Rainier Valley Leadership Academy

Special Board Meeting

Date and Time

Monday November 23, 2026 at 5:30 PM PST

Location

Rainier Valley Leadership Academy is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
https://us06web.zoom.us/j/86952089949?pwd=JKyRZa65NE6YfDW9X4r1HvTSJ0kZ8e.1

Join and take notes
https://us06web.zoom.us/j/86952089949?pwd=JKyRZa65NE6YfDW9X4r1HvTSJ0kZ8e.1&mynotes=on

Meeting agenda
https://docs.zoom.us/agenda/doc/142fc673-6ed6-4d3c-934f-58a6d53a5b15?from=chext

Meeting chat link
https://us06web.zoom.us/launch/jc/86952089949

Meeting ID: 869 5208 9949
Passcode: 815316

One tap mobile
+12532158782,,86952089949#,,,,*815316# US (Tacoma)
+12532050468,,86952089949#,,,,*815316# US

Join by SIP
• 86952089949@zoomcrc.com

Join instructions
https://us06web.zoom.us/meetings/86952089949/invitations?signature=UCqPFjUzhIfCeKhy7sEJcOXywmIPREI_Pm0I46DmNRk

or

6020 Rainier Ave S
Seattle WA

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
A.	Record Attendance		Elijah Forde	5 m
B.	Call the Meeting to Order		Elijah Forde	5 m
C.	Public Comment For Non Agenda Items: -3 minutes per speaker For Agenda Items: -5 minutes per speaker To last not more than 30 minutes of Public Comment. If it goes over there will be space made for those who would still like to provide public comment at another time.		Elijah Forde	3 m
II.	**Consent Agenda**			**5:43 PM**
A.	September 29th, 2026 Board Meeting Minutes	Approve Minutes	Jesse Rhodes Jr	3 m

		Purpose	Presenter	Time
B.	September & October 2026 Payroll & Claim Vouchers	Vote	Jesse Rhodes Jr	2 m
C.	2026/27 Scholar Handbook	Vote	Jesse Rhodes Jr	1 m
D.	Highly Capable Program	Vote	Jesse Rhodes Jr	2 m
III.	**Commission Update**			**5:51 PM**
A.	As Needed	FYI	Italiana Hughes	10 m
IV.	**Executive Director Report Out**			**6:01 PM**
A.	Updates Enrollment Budget	Discuss	Ray Garcia Morales & Lenny Emperado	15 m
V.	**Independent Audit 2026/27-Statement of Work**			**6:16 PM**
A.	Update	Discuss	Rau Garcia Morales	10 m
VI.	**Executive Session**			**6:26 PM**
A.	Purpose Per RCW 42.30.110 RVLA Board of Directors will be calling an Executive Session to consider site selection or real estate acquisition/sale/lease pricing when public knowledge could increase purchase prices or lower sale/lease prices.	Discuss	Jesse Rhodes Jr	20 m
VII.	**Closing Items**			**6:46 PM**
A.	Adjourn Meeting	Vote		1 m

RVLA does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

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Human Resources
Address: 6020 Rainier Ave S, Seattle 98118
Telephone Number: 206-659-0956
Email: hr@myrvla.org

Section 504/ADA Coordinator
Principal
Address: 6020 Rainier Ave S, Seattle WA 98118
Telephone Number: 206-659-0956
Email: ray.garciamorales@myrvla.org

Civil Rights Compliance Coordinator
Chief of Staff
Address: 6020 Rainier Ave S, Seattle WA 98118
Telephone Number: 206-650-0956
Email: leah.reisberg@myrvla.org

Coversheet

September 29th, 2026 Board Meeting Minutes

Section:	II. Consent Agenda
Item:	A. September 29th, 2026 Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on September 29, 2026 Resolution Nov 2026 - Minutes for Sept 2026 Mtgdocx.pdf

APPROVED

RAINIER VALLEY LEADERSHIP ACADEMY

Rainier Valley Leadership Academy

Minutes

Board Meeting

Date and Time
Tuesday September 29, 2026 at 4:30 PM

Location
Virtual

Rainier Valley Leadership Academy is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
https://us06web.zoom.us/j/87527888938?pwd=rR2BfTFddeki457jj1ePxC3DEZYt1z.1

Join and take notes
https://us06web.zoom.us/j/87527888938?pwd=rR2BfTFddeki457jj1ePxC3DEZYt1z.1&mynotes=on

Meeting agenda
https://docs.zoom.us/agenda/doc/e4add1e9-0108-48e5-a3aa-b2206d30d3fd?from=chext

Meeting chat link
https://us06web.zoom.us/launch/jc/87527888938

Meeting ID: 875 2788 8938
Passcode: 165403

One tap mobile

Signed by: Jesse Rhodes Jr (10/30/2026), Elijah Forde (10/27/2026)

+12532050468,,87527888938#,,,,*165403# US
+12532158782,,87527888938#,,,,*165403# US (Tacoma)

Join by SIP
• 87527888938@zoomcrc.com

Join instructions
https://us06web.zoom.us/meetings/87527888938/invitations?signature=p5H_0-ic78EdxZnmIjQIQjyVSmZLNGwbxfjGsJ80Wqc

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Directors Present
D. Sullivan (remote), E. Forde (remote), J. Rhodes Jr (remote), S. Martinez (remote), T. Moultrie (remote)

Directors Absent
T. Hayman

Guests Present
L. Emperado (remote), L. Reisberg (remote), R. Garcia Morales (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Rhodes Jr called a meeting of the board of directors of Rainier Valley Leadership Academy to order on Tuesday Sep 29, 2026 at 4:59 PM.

C. Public Comment

There was no public comment.

II. Consent Agenda

A. Out of Endorsement Teachers

D. Sullivan made a motion to approve the out of endorsements.
S. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

E. Forde	Aye
D. Sullivan	Aye
J. Rhodes Jr	Aye
T. Hayman	Absent
T. Moultrie	Aye
S. Martinez	Aye

B. 26/27 SY Calendar

D. Sullivan made a motion to Approve the 26/27 SY Calendar.
S. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

E. Forde	Aye
D. Sullivan	Aye
S. Martinez	Aye
J. Rhodes Jr	Aye
T. Hayman	Absent
T. Moultrie	Aye

C. 26/27 RVLA Handbooks

D. Sullivan made a motion to Approve the 26/27 RVLA Handbooks.
S. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Moultrie	Aye
S. Martinez	Aye
T. Hayman	Absent
D. Sullivan	Aye
E. Forde	Aye
J. Rhodes Jr	Aye

D. 26/27 School Specific Goals

D. Sullivan made a motion to Approve the 26/27 School Specific Goals.
S. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Sullivan	Aye
S. Martinez	Aye
J. Rhodes Jr	Aye
T. Moultrie	Aye
E. Forde	Aye
T. Hayman	Absent

Signed by: Jesse Rhodes Jr (10/30/2026), Elijah Forde (10/27/2026)

D. Sullivan made a motion to Approve the 26/27 School Specific Goals.
S. Martinez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Moultrie	Aye
D. Sullivan	Aye
E. Forde	Aye
S. Martinez	Aye
T. Hayman	Absent
J. Rhodes Jr	Aye

E. August 22, 2026 Board Meeting Minutes

D. Sullivan made a motion to approve the minutes from Board Meeting on 08-22-26.
E. Forde seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Forde	Aye
J. Rhodes Jr	Aye
S. Martinez	Absent
T. Moultrie	Aye
D. Sullivan	Aye
T. Hayman	Absent

F. Resolution August 2026 Payroll & Claim Vouchers

D. Sullivan made a motion to Adopt August 2026 Payroll & Claim Resolution.
S. Martinez seconded the motion.
Total by Payment Type: ACH/Warrants - Public Direct Deposit Numbers 9000004263 through 9000004286, totaling $129,623.34
Total by Payment Type: ACH/Warrants - Public Check Numbers 102969 through 102972, totaling $4,502.25 AP ACH Numbers 9000004287 through 9000004300, totaling $119,002.14
Total by Payment Type: WIRE-PUBLIC Wire Transfer Payments 201900342 through 201900343, totaling $699.74
Total by Payment Type: ACH/Warrants - Public Check Numbers 102955 through 102968, totaling $56,368.59 AP ACH Numbers 9000004256 through 9000004262, totaling $20,183.69
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Moultrie	Aye
D. Sullivan	Aye
J. Rhodes Jr	Aye
T. Hayman	Absent
S. Martinez	Aye

Signed by: Jesse Rhodes Jr (10/30/2026), Elijah Forde (10/27/2026)

Roll Call

E. Forde Aye

III. Executive Director Report Out

A. Updates

Mr. Emperado gave the enrollment update. We have not hit our enrollment target for the year. This will impact our apportionment of funds. However, due to contracts being cut or renegotiated, we should be able to absorb the projected shortage.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:30 PM.

Respectfully Submitted,
L. Reisberg

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:30 PM.

Respectfully Submitted,
L. Reisberg

Documents used during the meeting

- Board Resolution (Out of Endorsement Placement) - September 2026.docx.pdf
- RVLA - Board Resolution (2026-2027 School Year Calendars) .docx (2).pdf
- Staff Handbook Updated 26.27.pdf
- 26_27 Staff Handbook Resolution.docx.pdf
- 2627 SSG Draft.docx.pdf
- School Specific Goals SY 26_27 Resolution.docx.pdf
- Resolution September 2026 - Minutes for August 2026 Mtgdocx.pdf
- Payroll Check Summary with Board Certification 8.31.pdf
- AP Check Summary Report with Board Certification 8.31.pdf
- AP Check Summary Report with Board Certification 8.31 Direct.pdf
- AP Check Summary Report with Board Certification 8.14.pdf
- Resolution Sept 2026 Mtg for August 2026 Vouchers & Payments.pdf

Signed by: Jesse Rhodes Jr (10/30/2026), Elijah Forde (10/27/2026)

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Address: 6020 Rainier Ave S, Seattle 98118
Telephone Number: 206-659-0956
Email: hr@myrvla.org

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Address: 6020 Rainier Ave S, Seattle WA 98118
Telephone Number: 206-650-0956
Email: leah.reisberg@myrvla.org

Signed by: Jesse Rhodes Jr (10/30/2026), Elijah Forde (10/27/2026)

RESOLUTION BOARD MEETING MINUTES
For September 29, 2026 Meeting
On This Day November 23rd, 2026

DIRECTORS OF
Rainier Valley Leadership Academy
A Washington State Nonprofit Corporation

Date and Time
Tuesday September 29, 2026 at 4:30 PM

Location
Virtual

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Meeting agenda
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Directors Present
D. Sullivan (remote), E. Forde (remote), J. Rhodes Jr (remote), S. Martinez (remote), T. Moultrie (remote)

Directors Absent
T. Hayman

Guests Present
L. Emperado (remote), L. Reisberg (remote), R. Garcia Morales (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

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C. Public Comment

There was no public comment.

II. Consent Agenda

A. Out of Endorsement Teachers

D. Sullivan made a motion to approve the out of endorsements.
S. Martinez seconded the motion.
The board VOTED unanimously to approve the motion.

Roll Call	
J. Rhodes Jr	Aye
D. Sullivan	Aye
S. Martinez	Aye
E. Forde	Aye
T. Moultrie	Aye
T. Hayman	Absent

B. 26/27 SY Calendar

D. Sullivan made a motion to Approve the 26/27 SY Calendar.
S. Martinez seconded the motion.
The board VOTED unanimously to approve the motion.

Roll Call	
E. Forde	Aye
D. Sullivan	Aye
S. Martinez	Aye
J. Rhodes Jr	Aye
T. Moultrie	Aye
T. Hayman	Absent

C. 26/27 RVLA Handbooks

D. Sullivan made a motion to Approve the 26/27 RVLA Handbooks.
S. Martinez seconded the motion.
The board VOTED unanimously to approve the motion.

Roll Call	
T. Hayman	Absent
T. Moultrie	Aye
D. Sullivan	Aye
J. Rhodes Jr	Aye
E. Forde	Aye
S. Martinez	Aye

D. 26/27 School Specific Goals

D. Sullivan made a motion to Approve the 26/27 School Specific Goals.
S. Martinez seconded the motion.
The board VOTED unanimously to approve the motion.

Roll Call	
T. Moultrie	Aye
E. Forde	Aye
S. Martinez	Aye
J. Rhodes Jr	Aye
T. Hayman	Absent
D. Sullivan	Aye

D. Sullivan made a motion to Approve the 26/27 School Specific Goals.
S. Martinez seconded the motion.
The board VOTED unanimously to approve the motion.

Roll Call	
D. Sullivan	Aye
J. Rhodes Jr	Aye
E. Forde	Aye
S. Martinez	Aye
T. Moultrie	Aye
T. Hayman	Absent

E. August 22, 2026 Board Meeting Minutes

D. Sullivan made a motion to approve the minutes from Board Meeting on 08-22-26.
E. Forde seconded the motion.
The board VOTED to approve the motion.

Roll Call	
D. Sullivan	Aye
E. Forde	Aye
S. Martinez	Absent
T. Moultrie	Aye
J. Rhodes Jr	Aye
T. Hayman	Absent

F. Resolution August 2026 Payroll & Claim Vouchers

D. Sullivan made a motion to Adopt August 2026 Payroll & Claim Resolution.
S. Martinez seconded the motion.
The board VOTED unanimously to approve the motion.

Roll Call	
J. Rhodes Jr	Aye
T. Moultrie	Aye
E. Forde	Aye
S. Martinez	Aye
T. Hayman	Absent
D. Sullivan	Aye

III. Executive Director Report Out

A. Updates

Mr. Emperado gave the enrollment update. We have not hit our enrollment target for the year. This will impact our apportionment of funds. However, due to contracts being cut or renegotiated, we should be able to absorb the projected shortage.

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Respectfully Submitted,
L. Reisberg

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_____ _____
Board Secretary Date

ATTEST:

_____ _____
Board Chairperson Date

Coversheet

September & October 2026 Payroll & Claim Vouchers

Section: II. Consent Agenda
Item: B. September & October 2026 Payroll & Claim Vouchers
Purpose: Vote
Submitted by:
Related Material:
Payroll Check Summary with Board Certification 9.30 (1).pdf
AP Check Summary Report with Board Certification 9.15 (1) (1).pdf
AP Check Summary Report with Board Certification 9.21 (1) (1).pdf
AP Check Summary Report with Board Certification 9.30 Direct (1) (1).pdf
Resolution Nov 23, 2026 Mtg for Sept & OCT 2026 Vouchers & Payments.pdf

Payroll Check Summary

Payroll Run: 09/30/2026 **Rainier Valley Leadership Academy**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 27, 2026, the Board, by a _____ vote, approves payments, totaling $118,531.18, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/Warrants - Public

Direct Deposit Numbers 9000004311 through 9000004332, totaling $118,531.18

Additional Direct Deposit amount, totaling $0.00

Secretary _____ Board Member _____

Check Listing Summary

Payroll Run: 09/30/2026

Check Number	Employee	Gross Pay	Deductions	Benefits	Net Pay	Additional Direct Deposit
9000004311	Apalla, A.J.	6,423.33	1,722.07	2,548.02	4,701.26	0.00
9000004312	Breland, Jahleel	6,052.92	1,304.35	2,481.22	4,748.57	0.00
9000004313	Chen, Anqi	2,435.53	552.85	1,820.02	1,882.68	0.00
9000004314	Dube, Aster	4,486.68	825.07	1,896.97	3,661.61	0.00
9000004315	Galloway, Jarred	4,760.67	601.15	1,934.68	4,159.52	0.00
9000004316	Garcia Morales, Ray	13,973.50	3,832.22	3,562.03	10,141.28	0.00
9000004317	Hardin, Nati	7,969.83	2,435.26	2,778.25	5,534.57	0.00
9000004318	Hayden, Maddie	6,137.83	1,592.22	2,497.99	4,545.61	0.00
9000004319	Haynes, Leanard	10,456.92	2,903.23	3,014.18	7,553.69	0.00
9000004320	Mann, Danielle Carter	7,737.67	1,986.42	2,767.27	5,751.25	0.00
9000004321	McLauchlan, Sativa	7,091.83	1,468.99	2,169.03	5,622.84	0.00
9000004322	Morgan, Benet	6,551.83	1,287.83	2,570.49	5,264.00	0.00
9000004323	Ochoa, Juan Pablo	6,423.33	1,696.23	2,548.14	4,727.10	0.00
9000004324	Pascoe, Wendy	9,244.50	2,347.60	2,935.35	6,896.90	0.00
9000004325	Ponjun, Suvanna	6,423.33	1,679.33	2,549.96	4,744.00	0.00
9000004326	Potter, Jalil	6,423.33	1,697.63	2,547.98	4,725.70	0.00
9000004327	Reese, Dominic	5,954.37	1,229.04	2,040.09	4,725.33	0.00
9000004328	Reisberg, Leah Fudell	10,050.75	2,612.98	2,338.15	7,437.77	0.00
9000004329	Scott, Marcus	4,769.57	936.98	1,999.43	3,832.59	0.00
9000004330	Shareghi, Linda	6,551.83	1,608.26	2,562.09	4,943.57	0.00
9000004331	Spiegel, Benjamin	6,952.85	1,115.90	2,153.94	5,836.95	0.00
9000004332	Williams, Abigail Esther	8,885.58	1,791.19	2,982.72	7,094.39	0.00
	Totals:	**155,757.98**	**37,226.80**	**54,698.00**	**118,531.18**	**0.00**

Pay Code Totals

Payroll Run: 09/30/2026

Pay Type		Count	Gross Amount
CA13 - Aide		1	4,486.68
CD13 - Classified Base 613		3	19,835.01
CE13 - Chief Executive Officer		1	13,973.50
CF14 - Food Service		1	4,295.94
CO53 - Administration		2	20,507.67
CS13 - Special Education		2	11,680.03
CT13 - Teaching Base		12	80,341.48
TOT3 - Overtime Hours 613		2	347.27
TRH3 - Regular Hours 613		2	290.40
	Totals:	**26**	**155,757.98**

Deduction Code Totals

Payroll Run: 09/30/2026

Deduction	Count	Amount
1FIC - FICA	15	6,840.73
1FIT - Federal Income Tax	22	12,764.05
1FIT+ - FIT Additional Amount	2	232.70
1Med - Medicare	22	2,230.83
1PFML - WA Paid Family Medical Leave	22	1,257.28
1ReE2 - SERS Plan 2	6	2,700.33
1ReE3 - SERS Plan 3	1	0.00
1ReT2 - TRS Plan 2	12	5,388.45
1ReT3 - TRS Plan 3	4	2,011.34
1WC - Workers' Compensation	22	594.20
1WLTC - WA Cares Fund	22	903.43
ACHPC - ACH Deposit PC	1	117.37
HSA - Health Savings Account	1	100.00
KO1ER - Kai WA Opt Acc PPO1 Emp Only	2	90.00
KO3ER - Kai WA Opt Acc PPO3 Emp Only	1	287.00
KW1ER - Kaiser WA Core 1 Empl Only	1	24.00
KW2ER - Kaiser WA Core 2 Empl Only	2	200.00
KWSER - Kaiser WA SoundChoice Emp Only	2	260.00
LTDBU - Supplemental LTD COVERAGE	17	279.09
PHER - Premera High PPO Emp Only	1	21.00
PSCR - Prem Standard PPO Emp Child	1	189.00
PSER - Prem Standard PPO Emp Only	1	108.00
VHSAC - UMP CDHP Emp Child	1	61.00
VUCR - UMP Achieve 1 Emp Child	1	141.00
VUER - UMP Achieve 1 Emp Only	8	426.00
Totals:	**190**	**37,226.80**

Benefit Code Totals

Payroll Run: 09/30/2026

Benefit		Count	Amount
1FIC - FICA		15	6,840.73
1Med - Medicare		22	2,230.83
1ReE2 - SERS Plan 2		6	2,778.94
1ReE3 - SERS Plan 3		1	336.58
1ReT2 - TRS Plan 2		11	5,531.32
1ReT3 - TRS Plan 3		4	3,113.56
1UC - Unemployment Plan 00		22	2,570.99
1WC - Workers' Compensation		22	1,134.05
SEBB - Benefits - SEBB		21	28,854.00
SEBB Adj - Benefits - SEBB Adj		1	1,244.50
SEBBHSA - Benefits - SEBB - HSA		1	62.50
	Totals:	**126**	**54,698.00**

AP Check Register

Accounts Payable Run: 09/15/2026 **Rainier Valley Leadership Academy**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 27, 2026, the Board, by a _____ vote, approves payments, totaling $132,672.17, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/Warrants - Public

Check Numbers 102977 through 102984, totaling $77,467.06

AP ACH Numbers 9000004301 through 9000004309, totaling $55,205.11

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

_____

Secretary _____ Board Member _____

AP Check Register

Accounts Payable Run: 09/15/2026 **Rainier Valley Leadership Academy**

Accounts Payable Run: 20260915 A/P Checks **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
102977	Alexander, Josh	$14,220.00
102978	Domain Listings	$288.00
102979	Global Unspoken Truths LLC	$6,325.00
102980	Primo Brands	$79.52
102981	Seneca Family of Agencies	$55,290.00
102982	STS Education	$214.19
102983	Waste Management of Seattle	$907.07
102984	WSIPC	$143.28
9000004301	Amazon Capital Services	$159.15
9000004302	Amazon Capital Services	$269.51
9000004303	Amazon Capital Services	$755.23
9000004304	Amazon Capital Services	$109.50
9000004305	Blueprint	$48,819.14
9000004306	Blueprint	$503.29
9000004307	HopSkipDrive, Inc	$260.26
9000004308	Staples Advantage	$13.03
9000004309	The Lunch Ladies, LLC	$4,316.00

Regular Checks:	8	$77,467.06
ACH Payments:	9	$55,205.11
Total:	**17**	**$132,672.17**

AP Check Register

Accounts Payable Run: 09/15/2026 **Rainier Valley Leadership Academy**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$132,672.17	$132,672.17

AP Check Register

Accounts Payable Run: 09/21/2026 **Rainier Valley Leadership Academy**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 27, 2026, the Board, by a _____ vote, approves payments, totaling $507.42, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/Warrants - Public

AP ACH Numbers 9000004310 through 9000004310, totaling $507.42

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

_____

Secretary _____ Board Member _____

AP Check Register

Accounts Payable Run: 09/21/2026 **Rainier Valley Leadership Academy**

Accounts Payable Run: 20260921 A/P Checks **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000004310	Garcia Morales, Ray	$507.42

ACH Payments:	1	$507.42
Total:	**1**	**$507.42**

AP Check Register

Accounts Payable Run: 09/21/2026 **Rainier Valley Leadership Academy**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$507.42	$507.42

AP Check Register

Accounts Payable Run: 09/30/2026 **Rainier Valley Leadership Academy**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 27, 2026, the Board, by a _____ vote, approves payments, totaling $573.08, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: WIRE-PUBLIC

Wire Transfer Payments 201900349 through 201900350, totaling $573.08

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

_____

Secretary _____ Board Member _____

AP Check Register

Accounts Payable Run: 09/30/2026 **Rainier Valley Leadership Academy**

Accounts Payable Run: 20260930 A/P Direct **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
201900349	BambooHR LLC	$501.08
201900350	Google Classroom, GoogleIntegration	$72.00

Wire Transfers:	2	$573.08
Total:	**2**	**$573.08**

AP Check Register

Accounts Payable Run: 09/30/2026 **Rainier Valley Leadership Academy**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$573.08	$573.08

RESOLUTION OF THE BOARD OF DIRECTORS OF RAINIER VALLEY LEADERSHIP ACADEMY TO APPROVE SEPTEMBER & OCTOBER 2026 CLAIM VOUCHERS AND PAYROLL PAYMENTS

This Resolution is presented to the Board of Directors ("Board") of Rainier Valley Leadership Academy ("RVLA"), a Washington nonprofit corporation, at a regular meeting on November 23rd, 2026.

WHEREAS, each of RVLA's Charter School Contracts with the Washington State Charter School Commission requires each school to comply with the Accounting Manual for School Districts in the State of Washington that is published by the Washington State Office of Superintendent of Public Instruction (the "Accounting Manual");

WHEREAS, Chapter 3, Section "Voucher Certification and Approval", requires "board of director approval for payment of claim vouchers and payroll" and the approval "should be recorded in the minutes of the board meeting";

WHEREAS, to meet the conditions set forth in Chapter 3, Section "Voucher Certification and Approval", the Board desires to approve payment of claim vouchers and payroll payments delineated below.

Payroll Check Summary with Board Certification 9.30.pdf
AP Check Summary Report with Board Certification 9.30 Direct (1).pdf
AP Check Summary Report with Board Certification 9.21 (1).pdf
AP Check Summary Report with Board Certification 9.15 (1).pdf
AP Check Summary Report with Board Certification 10.5.pdf
AP Check Summary Report with Board Certification 10.16.pdf
AP Check Summary Report with Board Certification 10.30 RGM.pdf
AP Check Summary Report with Board Certification 10.30.pdf
AP Check Summary Report with Board Certification 10.31 Direct.pdf
Payroll Check Summary with Board Certification 10.30.pdf

NOW, THEREFORE, BE IT RESOLVED that the Board hereby approves and authorizes RVLA to remit the following payments (these documents can also be found on the board agenda on Board on Track attached to the agenda):

ADOPTED by the Board of Directors of Rainier Valley Leaders State during a regular meeting duly held on November 23rd, 2026, at which a quorum was present.

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

docproperty "DocID"

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: _____ _____

Board Chairperson Date

CERTIFIED: _____ _____

Board Secretary Date

Coversheet

2026/27 Scholar Handbook

Section: II. Consent Agenda
Item: C. 2026/27 Scholar Handbook
Purpose: Vote
Submitted by:
Related Material: 26-7 Scholar Handbook 6-12.pdf
SY 26_27 Updated Scholar Handbook Resolution.docx (1).pdf

Rainier Valley Leadership Academy

Scholar and Family Handbook

SY 2026-2027

6020 Rainier Ave. S, Seattle, WA 98118
(206) 659-0956

RAINIER VALLEY LEADERSHIP ACADEMY

Families, Community Members and Elders,

Hello and welcome to the 2026-2027 school year! We at Rainier Valley Leadership Academy are excited to welcome you and your scholars back for an amazing year. Thank you for your continued support! We have been preparing for your return and have much to share but first I want to highlight the great progress we made during the 2025–2026 school year across staff buy-in, leadership development, and operational systems, setting us up for success this Fall.

- **RVLA Cohesion:** Last September, we welcomed a dozen new team members. Through intentional collaboration, we built a strong foundation, and I am proud to share that 90% of our staff is returning this year up from 40% last year. Our collective experience and institutional knowledge position us for continued growth.
- **Leadership Transition:** Since stepping into the Executive Director / Principal role on September 22, 2025, I have appreciated your patience and trust, and I am grateful for the opportunity to return this year. For families new to how RVLA is governed, our Board of Directors is a group of volunteer community leaders who steward our mission, safeguard the school's long-term health, and keep every major decision centered on our scholars. At that level, January brought positive growth: Jesse Rhodes Jr. stepped in as our new Executive Chair, and we welcomed three new women board members, bringing valuable new perspectives.
- **Systems Enhancements:** In the second semester, we introduced key changes shaped by student, staff, and community feedback. Highlights include an updated bell and class schedule for middle / high school, Wednesday student clubs, and expanded after school programming in partnership with established community organizations. We will continue to refine as we move forward.

Thank you to those who came before me and set the foundation. RVLA remains grounded in pillars which pave the way for our mission: to cultivate resilient scholars who strive for excellence in academics, character, and leadership. Through rigorous learning, outdoor education, and a commitment to justice, scholars are prepared for success in college, career and life. Our scholars are empowered to lead. Driven to elevate. And destined to reshape the world.

- **Collaborative Community:** Honoring our past and present by celebrating the voices of our beloved community and collective strengths.
- **Leadership:** Elevating the voices of current and future leaders, both locally and globally while recognizing leadership goes beyond positions of power.
- **Anti-Racism:** Empowering scholars to challenge injustice, value diverse perspectives, and work towards equity through decolonized curriculum and spaces.

RVLA is only as strong as the community around our scholars, and there are many ways to help shape the year ahead. And **know our why:** Explore our mission, vision, and pillars at **myrvla.org/about-rvla.html**. When you know what we stand for, you become one of our strongest ambassadors. You are not just families at RVLA. You are partners in this movement. Your support, your voice, and your concerns help move our school forward.

Our scholars are empowered to lead. Driven to elevate. And destined to reshape the world.
Peace,

Ray Garcia Morales
Executive Director / Principal

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FUTURE REVISIONS

RVLA is constantly in the process of improving its policies and procedures and may decide to change those contained in this handbook over time. If any provision in this Scholar Policy Handbook is modified or found to be invalid, such a finding will only invalidate that particular provision and will not invalidate the entire Scholar Policy Handbook. The Handbook is issued annually at the beginning of the school year.

PURPOSE OF THIS HANDBOOK

This RVLA Scholar Policy Handbook is an important source of information for scholars, parents/guardians, The policies set forth in this handbook align with RVLA, Washington State, and federal policies.

RVLA recognizes that the parent/legal guardian is the primary educator of the scholar. Therefore, it is important to recognize that an alignment of school and parent/legal guardian attitudes and expectations is necessary for a scholar to enjoy success in our school environment. Parents/Guardians are expected to become familiar with the contents of this handbook and be supportive of all school policies.

MISSION, PILLARS, AFFIRMATIONS, AND PURPOSE

OUR MISSION

Rainier Valley Leadership Academy (RVLA) is an anti-racist collaborative community of critical thinkers focused on dismantling systemic oppression through scholar leadership.

PILLARS

	Scholar Centered	Family Centered
Collaborative Community Our belief in the South African principle of Ubuntu—that our individual well-being and success is connected to the well-being and success of the community as a whole.	● I will participate in school-led community events ● I will check in on my "shy" peers ● I will be respectful in my interactions with my school community ● I will represent RVLA with pride	● Read the NEWSLETTER each month ● Volunteer when you can and participate in school events ● Attend school conferences
Anti-Racist Fundamental belief in disrupting the original ideas of colonialism and racism with action and urgency.	● I respect personal, cultural, religious differences ● I commit to speaking out against injustice ● I question unfair policies and procedures	● Reach out to appropriate staff when you have a question or concern ● Be inclusive of all community members through language and actions
Leadership Our belief in the ability of our scholars to influence peers, family, and community through behaving in a manner that aligns collective thought to accomplish a shared goal.	● I use my voice to advocate for myself and others ● I set the example of success ● I set and accomplish personal, academic, and relational goals	● Be open to hearing feedback on your scholar's growth and progress ● Encourage your scholar to form positive relationships and advocate for self and others

PRIDE Affirmations

	Scholar Centered	Family Centered
Perseverance	I set goals and do whatever it takes to accomplish them. I will never give up. If I fall, I get back up and learn from my mistakes; doing better than before.	We will support our scholar in helping to reach their goals. We will never allow them to give up and we will help them learn from their mistakes; providing positive encouragement daily.
Responsibility	I am accountable for my actions, my words, my belongings, and my community.	We will hold our scholar accountable for their actions, words, belongings, and community. We will also hold them accountable for their participation in daily learning and their academic careers.
Integrity	I do the right thing, even when no one is watching; I acknowledge and honor myself and those who came before me.	We will encourage our scholar to make decisions based on rational thinking and honest practices. We will lead by example in our home and our community.
Drive	I am assertive and proactive in the pursuit of my dreams. I am self-motivated and ambitious. No dream is too big to go after.	We will encourage our scholar to be proactive in the pursuit of their dreams; no matter the enormity.
Excellence	I bring my best to all I do by digging deep to learn more about myself, others and the world; I am excellent.	We will encourage our scholar to be the best representation of themselves and celebrate the beauty in their differences.

CALENDAR & BELL SCHEDULE

Calendar- https://www.myrvla.org/families.html

Monday - Friday		
Mentor	**8:30 - 8:58**	**28 min**
Passing Period	8:58 - 9:01	3 min
Period 1	**9:01 - 9:58**	**57 min**
Passing Period	9:59 - 10:01	3 min
Period 2	**10:01 - 10:58**	**57 min**
Passing Period	10:58 - 11:01	3 min
Period 3	**11:01 - 11:58**	**57 min**
Passing Period	11:58 - 12:01	3 min
Lunch	**12:01 - 12:31**	**30 min**
Passing Period	12:31 - 12:34	3 min
Period 4	**12:34 - 1:31**	**57 min**
Passing Period	1:31 - 1:34	3 min
Period 5	**1:34 - 2:31**	**57 min**
Passing Period	2:31 - 2:34	3 min
Period 6	**2:34 - 3:30**	**56 min**

Early Release Wednesdays		
Mentor	**8:30 - 9:25**	**55 min**
PP	9:25 - 9:30	5 min
CLUB 1	**9:30 - 10:25**	**55 min**
PP	10:25 - 10:30	5 min
LUNCH	**10:30 - 11:00**	**30 min**
PP	11:00 - 11:05	5 min
CLUB 2	**11:05 - 12:00**	**55 min**
PP	12:00 - 12:05	5 min
CLUB 3	**12:05 - 1:00**	**55 min**

RVLA Attendance Policy

Washington law requires that scholars ages 6 to 17 who are enrolled in public schools, attend school Monday through Friday, unless there is a justification for being absent. In this case the parent/legal guardian or legal guardian must excuse the absence by notifying the school. Attendance is a key factor in scholar achievement; therefore, scholars are expected to be present and on-time each day that school is in session. Scholars and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy. School staff will keep a record of absences and tardiness, including a call log, tardy slips, and/or a record of excuse statements submitted by a parent/legal guardian/legal guardian. At RVLA, attendance is also mandatory for scholars who have been expelled and remanded to attend alternative education programs.

RVLA will notify parents/guardians when scholars are absent or excessively tardy, provide opportunities to restore the scholar's attendance, and offer access to resources to address truancy challenges.

DEFINITION OF ABSENCE

Absences will be defined according to the following criteria:

1. A scholar is absent when they are:
    a. Not physically present on school grounds; and
    b. Not participating in the following activities at an approved location:
        i. Instruction;
        ii. Any instruction-related activity; or
        iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
2. Scholars shall not be absent if:
    a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC.
    b. They are receiving educational services as required by RCW 28A. 600.015 and chapter 392-400 WAC.
    c. They are enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
3. A full day absence is when a scholar is absent for fifty percent or more of their scheduled day.
4. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

EXCUSED AND UNEXCUSED ABSENCES

The principal or school administrator has the authority to determine if an absence qualifies as excused, according to the criteria described below. **Scholars have 48 hours to submit an excuse for their absence.**

Excused Absences

a. Illness, health condition, or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the scholar or person for whom the scholar is legally responsible

a. Family emergency (including, but not limited to, a death or illness in the family)

b. Religious or cultural purpose (including observance of a religious or cultural holiday or participation in religious or cultural instruction)
c. Court, judicial proceeding, court-ordered activity, or jury service
d. Postsecondary, technical school or apprenticeship program visitation, or scholarship interview
e. State-recognized search and rescue activities consistent with RCW 28A.225.055
f. Absence directly related to the scholar's homeless or foster care/dependency status; BULLETIN NO. 061-21 OSSI August 17, 2021 Page 4 g. Absences related to deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW 28A.705.010
h. Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to chapter 392-400 WAC if the scholar is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107
i. Absences due to scholar safety concerns (including absences related to threats, assaults, or bullying)
j. Absences due to a scholar's migrant status
k. Absences due to an approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth
l. Absences due to the scholar's lack of necessary instructional tools (including internet access or connectivity).

Excused Absences During School Facility Closures

A new section WAC 392-401-020(2) was added to the rule defining reasons a scholar must be considered absent in the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction.

a. Absences related to the scholar's illness, health condition, or medical appointments due to COVID-19 or other communicable disease
a. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures
b. Absences related to the scholar's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made
c. Absences due to the work schedule or other obligations of the scholar’s parents during regularly scheduled school hours, until other arrangements can be made.

Unexcused Absences

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria listed previously for an excused absence.
Please note that scheduled school days used for vacations are considered unexcused.
REPORTING AN ABSENCE
The parent/legal guardian or guardian must notify the school office by 8:30 am on the morning of the absence by phone, email, or written note and to provide the excuse for the

absence. If the parent/legal guardian does not notify the school office by 9:00 am, the school will contact home in an effort to find out if the scholar has an excused absence. A scholar's absence will default to unexcused until such time as an excused absence may be verified by a parent/legal guardian.

ARRIVAL

Scholars are expected to be on-time for school daily. ALL scholars should be in class by 8:30 a.m. ready to receive instruction. The arrival process will begin at 8:10 a.m. **There is no supervision for scholars before 8:15 a.m., so please do not leave your scholar unattended. During the cases of extreme weather we will be flexible.**

DISMISSAL

Please avoid calling the front office during dismissal (3:00 p.m.—4:00 p.m.). Scholars must leave school grounds immediately after dismissal, unless enrolled in an Enrichment After School program. Parents/legal guardians must wait for their scholar outside of the school.

Only individuals listed on the **EMERGENCY CONTACT CARD** will be allowed to pick-up scholars from school. Please update this information whenever changes occur. Valid photo identification will be required of all individuals picking-up scholars. If someone arrives at the school to seek the release of a scholar and the person's name is not on the emergency contact card or the person does not have valid photo identification, the scholar will **not** be released.

If you need to sign your scholar out early for an appointment, please do so before 2:30 p.m. so as not to impede the dismissal process.

Scholar Pick-up Procedures

Car Loop: Scholar pick-up will take place at the "back" of the school, using a single file line. You may line up starting at 3:30 p.m. Please refrain from parking earlier. **You will have to pull your vehicle around if you are blocking elementary dismissal. Elementary dismissal is from 3:00 to 3:30.**

Unattended vehicles, cell phones, loud music, and smoking are not permitted in the drop off lanes. Please follow our procedures for dismissal to ensure the safety of scholars and to demonstrate positive citizenship in our school's neighborhood.

EARLY DISMISSAL

After their arrival on campus in the morning, scholars may NOT leave campus until dismissal time. Scholars leaving campus without permission may face disciplinary action.

If a scholar requests an early dismissal (for example, if a parent/legal guardian is picking him/her up for a doctor's appointment), the parent/legal guardian must report to the office to sign out the scholar. If early dismissal results in absence from school for the majority of hours or periods in an average school day, it will be unexcused unless it meets one of the criteria for an excused absence.

TARDIES

A scholar is considered tardy if he/she is not in the appropriate seat when the bell rings signaling the start of class. If a scholar arrives late to school, he/she must first report to the school office to obtain a late-slip before reporting to class. If tardies result in the scholar not

being present for 50% or more of the school day, it will be counted as an absence. Excessive tardies will result in community engagement board referral.

JUNIOR/SENIOR LUNCH

A scholar with the designation of high school junior or senior may leave campus during their lunch period, with parent/guardian signed permission. Scholars are expected to return to school, on time for their next class. Scholars may lose their off-campus lunch privilege if they are consistently tardy and/or if they are engaged in unsafe behaviors. Scholars must sign in and out if they choose to leave campus. Junior/Senior lunch privileges may be revoked at the principal's discretion.

TRUANCY

When scholars miss school and their parents/guardians have not excused the absence, they can be considered truant. Truancy is defined as being absent from school or from the majority of a scholar's classes without a valid excuse.

If a scholar is absent without an excuse, RVLA will implement varying interim parent/legal guardian communications and school-based interventions to encourage regular school attendance. RVLA is committed to supporting scholars and families in meeting our attendance expectations. In accordance with Washington State's Mandatory Attendance Law (Chapter 28A.225 RCW), we have outlined the following progression of support for scholars and families which will be monitored by our school administration.

Number Unexcused Absences	School Responsibility	Expected Family Action	Expected Student Action
Beginning of the School Year RCW 28A.225.005	**Information letter** to all students and parents that includes the benefits of regular school attendance; the **effects of absenteeism**, excused and unexcused, on academic achievement and graduation; the **school's expectations** regarding attendance; the **resources** available to assist the scholar and the parents; the responsibilities of the school; and the consequences of truancy; communicated in a language in which the parents are fluent.		
One	● Automated Phone Call or Attendance Letter	● Call Main Office	● Return to school the following day and check-in with your Mentor
Three in one month RCW 28A.225.020	● Family conference scheduled. ● Notify the family of outcomes if unable to attend.	● Attend a conference as scheduled. ● Discuss solutions for improving attendance. ● Implement strategies	● Attend conference ● Return to school and check-in with Mentor. ● Create a plan for completing missing assignments

Five in one month OR **Ten** cumulative excused absences in a school year RCW 28A.225.018	● Conference with scholar & family ● Sign School/Scholar Attendance Contract ● May refer to Community Engagement Board or file a petition to juvenile court.	● Sign Attendance Contract ● Respond to any court or community mandated actions	● Create a plan with Mentor for completing missing assignments ● Respond to any court or community mandated actions.
Between **Two** and **Seven** in one year (In addition to previously stated) RCW 28A.225.020	● Administer the Washington Assessment of Risks and Needs of Scholars (WARNS)	● Attend conference ● Actively participate in the assessment	● Attend conference ● Actively participate in the assessment ● Create a plan with Mentor for completing missing assignments
Between **Two** and **Seven** in one year (scholars with an IEP/504 plan) RCW 28A.225.020	● Convene the IEP/504 team ● Recommend evaluation if the scholar is suspected of having a disability, but does not currently have a plan	● Attend team meeting ● Actively participate in team meeting	● Create a plan with Mentor for completing missing assignments ● Attend team meeting ● Actively participate in team meeting
Seven in one month or **Fifteen** in one year	● File a petition for civil action in juvenile court	● Respond to any court mandated actions	● Create a plan with Mentor for
RCW 28A.225.035			completing missing assignments ● Respond to any court mandated actions.
**For every absence, excused or unexcused, the family will receive a phone call home.* **If the family is not fluent in English, the school will make reasonable efforts to provide attendance information in a language in which the family is fluent.*			

CHRONIC ABSENTEEISM

RVLA is committed to ensuring our scholars are supported to learn and research shows that all absences, excused or unexcused, have an impact on scholar learning. A scholar is considered chronically absent if they miss 10% or more of their school days (more than 2 in a month or 18 in a year) for any reason: excused or unexcused. We expect our families to make it a priority to get their scholars to school on time every day. We encourage families to schedule meetings with school administration if there are any questions or concerns about attendance.

The principal or the principal's designee will enforce the school attendance policies and

procedures. Because the full knowledge and cooperation of scholars and parents/legal guardians are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/legal guardians annually.

SCHOLAR PRIVACY RIGHTS

If a scholar is to be released for health care related to family planning or abortion, the scholar may require that RVLA keep the information confidential. Scholars thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Scholars fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

ACADEMICS POLICY

ACADEMIC INTEGRITY

Cheating is a behavior contrary to everything learning is about. For that reason, while the scholar should definitely receive a consequence - and one that deters them from ever cheating again- the punishment will not be reflected in his or her grade. We believe that cheating should have a rehabilitative consequence, not a retributive one, with deterrence as a secondary effect.

ARTIFICIAL INTELLIGENCE (AI) *(Guided by WA Office of Superintendent of Public Instruction)*

Generative Artificial Intelligence (also abbreviated as Gen AI) refers to software tools modeled on large amounts of data to produce text, images, videos, or other digital artifacts. AI can be used as a means to augment teaching and learning and is already embedded into many technologies.

AI is not a replacement for scholar development, a source of unquestionable/factual information, a replacement for highly qualified educators.

Artificial Intelligence tools provide opportunities, benefits, and potential risks. It is the responsibility of every parent/guardian, policymaker, teacher, administrator, and support staff member to ensure that the use of this transformative new technology and its future is regularly reviewed to ensure equity of access, data privacy, and safe and ethical usage are maintained at all levels. Educators may teach scholars to engage with AI in the following ways:

- Co-create and share an AI decision-making rubric
- Teach scholars to use AI as a feedback tool on original works
- Use AI platforms to increase access to learning
- Use AI for differentiation and assessment

AI users should review and critically assess outputs from AI tools before sharing or publicizing results, including in the classroom. Scholars should not rely exclusively on AI-generated content without fact-checking and evaluating results. Ultimately, it is up to human users to determine how AI information is shared and used.

- **Bias and Misinformation:** AI-generated content is based on datasets or data models that may contain biases, false information, or other inaccuracies. AI systems do not have the ability to think or verify accuracy. Therefore, verifying AI results to ensure the source is credible must occur before considering an AI output in academic work.
- **Safety and Respect:** Scholars must never use AI tools to create misleading or inappropriate content, take someone's likeness without permission, or harm humans

or the community at large.

- **Plagiarism:** AI-generated content is considered plagiarism, unless appropriately cited in assignments or publications; any use must be referenced. Using AI tools to generate answers, stories, essays, or other publications, and/or complete assignments without proper citation, is plagiarism.

GRADING SCALE

Academic grades are a reflection of scholar mastery of the standards being taught (Mastery Based Learning). Grading a scholar's work solely on the standards taught allows teachers to have a true indicator of the proficiency level of the scholar, since grades are not skewed by non-academically related aspects. Scholars are given ample opportunity to practice what is taught in order to demonstrate what they have learned both in class and through home learning assignments. Please note that it is the parent/legal guardian's and the scholar's responsibility to monitor grades and work to improve scholar performance.

RVLA Grading Agreements:

- Extra credit is not provided.
- Missing assignments will be given a "M" in the gradebook until it is turned in by the scholar. An "M" is equivalent to a "0".
- Retakes are subject to teacher's discretion.
- Grades are assigned based on scholars' mastery of learning standards.
- Grades are not assigned based on non-academic performance and minor mistakes, such as soft skills or timeliness of work.
- Teachers will provide feedback to scholars, which scholars and caregivers will have access to.
- Grading is based on a 4.0 scale.
- ● No extra credit is available or awarded

● A zero and "M" (Missing) are entered for missing work to accurately reflect the grade if the missing work is not completed and turned in by the missing work deadline. Missing grades will remain a "0" zero if not completed, to reflect lack of mastery on a standard.

● Scholars will be awarded full credit if they show mastery of the standard by the end of the quarter.

● Retakes are available to any scholar upon request, after completing a plan of success.

● All assignments in a grade book are linked to a standard.

● Non-academic performance ("soft skills, timeliness of work, etc.) is not included in the grade. Instead scholars are given feedback verbally, with written notes, or through an online feedback program, which scholars and caregivers can access.

Mastery Based Learning -grading scales

Percentage	Letter Grade Core	GPA	Performance
90-100%	A	4	Exceeds Mastery of Standards
80-89%	B	3	Mastery of Standards
70-79%	C	2	Approaching Grade Level Standards

Percentage	Letter Grade Core	GPA	Performance
60-69%	D	1	Below Grade Level Standards
0-66%	F	0	No Credit Received

What if scholars have not submitted all assignments?

- All missing assignments will be graded as a zero (0.10) in the gradebook. Scholars will have three opportunities to show mastery of a standard within a grade period. Late work submission deadlines will be announced quarterly.
- Late work submitted on time, will be graded and eligible for full credit

WITHDRAWAL GRADES

RVLA does not grant credit for courses if the scholar transfers to an external school prior to the end of a semester. The current grade in Skyward will be assigned as a progress grade for work completed at the time of the transfer. The receiving school is responsible for granting credit.

If the scholar is transferring out of RVLA with 20 school days or less prior to the end of the semester, the scholar will be responsible for all course requirements and must take the final in order to receive credit. A scholar will be granted an Incomplete "I" until the final exam and course requirements are completed. If the scholar does not take the final or complete the course requirements, they automatically receive a fail in those assignments including the final therefore resulting in a lower grade. The grade of an "I" must be removed within six weeks or it becomes an "F".

An exception to RVLA's general prohibition of granting course credit to scholars who transfer mid-semester is for foster youth, who shall receive full or partial credits based on seat-time for all work satisfactorily completed before transferring schools. Upon receiving notification from a receiving school that a foster youth is transferring away from RVLA, RVLA will issue check-out grades based upon the current grade assigned in Skyward, and
award full or partial credits on an official transcript and send to the receiving school.

MIDDLE SCHOOL PROMOTION and COMMENCEMENT CEREMONY

These policies help ensure that each RVLA scholar progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in grades 6-12, college, leadership and life.

Middle School Promotion

To be considered for promotion to the next grade level, each middle school scholar (grades 6 -8) must obtain sufficient academic credit in required courses during that school year in accord with RVLA's grading scale (*see* RVLA Policy, "Grading Scale and Failed Courses"). Middle school scholars are required to receive academic instruction and participate in the subject areas of English, Mathematics, Science, History, and various electives.

Scholars who miss a certain number of days in a semester, per class period, may not earn credit in that course. Scholars who fail more than two courses per school year may not be promoted to the next grade level (i.e., that scholar may be retained in the same grade level for the following school year). Scholars who fail one or two courses in a school year may be

required to pass summer school to be promoted to the next grade level. RVLA administration reserves the right to review special circumstances and allow consideration to be given.

Middle School Commencement Ceremony Participation Recommendations

RVLA may require its scholars to complete any or all of the following to be eligible to participate in the school's commencement ceremony:

1. Components of a High School and Beyond Plan
2. Community service hours
3. Adherence to all disciplinary contracts/agreements.

A scholar may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school principal's discretion.

HIGH SCHOOL PROMOTION AND GRADUATION

High School Graduation Requirements

To earn a high-school diploma in Washington state, a scholar must:

- Earn the requisite number and type of high-school credits
- Pass state tests or approved alternatives to those tests
- Complete a High School and Beyond Plan

Each course is worth 1.0 credits per semester. Scholars must earn a total of 24 credits in order to graduate high school. Scholars must retake courses they fail during summer school, during the next school year, or during after-school credit- recovery, based on the principal's discretion. Scholars who fail to accumulate 24 credits may be offered a fifth year of high school at the discretion of the principal.

By accumulation of credits toward graduation requirements, scholars earn grade-level status and thereby demonstrate readiness for more advanced coursework, increased responsibilities, and eligibility for the opportunities associated with that grade level. The following table outlines the minimum credits required to earn each grade-level status:

Required credits to receive grade-level status

Scholars are updated on their progress toward graduation requirements and credit thresholds regularly. For scholars who are in danger of not earning the minimum number of credits for next grade-level status, school staff will convene with the scholar and family to provide appropriate support at several occasions throughout the year and as early as the end of first semester. As a result of these mid-year convenings with scholars at risk of failure, small-group or individual interventions will be provided to scholars to help them achieve proficiency/mastery in each class.

If a scholar does not meet the threshold of minimum credits to achieve the next grade-level status, the scholar will remain at the scholar's current grade level status. Depending on the school's schedule and at the principal's discretion, the scholar may be able to re-take any failed courses the following school year while progressing in the courses of study in which the scholar showed proficiency.

Credit Recovery

RVLA believes that all scholars can meet proficiency in their courses of study. Because some scholars may need more and/or different kinds of support to achieve proficiency in their courses, RVLA may utilize several options to help scholars recover credit for courses they

have failed. These methods are intended to be flexible, as different scholars and their credit needs may warrant different supports.

The following non-exhaustive methods below outline ways that RVLA may, at the discretion of the principal, support scholars to recover credit in courses they have failed:

- Regaining credit using yearly averages: Traditionally, if a scholar has failed either semester of a course then he or she must complete a credit recovery course over the spring or summer or online. In certain circumstances, scholars may be able to earn credit for one failed semester course by demonstrating strong performance in the other semester.
- Summer credit recovery classes: If a scholar fails one or more classes and has not earned credit through yearly averages, he or she may be required to take the class the summer following the school year. Only courses that meet graduation requirements will be eligible for summer credit recovery. Additionally, only two credits (up to two, 1-credit semester courses) may be recovered during summer credit recovery.
    - For scholars in grades nine through eleven only, the following guidelines apply:
        - If a scholar fails one semester of a course, then he or she can regain credit for that semester if:
            - Overall average for the course is 60 percent or higher, and
            - He or she earns a passing score (defined as a 3 or 4 proficiency level) on either the quarter 1, quarter 2, or quarter 3 interim assessment for the course.
- Individual summer program: At the principal's discretion, some scholars may be eligible to recover credit via an individual summer program. This program must be designed to meet the scholar's individual course/skill deficiency, allow for practice with content and skills from the failed course, and include a method of assessing the scholar's proficiency at the end of the program. Plans will be designed by the principal or designee in conjunction with a member of RVLA's academic team.

ACCELERATION AND RETENTION

Acceleration

When high academic achievement is evident, RVLA's principal or designee may approve a scholar for acceleration into a higher grade level. The decision to accelerate a scholar will be made by the Highly Capable lead using data from the Data Team and communicated to the parent/legal guardian.

Retention

RVLA recognizes that the rate of physical, social, emotional and academic growth will vary among individual scholars. Since each scholar grows at individual rates, these individual growth characteristics will be recognized in classroom programming.

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

REQUIRED ASSESSMENTS

Scholars shall take a series of assessments. These assessments provide educators with

diagnostic information to assist in the following: adjusting instruction, strengthening scholar supports, identifying key supports and interventions to boost scholar achievement; and preparing all scholars for college and career success. The results of such assessments shall be analyzed, reported, and discussed to determine next steps to facilitate scholar learning.

Assessments include:
NWEA MAP- Fall, Winter, Spring
SBA (6th, 7th, 8th, 10th)- Spring
WCAS (8th, 11th)- Spring

BEHAVIOR INTERVENTION POLICY

Rainier Valley Leadership Academy aims to create a warm, supportive school climate that is conducive to authentic and inclusive learning for all scholars.

The behavior intervention Policy outlined below is a general guide for responses to behavior and is not a mechanism for rigid control. To ensure success for ALL scholars, the individual needs of a scholar and/or extenuating circumstances will always be considered before corrective measures are prescribed.

At RVLA, every scholar deserves an **orderly, safe and warm** classroom and school environment. It is the responsibility of the school administration and staff to work together to create this environment by:

- Providing clear behavior intervention policy that outlines consequences and scholar rights, clear school-wide expectations and directions to scholars
- Creating opportunities to learn and grow from mistakes
- Holding scholars who negatively impact others accountable for their choices

It is also the responsibility of every scholar at RVLA to help create an **orderly, safe and warm** school environment by:

- Read RVLA's behavior intervention policy and uphold the expectations stated in it
- Show up with PRIDE (Perseverance, Responsibility, Integrity, Drive and Excellence) because you recognize that your positive and negative choices impact you and others around you
- Take ownership of the school's successes by celebrating them and failures by being part of the solution

Along with this behavior intervention policy, Rainier Valley Leadership Academy has a proactive and responsive behavior system to support staff and scholars with creating a positive learning environment in the classroom and the larger school community.

As part of our school wide push for positive school climates, we are dedicating ourselves to give scholars clear expectations for all the various spaces around the school. These expectations will be named through the acronym PRIDE meaning Perseverance, Responsibility, Integrity, Drive, and Excellence, which are RVLA's core values. To encourage scholars to actively uphold these values, we will be acknowledging scholars through an incentive system. Along with leaning into our values and naming our common expectations, we will continue to have a Sankofa team who will support classroom teachers and scholars with keeping and maintaining peace in our community through de-escalation, reflective and restorative practices in our Sankofa Room, recess and after school re-commitment spaces.

Scholar Behavior Intervention

- No form of behavior intervention will be enforced in such a manner as to prevent a scholar

from accomplishing specific academic grade, subject or graduation requirements. The disciplinary practice of corporal punishment, defined as willfully inflicting or causing the infliction of physical pain on a scholar, is prohibited

. ● Corporal punishment does not include the use of reasonable force as necessary to maintain order or to prevent a scholar from harming him/herself, other scholars, school staff, or property.

- Scholars who do not uphold school rules as defined in school policy, procedure, school rules on school property, at school-sponsored events or activities, or adjacent to school premises will be subject to interventions and/or corrective action. Appropriate action will be taken by school authorities depending upon the misconduct and circumstances.

Continuation of Educational Services

- Scholars who have been suspended or expelled are eligible to continue with their regular coursework and continue to receive services. However, if the suspension is an out-of-school suspension, the scholar will have to complete coursework off campus and receive services in alternative settings.

Classroom Exclusions

- A teacher or an administrator may exclude a scholar from the classroom or instructional or activity area for behavioral misconduct that disrupts the educational process while the scholar is under the teacher or administration's immediate supervision.
- In all situations, other forms of behavior intervention must be tried first, unless the scholar's presence poses an immediate and continuing danger to other scholars or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.
- Classroom Exclusions may include Reflections taken place with any available support staff or admin, or front office, Lunch/Recess Reflection [hold back during lunch and recess] and more.

Suspensions

The school may use short-term suspensions as a consequence when other documented interventions have not proved successful and the school believes that an out-of-school suspension is the next logical consequence for a scholar's actions. Long-term suspensions may only be used in situations involving misconduct outlined in the section titled 'Long-Term Suspensions & Expulsions—Authorized by the State' of the school's more detailed behavior intervention policy.
The school must attempt some type of intervention before implementing a short-term suspension.

1. Long-Term Suspensions & Expulsions—Authorized by the State

Under state law, there are four categories of behavior that can be a basis for long-term suspension or expulsion (removals of more than 10 school days). They are:

- A violation of RCW 28A.600.420 (which says a scholar who brings or has a firearm at school, on school transportation or at facilities while they are being used by the school, shall be expelled)
- An offense in RCW 13.04.155 (which includes certain violent offenses, sex offenses, inhaling toxic fumes, controlled substances offenses, liquor offenses, or certain crimes related to firearms, assault, kidnapping, harassment, and arson; this could include drugs or alcohol offenses, assault or harassment);
- Two or more violations of certain laws within a three-year period, including: criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on

school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or

- Behavior that adversely impacts the health or safety of other scholars or educational staff.

For any other kinds of behavior, school districts may use other consequences, but not a long-term suspension or expulsion.

2. Suspensions in the case of Drugs or Alcohol

- Scholars are not permitted to possess, use, or be under the influence of drugs or alcohol at school or at a school activity, including transportation.
- As defined in the school's detailed behavior intervention policy, in the cases when scholars possess, use or be under the influence of drugs or alcohol, they may face the consequence of a required alcohol and drugs treatment and/or a short-term suspension (up to 10-school days).
- **Scholars found distributing drugs/alcoho**l shall be immediately expelled. Distributing drugs or alcohol means that a scholar is exchanging drugs or alcohol with another person for something of value.

3. Safety

- Scholars may be suspended for safety reasons in cases where the scholar's presence poses an immediate and continuing danger to other scholars or school personnel, or poses an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the scholar's school.

Emergency Expulsion

A scholar may be emergency expelled immediately by school administration in emergency situations: PROVIDED, such official has sufficient reason to believe that the scholar's presence poses an immediate and continuing danger to other scholars or school personnel or an immediate and continuing threat of substantial disruption of the educational process.

In the event of an emergency expulsion, the school must follow the steps and the scholar and parent/legal guardian rights outlined in the detailed behavior intervention policy.

Grievance and Appeal Processes

Behavior Intervention Other than Suspensions or Expulsions—Conditions, Limitations, Grievance Process

Grievance Process

1. Any scholar or parent/legal guardian who is aggrieved by the imposition of behavior intervention shall have the right to an informal conference with the school principal for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible and, if appropriate, be involved in the conference. During such a conference the scholar, parent or guardian may be questioned by school authorities and is entitled to question school personnel involved in the matter being grieved.
2. In the event the grievance is not resolved at the building level, the scholar, parent or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the school CEO.
3. If the grievance is still not resolved, the scholar, parent or guardian, upon two (2) school business days' prior notice, shall have the right to present a written and/or

oral grievance to either a subcommittee of the School Board or to the Board of Directors in an open public meeting. The Board shall notify the scholar, parent or guardian of its response to the grievance within 10 school business days after the date of the meeting. The behavior intervention action shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless the principal or his or her designee elects to postpone such action.

Re-Engagement Meetings and Plan

- The school is required to hold a re-engagement meeting for scholars who have been long-term suspended or expelled, to discuss a plan to re-engage the scholar in a school program.
- The meeting should be held within 20 days of the long-term suspension or expulsion, but must be held not less than five (5) days before the scholar's re-entry or enrollment.

Off-Campus Behavior

- The school will respond to off-campus scholar speech, including speech transmitted through electronic means, that causes or threatens to cause a substantial disruption on campus or interferes with the right of scholars to be secure and obtain their education.
- Substantial disruption includes but is not limited to: significant interference with instruction, school operations or school activities, violent physical or verbal altercations between scholars, or a hostile environment that significantly interferes with a scholar's education.

Re-admission Process

- Any scholar who has been suspended or expelled will be allowed to apply for readmission at any time.
- If a scholar desires to be readmitted to the school, including the school from which he/she has been suspended or expelled, he/she must submit a written application to the Office of the CEO.
- Upon admittance, the scholar with their guardian, must sit with the principal, dean of scholars, and MTSS coordinator to create a plan of entry and support.

Return to School

While the assumption is that most scholars will return to their original school after their suspension or expulsion ends, there are some instances where a scholar will not be allowed to return to their original school.

Meals

No behavior intervention may be administered in a manner that results in a scholar having a meal delayed or denied.

SCHOLAR CELLPHONE/ELECTRONICS POLICY

Scholars are encouraged to leave their phone and other electronics at home. The school is not responsible for lost, stolen, or damaged cell phones/electronics. **Scholars may only use their phones before mentorship, during lunch, and after school dismissal.** For the purpose of this policy, the instructional day will be defined as the time scholars arrive on campus in the morning until the time they are officially dismissed for the day. Cellphones and other electronics will be confiscated if seen or heard and sent to the administrative office.

Parents/legal guardians must go to the front office to retrieve the confiscated item. Please note that you may call the front office in case of emergency *(Refer to "Parent & Guardian" Policies)*.

Failure to surrender items will result in the use of corrective strategies and/or disciplinary measures.

PERSONAL & PROPERTY SEARCHES (RCW 28A.600.230)

Law enforcement and/or school staff may perform searches. Searches shall utilize appropriate information collection processes. Such processes would include but not be limited to canine assisted searches, video surveillance cameras, breath analyzers, any drug/alcohol, marijuana and vape detection devices, personal, and property searches.

Contraband or illegal items such as explosives, weapons or any object that can be reasonably considered a firearm or dangerous weapon (including toy weapons), controlled substances, or other possessions reasonably considered to be a threat to the safety, health, or security of others will be confiscated and turned over to law enforcement.

All scholars shall be free from unreasonable searches of their persons and property. However, a scholar is subject to a search of their persons and property by school staff, consistent with the limitations described below.

1. Any search of a scholar must be reasonably related to the discovery of contraband items or other evidence of a scholar's violation of the law or rules governing scholar conduct.
2. Staff shall conduct searches in a manner, which is not excessively intrusive in light of the age and sex of the scholar and the nature of the suspected infraction. No scholar shall be subject to a strip search or body cavity search by school staff.
3. Once reasonable grounds for a search of a scholar's person have been established:

a. The principal or designee shall have an additional administrator or staff member present as a witness during the search.

a. Prior to the search of the scholar's person by the administrators, scholars will be asked to remove items from pockets.

b. If evidence of a violation of school rules is suspected and reasonable cause has been established, the administration may conduct searches of scholars without consent. Reasonable effort will be made to notify parents of the search.

c. If evidence of criminal activity is suspected to be present and, if confirmed by the search, law enforcement officials shall be contacted for assistance.

DRESS CODE POLICY

In relation to student dress, the district's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;

- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

- Students should not face unnecessary barriers to school attendance.

Students may *not* wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;

- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

Enforcement of Dress Code

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.
Staff will use reasonable efforts to avoid dress-coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. The Principal or their designee should notify a student's parent/guardian of the school's response to violations of the student dress policy.

EXTRA-CURRICULAR ACTIVITIES

EXTRA-CURRICULAR ELIGIBILITY

RVLA believes that encouraging scholars to organize according to a wide variety of interests is part of accomplishing its mission statement. No club shall be denied based solely on its topic or subject. However, no club shall be formed that, through its bylaws or practices, excludes or harms any member of this scholar body because of race, creed, religion, gender, or sexual orientation or that in philosophy or practice does not comply with the mission, expectations, and rules of the school.

Exclusion from Social/ Extra-curricular Events, such as Dances, Field Trips, Field Day,

Students who receive 0-2 referrals are eligible to attend.
Students who receive 3-9 referrals are eligible to attend once they have completed restorative work before the event. Either:

- A thoughtful essay about what they did wrong and how they can change
- Community service around the school

Students who receive 10+ referrals are not eligible to attend.
Each student's referral count resets after every event.

HEALTH & WELFARE POLICIES

MEDICATION ADMINISTRATION AT SCHOOL

RVLA may not furnish any medications. School personnel are prohibited by law from giving any medications (i.e., prescriptions, cold tablets, vitamins, inhalers, epinephrine, etc.) to a scholar unless a licensed healthcare professional has given written authorization and the scholar's parent/legal guardian has provided written consent. Once authorization is obtained, prescription medications must be delivered to the office in its original container and labeled with the name of the medication, name of the scholar, dosage, name of scholar, and frequency of administration. Over the counter medications should be in original, sealed, packages with directions for administration.

Medications will be stored in a secure location in the nurse's office. Scholars may not carry or use medication independently except for epinephrine or albuterol inhalers: permission to carry these medications must be indicated in the healthcare professional's order. Medication administration will be documented in a medication log maintained for each scholar. All medications will be administered by the registered nurse or specially trained staff members in accordance with Washington State law.

THE FREEDOM CLINIC

RVLA has partnered with The Freedom Clinic to provide a school-based health center where scholars can access clinical services such as sports physicals, primary care visits, preventative medicine, acupuncture, naturopathic/herbal medicine and more.

Services will be billed to insurance; however, The Freedom Clinic will cover services and coverage fees if they are not "in network" with your insurance company.

Services are limited to those who are enrolled in The Freedom Clinic. Enrollment information will be provided upon school registration at the beginning of each school year. **The Difference between School Based Health Centers and School Nurse services**

School Based Health Center–The Freedom Clinic (Must Enroll to Receive Services)	School Nursing Services (Available to ALL RVLA scholars)
● Doctor Wellness/Sports Physicals ● Sick Visits ● Prescribing/re-filling medication when needed ● Pre-existing injury or wound care ● Joint or muscle pain ● Treating stomach ache, headache, or cramps (with medication) ● Mental Health ● Reproductive Health ● Acupuncture ● Naturopathic and Herbal Medicine	● Band-aid ● Pads/tampons or other hygiene items ● Ice for injury ● Determining if your scholar should go home to recover ● First aid

HEALTH CONDITIONS

A parent or guardian must complete a health history form yearly at the time of registration, which includes questions about health conditions, medications, and allergies. Parents or guardians are responsible for reporting any health issue that may impact safety and learning at school and providing updates if the scholar's condition changes. The registered nurse will coordinate with parents/guardians in order to plan for the care and safety of the scholar during school hours. For scholars with life-threatening health conditions, the school must be prepared for a life-threatening emergency on the first day the scholar attends school. A parent or guardian must supply medications for the treatment of life-threatening conditions by the scholar's first day or the scholar will be at risk of exclusion.

ALLERGIES AND ANAPHYLAXIS

Parents/guardians are responsible for informing the school about their scholar's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. During the enrollment process, parents/guardians must indicate if their scholar has any allergies and describe the severity of each allergy.

RVLA will take reasonable measures to avoid allergens for affected scholars. RVLA will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, scholar specific training will be provided for appropriate personnel. Even with the school's best efforts, staff and parent/legal guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, RVLA will take precautions to reduce the risk of a scholar having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

All school staff who volunteer will be trained in the administration of epinephrine by the registered nurse prior to the start of the school year. Such training shall be consistent with the most recent "Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs" published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the OSPI.

In the event a scholar with a current prescription for an epinephrine auto injector on file at the school experiences an anaphylactic event, the registered nurse or designated trained school personnel may use the scholar's prescription to respond to the allergy event. During the administration of the epinephrine or as soon as practicable thereafter, the school will immediately call 9-1-1 to request an emergency response and will stay with the scholar until paramedics arrive. The school will also contact the scholar's parent/legal guardian as soon as it is safe to do so. After an anaphylactic event, the nurse will debrief the situation with the parent/legal guardian and scholar and make changes to the scholar's care plan as needed.

The school's supply of epinephrine auto injectors does not negate parent/legal guardian's responsibility to ensure that they provide the school with appropriate medication and treatment orders pursuant to RCW 28A.210.320 if their scholar is identified with a life-threatening allergy.

SCHOLAR ILLNESS, INJURY, AND MEDICAL EMERGENCIES

In order to promote the health of all our scholars and staff, scholars must stay home if they have any of the following:

- Fever of 100 degrees Fahrenheit or higher
    - Scholar needs to be fever free for 24 hours without the use of OTC

medications
- Vomiting and/or diarrhea
    - Scholars should not return to school for 24 hours following the last episode.
- Cough, runny nose, and/or sore throat
- Rash
- Pink eye (conjunctivitis): eye redness, itchiness, or discharge
    - If your scholar requires antibiotics, please keep them home until they have taken the antibiotics for at least 24 hours. If your scholar does not require antibiotics, please submit a note from your healthcare provider when your scholar is cleared to return to school.
- Taking antibiotics
    - If your scholar is taking antibiotics for any reason, please keep them home for at least 24 hours after their first antibiotic dose
- Any contagious illness or infection

Scholars who feel sick or unwell or have an injury during the school day will be able to visit the nurse's office where the nurse or other trained staff provide interventions as needed and will determine if the scholar should be picked up from school. If the scholar shows any of the stay-at-home symptoms listed above or if an injury prevents return to class, then a parent or guardian will be notified immediately and asked to arrange for pick-up. Scholars who are ill or injured will not be permitted to leave school without an accompanying parent/legal guardian or responsible adult listed on the Emergency Contact form to sign them out in the school office.
It is the responsibility of the scholar and the parent/legal guardian to provide the school with an emergency phone number so that parent/legal guardians may be notified immediately should such a need arise. The school nurse and other school staff are unable to diagnose medical conditions according to scope of practice laws. All health matters will be treated confidentially.

All injuries and illnesses **MUST** be reported to the nearest faculty member in charge or to the school office by the scholar if able or by a witness. In case of medical emergency, RVLA staff will contact the appropriate agency for assistance (police, fire, etc.). An ambulance may be called in case of serious injury or life-threatening emergency. The school will immediately notify parents/guardians or other adults listed on the emergency form. Parents are advised that if their scholar is hurt at school, there is no school insurance to cover medical costs. Scholars should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
Scholars expecting to be absent two weeks or more for medical reasons must notify the office regarding home instruction.

COVID 19 PRECAUTIONS
We ask that if any scholar or member of their household experiences any COVID-19 symptoms, including cough, shortness of breath or difficulty breathing, nasal congestion, fatigue, fever, chills, muscle aches, headaches, sore throat, nausea or vomiting, diarrhea, and/or loss of taste or smell, that the scholar remain off campus until the symptoms have abated and they are provided clearance by a medical professional that they are no longer contagious. Scholars are required to wear face coverings and observe social distancing protocols. Finally, out of an

abundance of caution, scholars will undergo daily temperature checks before joining in regular school activities.

COMMUNICABLE AND INFECTIOUS DISEASE

In order to safeguard the school community from the spread of certain communicable diseases, RVLA will implement procedures that ensure all schools are in compliance with the State Board of Health rules and regulations regarding the spread of infectious diseases deemed dangerous to the public health. It is the principal's duty to report to the local health office the presence or suspected presence of any communicable or infectious disease in accordance with the Infectious Disease Control Guide, provided by the State Department of Health and the Office of Superintendent of Public Education.

The school follows the recommendations of the Office of Superintendent of Public Education in excluding and readmitting scholars with communicable conditions. A scholar suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. A scholar who has been absent from school because of a reported communicable disease must have a proper authorization issued by the local health jurisdiction or physician before he or she is readmitted to school.

Temporary exclusion of a scholar from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, staph infections and/or MRSA, and pertussis ("whooping cough"). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and school, county and state policy. The principal is not required to send prior notice of exclusion to the parent/legal guardian if the scholar is excluded because it is determined that the presence of the scholar would constitute a clear and present danger to the life, safety, or health of scholars or school personnel.

HOME AND HOSPITAL SCHOOLING

A scholar who requires home and/or hospital schooling on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the scholar should not receive this level of instruction due to medical reasons**.** In accordance with state law (WAC 392-172A-02100) home and hospital schooling shall be limited to a maximum of 18 weeks.

Before a scholar returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent/legal guardian, Counselor, administration, the physician/therapist (if necessary), and the home school teacher. A scholar will not be permitted to return to classes until the plan has been approved.

SCHOLAR ILLNESS

1. A staff member will assist a scholar in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before sending a scholar to school.
2. The School Operations Manager and/or administration team does not diagnose illnesses. Scholars who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their scholar to go home if they are too ill to stay in school. No scholar will be allowed to leave the campus without

parent/legal guardian notification. If ill, the scholar should be given care at home or, if the condition persists, the scholar should seek medical attention.

3. Parents/guardians must update the school office with current phone numbers so you or an alternate contact can be reached if your scholar becomes ill or injured at school.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. Health matters are treated confidentially.

SCHOLAR INJURY OR MEDICAL EMERGENCIES

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the school office.

If a scholar feels sick at school, he/she will be able to lie down. If the scholar is running a fever or has severe illness symptoms, parent/legal guardians will be notified. Scholars who are ill or injured will not be permitted to leave school without an accompanying parent/legal guardian, guardian or responsible adult listed on the Emergency Contact form to sign them out in the school office. It is the responsibility of the scholar and the parent/legal guardian to provide the school with an emergency phone number so that parent/legal guardians may be notified immediately should such a need arise.

In case of a medical emergency, RVLA staff will contact the appropriate agency for assistance (police, fire, etc.). An ambulance may be called in case of serious injury. The school will immediately notify parent/legal guardians or other adults listed on the emergency form. Parents/guardians are advised that if their scholar is hurt at school, there is no school insurance to cover medical costs.

If parents/guardians are unable to pick up their scholar, parents/guardians must provide an alternative means for pick-up. If the parent requests the use of public transportation, they must fill out a form providing permission for the alternative mode of transportation.

MENTAL HEALTH

RVLA has partnered with The Freedom Clinic toThe Freedom Clinic is a School-Based Health Center that provides convenient, accessible, and trusted healthcare for members of the RVLA community. Enrolling gives students access to care when they need it, helps decrease barriers like long wait times to see your clinic or doctor, and connects them with supportive adults and services they can rely on. The Freedom Clinic is committed to providing culturally responsive, compassionate care that supports students' health and well-being.

SUICIDE PREVENTION

RVLA recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While staff may recognize potentially suicidal youth and can make an initial risk assessment, RVLA cannot provide in-depth mental health counseling. RVLA directs staff to refer scholars who exhibit suicidal behaviors to an appropriate service for further assessment and/or interventions.

RVLA staff who have knowledge of a suicide threat must take the proper steps to support the scholar and to report this information to the school's principal or designee who will, in turn, notify the appropriate school officials, the scholar's family and appropriate resource services.

Prevention

Suicide prevention strategies may include, but are not be limited to, efforts to promote a positive school climate that enhances scholars' feelings of connectedness with the school and each other and is characterized by caring staff and harmonious interrelationships among scholars.

Scholar Responsibility

RVLA will encourage scholars to notify a teacher, principal, counselor or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another scholar's despair or suicidal intentions. Where appropriate, RVLA will use scholars to help educate their peers to identify the warning signs of suicidal behavior and to get the suicidal scholar adult help.

Staff Training

RVLA's suicide prevention training will help staff identify, screen and respond to scholars at risk of suicide. The training will be offered under the direction of a RVLA counselor/psychologist and/or in cooperation with one or more community mental health or public health agencies and may include information on:

- Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, sexual abuse, a recent severe stressor or loss, family instability and other factors
- Warning signs that may indicate suicidal intentions, including changes in scholars' appearance, personality or behavior
- School and community resources/services
- Annual training on reporting requirements regarded alleged sexual misconduct and reporting guidelines
- RVLA procedures for intervening when a scholar attempts, threatens, discloses the desire to commit suicide or displays other indicators.

Principal/Designee Prevention Planning

School administrative teams will designate specific individuals to be promptly contacted regarding a suicide threat including the school counselor, psychologist, nurse, Area Superintendent, the scholar's parent/legal guardian and, as necessary, local law enforcement or mental health agencies. The principal or counselor will develop a reentry plan, including a scholar/staff support plan for use after a suicide attempt. In the event of reported alleged sexual misconduct by a school employee, the administrative team must notify parent/legal guardians of the victim, target, or recipient of the alleged sexual misconduct within forty- eight hours of the report. Parents will also be provided with information annually regarding their rights under the Washington Public Records Act to request public records regarding the school employee discipline. School administration is also required to report alleged sexual abuse to law enforcement, if he/she has reasonable cause to believe the abuse or misconduct occurred.

Intervention

Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions and/or allegations of sexual assault he/she will take proper steps to support the scholar, promptly notify the principal or school counselor and request that appropriate school staff conduct an

initial risk interview. The principal or counselor will then notify the scholar's parent/legal guardians as soon as possible, unless notification of the parent/legal guardians will jeopardize the scholar's safety. RVLA may also refer the scholar to mental health resources in the community. Additionally, the principal or designee will ensure the scholar's physical safety by one of the following as appropriate:

1. Secure immediate medical treatment if a suicide attempt has occurred
2. Secure emergency assistance if a suicidal act is being actively threatened
3. Keep the scholar under continuous adult supervision until the parent/legal guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Document the incident and disposition in writing as soon as feasible
5. Follow-up with the parent/legal guardian and scholar, in a timely manner, to provide referrals to appropriate services as needed
6. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions
8. Staff will call Scholar Protective Services to report allegations of sexual abuse and/or misconduct within 24 hours of knowledge of the allegation in accordance with laws governing mandated reporting
9. If a scholar is in imminent danger to themselves or others, the school will follow its crisis procedures.

Parent Responsibility

If a scholar is determined to be at risk, the principal or designee will contact the parent/legal guardian and:

1. Ask the parent/legal guardian whether he or she is aware of the scholar's mental state
2. Ask the parent/legal guardian how he/she will obtain counseling and/or appropriate interventions and supports for the scholar
3. Provide names of community counseling resources, if appropriate, and offer to facilitate the referral
4. Determine the parent/legal guardian's/guardian's intent to seek appropriate services for the scholar
5. Discuss the scholar's reentry into school.

Post-Event

In the event that a suicide occurs or is attempted, the principal or designee will follow the crisis intervention procedures contained in the school safety plan. After consultation with the Area Superintendent or designee and the scholar's parent/legal guardians about facts that may be divulged in accordance with the laws governing confidentiality of scholar record information, the principal or designee may provide scholars, parent/legal guardians, and staff with information, counseling and/or referrals to community agencies as needed. School administrators may receive assistance from school counselors or other mental health professionals in determining how best to /discuss the suicide or attempted suicide with scholars and staff.

Following a suicide, RVLA will also assess the impact within all schools and the local community

and provide appropriate information and support. Staff and parent/legal guardians will also cooperate with law enforcement in the event law enforcement is needed to investigate incidents and/or allegations of sexual abuse. Staff will notify families as necessary, if law enforcement interviews scholars under the age of 18.

Communications

RVLA's suicide prevention policy and procedure and the crisis intervention plan will be available for all staff, scholars and community through the scholar, staff, volunteer and parent/legal guardian handbooks and in school and RVLA offices. All requests for specific information regarding an incident will be directed to the building principal or designee.

Resources

RVLA will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parent/legal guardians and clergy as resources for prevention and intervention. RVLA will also develop partnerships with community organizations and agencies and a memorandum of understanding with at least one of these programs for referral of scholars to support services. Community resources include:

1. **Prevention Resources:**
    a. Washington Youth Suicide Prevention Program, www.yspp.org, 206-297-5922
    a. Washington State Department of Health, www.doh.wa.gov/preventsuicide 360-236-2800
    b. King County Health Department, https://blue.kingcounty.gov/about/contact/ 206-296-0100
    c. 211 System – This is an information referral service; it assists with providing resources in your community.
2. **Crisis Response Resources:**
    a. Emergency Response: 911
        a. Local Crisis Hotline: 206-461-3222, www.crisisconnections.org
    b. National Lifeline: 1-800-273 and Talk (8255)
    c. Local Community Mental Health Center: 206-263-8997

PARENT & GUARDIAN POLICIES

COMMUNICATION

RVLA believes that the communication between parent/legal guardians and the school is integral to the success of a scholar. Parents can expect that all communication will receive a response within 48 hours or two (2) school days.

SCHOOL TO HOME COMMUNICATION

- **TEACHERS CONTACTING PARENTS BY PHONE:** Expect regular phone calls from teachers regarding your scholar's progress. If you do not hear from one of your scholar's teachers, do not assume your scholar is doing satisfactory work. The only way to assure your scholar is on track is to communicate with your scholar's teachers by phone, email, or by scheduling an appointment.
- **AUTOMATED COMMUNICATION SYSTEM:** Staff members and/or parent/legal guardian volunteers call home on a regular basis to inform parent/legal guardians of school events and to discuss specific issues regarding individual scholars. The school may also use an automated calling, texting, or email system to remind parent/legal guardians of

schedule changes, holidays, or other important announcements (e.g., scholar absences truancy). Please make sure to provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.

- **SCHOOL CORRESPONDENCE:** School bulletins, monthly calendars, flyers and letters from the principal and Parent Engagement Coordinator are sent home with scholars or mailed on a regular basis. Please ask your scholar or check your mail for school correspondence in order to keep informed of what is happening at school.

HOME TO SCHOOL COMMUNICATION

- **CHANGE OF CONTACT INFORMATION:** Parents/guardians will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/legal guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent/legal guardian.
- **PARENTS/LEGAL GUARDIANS CONTACTING TEACHERS:** All teachers and staff members have email accounts where they can be easily contacted. You may also contact teachers by leaving a message with the main office. Please allow up to 48 hours for a response.
- **MESSAGES AND DELIVERIES TO SCHOLARS:** Scholars may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, only urgent messages will be delivered to scholars during instructional periods.

  Scholars are not allowed to use food delivery services (i.e., Door Dash, Grub Hub, Uber Eats, etc.) on campus. All food service deliveries for scholars will be turned away.

SKYWARD

Parents are encouraged to follow scholar progress through the Skyward system. Scholar homework, grades, and test scores can be reviewed on-line 24 hours a day through Skyward on the internet. Skyward assists parents/legal guardians to track scholars' progress and stay informed. Username and password information is distributed to parents/legal guardians during School Orientation, Back to School Night, and by contacting the main office.

TITLE I PARENTAL INVOLVEMENT POLICY

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, Rainier Valley Leadership Academy will involve parents and family members of Title I students in the development and implementation of Title I programs.

SAFETY POLICIES

Smoking

Smoking Parents and visitors are asked to support the school's effort to maintain RVLA as a "Smoke Free Zone." Parents are asked to please refrain from smoking on campus or at any school event or activity. Scholars are not allowed to smoke on campus.

MANDATED SCHOLAR ABUSE REPORTING

When any professional school personnel have reasonable cause to believe that a scholar has suffered abuse or neglect, they SHALL report such incident or cause a report to be made to the proper law enforcement agency or to the Department of Social and Health Services within 48 hours (RCW 26.44.030).

VISITOR POLICY

Visitors and volunteers are welcome in our school. The **front office** is responsible for managing the involvement of volunteers and visitors at RVLA, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for scholars and staff members or for the visitors themselves.

Upon arriving at RVLA, visitors will:

1. Report to the main office of the school immediately upon arrival.
2. At each visit, present valid photo identification:
    a. Examples of permissible identification include: driver's license, passport, state I.D., and military I.D. card
3. Wear ID badge provided by the school
4. Return ID badge to the front office upon departure.

The principal and/or designee may ask any parent/legal guardians, visitors, or volunteers who refuse to conform to visitor policy to exit the building. Parents/legal guardians, visitors, and volunteers are not permitted to make impromptu visits to classrooms during the school day without checking in at the front office.

CONFIDENTIALITY POLICY

There are four instances in which a counselor and/or teacher is legally bound to inform a parent/legal guardian and/or authority with information given during a "confidential" counseling session:

1. When a scholar indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2. When a scholar indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened
3. When a scholar indicates he or she is being physically and/or emotionally abused 4. When a scholar indicates he or she has committed a felony (i.e., selling drugs, stealing a car, etc.).

WEATHER EMERGENCY AND SHUTDOWN

In the event of severe weather conditions or other emergencies, RVLA may decide to close its schools or change school start or dismissal times for scholar safety. RVLA will communicate school schedule changes through:

- Automated **phone calls**. (Please ensure your school has a working phone number where you can be reached.)
- Announcements on **email** and **mobile app alerts**.
- Announcements on **social media**. Please follow us on Twitter and Facebook.

If you don't receive any of these notifications, you may also call your school's main office, beginning at 6 a.m. for school closure information.

When weather conditions warrant a change in schedule, the following will apply:

- School schedule change announcements **apply for that day only.**
- If no announcement is made by RVLA during a weather event, school is operating normally.
- RVLA makes decisions independent of the local school district.
  - If conditions change rapidly or unexpectedly, we may need to make a quick decision to cancel school or send scholars home early. **Continue to look for updated announcements throughout the day.**
  - **School closures and schedule changes are based on the location of the school**, even if your neighborhood or city is not severely impacted.

EMERGENCY PREPAREDNESS

The school's emergency policies and procedures are formulated with the guidance of local law enforcement, the OSPI School Safety Center, and RVLA in order to prepare for:

- Emergency incidents such as earthquakes, tsunamis, or other high-risk events • Law enforcement incidents
- Fire incidents
- Hazardous materials incidents
- Bomb threats
- Threats of violence or harm
- Other threats to the safety of scholars, staff or visitors in the school building

RVLA develops and annually updates its Safe School Plan with the necessary information to ensure scholar safety and well-being. Safe School Plan information will be shared with parent/legal guardians at the beginning of each school year and will be available upon request from the main office. The Safe School Plan will outline the following:

1. A site-specific emergency mitigation, preparedness, response, and recovery plan. 2. School safety policies and procedures.
3. Provisions for assisting and communicating with scholars and staff, including those with special needs or disabilities.
4. Required training for school staff in compliance with the Washington state office of the superintendent of public instruction school safety center.
5. Administrative staff certification on the incident command system.
6. Guidelines for annual safety-related drills.
7. Procedures for use of school facilities as emergency shelter or community space.

***Note: No person will be allowed to enter/exit and no scholar will be released during school lockdown status, for any reason. Please refer to the Safe School Plan for post-lockdown procedures.*

HARASSMENT, INTIMIDATION, AND BULLYING

Rainier Valley Leadership Academy strives to provide scholars with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. In order to ensure respect and prevent harm, it is a violation of district policy for a scholar to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all scholars, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Harassment because of a scholar's race, color, religion, ancestry, national origin,

gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics is prohibited.

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING (HIB): RVLA is committed to a safe and civil educational environment for all scholars, employees, parent/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. **"Harassment, intimidation, or bullying"** means 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 or physical disability or other distinguishing characteristics, when an act:

- Physically harms a scholar or damages the scholar's property
- Has the effect of substantially interfering with a scholar's education
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment
- Has the effect of substantially disrupting the orderly operation of the school

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

Nothing in this section requires the affected scholar to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

"Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other RVLA policies or building, classroom or program rules.

Parents/legal guardians who have a conflict with a scholar, other than their own, are requested to speak to administration. At no time may parents/legal guardians approach the scholar directly.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (Incident Form) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other scholars involved with the report. No disciplinary action will be taken against another scholar based solely on an anonymous or confidential report.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone

you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.
Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?
When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.
When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

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

What are the next steps if I disagree with the outcome?
For the student designated as the "targeted student" in a complaint:
If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal.
For the student designated as the "aggressor" in a complaint:
A scholar found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

SEXUAL HARASSMENT
RVLA is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. RVLA prohibits sexual harassment of scholars, employees and others involved in school activities.
Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a scholar's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a scholar is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Sexual harassment can also occur when:

- Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit
- Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual
- Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to scholar, scholar to adult, scholar to scholar, adult to adult, male to female, female to male, male to male and female to female.

RVLA will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of RVLA, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected scholar abuse will be reported to law enforcement or Scholar Protective Services. Persons found to have been subjected to sexual harassment will have appropriate services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending scholars, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. RVLA will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The principal will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process. RVLA will develop procedures to provide age-appropriate information and education to staff, scholars, parent/legal guardians and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, scholar and regular volunteer orientation. This policy will be posted in each RVLA building in a place available to staff, scholars, parent/legal guardians, volunteers and visitors. The policy will be reproduced in each scholar, staff, volunteer and parent/legal guardian handbook.

RVLA will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, scholars, and volunteers and parent/legal guardians in the review process.

GENDER INCLUSIVITY

RVLA fosters an educational environment that is safe and free of discrimination for all scholars, regardless of sex, sexual orientation, gender identity or gender expression. To that end, RVLA recognizes the importance of an inclusive approach toward transgender scholars with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these scholars with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity • Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

School Property

Scholar desks and other storage areas are RVLA property and school officials retain the right to inspect these areas assigned to scholars. No right or expectation of privacy exists for any scholar concerning these areas, which may be inspected or searched by school authorities at any time without prior notice and without reasonable suspicion that the search will yield evidence of a scholar's violation of the law or a school rule.

Any container(s) found as a result may be searched if there is reasonable suspicion that they contain evidence of a scholar's violation of the law or school rule. Such searches should take place in the presence of the scholar. The methods used must be reasonably related to the objectives of the search and not be excessively intrusive for the age and sex of the scholar, and the nature of the suspected infraction. School authorities may seize illegal items or possessions reasonably determined as a safety threat. Items that are used to disrupt or interfere with the educational process may be temporarily removed from scholar possession. When appropriate, such evidence may be transferred to law enforcement authorities. These procedures are according to state laws RCW 28A.600.200, RCW 28A.600.230 and RCW 9.14.250, 270, 280

DISCRIMINATION

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

What is discriminatory harassment?

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

RVLA does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following

employee(s) has been designated to handle questions and complaints of alleged discrimination:

- **Section 504 Coordinator: Principal**
- **Title IX Officer: COO**
- **Civil Rights Compliance Coordinator: COO**

If you believe that you or your scholar has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. Prior to filing a formal complaint, RVLA encourages the early, informal resolution of complaints at the school site level whenever possible.
You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below).

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

UNIFORM COMPLAINT PROCEDURES

Purpose

RVLA recognizes the primary responsibility to ensure its compliance with applicable state and federal laws and regulations governing RVLA's educational programs. This complaint procedure is designed to enable RVLA to reach appropriate resolution of allegations regarding violations of federal or state anti-discrimination laws.
The primary purpose of this policy is to secure an equitable solution to a justifiable complaint.
To this end, specific steps will be taken.
If you believe that you or your scholar 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 scholar'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.

Step 1: Complaint to RVLA

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 conductor incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the network should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the network Area Superintendent or civil rights compliance coordinator.

Step 2: RVLA Investigates Your Complaint

When RVLA receives your written complaint, the Compliance Coordinator or Area Superintendent will give you a copy of the RVLA's discrimination complaint procedure. The Compliance Coordinator will then make sure that RVLA conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation. The Area 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: RVLA Responds to Your Complaint

When RVLA responds to your complaint, it will include:

1. A summary of the results of the investigation

2. A determination of whether or not RVLA failed to comply with civil rights requirements related to the complaint
3. Notice of your right to appeal, including where and to whom the appeal must be filed
4. Any corrective measures determined necessary to correct any noncompliance. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeals to RVLA

If you disagree with RVLA's decision, you may appeal to RVLA'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 RVLA's response to your complaint. The appeal shall specify the basis for the appeal and whether the findings of facts are incorrect, and/or the law has been misapplied. The appeal shall be accompanied by a copy of the original complaint filed with RVLA and a copy of RVLA's final response. RVLA will send you a written decision within 30 calendar days after RVLA received your notice of appeal. The board of director's decision will include information about how to file a complaint with OSPI.

Complaint to OSPI If you do not agree with RVLA's appeal decision, state law provides the option to file a complaint with the Office of Superintendent of Public Instruction (OSPI). Complaints cannot be filed with OSPI unless they have already been raised with RVLA and appealed, as outlined in Steps 1 and 2 on the previous page, or if RVLA did not follow the correct complaint and appeal procedures.

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

RVLA will disseminate this policy annually to RVLA employees, scholars, parent/legal guardians, appropriate school officials or representatives, school mentor committees, and other interested RVLA parties.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

coaching, facilitation, and training about family, community engagement, and systems advocacy.
• Website: www.oeo.wa.gov
• Email: oeoinfo@gov.wa.gov
• Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.
• Website: https://www2.ed.gov/about/offices/list/ocr/index.html
• Email: orc@ed.gov
• Phone: 800-421-3481

SCHOLAR INFORMATION GUIDELINES

FAMILY EDUCATIONAL RIGHTS AND POLICY ACT (FERPA)
The Family Educational Rights and Policy Act (FERPA) is a federal law passed in 1974. Among other provisions, FERPA requires schools to get permission from a parent/legal guardian or eligible scholar (a scholar who is at least 18 years old or is enrolled in a college or university) before the school releases data that personally identifies that scholar. However, FERPA allows for the sharing of scholar information without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a scholar is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a scholar
- Organizations conducting certain studies for or on behalf of the school ● Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

PARENT ACCESS
Under FERPA, a parent/legal guardian has the right to request the amendment of scholar's education records that the parent/legal guardian believes are inaccurate or misleading. While a school is not required to amend education records, it must consider all requests. If the school decides not to amend a record in accordance with a parent/legal guardian's request, the school must inform the parent/legal guardian of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent/legal guardian has the right to insert a statement in the record setting forth their other views. That statement must remain with the contested part of the scholar's record for as long as the record is maintained.
Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by RVLA to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, US Dept. of Education 400 Maryland Ave SW, Washington, DC 20202-4605

DIRECTORY INFORMATION

FERPA defines certain information about your scholar as "directory information." The information may be released unless the parent/legal guardian notifies RVLA, in writing, of his/her refusal.

"Directory information" is scholar information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow RVLA to include this type of information from a scholar's education records in certain publications, which include, but are not limited to:

- annual yearbooks
- graduation programs
- RVLA/school website(s)
- sports activity sheets showing weight and height of team members
- honor roll or other recognition lists
- a playbill, showing the scholar's role in a drama production

The following scholar information is considered "directory information:"

- name
- grade level
- address
- major field of study
- telephone listing
- dates of attendance
- electronic mail address
- participation in officially recognized activities
- photographs
- sports
- date and place of birth
- weight and height of members of athletic teams
- degrees and awards received
- most recent previous school attended

In addition, federal law requires that education agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (reauthorized as the No Scholar Left Behind Act of 2001) to provide military recruiters, upon request, with scholars' names, addresses and telephone listings, unless parent/legal guardians have advised RVLA that they do not want their scholar's information disclosed without their prior written consent.

Directory information does not include a scholar's social security number or scholar identification number. However, RVLA may disclose a scholar's identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number, password, or other factor that only the authorized user knows. A scholar's social security number will not be used for this purpose.

Private schools and colleges/universities may be given the names and addresses of 12th-grade scholars and scholars who are no longer enrolled in a RVLA school, provided that the information is used only for purposes directly related to the institution's academic or professional goals.

If parents/legal guardians do not want RVLA to disclose directory information from their scholar's education records without their prior written consent, they must notify their scholar's school site principal, in writing, by September 1, or within 30 days upon a scholar's enrollment. The request to withhold directory information is applicable only to the school year in which the notification was provided to RVLA.

SCHOLAR RIGHTS & RESPONSIBILITIES

SCHOOL JURISDICTION

Scholars are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction is defined as:

- School grounds and property
- Any school-sponsored event or activity, including travel to and from that activity (i.e., athletic events, field trips, etc.)

ACCOMMODATIONS FOR SCHOLAR RELIGIOUS PRACTICES

In accordance with RVLA policy against discrimination and the Establishment Clause of the U.S. Constitution, scholars are entitled to excused absences for the observance of religious holidays provided that they adhere to the school's Attendance Notification Procedures and to the extent the accommodation does not place undue burden on the school. A scholar may be granted an "Excused Absence" for religious observance for no more than three (3) days per semester, and/or five (5) days total per school year. Scholars that are absent are responsible for making up any missed assignments.

If any additional accommodations are required, a scholar's parent/legal guardian or guardian must submit a written request to the principal. The request must state: (a) the specific accommodation requested; (b) why the accommodation is needed and (c) the time and duration of accommodation. To the extent possible, scholars should fulfill their religious obligations during lunch or free periods. If a scholar must fulfill a religious obligation during class time, the RVLA principal should grant an excused absence for a limited, defined time. Scholars who are excused from class for religious needs must have an opportunity to make up any work, assignment or test missed as a result of their absence.

BUS TRANSPORTATION

Currently, scholars 18 years of age and younger have free access to public transportation.

SCHOLAR FEES

RVLA shall ensure that books, materials, equipment, supplies, and other resources necessary for scholars' participation in RVLA's educational program are made available to them at no cost. No scholar shall be required to pay a fee, deposit, or other charge for his or her participation in an educational activity which constitutes an integral fundamental part of RVLA's educational program.

This general prohibition against scholar fees, unless authorized by law, shall not restrict RVLA from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, RVLA shall not offer or award to a scholar any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the scholar and shall not remove, or threaten to remove, from a scholar any course credit or privileges related to educational activities, or otherwise discriminate against the scholar, due to

a lack of voluntary donations or participation in fundraising activities by or on behalf of the scholar.

COMPUTER USE POLICY

This policy is for management and usage of computer resources owned and operated by RVLA. The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges.** ***Families will be held financially responsible for the loss of, or damage to school-issued laptop computers***.

Guiding Principles for Responsible Computer Usage

- Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
- Unless noted to the contrary, data files should be considered private and confidential.
- Users are responsible for knowing regulations concerned with copying software and may not use RVLA's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
- RVLA's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
- RVLA's computers may not be used to play games or transmit material via any media, including email or internet pages, that are threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
- Scholars shall not engage in an act of bullying on RVLA computers, including, but not limited to, bullying committed by means of an electronic act.
- Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
- Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy RVLA equipment, electronic information services or the data of another user.
- RVLA reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, RVLA's network services and/or the Internet web site.

Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each scholar monitor from the instructor's monitor and instantly blank, lock, or deactivate the scholar's system. Any scholar intentionally attempting to or bypassing these precautions will be denied computer access. The school admin will determine other administrative disciplinary actions. The scholar and their parents/legal guardians accept responsibility for the scholar's on-line actions. All other disciplinary policies of RVLA apply to the use of technological resources.

General Usage

RVLA will report suspected criminal activity to law enforcement authorities. Criminal activity

includes but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses; and/or violation of other rights arising under the law. RVLA also reserves the right to discipline scholars for violations of this policy, up to and including suspension and expulsion.

Scholars are encouraged to remove any "personal" information stored on RVLA's computers. Generally, RVLA will delete information left on computers/networks to better facilitate the use of computers for legitimate RVLA purposes, and RVLA shall not be liable for any damages resulting from the deletion of personal files or personal electronic information stored on RVLA computers.

TRANSPORTATION OF SCHOLARS

RVLA is committed to transporting scholars safely and recognizes that, in addition to general transportation of scholars by licensed bus drivers, situations arise that require scholar transportation by the staff of RVLA or its family of schools. Such situations include transportation of scholars for:

- RVLA or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions)
- Compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure scholar safety and/or health). Should compelling circumstances exist, an employee of RVLA and/or its schools shall attempt to contact the scholar's parent/legal guardian or guardian for permission to transport a RVLA scholar in his or her personal vehicle, and receive permission from the school principal or designee to transport a RVLA scholar in his or her personal vehicle.

Employees of RVLA or its family of schools are not permitted to transport scholars in their personal vehicles without a signed and approved Employee Driver Agreement on file at the school.

SCHOOL FOOD SERVICES

RVLA follows all Scholar Nutrition Services practices and scholars are provided free breakfast and lunch, daily. Both vegetarian and pork free options are offered daily.

PERSONAL PROPERTY

Lost, Stolen, or Damaged Items

RVLA is not responsible for any loss or damage to personal items. Scholars are responsible for any personal items they bring to school and must watch their personal belongings carefully.

Skateboards and Bicycles

During school hours, scholars must store skateboards and bicycles in a storage area designated by the school. Scholars may not ride their skateboards or bicycles during the school day or on school grounds. Scholars who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the scholar, when appropriate, at the end of the school day.

TEXTBOOKS, INSTRUCTIONAL MATERIALS, LIBRARY BOOKS, RVLA TECHNOLOGY

Scholars assume full responsibility for the security and maintenance of their own textbooks. Scholars are required to keep textbooks covered and in good condition. Scholars may not write in or deface their textbooks.

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any

applicable (instructional) program shall be available for inspection by the parent/legal guardians of scholars.

PHOTO RELEASE AND CONSENT AGREEMENT

Permission is granted by the scholar and the scholar's parent/legal guardian for the following terms of release and consent:

1. Permission for RVLA to use the below-identified materials in connection with the publication and distribution of materials, in various media, regarding and/or promoting RVLA and its activities, operations or accomplishments.

a. Video or film materials incorporating scholar's name, image, likeness, voice and/or spoken or written words.

a. Photographic materials incorporating a scholar's name and/or image. b. Printed materials incorporating scholar's name, likeness and/or image. c. Telephonic or other recorded, electronic or digital materials incorporating scholar's name, voice and/or spoken or written words.

d. Web-based or other electronic or digital materials incorporating scholar's name, image, likeness, voice and/or spoken or written words.

2. RVLA and any of its subsidiaries, affiliates, representatives or agents shall have the right to reproduce, publish, broadcast or otherwise use, throughout the world, in any medium (including, without limitation, print, radio, television, web or other online or electronic media), scholar materials, or any portion or derivation thereof, in connection with the discussion or promotion of RVLA or any aspect of RVLA. Such right shall include the right to reproduce the scholar materials, in whole or in part, and the right to create derivative works based upon the scholar materials. All materials prepared by RVLA that incorporate, consist of, or include scholar's name, image, likeness, voice, words or any portion of scholar materials, including, but not limited to any copyrights or other intellectual property rights shall belong to RVLA, and RVLA shall be the author for all purposes.
3. RVLA agrees to use scholar materials in a reasonable manner to fairly and truthfully represent the scholar.
4. Scholar and parent/legal guardian or legal guardian acknowledge and agree that he/she is able to give this release and consent, that he/she gives this release and consent voluntarily and without obligation or compensation. Scholar and parent/legal guardian or legal guardian further acknowledge and agree that he/she is not a member of SAG or other such professional organization.
5. Scholar and parent/legal guardian acknowledge and agree that RVLA has complete creative control over its use of scholar's name, image, likeness, voice, words or scholar materials, and scholar waives any right of inspection or approval of any use of the scholar's name, image, voice, words or any of the scholar materials and any liability of RVLA or its subsidiaries, affiliates, agents or representatives for such use including, without limitation, any typographical or printer errors, alterations, optical illusions or distortions, faulty mechanical or other reproduction arising out of the exercise of any of the rights granted in this Agreement.

SOLICITATION BY OUTSIDE ORGANIZATIONS

RVLA has adopted the following policy limiting advertising and soliciting for any cause, charity or benefit not sponsored by a RVLA group or organization.

- Scholars may not sell tickets or solicit contributions in the school for any external

agency or charity unless it is a beneficiary of a RVLA-endorsed charity drive. ● The distribution of commercial handbills, cards, or other handouts in or around the school building is prohibited.

- The school's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise
- Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the principal.

Groups, companies, individuals and/or staff and associations interested in the solicitation and recruitment of RVLA scholars for trips, tours, ski and camping expeditions, and other similar activities shall not solicit and recruit such scholars at any time on school premises. Compliance with this prohibition makes it necessary to prohibit the practices hereinafter enumerated:

- The written or oral identification of the activity as being a "RVLA trip," including the identification of employees with such activity
- The publication of news articles or the publication of paid advertisements describing the activity in scholar newspapers
- The solicitation of scholars or the promotion of the activity during school hours and on school premises
- The promotion of the activity or the solicitation of scholars for such activities at any time on the school grounds
- The promotion of the activity or the solicitation of scholars by using school mailing lists or school records

SCHOLAR SERVICES

EQUAL EDUCATION OPPORTUNITIES

At RVLA all scholars shall be afforded the right and opportunity to an equal education. No scholar shall be excluded, segregated or discriminated against in the RVLA environment for reasons of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

ENGLISH LANGUAGE LEARNERS

State Law (Washington Administrative Code392-160-015) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that schools administer a state test of English language proficiency to:

1. Newly enrolled scholars whose primary language is not English as an Initial Assessment
2. Scholars who are English learners as an Annual Assessment. (For Washington public school scholars, this test is the ELPA21.)

Parental Exception Waivers

1. At the beginning of each school year, parents/guardians shall be informed of the placement of their scholar in a structured English immersion program and shall be notified of an opportunity to apply for a parent/legal guardian exception waiver. (WAC 392-160-015(2))
2. Parent/legal guardian may request that the district waive the requirements of WAC 392-160-010, pertaining to the placement of a scholar in a transitional bilingual instructional program or, if the use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program.

A parent/legal guardian may choose to withdraw the waiver at any time with a written request. In this situation, the district changes the scholar's instructional model code in CEDARS and begins providing English language development services to the scholar.

HOMELESS AND MIGRANT SCHOLARS (Mckinney Vento)

Homeless scholars will be provided LEA services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless scholars are defined as lacking a fixed, regular and adequate nighttime residence, including those scholars who are:

1. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations
3. Living in emergency or transitional shelters
4. Abandoned in hospitals
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings
7. Migratory scholar's living in conditions described in the previous examples

Transportation

Homeless scholars are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless scholar is living in another district but will attend his or her school of origin in the RVLA network, the district and RVLA will coordinate the transportation services necessary for the scholar or will divide the costs equally.

Facilitating on-time grade level progression RVLA will:

- Waive specific courses required for graduation for scholars experiencing homelessness if similar coursework has been satisfactorily completed in another school district
- Provide reasonable justification for denial of the waiver. In the event RVLA denies a waiver and the scholar would have qualified to graduate from their sending school district, RVLA will provide an alternative process of obtaining required coursework so that the scholar may graduate on time.
- RVLA will consolidate partial credit, unresolved, or incomplete coursework and will provide scholars experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the scholar.

For scholars who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, RVLA will grant partial credit for coursework completed before the date of the withdrawal or transfer. When RVLA receives a transfer scholar in these circumstances, it will accept the scholar's partial credits, apply them to the scholar's academic progress or graduation or both, and allow the scholar to earn credits regardless of the scholar's date of enrollment in RVLA.

Informed Consent for Healthcare

Informed consent for healthcare of behalf of a scholar experiencing homelessness may be obtained from a school nurse, school counselor, or homeless scholar liaison when:

a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries a. The scholar meets the definition of a "homeless scholar or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001 b. The scholar is not under the supervision or control of a parent/legal guardian, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

RVLA and its employees authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care.

SCHOLARS IN FOSTER CARE

RVLA recognizes that scholars in foster care experience mobility in and out of the foster care system and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local and/or tribal scholar welfare agencies, RVLA will strive to minimize or eliminate educational barriers for scholars in foster care, particularly with regard to enrollment, transfer of scholar records, and transportation to their school of origin. The executive director or designee is authorized to establish procedures and/or practices for implementing this policy.

Point of Contact

The principal or designee will designate an appropriate staff member to serve as RVLA's point of contact for local scholar welfare agencies if such agencies notify RVLA in writing that they have designated a point of contact for RVLA.

Enrollment

Whenever practical and in the best interest of the scholar, the scholar placed into foster care will remain enrolled in the school they were attending upon entering foster care. When a determination of the scholar's best interest is necessary, it will take into account a number of factors as described in the procedures that accompany this policy, including concern for the scholar's safety as well as the availability of support for the scholar's educational success. Such a determination should involve a network representative, a representative of the appropriate scholar welfare agency, the scholar, and the scholar's biological and foster families, if reasonably feasible.

If remaining in the school of origin is determined not to be in the scholar's best interest, RVLA will immediately enroll that scholar in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not been provided.

A school may not prevent a scholar in foster care from enrolling based on incomplete information of any history placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any conditions affecting the scholar's educational needs during the ten (10) day period that the Department of Social and Health Services has to obtain that information. Upon enrollment RVLA will make reasonable efforts to

obtain and assess the scholar's educational history in order to meet the scholar's unique needs within two (2) school business days.

Records Transfer

When a scholar in foster care transfers schools, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of scholars in foster care.

Additionally, upon receipt of a request for education records of a scholar in foster care from the Department of Social and Health Services, RVLA will provide the records to the agency within two (2) school days.

Dispute Resolution

In the event that a caregiver or education decision-maker disputes a network decision regarding the best interest of the scholar in foster care with regard to enrollment or the provision of any other education-related service, including transportation, the caregiver or education decision-maker may use the three-tiered appeals process outlined in the procedure that accompanies this policy. RVLA will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.

In the event that a dispute occurs between RVLA and a scholar welfare agency with regard to issues that do not involve educational placement or the provision of educational services (e.g., transportation reimbursements, failure to collaborate), such disputes may be forwarded to the office of the superintendent of public instruction for resolution.

Review of Unexpected or Excessive absences

A school employee will review unexpected or excessive absences of scholars in foster care and those awaiting placement with the scholar and adults involved with the scholar, including their caseworker, educational liaison, attorney if one is appointed, parent/legal guardian, guardian and foster parent/legal guardians. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the scholar's school work so the scholar does not fall behind and to avoid suspension or expulsion based on truancy.

Facilitating on-time grade level progression RVLA will:

- waive specific courses required for graduation for scholars in foster care if similar coursework has been satisfactorily completed in another school district
- provide reasonable justification for denial of the waiver. In the event RVLA denies a waiver and the scholar would have qualified to graduate from their sending school district, RVLA will provide an alternative process of obtaining required coursework so that the scholar may graduate on time
- consolidate partial credit, unresolved, or incomplete coursework and will provide scholars in foster care with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the scholar.

For scholars who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, RVLA will grant partial credit for coursework completed before the date of the withdrawal or transfer. When RVLA receives a transfer scholar in these circumstances, it will accept the scholar's partial credits, apply them to the scholar's academic progress or graduation or both, and allow the scholar to earn credits regardless of the scholar's date of enrollment in RVLA.

In the event a scholar is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, RVLA will work with the sending district to ensure the awarding of a diploma from the sending district if the scholar meets the graduation requirements of the sending district.

In the event a scholar enrolled in three or more school districts as a high school scholar, has met state requirements, has transferred to RVLA, but is ineligible to graduate from RVLA after all alternatives have been considered, RVLA will waive its local requirements and ensure that the scholar receives a diploma.

SPECIAL EDUCATION

RVLA is compliant with state and federal regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

Service Animals in Schools

RVLA acknowledges its responsibility to permit scholars and/or adults with disabilities to be accompanied by a "service animal" as required by federal laws and Washington State's law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities. A "service animal" means an animal that is trained for the purpose of assisting or accommodating a disabled person's sensory, mental or physical disability. The parent/legal guardian of a scholar who believes the scholar needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school.

SECTION 504

RVLA is compliant with state and federal regulations governing implementation of services pursuant to Section 504 of the Rehabilitation Act of 1973.

RESOLUTION OF THE BOARD OF DIRECTORS OF
RAINIER VALLEY LEADERSHIP ACADEMY
REGARDING THE ADOPTION OF 2026-2027 SCHOLAR HANDBOOK

This Resolution is presented to the Board of Directors of **RAINIER VALLEY LEADERSHIP ACADEMY** "RVLA", a Washington nonprofit public benefit corporation, at a regular meeting on November 23rd, 2026.

WHEREAS, the Board deems it to be in RVLA's best interest to update the existing version of the Scholar Handbook of Policies and Procedures ("Scholar Handbook"); and

WHEREAS, the Board has reviewed RVLA's Scholar Handbook that has been updated to the 2026-2027 to the version attached hereto;

26-7 Scholar_Handbook

NOW, THEREFORE, BE IT RESOLVED that the Board adopts RVLA's 2026-2027 Scholar Handbook.

ADOPTED by the Board of Directors of Rainier Valley Leadership Academy during a regular meeting duly held on November 23rd, 2026, at which a quorum was present.

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: _____ _____
Board Chairperson Date

ATTEST: _____ _____
Board Secretary Date

primary language. (WAC 392- 160-015) Within ten (10) school days upon which the scholar

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Coversheet

Highly Capable Program

Section: II. Consent Agenda
Item: D. Highly Capable Program
Purpose: Vote
Submitted by:
Related Material: RVLA Highly Capable Program Policy .docx.pdf
Highly Capable 26_27 Resolution .docx.pdf

RAINIER VALLEY LEADERSHIP ACADEMY

Rainier Valley Leadership Academy (RVLA) Highly Capable Program Policy

In order to develop the special abilities of each student, RVLA will offer appropriate instructional program services to meet the individual needs of highly capable students. Each highly capable student will be provided appropriate services and support:

1. To assure their academic growth commensurate with their aptitude.
2. To maintain a high level of engagement in K-12 educational programming.
3. To develop personal competence leading to exceptional academic achievement; social competence manifested in positive peer relationships; social responsibility and leadership skills.
4. To demonstrate advanced and complex learning in their area(s) of talent (i.e., critical thinking, problem solving, and divergent thinking).

Legal References:
WAC 392-170-035- Students who are highly capable
WAC 392-170-036- Definition- Learning characteristics
WAC 392-170-042- Annual notification
WAC 392-170-045- Referral process for highly capable students
WAC 392-170-047- Parent/legal guardian permission
WAC 392-170-055- Assessment process for selection of highly capable student
WAC 392-170-060- Nondiscrimination in the use of tests.
WAC 392-170-070- Multidisciplinary selection committee
WAC 392-170-075- Selection of most highly capable
WAC 392-170-076- Process for appeal
WAC 392-170-078- Program Services
WAC 392-170-080- Educational program for highly capable students
WAC 392-170-087- Program review and monitoring
WAC 392-170-090- End of year reporting
WAC 392-170-070- District records

Updated 11/19/26

Definitions:
Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters 28A.640 and 28A.642 RCW.

The board shall approve the district's annual Highly Capable Program plan submitted to OSPI. The report provided for board approval shall include:: the number of students served by grade level; RVLA School's plan to identify students; program services; an instructional program description; professional development; program evaluation and fiscal report; and assurances that RVLA is legally compliant.

The Principal will establish procedures consistent with state guidelines for referring, assessing and selecting children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.

The following procedures will be employed to refer, assess and select students to access highly capable services.

1. **Notification**

RVLA will provide annual notification to all parents and guardians regarding the highly capable program, referral process, screening opportunities, selection criteria, appeal procedures, and available services, consistent with WAC 392-170-042. Universal notification shall occur no later than October 1 of each school year, or within 30 calendar days of student enrollment for families enrolling after that date.

Notification shall be distributed using multiple communication methods, which may include email, mailed notice, student information systems, school newsletters, family meetings, and district or school websites. RVLA shall ensure that notification materials are accessible to families in their home language to the extent required by law and district language access procedures.

At a minimum, annual notification shall include a description of the highly capable program, referral timelines, eligibility criteria, assessment procedures, examples of services provided, contact information for program support, and instructions for submitting a referral. RVLA shall maintain documentation each year showing the date, method, and scope of universal notification.

2. **Referral**

Anyone may refer a child to the program, including teachers, other staff, parents/guardians, students, and members of the community. Nominators will complete RVLA's referral form to recommend a child for consideration**.** RVLA will screen each nominee using standardized assessment data to identify students who qualify for further assessment.

RVLA shall implement equitable identification and service practices to ensure that students from underrepresented populations have meaningful access to highly capable program referral, assessment, selection, and services. Underrepresented populations include, but are not limited to, students from low-income backgrounds, students from culturally and linguistically diverse populations, multilingual learners, students receiving special education services, students with Section 504 plans, students experiencing homelessness, students in foster care, and twice-exceptional students.

RVLA shall use multiple pathways for identification, including universal screening data, open referrals, nonverbal assessment options, portfolio or performance-based evidence, classroom observation, and review of student growth data. Assessment and referral procedures shall be communicated in family-accessible language, and translation or interpretation services shall be provided upon request and when required for meaningful access.

RVLA shall provide appropriate testing accommodations consistent with a student's IEP, Section 504 plan, language access needs, or other documented needs, provided that such accommodations do not invalidate the assessment. RVLA shall not charge families any fee for referral, screening, assessment, or consideration for highly capable services.

At least annually, RVLA shall review identification, participation, and performance data disaggregated by race, ethnicity, gender, multilingual status, disability status, low-income status, and other relevant student groups to monitor equitable access. When material disproportionality is identified, RVLA shall develop and implement corrective actions for the following school year, which may include additional outreach, staff training, revised screening practices, or added assessment pathways.

3. **Assessment**

Students identified through the referral process will be assessed using multiple criteria from a variety of sources and data, including Academic Achievement and Informal Measures. Screening results will be recorded in the student’s cumulative file.

A student may also be identified as highly capable when the multidisciplinary selection committee determines that the student demonstrates or shows potential for performing at significantly advanced academic levels as evidenced by multiple objective criteria. For purposes of this policy, significantly advanced shall generally mean performance at or above the 95th percentile on nationally normed achievement or cognitive measures, or comparable advanced performance on district-approved assessments and evidence reviewed in combination.

The following assessment instruments will be used to identify students who qualify for program services:

A. Academic Achievement Measure: SBA scores from previous years
B. Academic Achievement Measure: MAP scores in reading and math
C. Academic Achievement Measure: interim assessments ELA and math
D. Informal Measures: Report Card

E. Informal Measure: Teacher recommendation

F. Cognitive Ability Measure: RVLA shall administer at least one norm-referenced cognitive ability assessment to students advancing through the referral process. Cognitive assessments may include the Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT), or another research-based instrument approved by the Principal and interpreted by qualified personnel. For multilingual learners or students for whom language may affect performance, nonverbal cognitive assessments shall be prioritized.

Prior to conducting assessment(s) not administered to the entire student body , program staff will obtain written parent/guardian permission.

The selection committee shall document the basis for each eligibility determination, including the assessment data reviewed, any alternative measures considered, and the rationale for selection or non-selection. RVLA's identification criteria and decision rules shall be published annually in family-facing program materials and on RVLA website.

4. **Selection**

A multi-disciplinary selection team comprised of an administrator, psychologist or other individual who can interpret screening results, and a teacher with knowledge in highly capable students, will review data that has been collected for each of the referred students. The committee will select those students who would receive the most benefit from participating in the program services.

RVLA will:

A. Conduct universal screening of students in the second, sixth, and eighth grades.

B. Notify parents/guardians of students who have been selected as well as students who have not been selected. Parents/guardians will receive a full explanation of the procedures for identification, program options and the appeal process; and

C. Obtain parent/guardian permission to provide services and programs for students selected.

Process for Appeal

Parents or guardians may appeal the selection of the multidisciplinary team by completing an appeal form. Appeal forms must be received by the RVLA office within 15 business days of notification.

Exit Procedures

A student may be exited from highly capable program services at any time by parent or guardian request. Program staff may also recommend exit if they determine the program services do not meet the student’s needs. Criteria for exiting the program will include a review of standardized test scores, student work samples, and/or other assessment data as needed.

Parents or guardians may appeal an exit decision by staff through completion of an appeal form. Appeal forms must be received by the RVLA office within 15 business days of notification.

Program Design

RVLA shall provide highly capable services primarily through classroom-based differentiation within the general education setting. The district's model is designed to ensure that identified students receive appropriately challenging instruction as part of their regular school experience while allowing for flexible service options based on individual student need. Services shall be available in the student's identified area or areas of strength and shall constitute a continuum of options rather than a single placement or uniform program.

Instruction for highly capable students shall be based on research-informed gifted education practices, including differentiated instruction, curriculum compacting, flexible grouping, tiered instruction, inquiry-based learning, project-based learning, and opportunities for advanced or independent study. Instructional planning shall reflect recognized frameworks for advanced learning, including attention to increased depth, complexity, pacing, and student intellectual engagement. RVLA may use commonly accepted gifted education models and frameworks, such as differentiated curriculum and instruction approaches, Depth and Complexity prompts, Schoolwide Enrichment Model practices, and other research-based methods appropriate to staff capacity and student need.

Curriculum modifications for highly capable students shall go beyond assigning additional work. Modifications shall include adjustments to depth, complexity, and pace. Depth modifications may include extended analysis, interpretation, use of evidence, problem solving, and exploration of multiple perspectives within a topic. Complexity modifications may include connections across disciplines, examination of patterns and systems, consideration of ethical issues, and use of abstract concepts and advanced vocabulary. Pacing modifications may include pre-assessment, compacting of previously mastered standards, faster progression through grade-level outcomes, and access to above-grade-level content or materials when appropriate.

Instructional practices may include, but are not limited to, pre-assessment to determine readiness; replacement of mastered content with advanced tasks; tiered assignments that require greater abstraction or independence; open-ended tasks with multiple pathways and products; independent investigations; student goal setting; seminar-style discussion; advanced reading and writing expectations; and authentic performance tasks. Teachers shall provide differentiated opportunities in the areas of content, process, product, and learning environment as appropriate to the student's demonstrated strengths and support plan.

Grouping practices shall support responsive instruction and efficient service delivery within RVLA's small-school model. The school may use flexible grouping within the classroom, cluster grouping of students with similar academic needs, temporary regrouping across classrooms or grade levels when feasible, and subject-specific grouping for advanced instruction. Grouping decisions shall be based on current student data and may change over time. Grouping shall be used to increase access to challenge and shall not limit a student's access to grade-level peers, comprehensive instruction, or other school opportunities.

Updated 11/19/26

At the elementary level, especially in grades K-5, highly capable services shall emphasize classroom-based differentiation that is practical for a small school and consistently implemented by general education teachers. Examples may include advanced phonics or literacy tasks for early readers; above-grade-level reading materials with supported discussion; compacted math instruction followed by application to complex, multi-step, or real-world problems; project-based science or social studies investigations; student choice in products and topics; and opportunities for independent or small-group inquiry. In upper elementary grades, students may also engage in cross-grade skill grouping, advanced problem-solving seminars, long-term research projects, and increased expectations for academic discourse and written explanation. In higher grades, services may expand to include honors-level work, advanced coursework, dual credit opportunities when available, mentorships, and other acceleration options consistent with district policy.

Enrichment opportunities shall be provided as an intentional part of service delivery, not as an optional add-on only after regular work is completed. Enrichment may include academic competitions, leadership opportunities, creative problem-solving tasks, service-learning projects, community-based learning, digital extension activities, clubs, presentations, showcases, and guided independent study connected to student interests and strengths. When staffing or scheduling limits dedicated pull-out services, RVLA shall prioritize embedded enrichment and advanced options within classroom instruction and through flexible schoolwide opportunities.

Each identified student shall have a written support plan maintained in the student's cumulative file. The support plan shall identify the student's area or areas of strength, annual service approach, differentiation strategies or program options to be used, staff responsible for implementation, and any needed accommodations or coordination with other plans, including IEP, Section 504, multilingual learner, or intervention supports when applicable. The support plan shall also include a process for progress monitoring and review.

Services shall be delivered and monitored through collaboration among teachers, administrators, families, and other relevant staff. Teachers shall implement the differentiation and service strategies identified in the support plan. The school shall review student progress using available data such as classroom performance, work samples, local assessments, progress monitoring information, student products, and family or teacher input. Support plans shall be reviewed periodically, and services shall be adjusted when data indicate that the student requires greater challenge, different instructional strategies, additional enrichment, or consideration of acceleration.

RVLA recognizes that highly capable students may also be multilingual learners, students with disabilities, students with Section 504 plans, or students from backgrounds historically underrepresented in advanced learning programs. Services shall therefore be designed to support access and challenge simultaneously. Differentiation and support planning shall account for both advanced learning needs and any related accommodations or services so that students are neither excluded from challenge nor denied needed supports.

The Principal or designee shall oversee implementation of highly capable services, monitor consistency of service delivery, and support staff in applying classroom-based differentiation practices. Program review may include review of support plans, classroom evidence of advanced learning opportunities, student growth and performance data, and feedback from families and staff. This oversight is intended to ensure that RVLA's small-school, classroom-based model remains practical, consistent, and responsive to student need.

Acceleration

Acceleration is an educational intervention that provides access to appropriately challenging learning experiences when a student demonstrates readiness for content, instruction, or placement beyond the student's typical age, grade level, or current course placement. RVLA recognizes acceleration as an important service option for students whose learning needs cannot be fully met through differentiation or enrichment alone.

Acceleration options may include, but are not limited to, single-subject acceleration, whole-grade acceleration, curriculum compacting, advanced or honors coursework, dual credit opportunities when available, flexible pacing, early access to above-grade-level content, and other research-based forms of academic advancement aligned to student need.

A request for acceleration may be initiated by a parent or guardian, teacher, counselor, administrator, or other school staff member with knowledge of the student's academic performance and learning needs. Requests shall be submitted to the Principal or designee for review.

Upon receipt of a request, RVLA shall convene a school-based review team within 20 school days to consider the request. The review team may include the Principal or designee, the student's current teacher or teachers, other staff with knowledge of the student, and additional personnel as appropriate to the type of acceleration under consideration.

In evaluating whether acceleration is appropriate, the review team shall consider multiple sources of evidence, which may include academic achievement data, cognitive and achievement assessment results when available, classroom performance, demonstrated mastery of current content, rate of learning, motivation, attendance patterns, work habits, social-emotional readiness, and input from the student's family and relevant staff. No single data point shall be used as the sole basis for an acceleration decision.

When whole-grade acceleration is being considered, RVLA may use a research-based decision-making tool such as the Iowa Acceleration Scale, or a comparable structured process, to support consistent and comprehensive review.

Parent or guardian consent is required before any acceleration placement is implemented.

If acceleration is approved, the school shall develop a written acceleration plan that identifies the type of acceleration, the start date, the instructional placement, staff responsibilities, supports to be provided, progress-monitoring measures, and the schedule for review. The written plan shall be maintained in the student's educational record and shared with the parent or guardian and relevant staff.

Updated 11/19/26

The student's progress in the accelerated placement shall be reviewed within the first 6 weeks of implementation and again at the end of the semester or trimester, as applicable. Additional review meetings may be scheduled as needed based on student performance, adjustment, or family and staff concerns. Adjustments to the acceleration plan may be made when supported by review data.

RVLA may also consider procedures for early entrance to kindergarten or other grade levels, as well as early graduation, when a student demonstrates exceptional readiness and such consideration is consistent with applicable law, district requirements, and graduation expectations. Decisions regarding early entrance or early graduation shall follow a documented review process and include family input, readiness evidence, and administrative approval.

Acceleration decisions shall be made on an individual basis and shall reflect the student's demonstrated readiness, educational needs, and overall best interest.

Staff Qualifications and Professional Development

Teachers providing Highly Capable Program services shall hold a valid Washington teaching certificate and demonstrate knowledge and skill in the education of highly capable students. RVLA recognizes that, in a small-school setting, this requirement may be met through documented professional learning and successful implementation of highly capable practices and does not require a separate gifted endorsement unless otherwise required by law or district decision.

For purposes of this policy, knowledge in highly capable students means demonstrated understanding of the characteristics and learning needs of highly capable students, including students from underrepresented populations and students who may be twice-exceptional, as well as knowledge of differentiation, advanced academic programming, identification practices, and the social-emotional development of highly capable learners.

A teacher or staff member may be considered to have knowledge in highly capable students when the individual has completed relevant coursework, district or school training, conference or workshop participation, guided coaching, supervised implementation of highly capable service strategies, or other documented professional learning approved by the Principal or designee.

Selection committee members shall receive training, prior to participating in eligibility decisions and at regular intervals thereafter, on the district's identification procedures, interpretation of assessment data, equitable identification practices, use of multiple criteria, and awareness of bias in referral and selection processes. RVLA may provide this training through school-based review, regional training, ESD support, OSPI guidance materials, or other approved professional learning formats.

Staff assigned primary responsibility for Highly Capable Program services shall complete foundational training in highly capable education within one school year of assignment. When possible, such training should be completed before or during the first semester of service. Staff newly serving on the selection committee shall complete required committee training before participating in formal selection decisions.

RVLA shall provide annual professional development for staff who serve highly capable students and shall encourage participation by general education teachers, intervention staff, counselors, and administrators as appropriate to their roles. Annual professional development shall be practical, job-embedded when possible, and aligned to the school's service delivery model.

Professional development topics shall include, as appropriate, differentiation for advanced learners, curriculum compacting, flexible grouping, enrichment and acceleration practices, equitable identification of students from underrepresented groups, interpretation of cognitive and academic assessment data, support for twice-exceptional students, social-emotional needs of highly capable learners, culturally responsive practices, family communication, and progress monitoring of services.

The Principal or designee shall support staff implementation through coaching, collaborative planning, review of student service plans, observation and feedback, and access to model strategies or instructional resources. When feasible, RVLA shall incorporate highly capable practices into staff collaboration time, professional learning community discussions, and instructional planning processes so that staff support is ongoing rather than limited to one-time training.

RVLA shall make reasonable efforts within available program resources to budget for professional development, training materials, coaching support, and other capacity-building activities necessary to implement Highly Capable Program services with fidelity. In doing so, RVLA may prioritize cost-effective options such as ESD offerings, state-supported training, virtual learning, peer collaboration, and in-house professional development.

Documentation of completed training and professional development activities related to Highly Capable Program implementation shall be maintained by the school or district as part of program oversight and continuous improvement efforts.

Reporting

The Principal or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) which includes number of students served by grade level, the ethnicity and gender of such students, data to determine if students who are highly capable met the goals set, data to determine if the programs provided met the academic needs of the students, professional development activities provided for general education staff, fiscal report and program(s) provided for these students.

RESOLUTION OF THE BOARD OF DIRECTORS
OF RAINIER VALLEY LEADERSHIP ACADEMY (RVLA)
REGARDING APPROVAL OF RVLA'S
2026-2074 HIGHLY CAPABLE PLAN

This Resolution is presented to the Executive Committee of the Board of Directors ("Board") of **RAINIER VALLEY LEADERSHIP ACADEMY** ("RVLA"), a Washington State nonprofit public benefit corporation, at a regular meeting on November 23rd, 2026.

WHEREAS, the Board supports and is committed to the practice of reviewing and approving RVLA policies prior to their implementation;

WHEREAS, RVLA can be required to provide evidence of Board-approved policies for purposes of submitting charter petitions and renewal petitions;

WHEREAS, RVLA's legal counsel has reviewed the policies set forth in RVLA's 2026-2027 Highly Capable Plan; and

WHEREAS, the Board has received and reviewed RVLA's 2026-2027 Highly Capable Plan.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby approves and authorizes the implementation of the policies set forth in RVLA's 2026-2027 Highly Capable Plan.

ADOPTED by the Board of Directors of RVLA during a regular meeting duly held on November 23rd, 2026 at which a quorum was present.

See Highly Capable Plan linked here:
RVLA Highly Capable Program Policy .docx.pdf

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: _____ _____
Chairman, Board of Directors Date

ATTEST: _____ _____

Board Secretary Date

Coversheet

Update

Section: V. Independent Audit 2026/27-Statement of Work
Item: A. Update
Purpose: Discuss
Submitted by:
Related Material:
Statement_of_Work_-_Audit_Services_-_Single_Audit_Rainier_Valley_2026__1_.pdf

CliftonLarsonAllen LLP
https://www.claconnect.com

October 16, 2026

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated March 2, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Rainier Valley Leadership Academy ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the period ended August 31, 2026.

Wade McMullen is responsible for the performance of the audit engagement.

Scope of audit services
We will audit the financial statements of the governmental activities and each major fund, which collectively comprise the basic financial statements of Rainier Valley Leadership Academy, and the related notes to the financial statements as of and for the period ended August 31, 2026.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the entity's basic financial statements.

The RSI will be subjected to certain limited procedures, but will not be audited.

We will also evaluate and report on the presentation of the supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services
We will also provide the following nonaudit services:

- Preparation of data collection form
- Preparation of your financial statements and the related notes.
- Preparation of the required supplementary information (RSI).
- Preparation of the supplementary information.
- Preparation of schedule of expenditures of federal awards.
- Preparation of adjusting journal entries, as needed.

· Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will apply certain limited procedures to the RSI in accordance with U.S. GAAS. However, we will not express an opinion or provide any assurance on the RSI because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) other than RSI accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

It is our understanding that our auditors' report will be included in your annual report which is comprised of List of Board of Directors and the Administrators and that your annual report will be issued in conjunction with the audit. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance.

Those standards require that we exercise professional judgment and maintain professional skepticism

throughout the planning and performance of the audit. As part of our audit, we will:

• Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

• Obtain an understanding of the entity and its environment, including the system of internal control, relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

• Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

• Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity’s ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

• Management Override of Controls

• Revenue Recogntion

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with

governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the

financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements, RSI, and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for 12 months beyond the financial statement date.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include

acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for the preparation of other information included in your annual report. You agree to provide the final version of such information to us in a timely manner, and if possible, prior to the date of our auditors' report. If the other information included in your annual report will not be available until after the date of our auditors' report on the financial statements, you agree to provide written representations indicating that (1) the information is consistent with the financial statements, (2) the other information does not contain material misstatements, and (3) the final version of the documents will be provided to us when available, and prior to issuance of the annual report by the entity, so that we can complete the procedures required by professional standards. Management agrees to correct material inconsistencies that we may identify. You agree to include our auditors' report in any document containing financial statements that indicates that such financial statements have been audited by us.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit and the presentation of the basic financial statements and RSI. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying

to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services
For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements
Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

> CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic

site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of CLA and constitutes confidential information. However, we may be requested to make certain audit documentation available to regulatory bodies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of CLA’s personnel. Furthermore, upon request, we may provide copies of selected audit documentation to those regulators. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by a regulator. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be

responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees
Our professional fee is $27,500.00. We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

Data Collection Form	$1,200.00
Commission Report Preparation	$3,000.00

Bill to be mailed on	**Amount to be billed**
October 2026	$10,650
December 2026	$10,650
February 2027	$10,650

Unexpected circumstances
We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards
Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement
We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:
This letter correctly sets forth the understanding of Rainier Valley Leadership Academy.

CLA
CliftonLarsonAllen LLP

Wade McMullen

McMullen, Wade, Prinicpal

SIGNED 10/18/2026, 12:39:05 PM PDT

Client
Rainier Valley Leadership Academy

SIGN:

Chastity Catchings

DATE: