 24-hour Attendance Hotline at 509-354-6685. If there is an unexcused absence, the computer phone system will attempt to call home to leave a message. Student absences must be cleared by a parent/guardian note or call within two (2) school days after the absence, or the absence will remain unexcused and considered a truancy.

Truancy can result in numerous interventions including parent meetings, attendance agreements, progressive discipline, community truancy board, and filing of a truancy petition with juvenile courts (Becca Bill).

Becca Bill - Mandatory Attendance Law (Ch 312, Laws of WA, 1995)

“Upon a child's seventh unexcused absence in a month, or upon a fifteenth unexcused absence in a year, the school district shall file a truancy petition in juvenile court (Sec. 68). If the school district fails to file such a petition, the parents may file the petition (Sec. 68). No court filing fees are required for these petitions.

The act sets forth the contents of the petition (Sec. 69). Among other things, the court may schedule a hearing and require attendance of the child and parents at the hearing (Sec. 69 (4)). The court shall grant the petition and enter an order assuming jurisdiction for the remainder of the school year if the allegations in the petition are established by a preponderance of the evidence (Sec. 69 (6)).

Superior court commissioners, family law commissioners, and juvenile court judges have jurisdiction to hear these truancy petitions (Sec. 71-Effective Sept. 1, 1995). In addition to assessing fines, placing children into detention, and other current options, the act authorizes courts to also order the parent to provide community service at the child's school instead of imposing a fine (Sec. 74). Half of the fines shall go to the school district, and 50% shall be given to the county (Sec. 75).”

15 Day Rule

If a student's excused absences total reaches 15-days at any time during the school year, the school may require a doctor's note for any subsequent absences to be excused. A letter will be sent home informing families they have reached the 15-day mark.

Prearranged Absences

Before planning an extended absence (three days or more) of a student, parents should consider the following:

- Students need to attend as many classes as possible to receive the best grade attainable, so it is reasonable to expect that an extended absence could severely affect the student's grade.
- Teachers cannot be required to pre-teach work which would be missed or accept make-up work after a date established before leaving.
- Teachers cannot always be expected to provide multiple assignments in advance. However, if an occasion arises where an extended absence is unavoidable:
- The student should pick up the Pre-Arranged Absence Form from the Attendance Office one to two weeks prior to the absence.
- The parent/guardian should fill out the form and sign it.
- The student should take the form to all of the assigned teachers and notify them that assignments are needed.
- The student and teachers can work out a time when it is convenient for assignments to be picked up.
- The student needs to hand in the completed form to the Attendance Office before leaving school for the prearranged absence.

Early Dismissals

A student who needs to leave school during the school day must have parent permission and obtain an early dismissal slip from the Attendance Office before leaving the building. **STUDENTS MUST CHECK OUT THROUGH THE ATTENDANCE OFFICE. FAILURE TO DO SO WILL BE CONSIDERED A TRUANCY AND WILL NOT BE CLEARED.**

Truancies/Unexcused Absence

Students arriving to class more than half way through the class period (without a teacher/office pass) will be considered truant and marked unexcused by the teacher. The Home Calling System will call each night to notify parents of absences. The school will notify parents and file a petition with the BECCA Law Court when a student has met the BECCA criteria for unexcused absences. Students that are truant will be referred to the Student Office for further discussion and possible consequences.

Tardies (0-10 minutes late) & Excessive Tardies (10 minutes late – halfway through class)

Being tardy to class not only impacts the student's educational experience but also disrupts the educational process for others. Being on time to class is an expectation at John R. Rogers. Students who find themselves tardy to class are still required to go to class. Unsupervised students are not allowed in the hallways during class. Failure to be on time may result in a detention or a referral to the Student Office for progressive corrective action. Hall sweeps will be conducted consistently throughout the school day. Students found in the halls without a pass during hall sweeps will be issued corrective action that could result in progressive discipline.

1st Tardy: Warning by Teacher **2nd Tardy:** Conference by teacher and contact with parent **3rd Tardy and More:** Referral to Student Office

Update 8/29/2024

Forgery (Attendance)

Students involved with forging notes or passes, or using the phone system to excuse their own absences will be subject to progressive discipline. Any subsequent absences will need to be verified by the parent.

Closed Campus

Rogers High School is a closed campus for all students.

Once a student arrives on campus in the morning, they are to stay on campus for the entire school day unless they have checked out through the Attendance Office. Students that need to access their cars during the day are required to get a pass from the student office or an administrator and must Exit and Enter through Single Point of Entry. By 2:45 p.m. all students must be off campus or under the supervision of an adult. Failure to comply with the closed campus policy will result in progressive discipline.

Homework Requests

Homework requests should be made if a student is absent for a minimum of three consecutive days by calling the Attendance Office at 354-6685. Requests made at the start of the day will be available for pickup at the end of school the following day. You may also call or email teachers directly for homework. Late assignments will be accepted by teachers unless the absence is unexcused, or the teacher has previously established a deadline for the assignment or project.

General Information

After School Sports & Activities

To participate in any extracurricular sport or activity, students and parents must register on Final Forms (<https://spokane-wa.finalforms.com/students>). All sports require a current physical exam (good for 24 months) as well as having a current GSL card (the \$42 fee can be waived for students who qualify under [HB1660](#)).

Bookroom

All books have been inspected for damage. Damages found have been noted in the Destiny system. Please inspect all books upon receipt. If you discover any damage, return it IMMEDIATELY to the Bookroom for a replacement. Books that are checked out to you are YOUR RESPONSIBILITY. Any damages not already noted will be fined to your account upon check-in. Damages include, but are not limited to, writing, stains, liquid damage, dog-eared pages and cover damage. Fines will also be assessed for books turned in with post-it notes on pages and books left on the counter (not physically checked in).

If books are checked out through the Bookroom, they must be returned to the Bookroom, **NOT** the teacher.

To ensure safe and comfortable transportation, students must act responsibly when riding their bus. All school policies apply to conduct on school buses. Failure to follow them may result in a referral to the Student Office and/or denial of bus-riding privileges. Rogers Student ID is required for bus transportation. All students who qualify to ride the bus must register online at spokaneschools.org

Business Office

The Business Office is open to students before and after school, during both lunches. The Business Office handles all school district funds from such as athletics, clubs, A.S.B., Bookroom, library, band, orchestra, choir, etc. Students can also deposit lunch account monies, pay fees and fines, purchase G.S.L./ID cards, school insurance, and yearbooks from the Business Office. The Business Office cannot cash checks, nor can they give cash back on checks written for more than the amount due. Reduced adult sports passes can be purchased in the Business Office (Students in grades 1st-8th are free when accompanied by an adult with a sports pass). Rogers' Student ID is required for all Business Office transactions.

Dances

All school policies are followed at dances. Infractions are dealt with in the usual manner. The Rogers community is committed to providing a safe, fun, and respectful environment at our school dances. Students are to refrain from dancing in a sexual nature. Students who exhibit inappropriate dancing behaviors during a dance will be asked to leave without a refund. Students will not be re-admitted to a dance after leaving the assigned area.

Students must meet the following expectations to attend any dance put on by Rogers High School:

- 1) Attendance 70% or better
- 2) One or Zero Failing Grades
- 3) No Suspensions or Major Discipline Incidents

NOTE Student may request an appeal with administration if they don't meet one or more expectation.

A Rogers Student ID is required with a ticket for admission to all dances. (this fee is waived for students who qualify under [HB1660](#)). Only current Rogers's students may attend mixers. Students from other schools who attend our date dances must provide picture ID, complete required paperwork and must be preregistered in the Student Office by 3:00pm at least one week before the date of the dance. Guests must be of high school age or under 21. School rules apply to all school sponsored events.

Fees and Fines

Absolutely no scholarships, college applications, requests for records will be processed until all fines and fees are cleared. There are no exceptions.

Student G.S.L./Activity Sticker	\$42.00 (Replacement cost \$20)
Student I.D. Card Replacement	\$ 5.00
Yearbook	
Purchased in September	\$49.50
Purchased in October	\$52.25
Purchased in November-May	\$55.00

Student insurance applications are available in the Business Office.

Spokane Public Schools will assess a fee of \$25.00 on all returned or otherwise dishonored (NSF) checks. Until the check amount and fee are paid, we will no longer accept payment from you by personal check.

Update 8/29/2024

Lockers

School lockers are assigned through the Public Office before school, after school and at lunch periods. We have a minimum number of lockers so “locker partners” are requested. School Lockers are the property of Spokane Public Schools. As property of the school, lockers may be inspected by school officials. Lockers are not to be written on or vandalized by students. The cost of repairing any damage to a locker will be charged to the student. Lockers should be for book use only – valued items of any sort should not be kept in lockers.

Lunch and Breakfast

Students can eat in the Commons. No meals will be allowed to be eaten in hallways or classrooms. As a reminder, Rogers is a closed campus for all students and will need to stay on school grounds in the designated areas during lunch.

There is no cost for Breakfast and Lunch. If students want an extra serving, they will need to put money in their school lunch account. See Business Office.

Messages and Deliveries

Delivering messages and food/drinks to students in class interrupts the educational setting. Students will **NOT** be called out of class to pick up food/drinks.

Only messages from parents/guardians of students will be delivered to class. Students and parents are asked to cooperate to minimize requests for messages to students during the school day.

***Delivery services are prohibited during the school day.**

Parking

RHS has limited student parking available, Students Drivers, if you drive a vehicle to school and park in the lot or on the street you will need to register your car with our Campus Safety Specialist. This is a Free parking permit, simply fill out the Parking Permit Card and receive a Parking Permit Sticker.

Why? you ask. The Campus Safety Specialist needs to identify vehicles on and off campus in case of damage or vehicle prowling.

You will be issued ONE parking permit that corresponds with the parking space. If the parking permit is lost or stolen, there will be a \$5.00 replacement fee. It is your responsibility to notify the John R. Rogers High School Campus Safety Specialist (CSS) when you purchase or are driving a different vehicle.

All vehicles parking in a John R. Rogers parking lot will need to be registered.

Update 8/29/2024

RHS Closet

Through the generosity of our parents and community, Rogers provides school supplies, clothes, and hygiene items for students in need. If your student needs items, please contact your student's counselor. Donated items may be dropped off at the Guidance Office.

Visitors

John R. Rogers High School welcomes visitors to our school who are here on legitimate business. Visitors are required to check into the Single Point of Enter. A Visitor's Pass must be worn when on campus. When business is completed, the visitor should return to the Single Point of entry, sign out, and promptly leave campus. Guests or visitors of students are not allowed at school during the day.

Volunteers

Rogers High School is always in need of parent volunteers who wish to give of their time on an hourly, weekly, or occasional basis. If you would like to be involved at any level, please fill out a Volunteer Program Application, available in the Rogers Public Office.

Wheels on Campus

Wheels are not allowed on the Rogers campus. Skateboards and roller blades (skates) that are used for transportation to Rogers will need to be stored in your locker during the entire school day. Bikes will need to be walked while on campus and stored at one of the bike racks throughout campus.

Extracurricular Activities

Associated Student Body (ASB)

John R Rogers High School actively encourages students to be involved in the organization and management of the school. The ASB provides opportunities for students to learn and develop leadership skills, promotes the culture and climate of the school, and extends opportunities for students to work toward the development of school spirit and unity. Meetings are held regularly. Student representatives and elected officers constitute the voting delegates at meetings.

ASB/GSL

Students may purchase the combined GSL card, which allows discounts on school-sponsored events and admittance to varsity athletic events (except for playoffs). The GSL card is required for all extracurricular clubs and sports. The cost for a GSL is \$42 (fee can be waived for students who qualify under [HB1660](#)). If your card is lost or stolen the replacement cost is \$5.00 for the card and an additional \$10.00 if you had a GLS sticker.

Extracurricular Activities

All students are encouraged to participate in one or more extracurricular activities. If you are interested in participating in activities including athletics, music, drama, subject oriented clubs, ASB, publications and other clubs please contact RHS Athletic Director at 354-4953.

Update 8/29/2024

Athletic Eligibility

To be eligible to compete in interscholastic athletics, you must meet the following criteria:

1. Students must maintain passing grades in 5 of 6 classes. Any student failing more than one class at the mid-quarter or quarter grading periods will be academically be ineligible to participate.
2. Must have a current physical (physicals are good for 24 months) Physicals will need to be uploaded onto([Final Forms](#)).
3. Must purchase a GSL card (currently \$42) or fill out paperwork for fee waiver for those that qualify under [HB1660](#). This card will also get them into any GSL game or activity free of charge
4. Must be registered in [Final Forms](#) for the sport/activity.

Sport and Club Offerings

For more information regarding Athletics/Activities, please contact RHS Athletic Director Aaron Brecek at 354-4953. A list of all sports and clubs as well as contact information for coaches/advisors can be found at [Clubs | Rogers High School \(spokaneschools.org\)](#)



Pesticides and Herbicides: The school district normally sprays pesticides and herbicides twice during the school year at Ferris. In accordance with legislation passed in 1992, our school is required to send out a 48-hour pre-notification each time these spray applications take place. These notifications are usually added to our school's weekly or monthly bulletins or can be placed on our school's reader board. The areas sprayed are clearly marked with yellow posting flags placed at all entry areas near where the spray applications were done. All adults in charge of supervising students in these areas, such as coaches and teachers, are given prior notice in order to modify practice schedules and lesson plans.

Asbestos Notification: Ferris High School DOES NOT contain asbestos building materials. Regulations require Spokane Schools to provide an asbestos management plan to all staff, students, and community members. The plan is in the custodian's office. If you have any questions, please call the Spokane Public Schools Asbestos Management Planner at 354-7171.

Student Expectations

John R. Rogers High School believes that responsible, respectful, and safe student behaviors are essential to creating a positive learning environment. The goal of student behavior management is to teach students to behave in ways that contribute to academic achievement and school success; and to support a school environment where students and staff are responsible and respectful. John R. Rogers High School incorporates the principles of Positive Behavior Intervention and Support (PBIS) and Restorative Practices to create a culture where students and staff are responsible and respectful. The RHS Student Behavior Management Plan follows Spokane Public Schools Policy and Procedure 3240.

Update 8/29/2024

Student Behavior Management Principles

- Student behavior is built on positive and productive relationships with RHS staff.
- Student behavior is rewarded and recognized.
- Student behavior management creates a positive learning environment.
- Student behavior management re-engages students in learning.
- The result of student behavior management is to change student behavior.
- Keeping students engaged in class learning aligns with the RHS School Improvement Plan and the Spokane Public Schools Policy 3240

Weapons- knives of any length, sharp instruments, large blunt instruments, pocketknives, pepper spray/MACE, firearms are not allowed on school grounds. A student found with a weapon in their possession during the school day is subject to discipline. This is a NON-Discretionary Offenses and could result in an Emergency Removal up to 10 school days.

Dress Code

Students are expected to present themselves in a manner that is appropriate for school and a workplace setting. Our school welcomes any fashion style that doesn't disrupt the educational process. Attire and accessories that advertise, display, or promote a message that is; vulgar, violent, discriminatory, refers to weapons, drugs, alcohol, illegal or are sexually provocative are not acceptable. Sunglasses, onesie costumes, or other costumes and studded clothing are not allowed. For more information, please see Policy and Procedure 3224 and 3240 on the Spokane Public Schools website (spokaneschools.org).

Cell Phone/Electronic Devices

Cell Phone Policy:

In high schools, **mobile devices will not be used during class time**, unless an emergency exists that involves imminent physical danger, or an administrator authorizes the student to use the device.

** Mobile devices include, but are not limited to, cell phones, smartwatches, non-medical listening devices, headsets/headphones/earbuds, and all other forms of wearable technology.*

Classroom Expectations:

Turn off or place cell phone in airplane mode.

Place all ***mobile devices** referenced in the policy in your backpack. If you don't have a backpack, you can place them in (teacher provided location).

Violation of Expectations:

1. Warning and redirect to store phone in backpack or (secondary option).
2. Student will place device in provided bag with a clearly filled out identification card.
3. Teacher will place the bag with ID card in secure location.
4. Admin will pick up and take bag to the student office, where the device will be securely stored.
5. Student may pick device up in the student office at the end of the day.

Hall Passes

When class is in session, students must have a hall pass signed by their teacher or staff member to be out of class. Students who are in the halls without a pass will be referred to the Student Office.

Student ID

All students will be issued a school picture ID card. These are to be always in the students' possession during school and at all school activities. Student ID cards must be presented to any school authority who requests to see it (i.e., teacher, administrator, Campus Safety Specialist, bus driver, etc.). If your card is lost or stolen the replacement cost is \$5.00 for the card and an additional \$10.00 if you have a GLS sticker.

It is the responsibility of all students to understand and abide by all John R. Rogers High School and Spokane Public Schools rules, regulations and policies (Policy and Procedure 3240/<https://weba.spokaneschools.org/polpro/Search.aspx#!3>). It may become necessary at times for a student to be sent to the Student Offices because of habitual behavior or because of a major offense. In such cases, the administration will use whatever restorative practices and corrective actions that are necessary within the federal and state guidelines and according to Spokane Public Schools Board policy 3240. John R. Rogers administration determines the corrective action to be administered, including restorative practices to address student behaviors with the goal to minimize missed class time.

Restorative Practices Examples

- Mediation Apologies
- Relationship building
- Effective statements
- Community building circles
- Restorative dialogues/making agreements
- Repairing harm circles
- Restorative conferences
- Restitution

Tiered Corrective Action Examples

- Discipline (Warnings, Lunch Detention, Mediation, In-School Intervention)
- Emergency Removal, (ER) from class, subject, or activity
- Out of School Suspension
 - Short Term Suspension
 - Long Term Suspension
- Expulsion

Discretionary Offenses:

Examples Include:

- Academic dishonesty/plagiarism
- Bullying
- Discriminatory Harassment/Discrimination
- Disruptive Conduct
- Destruction of Property
- Gang activity
- Failure to Cooperate

- Illicit Medication
- Fighting Without Major Injury
- Multiple minor accumulated incidents
- Sexual Harassment
- Sexually Inappropriate Conduct
- Trespass
- Tobacco and Electronic Smoking Devices

- Theft or Possession of Stolen Property
- Tobacco/Electronic Smoking Devices
- Unexcused Absences and Tardiness
- Aiding/Abetting
- Gambling
- Sexual Harassment
- Sexual Inappropriate Conduct

Non-Discretionary Offenses:

Examples Include:

Update 8/29/2024

Bullying

Destruction of Property/Vandalism

Discriminatory Harassment

Behavior that causes and Adverse Impact of the Sexual Harassment health and Safety of staff or students

Illicit Drugs (Not Marijuana)

Marijuana

Serious Bodily Injury

Threats/Threats to Staff

Violence with Major Injury

Weapons Firearms-Automatic 1 year expulsion per federal law

RHS Golden Ticket

The **Golden Ticket** is an event designed to recognize and honor our students for their overall efforts. The Golden Ticket is an example of PBIS (Positive Behavior Interventions and Supports). Every student will begin the year eligible to attend the Golden Ticket Events. **Students will remain eligible to attend the Golden Ticket by observing the following expectations outlined in Advisory.**

1.) Have maintained 85% attendance.

2.) Fewer than 15% tardies.

3.) No Failing Classes.

***Students can appeal to an administrator with a plan of action if they don't meet criteria.**

The activities at each Golden Ticket event may vary, but examples include inflatables, movies, dances, open gym, karaoke, and video games as well as raffles for prizes for those in attendance.

Non-Discrimination/Bullying/Harassment Guidelines

Full Non-Discrimination Statement

Revised: September 2023

For a translated version visit <https://www.spokaneschools.org/Page/3955>

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate in the admission, treatment, employment, or access to its programs or activities on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, to the use of a trained guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups.

Update 8/29/2024

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer and/or 504 Compliance Officer.

The following **Civil Rights Compliance Coordinators** have been designated to handle questions and complaints of alleged discrimination:

- Civil Rights Coordinator and Title IX Coordinator: [Jodi Harmon](#), 509.354.7344 •
Section 504 Coordinator: [Melanie Smith](#), 509.354.7284 **Other district contacts:**
- ADA Officer: Stephanie Busch, 509.354.5993
- Affirmative Action Officer: Nancy Lopez-Williams, 509-354-5651
- AHERA Officer: Robert Findley, 509.354.7143
- ALE Officer: Heather Bybee, 509.354.7361
- Certification Officer: Cindy Coleman, 509.354.7318
- Claims Agent: Rebecca Doughty, 509.354.7298
- Contract Officer: Cindy Coleman, 509.354.7318
- Copyright Compliance Officer: Mark Martell, 509.354.7212
- Equal Opportunity Officer: Nancy Lopez-Williams, 509-354-5651
- Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284
- Personnel Officer: Nancy Lopez-Williams, 509-354-5651
- Public Records Officer: Terri LeFors, 509.354.7395
- Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298
- Secretary, Board of Directors: Adam Swinyard, 509.354.7268 **Address:** 200 N Bernard Street, Spokane 99201-0282.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Officer, listed above. You also have the right to file a complaint (see below).

- [Spokane Public Schools Policy 3210: Nondiscrimination](#)
- [Spokane Public Schools Procedure 3210: Nondiscrimination](#)

Unlawful Discrimination Allegations of discrimination should be reported to your child's teacher or principal immediately. This will allow the school the opportunity to address your concerns and resolve the situation as soon as possible. Unlawful discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to reasonably accommodate a student or employee's disability. A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression or identity, honorably discharged veteran or military status, or the use of a trained dog guide or service animal. If you are unable to resolve your concerns with your child's teacher or principal, contact

Melanie Smith, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, (509) 354-7284,

Update 8/29/2024

MelanieSm@spokaneschools.org to discuss your concerns or to file a complaint. If you cannot resolve your concern with the school, you may wish to file a formal complaint with the school district. Procedure 3210 provides the procedure for filing a discrimination complaint. **There are three (3) steps: *Step 1:*** Complaint to School District Superintendent, ***Step 2:*** Appeal to the School Board, and ***Step 3:*** Complaint to OSPI. The instructions on how to follow these steps may be found at k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns<http://k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns-about-discrimination>.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on 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, or 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. You can find a copy of the district's policy and procedure 5011 on the district's website

www.spokaneschools.org, at your school, or Human Resources. Individuals who believe there has been a violation of policy are encouraged to report to any school staff member, contact their building administrator, or contact Jodi Harmon, Title IX/Staff Civil Rights Officer, at (509)3547269. Further information and instructions on how to file a formal complaint can be found at <https://spokaneschools.org/domain/182>.

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 officers: Title IX/Staff Civil Rights Officer, Jodi Harmon, (509) 354-7269

*Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, Melanie Smith, (509) 354-7284 *504 Compliance Officer, Melanie Smith, (509)

354-7284 * ADA Officer, Stephanie Busch, (509) 354-5993 * Affirmative Action Officer, Nancy Lopez-Williams, (509) 354-5651 * Equal Opportunity Officer, Nancy Lopez-Williams, (509) 354-5651

Complaint to the School District

Update 8/29/2024

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.
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.
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.

Update 8/29/2024

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. You can do this in the following methods.

- Email: Equity@k12.wa.us
- Fax: 360.664.2967
- Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 985047200

Harassment, Intimidation or Bullying (HIB)

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and [Policy and Procedure 3207](#) defines harassment, intimidation or bullying as any intentionally written message or image— including those that are electronically transmitted— verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student’s property; has the effect of substantially interfering with a student’s education; is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact their building administration or HIB/Student Civil Rights Officer, Jodi Harmon 354-7306. Further information and complaint forms can be found at spokaneschools.org/nondiscrimination.

Harassment, Intimidation & Bullying (HIB)

- Racism and Student Safety

Our school communities are stronger when everyone feels connected and accepted. Please take the time to create a positive environment and support each other as we travel this challenging road together. If you or someone you know feels unsafe or has experienced harassment, contact your school or the SPS Student Services department at 509.354.7393, or report the incident using the form below.

Resources

- [SPS Ombudsperson](#): Supports the resolution of concerns involving harassment, intimidation, bullying and discrimination
- [Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#) ○ [Resources to Fight Bullying & Hate](#): Video interviews including one with Jeremy Lin, basketball pro.
- [How to respond to COVID racism article](#) ○ [Facing History and Ourselves web article](#) ○ [PBS Newshour article](#)
- Rude vs Mean vs Bullying: Know the Difference
- **Rude**: Inadvertently saying or doing something that hurts someone else. Incidents of rudeness are usually spontaneous, unplanned inconsideration based

Update 8/29/2024

on thoughtlessness, poor manners or narcissism, but not meant to hurt someone else.

- **Mean:** Purposefully saying or doing something to hurt someone once (or maybe twice). The main distinction between "rude" and "mean" is intention. While rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.
- **Bullying:** Intentionally aggressive behavior, repeated over time, that involves an imbalance of power. Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and related acts or threats of aggressive behavior.

Adapted from [an article by Signe Whitson](#).

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and [Policy](#) and [Procedure 3207](#) define harassment, intimidation or bullying as:

- any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student's property;
- has the effect of substantially interfering with a student's education; ○ is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment;
- or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact their building administration or the [HIB/Student Civil Rights Officer](#).

Policies

- [Prohibition of Harassment Intimidation and Bullying 3207](#)
 - [Sexual Harassment Policy 3205](#) Reporting Forms

NOTE: You must download the forms before sending.

• **Student Harassment, Intimidation & Bullying Incident Reporting Form**

• **Student Formal Harassment/Discrimination Complaint Form**

Non-discrimination

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate in the admission, treatment, employment, or access to its programs or activities on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, to the use of a trained guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer and/or 504 Compliance Officer.

The following **Civil Rights Compliance Coordinators** have been designated to handle questions and complaints of alleged discrimination: ○ Civil Rights Coordinator and Title IX Coordinator: [Jodi Harmon](mailto:JodiHarmon@spokaneschools.org), 509.354.7344

○ Section 504 Coordinator: [Melanie Smith](mailto:MelanieSmith@spokaneschools.org), 509.354.7284 **Other**

district contacts:

- ADA Officer: Stephanie Busch, 509.354.5993 StephanieB@spokaneschools.org
- Affirmative Action Officer: Jodi Harmon, 509.354.7344 JodiH@spokaneschools.org
- AHERA Officer: Bob Turner, 509.354.7143 RobertTu@spokaneschools.org
- ALE Officer: Heather Bybee, 509.354.7361 HeatherB@spokaneschools.org
- Certification Officer: Cindy Coleman, 509.354.7318 CindyCo@spokaneschools.org
- Claims Agent: Rebecca Doughty, 509.354.7298 RebeccaDo@spokaneschools.org
- Contract Officer: Cindy Coleman, 509.354.7318 CindyCo@spokaneschools.org
- Copyright Compliance Officer: Mark Martell, 509.354.7212 MarkM@spokaneschools.org
- Equal Opportunity Officer: Jodi Harmon, 509.354.7344 JodiH@spokaneschools.org
- Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284 MelanieSm@spokaneschools.org
- Personnel Officer: Jodi Harmon, 509.354.7344 JodiH@spokaneschools.org
- Public Records Officer: Terri LeFors, 509.354.7395 TerriL@spokaneschools.org
- Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298 RebeccaDo@spokaneschools.org
- Secretary, Board of Directors: Adam Swinyard,

Update 8/29/2024

509.354.7268 AdamSw@spokaneschools.org **Address:**
200 N Bernard Street, Spokane 99201-0282.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Officer, listed above. You also have the right to file a complaint (see below).

- [Spokane Public Schools Policy 3210: Nondiscrimination](#) ○ [Spokane Public Schools Procedure 3210: Nondiscrimination](#)

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, emails, 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, listed above. You also have the right to file a complaint (see below).

- [Spokane Public Schools Policy 3205: Sexual Harassment of Students](#) ○ [Spokane Public Schools Procedure 3205: Sexual Harassment of Students](#)
- [Spokane Public Schools Procedure 5011: Sexual Harassment of Staff](#) ○ [Spokane Public Schools Procedure 5011: Sexual Harassment of Staff](#)

Complaint Options

Update 8/29/2024

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, listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

31. **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.
32. **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.
33. **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

Update 8/29/2024

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. You can do this in the following methods.

- 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

Reporting Forms

-
- [Student Formal Harassment/Discrimination Complaint Form](#) ○ [Student Harassment, Intimidation & Bullying Incident Reporting Form](#) **NOTE: You must download this form before you send it.**
 - [Staff Formal Harassment/Discrimination Complaint Form](#)