

2022-23

STUDENT

and

FAMILY HANDBOOK



TONASKET SCHOOL DISTRICT

WELCOME TO TONASKET SCHOOL DISTRICT

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The Tonasket School Board is committed to continuous improvement leading to student achievement and student success. The Board strives to ensure excellence in education for our students through vigilant oversight, sound policies and meaningful community engagement.

Mission Statement: *Focused on learning and linking learning to life.*

Vision Statement

Each of our students is an extraordinary individual who embraces life with hope, independence, accountability, resilience, and commitment to community and to the betterment of society. Each is a lifelong learner who possesses the skills to think critically, act intelligently, work creatively, and confidently adapt to an ever-changing world.

District Goals

1. **Powerful Teaching and Learning.** Ensure that each student is a creative, accountable, and independent learner by combining high expectations with demonstrated growth, while leveraging technology and an aligned curriculum that is rigorous and relevant. Hire and retain engaged and highly qualified staff, providing them with the training and support necessary to inspire student success.
2. **Stewardship.** Instill trust and engender public support through the planned, prudent and transparent use of district resources, driven always by a focus on student learning.
3. **District Culture and Climate.** Embrace a welcoming and collaborative school climate that encourages staff and student initiative, dynamic learning, a sense of community, and ethical decision-making, while promoting and valuing mutual respect, safety, health and our rural heritage.
4. **College, Career, Life Readiness.** Facilitate varied pathways to prosperity through partnerships, mentoring, and use of district resources, equipping students with the life skills, knowledge, motivation, and tenacity to excel in post-secondary pursuits.
5. **Creative and Innovative.** Nurture passion and creativity, celebrate success, and foster hope. Cultivate and model self-advocacy, independent learning, and belief in self. Embrace and value diversity. Address barriers to learning, including poverty, through cultural awareness, professional development, and an intentional focus. Ensure that each student begins school ready to learn and transitions confidently through proactive assessment and early intervention.
6. **Parent and Community Engagement.** Engage our diverse community in partnerships that support families, learning at home, making educational decisions, and collaborations. Establish clear and consistent communication that unites all citizens around the principle that high quality public education is a community's most valuable asset.

District Beliefs

- We believe we have a moral imperative to ensure that each child learns.
- We believe respect for diversity leads to a strong and resilient community.
- We believe families play a vital role in education.
- We believe public education encompasses the entire community and that community participation is crucial to enhance student learning.

- We believe focused professional development is imperative to enhance learning.
- We believe students deserve a nurturing environment that is physically, emotionally and intellectually safe.
- We believe we must manage our fiscal resources responsibly and efficiently to affect student learning while honoring the community's contributions.
- We believe data-informed decisions lead to improved student learning.
- We believe learning goes beyond curriculum and it is learning that prepares students to take their place in the world.

Notice of Nondiscrimination

Tonasket School District 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 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. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Superintendent 35 HWY 20 East. Ph. 509-486-2126 email: kevin.young@tonasket.wednet.edu

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ACTIVITIES, CLUBS, ORGANIZATIONS

Students are urged to participate in clubs and activities of their choice and to urge classmates to do the same. All students are encouraged to take advantage of as many opportunities as possible. Involvement in school activities enriches the school experience. Students are also welcome to initiate or activate clubs with administrative and school board approval.

High School Activities

Annual/Yearbook (PUB)
ASB Student Council
Band/Chorus
Art Club
T-Club
Future Business Leaders of America (FBLA)
Future Farmers of America (FFA)
GSA
Knowledge Bowl
La Chispa Club

High School Sports

Cheerleading (Fall and Winter)
Football
Girls Soccer
Volleyball
Cross Country
Boys Basketball
Girls Basketball
Boys Wrestling
Girls Wrestling
Track and Field
Tennis
Baseball
Softball

Middle School Activities

ASB
Knowledge Bowl

Middle School Sports

Boys Basketball
Football
Girls Basketball
Track and Field
Volleyball
Wrestling

School Sports do not begin for middle school students until the 7th grade with some exceptions related to turnout. Wrestling, Cross Country and Track are open to 6th graders. Sixth graders may join seventh and eighth graders in turning out for Knowledge Bowl in the winter.

Elementary School Activities

Chess
Math is Cool
PTO Family Nights
Run Club
Spelling Bee

ALTERNATIVE LEARNING PROGRAM

The High School Principal is the administrator for this ALE program. Middle School and Elementary student discipline is administered by the MS and ES principals with the assistance of the program director.

Tonasket Outreach School

The Outreach School building is located in the two gray modular buildings at 5th and Workosky St., next to the tennis courts.

The Tonasket Outreach School is a 1st-12th school with roots as a Parent Partnership Program of the Tonasket School District. The program was started to offer support and services to families learning offsite and is supported with basic state education funds generated through students' participation in the program's services. Tonasket Outreach School provides students the opportunity to pursue an education at their own pace, creates a bridge between the traditional school and the home school community, and challenges each student to excel in areas of special interest within an alternative learning experience. The program operates under Washington State's Alternative Learning Experience rules (WAC 392-121-182).

Students will have the chance to participate in a learning community onsite and on field studies to supplement their studies at home. Working and learning together gives students the opportunity to develop social relationships and make friends.

Yearly Assessments

All students enrolled in alternative learning experiences must be assessed at least yearly, using, for full-time students, the state assessment for the student's grade level. (Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under chapter 28A.200 RCW or who are enrolled in an approved private school under chapter 28A.195 RCW are not required to participate in state assessments, but can substitute district available assessments.)

Monthly Progress Reports

Student growth will be assessed monthly by a certificated teacher to determine if satisfactory progress is being made. Assessments will be shared with each student and hand-delivered or mailed to a parent when available. Students will be evaluated in each subject area. Overall "unsatisfactory" for any given month can be declared when progress is deemed "unsatisfactory" in one class for two months in a row or when progress in two or more core classes in one month is deemed "unsatisfactory". An "Intervention Plan" will be developed with the student to address the issue when a student gets an overall "unsatisfactory" for any given month. If a student gets an overall "unsatisfactory" for three months in a row, placement in the Outreach Program may be ended, and another program will be found.

Information for High School Students

High School students have the option to work towards a high school diploma or enrollment in Running Start. Students in the program can also take advantage of the services offered in other district schools such as driver's education or a class at the high school. The Outreach Program follows the requirements set forth by Tonasket High School for graduation as defined by the school board.

Outreach students are allowed at the high school to take a scheduled class under special circumstances, participate in after school activities such as sports, and attend evening school dances. During the school day, Outreach students can visit the high school office, library, high school counselor, and participate in selected high school activities provided they have prior permission from their teacher and appropriate high school staff. Outreach students may participate in the THS graduation ceremony and activities, however will earn a diploma through the Outreach.

APPROPRIATE LANGUAGE

Students, parents and staff are expected to use language that shows respect to others. Individuals using inappropriate language may be referred to the office or appropriate administrator. Examples of inappropriate language:

- Profanity
- Implied profanity
- Racial slurs
- Offensive language (vulgar, sexual references, etc.)
- Harassing language
- Threats or intimidation

ASSOCIATED STUDENT BODY

The student council is a student government organization representing the student body. Its goals are to promote school spirit and encourage student leadership. This organization will approve all student body-related Associated Student Body (ASB) fund expenditures and will help plan student activities and school organization. Student leaders will be expected to exhibit exemplary citizenship, grade point average and role modeling for all students. All ASB officers are subject to the weekly athletic eligibility requirements and will have their grades checked weekly during their term.

High School

ASB Officers: Six students make up the ASB Executive Cabinet: A president, vice-president of programs, secretary, vice-president of publicity, school board representative and treasurer, along with the four class presidents. The Student Body elects the ASB Officers in the spring. The ASB Officers are responsible for working with the Student Council, Class Officers, Advisory representatives, and club and sports representatives to help facilitate student activities.

Class Officers: Each class elects four students to serve as their Class Officers. These students represent their class at student council meetings, facilitate class meetings and help oversee all class fundraisers. Class Presidents sit on the ASB Executive Cabinet, and all the class officers' work hand-in-hand with the ASB Officers.

Middle School

Members of the council are elected as representatives from each grade level. A president, vice-president, secretary, publicity officer, and treasurer are elected each semester from the general middle school population. Middle school students are encouraged to present their ideas to their council representatives and officers.

ATHLETICS

Tonasket High School and Middle School recognizes the need and value of a broad interscholastic sports program within the total educational experience. The following rules, procedures and regulations, approved by the school board, are designed to help students and parents understand athletics offered at Tonasket Middle School and High School.

Medical Exam For Interscholastic Athletic Participation

No student shall be eligible for interscholastic athletics unless there is on file at the school a physician's statement certifying that the student athlete has passed a pre-participation physical examination every 24 months. The physical examination for athletic participation shall be at the expense of the parent.

Medical Insurance and Emergency Treatment Form

Purchase of school sponsored athletic insurance or insurance waiver signed by a parent or guardian on file on FamilyId prior to the first practice. A waiver must state the name of the insurance company and policy number. An emergency treatment medical form signed by parents/guardian on file with the participants coach prior to the first scheduled practice. These medical forms shall be carried with the coach throughout the sports season.

Athletic Practice and Event Academic Eligibility

Participants shall maintain acceptable academic progress. Each participant may fail no more than one class in the semester or trimester preceding the season to be eligible to compete during that program's season. Any participant will be ineligible under this rule for five weeks and shall have the opportunity for a review at the end of the five weeks of the new semester. If the participant is passing all classes at that time, eligibility shall be reinstated. Reinstated participants shall maintain passing grades during the semester of the program's season in which they compete.

If a student is noted as not passing on a weekly eligibility check, he/she has one week to bring the quarter and semester grade(s) up to passing. Students noted as not passing for two grade checks in the same class(s) shall be ineligible for the next week (Monday through Saturday) and each succeeding week until achieving passing grade(s). -These rules are in effect from the first day of the season through the final post-season event. Students may be excused from the weekly eligibility check requirements if placed on an academic contract that is approved by the athletic director and respective teachers. Extenuating circumstances are a key factor in this decision.

Daily Attendance Requirements For Athletics

Students who are absent from three class periods or more may not participate in any practice or game that day unless authorized by the office, principal, assistant principal or athletic director. Absences that extend beyond two periods of the day from school must be due to a doctor or dental appointments, a death in the family, religious observances, or family conflict. The students must provide written verification from the medical or dental office, a note or phone call outlining the family conflict, or a meeting with school administration.

Students returning from an athletic event after midnight are excused for the first hour of the following day. Students who have been suspended in or out of school are prohibited from practicing or playing while suspended.

Truancy and Athletics

Upon the determination that a student is truant from school, the student will be suspended from any event or practice taking place the day of the determination.

Suspensions from School and Athletics

See Violations and Consequences Grid. Students who are suspended cannot participate in practices or competitions during the time the suspension takes place. The 20% and 40% rules apply to violations that may extend beyond the school suspension. Students who self-report (see definition below) may submit a plan of restitution and/or community service to be considered for a one game reduction in the consequence. All plans must be approved by the school principal and athletic director. This does not apply to any athlete who is on a second or third athletic code violation. Restitution and/or community service must be substantial and supervised by an approved adult other than school administration.

Self Report defined as: Reporting the violation, prior to discovery by staff/coaches/administrators, of their involvement in a violation immediately upon arriving to school following the violation. If evidence of the violation is posted on social media sources, then the student may not receive a reduction for the offense. Students must self-report to a coach/advisor, staff member, counselor, athletic director, or Principal following a violation. Students admitting to a violation while in possession or under the influence of the above listed substances will not receive a reduction for self-reporting.

Athletic Rules and Regulations

Coaches will set team rules and expectations that will be distributed to their athletes at the start of the season. As representatives of Tonasket High School the participant is expected to be a leader in promoting good citizenship and in fostering a positive image for the school and program. Failure to do so may result in disciplinary action by the coach.

Athletic Travel Rules and Regulations

All participants are expected to travel as a team and dress for travel as directed by the coach.

At no time shall students drive themselves to and from an out of district activity, and/or be released to travel home with another student, boyfriend/girlfriend, or young adult under the age of 30, unless a family member.

Should the student inexcusably miss the scheduled district provided transportation, he/she shall not be allowed to travel to the event in private vehicle and be permitted to participate in the activity.

Students may travel home from an event in a private vehicle in the following situations:

- The parent/guardian is at the event site and personally asks the coach/advisor to release the athlete to him/her, and signs out.
- The parent/guardian is not at the event site but would like the student to ride home with another student/athlete's parents, or an older family member. The following should take place:
 - a. The parent/guardian contacts the coach/advisor or athletic director in person or by phone and request that their child ride home with another parent from the activity.
 - b. The parent also sends a note indicating with whom their child should ride home. The designated adult/older relative contacts the coach/advisor at the activity and requests to take the student/athlete home.

Students who are academically ineligible may not dress down or warm-up for home events and may not be allowed to travel with the team on away trips that are dismissed prior to the school day being complete.

Athletic Equipment Rules and Regulations

School equipment checked out to the participant is his/her responsibility. He/she is expected to keep it clean and in good condition. Loss or damage to issued equipment will be the participant's financial obligation.

No participant will be allowed to participate in another sport/activity until all previously issued equipment has been returned or proper restitution has been made.

Issued equipment and uniforms are to be worn only when participating with the team or during a scheduled contest, or in the situations where permission is given by the head coach/advisor/supervisor.

Athletic Violations and Consequences

Tonasket High School and Middle School believes that athletics are an extension of the educational day, and we also believe that students shall be held accountable when violating a school rule or breaking local, state, and federal laws. All violations and the corresponding consequence has been moved to the disciplinary section of this handbook.

The rules and regulations become effective once an athlete first signs a Tonasket High School handbook and/or athletic code shall apply to said participant throughout his/her years of enrollment at Tonasket High School.

Suspensions from athletic events may carry-over from one event to another, depending on how many events the participant is suspended. Failure to complete a violation/consequence will result in a failure to be able to participate in athletics at Tonasket School District.

At the time the consequence is determined, the participant will sit out for the next number of events, no matter what those events are.

The Tonasket School District shall honor other WIAA member schools athletic codes for those students transferring for athletic purposes in Tonasket High School after violation of their previous schools athletic code

Athletic Appeals Board and Process

The Athletic Review Board shall consist of seven voting members, six of the members shall be appointed at the beginning of the school year and shall consist of the following individuals:

1. The high school principal as board chairman.
2. Two students appointed by the student council.
3. Two staff members appointed by the AD/Principal-one coach not involved with the athlete in question.
4. One adult from the community. (A pool of five community members to be appointed by the board of directors to be available to sit in on scheduled meetings.)
5. The student/athlete appealing may ask the appointment of one staff member of his/her choice as the seventh voting member.

Once notified of his/her violation, the student /parent/guardian has three school days in which to appeal. The appeal must be submitted in writing, signed by the parent/guardian and student to the high school principal. If an appeal is received, a fair hearing will be held within two days of receipt of the appeal.

This process is applicable to only competition and event suspension violations and is limited to the guilt or innocence of the student/athlete. Discipline commences upon the notification of the violation. The non-student members of the athletic review board will hear appeals on major violations of the athletic code that have led to a conviction or guilty plea in the juvenile justice system to determine possible alternate consequences.

CODE OF CONDUCT FOR TONASKET ATHLETICS AND ACTIVITIES - Board Procedure 4010

Last Revised 7.6.2017

We believe that interscholastic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of sports is achieved when participants are committed to pursuing victory with honor.

THE GOALS OF TONASKET ATHLETICS AND ACTIVITIES

- Positive experience for all involved
- Cohesion throughout all Tonasket School athletic and activity programs
- Maximize potential/growth
- Integrity among students, athletes, coaches, parents, volunteers, and spectators

PARENT – COACH – STUDENT COMMUNICATION

Let the coaches' coach!
The players play!
The referees' ref!

Parent – Coach – Student Relationship

We are pleased that your son/daughter has chosen to participate in the Tonasket School District activities/athletic programs. We will do all we can to provide a positive experience for him/her. A very important ingredient in achieving this outcome is to ensure that lines of communication are developed to allow for free and easy resolution of questions before they become issues. As a parent, you have a right to know what expectations are placed on your son/daughter. This policy is intended to spell out all levels of communications so that parents, coaches and participants are aware of the steps they have available to resolve anything they think is or might become an issue.

Communication Parents and Students Should Expect from the Coach

1. Philosophy of the coach.
2. Expectations the coach has for your son/daughter.
3. Locations and times of all practices and contests, and timely communication of schedule
4. changes to all participants.
5. Team requirements: equipment, off season training, etc.
6. Procedure to follow should your son/daughter become injured during participation.
7. Participants conduct code and consequences for not following these guidelines.
8. Requirements to earn a letter where applicable.
9. How to communicate with coaches about concerns.
10. Disposition of lost/outstanding equipment at the end of the season.
11. Consistent, ongoing communication with the student concerning their growth/performance on the team and how he/she fits into the program.

Communication Coaches Expect from Parents

1. Concerns expressed directly to the coach first.
2. Notification of any schedule conflicts well in advance.
3. Specific concern in regard to a coach's philosophy and/or expectations.
4. Specific concerns that might impact the student's ability to participate.

Appropriate Concerns to Discuss with Coaches

1. The treatment of your son/daughter: psychologically and physically.
2. Ways to help your son/daughter improve.
3. Concerns about your son/daughter's behavior.

At times, it may be difficult to accept the fact that your son/daughter is not playing as much as you or he/she would like. Coaches are professionals who make judgment decisions based on what they believe to be the best for the team and all involved. As you have seen from the list above, certain things can be and should be discussed with your son/daughter's coach. We ask that other things, such as those below, be left to the discretion of the coach.

Coaches' Decisions

1. Playing time
2. Team strategy
3. Play calling
4. Matters concerning other participants

There are situations that may require a conference between the coach, the athlete/participant, and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other person's role and position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

If you or your son/daughter has a concern to discuss with a coach, the procedure listed below should be followed:

1. First, have your son/daughter speak with the coach.
2. If the issue has not been resolved, the parent should make an appointment to meet with the coach.
3. When necessary, the coach will follow up with the parent to communicate the resolution of the issue.
4. Please do not attempt to discuss concerns with a coach before or after a contest. These can be emotional times for both the parent and the coach. As a general rule, wait 24 hours before discussing the issue with the coach.

What can a parent do if the meeting with the coach did not provide a satisfactory resolution?

- Call and set up an appointment with the Athletic Director or appropriate supervisor to discuss the situation. The supervisor will follow up with the parent to communicate the resolution of the issue.
- If a satisfactory resolution is not reached at this step, set up an appointment with the building principal.
- The next step would be to meet with the superintendent and then with the school board. Problems are best solved at the lowest level and following this procedure will increase the chances of a positive resolution to the concern.

What can a coach do if the meeting with the parent did not provide a satisfactory resolution?

- Call and set up an appointment with the Athletic Director or appropriate supervisor to discuss the situation.

THE DEFINITION OF SPORTSMANSHIP

Sportsmanship is character displayed through athletic competition. People of character live by the “Six Pillars of Character,” universal values that can be used to define a good person: trustworthiness, respect, responsibility, fairness, caring and citizenship. This code applies to the parents, coaches, staff and all student-athletes involved in interscholastic sports.

Code of Conduct for the Parents, Students and Staff of Interscholastic Activities

TRUSTWORTHINESS

- Integrity – live up to high ideals of ethics and sportsmanship; do what’s right even when it’s unpopular or personally costly.
- Honesty – live and act honorable; don’t lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct.
- Reliability – fulfill commitments; do what you say you will do; be on time; when you say you will attend an event, be sure to do so.

RESPECT

- Class – live and cheer with class; be gracious in victory and accept defeat with dignity; compliment extraordinary performance; and show respect for all competitors.
- Respectful Conduct – don’t engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.
- Respect Officials – treat contest officials with respect; don’t complain about or argue with official calls or decisions during or after an athletic event. It is the job of the coach and team captains to appropriately interact with officials.
- Respect Coaches – treat coaches with respect at all times; recognize that they have team goals beyond those of your child. Don’t shout instructions to players from the stands; let the coaches coach.

RESPONSIBILITY

- Importance of Education – stress that student-participants are students first. Place academic, emotional, physical and moral well-being above desires and pressures to win.
- Role-modeling – Consistently exhibit good character and conduct yourself as a role model.
- Self-Control – exercise self-control; don’t fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to demean others.
- Privilege to Compete – participation in interscholastic sports and activities is a privilege, not a right. All are expected to represent our teams, school and community with honor, on and off the field.

FAIRNESS

- Objectivity - Treat all competitors fairly; be open-minded; always be willing to listen and learn.

CARING

- Encouragement – encourage the participants regardless of their play; offer positive reinforcement.
- Concern for Others – demonstrate concern for others; never encourage the injury of any player, officials or fellow spectator.
- Empathy – consider the needs and desires of all teammates; help promote the team concept by encouraging all team members.

CITIZENSHIP

- Do your part for the common good - developing good citizen-athletes/participants involves defining and developing the relationship from athlete to athlete, from athlete to team and from athlete to community.

BEHAVIOR EXPECTATIONS OF SPECTATORS

- Remember that you are at the contest to support and cheer for your team, and to enjoy the skill and competition not to intimidate or ridicule any team or its fans.
- Remember that school athletics and activities are a learning experience for all and that mistakes are sometimes made.
- Praise student-participants in their attempt to improve themselves as students and as people, just as you would praise a student working in the classroom. A ticket is a privilege to observe the contest, not a license to verbally assault others or be generally obnoxious.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Show respect for all participants, coaches, spectators and support groups.
- Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the participant, and appreciate their willingness to participate in full view of the public.

- Recognize and show appreciation for outstanding play.
- Refrain from the use of any controlled substances (alcohol, drugs, etc.) before, during, and after the event on or near the site of the event.
- Refrain from using cheers that are derogatory in nature or that are negative towards an individual or team.
- Be a positive role model at events through your own actions and by encouraging those around you to do the same.
- Parents and spectators should be aware that the school can (and should) remove them from the premises and can prohibit them from attending future contests due to undesirable behaviors.

Contest officials can ask that school administrators have unruly fans removed from a contest facility. There is no such thing as a “right” to attend interscholastic athletics and activities. Interscholastic athletics and activities are considered a “privilege” and the spectator who avails themselves of it is expected to conduct him or herself accordingly. Keep in mind that you are a guest of the school, and that while winning is certainly an admirable goal; it is hollow if it comes at the expense of morals, ethics, and just plain common sense.

The school is responsible for the behavior of their spectators. The school district can be and will be punished for actions of patrons in violation of WIAA standards and rules.

Since research indicates a student involved in athletics and activities have a greater chance for success during adulthood, Tonasket School District strongly supports the activity/athletic programs. Many of the character traits required to be a successful student-athlete/participant are exactly those that will promote a rewarding life after high school. We trust the information provided within this document makes both your child’s and your experience with Tonasket’s activity/athletic program more enjoyable and less stressful.

End of Procedure 4010

ATTENDANCE

Excused and Unexcused Absences - Board Policy 3122

Last Revision 11.29.21

Definition of Absence

[WAC 392-401-015](#) states the definition of an absence:

1. A student 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.

Definition of absence from remote learning

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in a language they can understand. Parents will be required to date and acknowledge review of this information online or in writing

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student’s excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency, including but not limited to a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status;
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

A school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. 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 above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the

potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

4. The school district will hold a conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and fifth unexcused absence, the school must take the following data- informed steps:
 - i. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
 - ii. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - iii. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's fifth unexcused absence in a month, the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board, or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of these policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "non truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include

- A. Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- B. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- C. Daily notification of absences to parents;
- D. A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- E. Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- F. When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

End of Policy 3122

Excused and Unexcused Absences - Board Procedure 3122

Last Revision 7.22.21

Students are expected to attend all assigned classes each day. Teachers and school staff will keep a record of absence and tardiness, including a call log and/or record of excuse statements to document a student's excused absences.

Excused Absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

Absence due to: Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible; Family emergency including, but not limited to, a death or illness in the family; religious purposes; court, judicial proceeding court-ordered activity, or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; directly related to the student's homeless or foster care/dependency status; absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010; Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107; Absences due to student safety concerns, including absences related to threats, assaults, or bullying; and Absences due to a student's migrant status; Absences related to the student's illness, health condition, or medical appointments due to COVID-19; Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19; Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program; Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made; Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

1. When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, email or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or not notification is provided, the parent/guardian will submit an excuse via phone, email or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a signed note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their

absence with a signed note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

2. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian approved absence would have an adverse effect on the student's educational progress, including the grade Procedure 3122P Page 2 of 5 for the course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
3. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
4. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
5. **Excused absence for chronic health condition.** Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

Required conference for elementary school students

If an elementary school student has five or more excused absences in a single month during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework. Tiered response system for student who are absent from remote learning.

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

- Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
- Provide daily notification of absences to parents;
- Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian or adult student fails to submit any type of excuse statement, whether by phone, email or in writing, for an absence.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which the parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

After three unexcused absences within any month of the current school year, the school will hold a conference with the principal, student, and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent to eliminate or reduce the student's absences.

At some point after the second and before the seventh unexcused absence, the district will take datainformed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy board.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Not later than a student's seventh unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. refer the student to a community engagement board; or
- c. file a petition to juvenile court (see below).

Community Engagement Board

A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The

district entered into an MOU with the juvenile court in Okanogan County and established a community truancy board prior to the 2017-2018 school year.

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

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

Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year.
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent.
7. Facts that support the above allegations.

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

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

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See policy 3241, Student Discipline.)

End of Procedure 3122

ABSENCE VERIFICATION

Students who are absent from school are required to have telephone or written verification from the parent or guardian submitted no later than 48 hours upon return to school. Parents are encouraged to call the school office indicating their child's absence on any given day. Failure to verify the student's absence within 48 hours shall result in an unexcused absence and may be recorded as a truancy.

If the student is 18 years of age or older but still living at home or in the care of a guardian, the student must have the parent or guardian sign a verification unless the parents has completed the student emancipation form and returned it to the office for approval. The principal may revoke an emancipation decision at any time.

Tardies

A tardy is defined as a student's failure to be in the classroom from when the bell stops ringing up to ten (10) minutes into the period. After ten minutes, students are considered absent. Tardiness will be recorded by the teacher. Students who arrive after the start of school will report to the main office for an admit slip. Tardies cannot be excused by parents/guardians. MS/HS students arriving late to first period or after lunch will not be allowed to take food and beverages to the classroom. Items may be left in the office and picked up either during lunch at the MS or passing periods at the HS.

Truant

An absence from class/school without the prior knowledge or consent of parent/guardian or school officials. A student is truant if he/she:

- Leaves school without prior parent permission or phone call at the time of departure.
- Is absent from school without permission of parent/guardian.
- Leaves a class without teacher permission.
- Obtains a pass to go to a designated place and does not report there.
- Becomes ill and goes home without permission or stays in a restroom instead of reporting to the office.
- Leaves for lunch and does not return for the next class without permission.
- Is on school grounds but does not attend class.
- Fails to attend a scheduled assembly.
- Falsifies a parental or school official's attendance verification.
- Fails to verify an absence within two (2) days of returning to school.
- Has single block absence that has not been cleared by the office.

After 48 hours an unexcused absence is a truancy. Excuses after this time period may not be honored.

BELL SCHEDULE

High School

DAILY BELL SCHEDULE	EARLY RELEASE BELL SCHEDULE
8:25 - 8:40 Breakfast after the Bell - 15 min 8:40- 9:35 1st period - 55 min 9:40 - 10:35 2nd period - 55 min 10:35 - 10:50 WIN - 15 min 10:50 - 11:45 3rd Period - 55 min 11:45 - 12:15 LUNCH 12:20 - 1:15 4th period - 55 min 1:20 - 2:15 5th period - 55 min 2:20 - 3:15 6th period - 55 min Buses leave at 3:25	Tiger Time 8:30-12:00 Lunch 12:00 Buses leave @ 12:35 (Students must exit the building by 1:00 p.m. unless supervised by a staff member)

Middle School

DAILY BELL SCHEDULE	EARLY RELEASE BELL SCHEDULE
MS BELL SCHEDULE 8:25-8:40 Second Chance Breakfast 8:40-9:35 1st period 9:40-10:33 2nd period 10:36-10:47 Break/Advisory 10:50-11:45 3rd Period 11:45-12:15 LUNCH 12:20-1:15 4th period 1:20-2:15 5th period 2:20-3:15 6th period	12:00 Lunch Buses leave at 12:35pm (Students must exit the building by 1:00 p.m. unless supervised by a staff member)

Elementary School

Upon arrival students will enter the building through their pod door, receive breakfast and go to their classroom.

DAILY BELL SCHEDULE	EARLY RELEASE BELL SCHEDULE
Warning Bell 8:25 Students in Seat 8:30 School Ends 3:15 Buses leave @ 3:25	Warning Bell 8:25 Students in Seat 8:30 School Ends 12:25 Buses leave @ 12:35

Typically, early release days are scheduled for 2 Wednesdays each month. Other early release days occur during the day prior to Thanksgiving and Winter vacation. Parents/caregivers are advised to check the school calendar for the exact dates for early release day.

BOOK/ATHLETIC BAG

Middle School

School bags, backpacks, string bags, purses are not allowed in the classroom (except for P.E.) nor are they to be left in the hallways. Students are expected to store bags in lockers.

For the safety of students and staff, bags are not allowed in the classroom (exception for P.E.) and are not to be left in the hallways. They are to be kept in lockers including during the lunch period. The school will not be responsible for lost or stolen items. If a student consistently leaves their belongings in the commons or hallway they may receive a referral.

Elementary School

Backpacks and bags, coats, and other personal belongings are stored in student cubbies in the classroom throughout the day.

BOUNDARIES: MAINTAINING STAFF/STUDENT BOUNDARIES

Last Revision 2.24.2016

Maintaining Professional Staff/Student Boundaries - Board Policy 5253

Last Revision 2.24.2016

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms "district staff," "staff member(s)," and "staff" also include volunteers.

General Standards

The board expects all district staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning, by consistently professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the school district.

District staff will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve demonstrated educational purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, district staff are prohibited from inappropriately communicating with students online or from engaging in any conduct on social networking websites that violates the law, district policies or procedures or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies and procedures or, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

End of Policy 5253

Maintaining Professional Staff /Student Boundaries - Refer to Procedure 5253

Last Revision 4.26.13

The purpose of this procedure is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

In a professional staff/student relationship, school employees maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.

A boundary invasion is an act or omission by a school employee that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.

An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a school employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship.

Unacceptable Conduct

Examples of inappropriate boundary invasions by staff members include but are not limited to the following:

- A. Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the board's policy on Harassment and Sexual Harassment of Students;
- B. Showing pornography to a student;
- C. Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;
- D. Socializing where students are consuming alcohol, drugs or tobacco;
- E. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- F. Sending students on personal errands unrelated to any educational purpose;
- G. Banter, allusions, jokes or innuendos of a sexual nature with students;
- H. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
- I. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names or otherwise in an overly familiar manner;
- J. Maintaining personal contact with a student outside of school by phone, email, instant messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business) without including the parent/guardian;
- K. Exchanging personal gifts, cards or letters with an individual student;
- L. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- M. Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- N. Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom).

Appearances of Impropriety

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff person must report the occurrence to the appropriate administrator as soon as possible.

- A. Being alone with an individual student out of the view of others;
- B. Inviting or allowing individual students to visit the staff member's home;
- C. Visiting a student's home; and/or
- D. Social networking with students for non-educational purposes.

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

End of Procedure 5253

BUSES/CONDUCT ON

Bus Rules

Students are expected to know and follow bus rules and regulations. Riding the bus is a privilege, not a requirement. Every student on the bus has the right to ride safely. In order for the bus to be safe, students are required to follow these rules:

The driver is in full charge of the bus and students. Students must obey the driver promptly. All district and building policies apply.

No student shall be permitted to leave the bus except at his/her regular stop without permission from the school authorities (principal, bus driver, or teacher) and parents.

Each student may be assigned a seat in which he/she must be seated at all times unless permission to change is given by the bus driver.

Outside of ordinary conversation, classroom conduct must be observed. Students must treat each other, the bus drivers and the buses with respect.

Students are to assist in keeping the bus clean by keeping their waste paper and other trash off the floor. Students must also refrain from throwing refuse out the windows. Eating on a school bus is not permissible except when specifically authorized and supervised.

No student shall use or possess drugs, alcohol or tobacco on the school bus. (RCW 28A.31.170 and 28A.120.080)

Students shall refrain from using vulgar or obscene language or gestures. (RCW9.11.050)

No student shall at any time extend head, hands, arms or any body parts out the windows.

Students may have nothing in their possession that may cause injury to another, such as sticks, breakable containers, lighters, matches, any type of firearm or weapon, straps, etc. (RCW 9.41.010)

Students are to remain seated and facing forward while the bus is in motion and are not to get on or off the bus until it comes to a full stop. They must enter and leave the bus in an orderly manner. Students are to keep their feet and personal property out of the aisles. Special permission must be granted by the school authorities to transport large items.

Students are not permitted to sit in the driver's seat nor to the immediate right or left of the driver. Tampering with bus controls and equipment is prohibited.

In the event of an emergency, students must follow exit procedures as established by the emergency exit drill.

Audio and Video Cameras on Buses

The board authorizes the use of video cameras (with audio recording) on district operated school buses for the purpose of reducing discipline problems, thus providing a safer environment for the transportation of students. The reason for recording the transportation environment is to provide school officials, drivers and parents/guardians/custodians with documentation when dealing with inappropriate student behavior. Disciplinary action will be in accordance with board policies and procedures 3200 and 3241, and the Student Handbook.

Expected Behavior at Bus Stops

- Students should arrive at their assigned bus stop 3-5 minutes before the scheduled bus arrival time.
- Students must not play nor stand in the roadway while waiting for the bus.
- Students shall not throw articles of any kind.
- Students must cross the roadway only with the signaled consent of the driver and only in front of the bus, never behind it.

Consequences

Students who do not follow the above rules will face these consequences:

1. First Step: Bus driver gives a verbal warning and may contact parents. Transportation Director will be notified.
2. Second Step: Student is given an incident report* form. The bus driver will contact parents and notify the Transportation Director and building principal.
3. Third Step: Student is given an incident report* form. Student will meet with the principal, Transportation Director, and bus driver. Parents will be notified. Student may be removed from the bus for up to five (5) days.
4. Fourth Step: Student is given an incident report* form. Students and parents will meet with principal, Transportation Director, and bus driver. Student may be removed from the bus for up to ten (10) days.
5. Fifth Step: Student is removed from the bus for the remainder of the semester or, at the discretion of the transportation supervisor and principal, for the remainder of the year.

Parents are responsible for damage to the bus caused by their children.

Any major violation of the bus rules may result in immediate suspension of bus privileges.

*ALL INCIDENT REPORTS MUST BE RETURNED TO THE BUS DRIVER WITH PARENT SIGNATURE.

CAMPUS - OPEN/CLOSED

THS	Tonasket High School is an open campus.
TMS	Tonasket Middle School is a closed campus at all times.
TES	Tonasket Elementary School is a closed campus at all times.

CHEATING/PLAGIARISM

All students are expected to perform their responsibilities in an honorable fashion. Cheating or unauthorized assistance on an exam, quiz, or project, will not be tolerated. Any student who is found to be cheating may receive a grade of zero (0) on that assignment, and his/her parents will be notified by the teacher. All students will be expected to tell the truth.

CHECKING OUT DURING SCHOOL DAY

Students must check out at the main office with parent or office permission before leaving campus during the school day. When a student is dismissed during the school day, the absence falls under the attendance policy. It is strongly suggested that parents come to school and personally sign out their child for an emergency dismissal. Students will be released only to their legal parent/guardian or Emergency Contact(s). Students must check out at the main office with parent or office permission before leaving campus. Failure to do so is considered truancy.

To check out, one of the following must be completed:

- A parent must go to the office and sign their child out and the student will be released to the parent at the office,
- A student can present a note granting permission and signed by the parent/guardian,
- Parent or guardian must speak with office personnel to give permission, or
- Talk with a building administrator/counselor for permission.

High School students who do not return to school after lunch must have signed out with permission before lunch. Failure to follow this procedure may result in truancy depending on the circumstance

CHEWING GUM

TES	TMS	THS
Gum chewing is not allowed at the Elementary School. Leave chewing gum at home.	Students may chew gum if they do so responsibly and dispose of it properly: no popping, blowing bubbles or snapping. Used gum is to be wrapped in paper and placed in the garbage can. Failure to show responsible behavior may result in the loss of this privilege.	Students may chew gum if they do so responsibly and dispose of it properly: no popping, blowing bubbles or snapping. Used gum is to be wrapped in paper and placed in the garbage can. Failure to show responsible behavior may result in the loss of this privilege.

CHOICE HIGH SCHOOL

The Choice High School building is located in portables near the garden above the football field.

Our Mission:

Tonasket Choice High School Big Picture Learning Program will ensure that all students become successful, by helping them identify, develop, and maximize their strengths, skills and talents. TCHS is designed to help students who need a more self-centered and creative learning environment to meet their graduation and life goals.

General Operations

Choice High School's maximum student enrollment is 25. Two educators are employed full time: a certificated "lead teacher" and a paraeducator/internship coordinator. These two educators work as advisors to Choice students: supporting the creation of individualized learning plans, identifying strengths and weaknesses, creating workshops and helping connect students with internships. TCHS is a 5-day per week school, requiring full time attendance, though one day per week will include an internship or job-shadow experience. All Choice students must pass required state testing.

Big Picture Learning

Tonasket Choice High School is a Big Picture Learning school. The Big Picture Learning design is a dynamic approach to learning and doing. All of the components of the design are based on three foundational principles: first, that learning must be based on the interest and goals of each student; second, that a student's curriculum must be relevant to people and places that exist in the real world; and finally, that a student's abilities must be authentically measured by the quality of her or his work.

Personalized Education

Every student's work is documented on an Individual Learning Plan created and updated each quarter with the student's advisor. The entire learning experience of the student is based on the individual student's talents, interests and needs. The learning experience includes curriculum learning, learning environment, use of time during the school day, choice of workshops or college class, focus and depth of investigation and the Big Picture Learning Goals.

Internships

All students at Choice High School participate in an internship or job shadow each quarter. Internships are one of the key elements of a Big Picture Learning School. Internships allow students to learn in the real world. In these Learning Through Internship (LTI) experiences, a student works with a mentor and expert in the field of the student's interest. Through this work, students develop 21st century skills, build adult relationships, and begin establishing a professional network. Students can engage in multiple different LTI experiences over the course of years in their school.

Authentic Assessment

There are high expectations for each student at BPL schools. The criteria of assessment are individualized to the student. Students are not assessed by classroom tests, but do still need to pass Washington State exams for graduation. Instead, students are assessed through public exhibitions each term and receive their scores on their competency based transcript.

Restorative Justice

Instead of using the "traditional" discipline model, TCHS uses Restorative Justice as our conflict resolution model. Restorative Justice (RJ) is a daily conflict prevention practice as well as a tool for moderating conflict. We use daily circles to get to know each other, build respect and trust, and allow ourselves to be vulnerable. Instead of referrals or suspensions we work together, including all stakeholders to solve the conflict. Accountability circles, group author circles and conferences are some of the formats in which we address conflict.

CIVILITY

Civility - Board Policy 4205

Adopted 6.28.2017

The purpose of this policy is to promote appropriate behavior, civility, and orderly conduct in the Tonasket School District. The Board of Directors believes that a safe and civil environment is essential for providing a quality education to students. Uncivil behavior is detrimental to the quality of that experience and is consequently addressed in the Revised Code of Washington (RCW). This policy details the District's expectations regarding conduct on District property, with the community and District staff (in the performance of their assigned duties), and at activities and events for which the District is responsible.

Policy Statement

The Board believes that the overwhelming majority of individuals will conduct themselves in a civil manner in their contact and communication with and within the District, and during District-sponsored activities. The District encourages open communication, but will not tolerate aggressive, antagonistic, rude, hostile, or abusive conduct and/or communication by any person in any form. The superintendent will develop and maintain an ongoing program of staff training, written and oral communications, and other resources as necessary to achieve the intent of this policy. Administrators must require civil conduct in the buildings and programs for which they are responsible. Administrators will also provide support for individuals who are the victims of uncivil conduct.

The civility policy does not deprive any person of his or her right to freedom of expression or access to any District property, as long as such conduct is mutually respectful. Citizens may criticize, challenge and question its public educators; however, everyone has the responsibility to conduct themselves in a civil manner. Parents and other members of the community are responsible to communicate with District employees in a respectful manner. Likewise, District employees have a professional responsibility to attempt to de-escalate confrontations, utilizing required training, and to treat all members of the public and other staff members with courtesy and civility.

Issues related to this policy are addressed in other Board policies

- A. Complaints against employees may be more appropriately handled through Board Policy 4220, "Complaints Concerning Staff or Programs."
- B. Complaints regarding student bullying are more appropriately handled by Board Policy 3207, "Prohibition of Harassment, Intimidation and Bullying."

- C. Complaints regarding sexual harassment are more appropriately handled by Board Policy 5255, “Sexual Harassment.”
- D. Expectations for staff interactions with the public are outlined in Board Policy 4010, “Staff Communication Responsibilities.”

Definitions

By defining uncivil conduct the District’s purposes are to:

- A. Promote a safe and productive learning environment for students and staff;
- B. Provide guidelines for all persons regarding uncivil conduct;
- C. Support victims of uncivil conduct in a timely and appropriate manner; and
- D. Promote effective and civil interactions with and between staff, students, parents, and all members of the community.

The uncivil conduct defined below is irrespective of method, whether in person, via phone, text, instant message, email, written correspondence, social media or any other medium.

Threats are defined in the Revised Code of Washington (RCW) 9A.04.110, including the definition of malice: “‘Malice’ and ‘maliciously’ shall import (mean) an evil intent, wish, or design to vex, annoy, or injure another person. Malice may be inferred from an act done in willful disregard of the rights of another, or an act wrongfully done without just cause or excuse.”

In Notes to RCW 28A.600.455, Findings – Intent – 1997 c. 266, the Washington State Legislature, “finds that the children of this state have the right to an effective public education and that both students and educators have the need to be safe and secure in the classroom if learning is to occur.”

Uncivil Conduct

The perception of uncivil conduct is partially subjective, and this policy recognizes that the standard by which its violation is determined is individual. Generally, uncivil conduct is defined as behavior that would cause a reasonable individual to feel a sense of threat, cause undue stress, cause disturbances of good order, and/or constitute a violation of the statutes cited within this policy. Examples include, but are not limited to:

- A. Using language or tone of voice to be derisive, sarcastic, disdainful, or degrading.
- B. Using rude, vulgar, or obscene language and/or gestures.
- C. Using language, behavior, or tone of voice and/or speaking volume that is hostile, threatening, intimidating, or malicious.
- D. Using personal epithets, slurs, or other references as terms of abuse, contempt, or hostility.
- E. Invasions of staff members’ personal spaces or blocking their movements.
- F. Speaking over or repeatedly interrupting another so they are unable to communicate.
- G. Using insulting and disrespectful nonverbal behaviors toward or in connection with another.
- H. Gossip, slander or other communication that negatively impacts the workplace.

End of Policy 4205

Civility - Procedure 4205

Adopted 6.28.2017

Response Protocol

For Parents and Community Members

If parents or community members believe they have been treated in an uncivil manner by a district employee, they should follow the steps outlined in Policy and Procedure 4220 Complaints Against Staff and Programs.

For Employees

If employees believe they have been treated in an uncivil manner by another employee, parent or community member they should follow the steps outlined below:

- A. Request civil conduct from the individual who is acting in an uncivil manner.
- B. If the issue is unresolved and involves a parent or community member, the employee may:
 1. Document and report the uncivil behavior to an immediate supervisor or building administrator and meet to discuss the concern. If appropriate, the employee and supervisor may work together to develop a mutually-agreeable response plan that addresses the conduct.
 2. The documentation and/or response plan (if developed) will be kept in a designated file in the administrator’s office. The administrator will advise staff who need to be aware of the plan. A Skyward alert may be used to signal the student’s teachers and those of his/her siblings, if appropriate, that a response plan is available for their review.
 3. Should conduct of an uncivil individual become chronic, escalate, or be initially extreme, disciplinary action and/or legal remedies and interventions (including contacting law enforcement) may be warranted. The individual may be directed to leave the premises and limitations may be imposed on their access to district property, students, and/or district employees.
 4. Individuals wishing to appeal a “no-trespass” order issued to them in response to extreme or chronic uncivil conduct must contact the immediate supervisor of the administrator issuing the order within 5 days of receipt of the

“no-trespass” notification.

- C. If the issue is unresolved and involves another staff member, the employee may:
 - 1. Access peer mediation services available through their employee association; or
 - 2. Document and report the uncivil behavior to an immediate supervisor or building administrator and meet to discuss the concern. If appropriate, the employee and supervisor may work together to develop a mutually-agreeable response plan that addresses the conduct.
 - 3. The documentation and any plan will be kept in the supervising administrator’s working file for each staff member for one year, unless further issues arise.
 - 4. Should conduct of an uncivil staff member become chronic, escalate, or be initially extreme, disciplinary action and/or legal remedies and interventions (including contacting law enforcement) may be warranted. The individual may be directed to leave the premises and limitations may be imposed.

Dissemination of Civility Expectations

- A. This policy and procedures will be posted on the District website and referenced, as needed, in District publications.
- B. Annually, all staff must review the civility policy and procedures.
- C. At the beginning of every school year, and when appropriate, building administrators will communicate the expectation to parents and staff that their interactions be civil at school and during district and school-sponsored activities and events. This information may be communicated verbally, included in student or volunteer handbooks, and/or included with other school communications.
- D. As necessary, the superintendent and the school board will communicate to the staff and community the expectation their interactions will be civil, that a policy concerning civil conduct exists, and the policy is enforced in district.

Training

- A. The purpose of civility training is to:
 - 1. Familiarize staff with the policy and their rights and obligations, including applicable statutes and penalties cited in the policy.
 - 2. Provide situational awareness in dealing with common occurrences of uncivil conduct.
 - 3. Encourage the use of conflict resolution, de-escalation, and appropriate communication skills and strategies.
 - 4. Promote positive and courteous communication and relationships among staff members and between staff and the community.
- B. Training opportunities will be:
 - 1. Provided to employees new to the District.
 - 2. Offered as an annual review for all staff. This civility review may be included with other required annual trainings.

End of Procedure 4205

COMPLAINTS CONCERNING STAFF OR PROGRAMS

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and will act to protect them from unwarranted criticism or disruptive interference.

Complaints Concerning Staff or Programs - Procedure 4220

Last Revision 2.5.2014

The following procedures apply to the processing of a formal complaint which has not been resolved through the means of informal discussion.

Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with the complainant and the staff member.

Step 1 - Initiation of a Formal Complaint. The patron or student shall file a written complaint with the superintendent, which describes the issue and which specifies a suggested solution by the complainant. The Form 4220-FI shall be used to initiate a formal complaint.

Step 2 - The superintendent shall send copies of the complaint (Form 4220-FI) to the named staff member(s) and any other parties that he/she determines will need to be involved in resolving the complaint.

Step 3 - Each staff member receiving a copy of the filed complaint shall have the opportunity to respond in writing. Such response shall be directed to the superintendent via Form 4220-F2. Copies of all responses via Form 4220-F2 shall be sent to the person(s) initiating the complaint.

Step 4 - The superintendent shall determine whether or not he/she shall conduct a hearing on the complaint. In the event that the hearing will be held, the superintendent shall set the date, time and place of the hearing; the persons to be present at the hearing; and the hearing procedures to be utilized.

Step 5 - The superintendent shall make his/her determination of findings upon the complaint and shall decide what, if any, directives or actions will be implemented.

Step 6 - If the complainant(s) is/are not satisfied with the decision of the superintendent or if the person(s) named in the original complaint is(are) not satisfied with the resolution action of the superintendent, either party(ies) may appeal the resolution action of the superintendent, in writing, to the board of directors. The appealing party must clearly state the problem.

Step 7 - If an appeal of the decision by the superintendent is made to the board of directors in writing, then the superintendent shall compile a report for the members of the board of directors, which shall contain all forms and attachments from the written records. The board of directors, at its next regular meeting, shall determine whether or not to hold a hearing upon the complaint or whether to make their determination from the written records concerning the complaint. The results of this determination shall be sent, in writing, to all parties.

Step 8 - If the decision of the board of directors is to make their determination of the appeal based upon the written record, all parties shall have the opportunity to submit written materials as they see fit. Copies of all such submitted materials shall be sent to the other parties. The board shall review and consider the written materials in an executive session with none of the parties present.

Step 9 - If the decision of the board of directors is to hold a hearing on the complaint prior to making their determination then the board shall set the date, time and place of the hearing; the persons to be present at the hearing; and the hearing procedures to be utilized. The following limitations shall apply: A. The hearing shall be conducted in executive session in the presence of the staff member(s) against whom the original complaint was initiated. The entire hearing shall be tape recorded as a verbatim record.

Step 10 - The final resolution of the board shall be in writing and distributed to all parties. Any formal actions by the board of directors must take place in an open meeting. If such action may adversely affect the contract or employment status of the staff member(s), the board of directors shall give written notice to the staff member(s) of his/her rights to a hearing upon such adverse action.

End of Procedure 4220

COUNSELING/GUIDANCE

Guidance and Counseling - Refer to Board Policy 2140

Last Revision 9.20.19

School counselors serve a vital role in maximizing student achievement and supporting a safe, compassionate learning environment. In the Tonasket School District, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association.

DANCE GUIDELINES

To ensure the safety and wellbeing of students at dances, the following guidelines will be in place:

THS	<ul style="list-style-type: none">• Dances held at Tonasket High School are open only to Tonasket High School students.• Guests of Tonasket High School students may attend only with prior written permission from the office. Responsibility for the guest lies with the host student. Guests may not be over 20 years of age, and must provide photo identification. Guests who are no longer in high school must be a Tonasket High School graduate. Requests for exceptions may be made in writing to school administration.• Guest passes must be submitted for approval no later than three days prior to dance.• Students leaving the dance will not be permitted to return.• Alcoholic beverages and drugs are prohibited. Anyone under the influence will not be admitted to the dance and will be subject to school disciplinary policy. Students in violation will lose their dance privileges for the remainder of the school year.• Students attending dances should inform their parents of the time they are to be picked up.• Students below ninth grade are not allowed at high school dances.• School dances must end by 11:30 p.m. with the exception of the homecoming dance and prom, which must end by 12:30 a.m.• Doors to the dance will typically close 30 minutes after the dance starts. Late arrivals will not be admitted unless prior arrangements have been made.• Sexually suggestive dancing will not be permitted. (face to face and leave some space)• All students are expected to conduct themselves properly. All school rules apply, and infractions will be dealt with according to disciplinary policies.
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- Dances will be open to Tonasket Middle School students only.
- Once a student enters the dance, he/she may not leave and then re-enter.
- Beginning and ending times of the dances will always be communicated with parents. Dances are generally held from 4:00 pm until 7:00 pm. When a student leaves the dance early, parents will be contacted, if possible.
- It is expected that all students will conduct themselves in a proper manner. All school rules will apply and a student will be dealt with according to Tonasket Middle School disciplinary policies.
- All dances will be chaperoned by at least two staff members and an appropriate number of parents.
- Students desiring to attend the dance may not be absent from school the day of the dance.
- Sexually suggestive dancing will not be permitted. (face to face and leave some space)

DISCIPLINE

The State of Washington recently made sweeping changes to the student discipline laws for schools. Procedure 3241 outlines these changes. It can be accessed on our web page or contact the district office for a copy.

Student Discipline - Refer to Board Policy 3241

Last Revision 10.27.21

“Discipline” means any action taken by the school district in response to behavioral violations. **Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities.** The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

Minimizing exclusion, engaging with families, and supporting students unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district’s use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a re-engagement meeting and collaborate with parents and students to develop a re-engagement plan that is tailored to the student’s individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors

that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline

End of Policy 3241

Student Discipline - Refer to Board Procedure 3241

Last Revision 10.26.21

The purpose of this student discipline procedure is to implement the District's student discipline policy as adopted by the Board. These procedures are consistent with the Board's student discipline policy, as well as all applicable federal and state laws.

Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **"Behavioral violation"** means a student's behavior that violates the district's discipline policies.
- **"Classroom exclusion"** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief (up to 5 minutes) duration when:
 - (a) teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **"Discipline"** means any action taken by a school district in response to behavioral violations.
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **"Emergency expulsion"** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **"Expulsion"** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **"Length of an academic term"** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **"Other forms of discipline"** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days but not more than an academic term (90 school days), subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-bestpractices-strategies/behavior-menu-best-practices-strategies>.

Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure and the district’s

In accordance with WAC 392-400-110(1)(e), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:

See Form 3241F2

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of the material and substantial disruption to the educational process, staff personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, the district must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered:

See Form 3141F1 - Tonasket School District Discipline Matrix

WAC 392-400-110 requires development and review of definitions for behavioral violations with the participation of school personnel, students, parents, families, and the community.

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

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

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

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes school principals to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention for not more than 30 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

Classroom exclusions

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes, such as school principals, dean of students, and vice-principals to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in policy 3241, the Superintendent, school

principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process outlined as stated in the procedure below

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

Grievance procedure for classroom exclusion and other forms of discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extracurricular activities and detention has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

Student disciplinary board

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, 6 administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual

circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension conditions and limitations

The Superintendent designates school principals and vice-principals with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the 7 district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a students or prevent a student from accomplishing a specific academic grade, subject, or graduation requirement.

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

- (a) Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- (b) Any of the following offenses listed in RCW 13.04.155, including:
 - any violent offense as defined in RCW 9.94A.030, including

- any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
- manslaughter;
- indecent liberties committed by forcible compulsion;
- kidnapping;
- arson;
- assault in the second degree;
- assault of a child in the second degree;
- robbery;
- drive-by shooting; and
- vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - i) any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
 - unlawful possession or delivery, or both, of a controlled substance violation of chapter 69.50 RCW.

(c) Two or more violations of the following within a three-year period

- i) criminal gang intimidation in violation of RCW 9A.46.120;
- ii) gang activity on school grounds in violation of RCW 28A.600.455;
- iii) willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
- iv) defacing or injuring school property in violation of RCW 28A.635.060; and

(d) Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized shooting competition.

Except for a firearm violation under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Suspensions and expulsions - Initial hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents

and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Suspensions and expulsions – notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

- a) A description of the student's behavior and how the behavior violated this policy;
- b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c) The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d) The opportunity to receive educational services during the suspension or expulsion;
- e) The right of the student and parent(s) to an informal conference with the principal or designee;
- f) The right of the student and parent(s) to appeal the suspension or expulsion; and
- g) For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency expulsions – conditions and limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-430 455 through 392-400-480 appropriate to the new disciplinary action.

Emergency expulsions – notice

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's presence pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency expulsion appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;

- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation;
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy 13 and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;

- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;

- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and

- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission

Readmission application process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Behavior agreements

The district authorizes school principals, dean of students, and vice principals to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

End of Procedure 3241

Discipline Matrix

When responding to behavioral violations, teachers and other school personnel will first attempt one or more other forms of discipline before consideration is given to administering a classroom exclusion, short-term suspension, or in-school suspension. See RCW 28A.600.020(2); WAC 392-400-330(2); WAC 392-400-435(1). Common strategies that educators use to proactively address behavior may also be used in response to behavioral violations. Other forms of discipline may include teaching and modeling behavioral

expectations, reinforcing desired behaviors, active supervision, environmental adjustments, increasing opportunities to respond, restorative conversations, and a variety of other low-intensity best practices and strategies.

MISCONDUCT AND SANCTIONS					
ALL MITIGATING FACTORS INCLUDE THE FOLLOWING: NO PRIOR SANCTIONS ON FILE, MINIMAL DAMAGES, AND SELF-REPORTING					
ALL AGGRAVATING FACTORS INCLUDE THE FOLLOWING: PRIOR SANCTIONS ON FILE, SIGNIFICANT DAMAGES, STUDENT DID NOT SELF-REPORT, AND CONDUCT IS MOTIVATED BY PERCEIVED RACE, COLOR, NATIONAL ORIGIN, GENDER, SEXUAL ORIENTATION, GENDER EXPRESSION, DISABILITY, OR ANY SIMILAR ACTUAL OR PERCEIVED CHARACTERISTIC					
Exceptional Misconduct	Presumptive Standard (this is the likely sanction for first time offense)* <i>See above statement</i>	Mitigating Factors (Student age is a factor in all cells)	Aggravating Factors	Standard Range (this is what is allowed for first time offense)	Athletic Code Violations
Assault: Fighting and Physical Violence	Short-term suspension of 5 days	Minimal injury; little harm; student's acting in defense; self-reported	Serious injury; use of object or weapon; multiple students; prior sanctions of this nature	0-10 day suspension	Suspension from practice and/or competitive events during length of the school suspension.

Assault: Physical or Verbal Assault on Staff or Threatening any Staff Member (RCW 28A.635.090)	Short-term suspension of 5 days	<ul style="list-style-type: none"> • Student was primarily acting defensively, but facts do not support a conclusion that the student's conduct was clearly reasonable self-defense as set forth below 	<ul style="list-style-type: none"> • Serious actual or potential injury • Use of an object or weapon • Premeditated conduct • Multiple students assaulting a single student • Prior assault(s), threat(s), harassment, or bullying by the student against the same victim 	0-10 day suspension	Suspension from practice and/or competitive events during length of the school suspension.
Defacing or Destruction of School Property. RCW 28A.635.060	Short-term suspension of 3 days	<ul style="list-style-type: none"> • Minimal damage • Subsequent remedial steps, including restitution to district or victim of misconduct 	<ul style="list-style-type: none"> • Property defaced with: <ul style="list-style-type: none"> • Lewd or obscene words or imagery • Gang words or imagery 	0-10 day suspension	Suspension from practice and/or competitive events during length of the school suspension.
Defiance/Disrespect/ Non-Compliance toward School Authority or Student	Discipline other than Suspension	<ul style="list-style-type: none"> • Subsequent action taken by student to make amends for misconduct with school personnel 	<ul style="list-style-type: none"> • Substantial disruption to learning of others caused by student's defiance • Student attempts to solicit or incite others to engage in defiant behavior • Use of lewd, obscene, or profane language directed towards supervising school personnel 	0-10 Day Suspension	Suspension from practice and/or competitive events during length of the school suspension.

Exceptional Misconduct	Presumptive Standard (this is the likely sanction for first time offense)* See above statement	Mitigating Factors (Student age is a factor in all cells)	Aggravating Factors	Standard Range (this is what is allowed for first time offense)	Athletic Code Violations
Forgery	Office detention on a first offense up to a maximum of a long-term suspension for continual violations	<ul style="list-style-type: none"> Any student who forges any type of parent/guardian signature 		Office detention for first offense	Suspension from practice and/or competitive events during length of the school suspension
Drugs and Alcohol: Distribution of Drugs, Alcohol and Controlled Substances; Possession, Use or Under the Influence of Drugs, Alcohol, and Paraphernalia See athletic code for steroid or other performance enhancing drug possession, use or under the influence of.	POSSESSION: Short-Term Suspension of up to 10 Days DISTRIBUTION: Long-Term Suspension of up to 20 Days Law enforcement notified	<ul style="list-style-type: none"> A significantly small amount of substance Momentary or transient handling of the item Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus Evidence that there was no intent to use, consume, or distribute the substance on school grounds, district provided transportation, or at school activities. 	<ul style="list-style-type: none"> A relatively large amount of substance that would reasonably exceed anticipated single use Evidence of sophistication or pre-planning Evidence of distribution or intent to distribute prohibited substances Distribution has been to multiple students Conduct is related to gang affiliation. 	1-20 Day Suspension	In- or out-of-season, suspension from practice and/or competitive events during length of school suspension, and the participant shall be suspended no less than 20% of the regular activity season for the first violation. A second offense is 50% event suspension. A third violation shall result in a one-year suspension from all activities. Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon. These guidelines apply to in and out-of-season violations

Gang Conduct	Discipline other than Suspension	<ul style="list-style-type: none"> Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language 	<ul style="list-style-type: none"> Concerted action with other students or non-students Gang conduct in connection with other misconduct prohibited elsewhere by this procedure, including but not limited to assault, harassment, intimidation, bullying, theft, and the possession of weapons 	0-10 Day Suspension	Suspension from practice and/or competitive events during length of school suspension.
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Exceptional Misconduct	Presumptive Standard (this is the likely sanction for first time offense)* <i>See above statement</i>	Mitigating Factors (Student age is a factor in all cells)	Aggravating Factors	Standard Range (this is what is allowed for first time offense)	Athletic Code Violations
Harassment, Intimidation, bullying, and hazing	3 Day Suspension	<ul style="list-style-type: none"> • Subsequent action taken by student to make amends for misconduct with the victim 	<ul style="list-style-type: none"> • Threat of serious injury • Use of an object or weapon • Premeditated conduct • Part of a pattern of similar misconduct against the same victim • Exceptional severity or cruelty • Sexual harassment 	3-20 Day Suspension	<p>Suspension from practice and/or competitive events during length of school suspension. The participant shall be suspended no less than 20% of the regular activity season for the first violation. A second offense is 50% event suspension. A third violation shall result in a one-year suspension from all activities. Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon.</p>
Lewd, Obscene, or Profane Language, Gestures, and Materials (e.g., sexually explicit, use of racial or religious slurs, drug or alcohol symbols) on school building structures, school provided materials, computer files, email, and school-generated online postings.	Discipline other than Suspension	<ul style="list-style-type: none"> • Subsequent action taken by student to make amends for misconduct 	<ul style="list-style-type: none"> • Substantial disruption to learning of others caused by student's defiance • Student attempts to solicit or incite others to engage in behavior 	0-10 Day Suspension	Suspension from practice and/or competitive events during length of school suspension.

Exceptional Misconduct	Presumptive Standard (this is the likely sanction for first time offense)* <i>See above statement</i>	Mitigating Factors (Student age is a factor in all cells)	Aggravating Factors	Standard Range (this is what is allowed for first time offense)	Athletic Code Violations
Theft/Stealing/ Extortion	Short-Term Suspension of 2 Days	<ul style="list-style-type: none"> • Property returned to victim • Subsequent remedial steps, including restitution to district or victim of misconduct 	<ul style="list-style-type: none"> • Significant damage in extent or cost • Conduct is motivated by gang affiliation 	0-10 Day Suspension	<p>Suspension from practice and/or competitive events during length of school suspension. At an event or practice: The participant shall be suspended no less than 20% of the regular activity season for the first violation. A second offense is 50% event suspension. A third violation shall result in a one-year suspension from all activities. Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon.</p>

<p>Tobacco / Nicotine in any form/Any Nicotine delivery device (i.e., vapor pens, e-cigarettes, etc.) All devices that may deliver liquid nicotine, THC, and marijuana will be considered a violation.</p>	<p>Short-Term Suspension of up to 3 Days and Complete Tobacco Intervention Educational Project.</p>	<ul style="list-style-type: none"> • Student offers credible evidence that he or she had the tobacco/nicotine unintentionally 	<ul style="list-style-type: none"> • Large quantity; distributed to others; openly used tobacco and nicotine with others; denied use or possession 	0-10 Day Suspension	<p>In- or out-of-season, suspension from practice and/or competitive events during length of school suspension, and the participant shall be suspended no less than 20% of the regular activity season for the first violation. A second offense is 50% event suspension. A third violation shall result in a one-year suspension from all activities. Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon. These guidelines apply to in and out-of-season violations</p>
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Exceptional Misconduct	Presumptive Standard (this is the likely sanction for first time offense)* See above statement	Mitigating Factors (Student age is a factor in all cells)	Aggravating Factors	Standard Range (this is what is allowed for first time offense)	Athletic Code Violations
WEAPONS: RCW 9.41.250, 270, 280 RCW 9.41.280	Long-Term Suspension of 11 days SANCTION FOR FIREARM AT SCHOOL: Emergency Expulsion. Law enforcement notified Threat assessment level 1 completed.	<ul style="list-style-type: none"> • No injury or damage caused • No evidence that student intended to display or use the weapon • The weapon is a small pocket knife with a blade 3 inches or less • Student's age and/or inability to understand potential consequences • Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school 	<ul style="list-style-type: none"> • Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property • Student displayed, activated or discharged the weapon in a reckless manner • Evidence of premeditation • The weapon is an airgun or firearm. • The object appears to be a firearm and the student displaying or using the object does so with malice 	0-20 Day Suspension	Suspension from practice and/or competitive events during length of school suspension.

DISRUPTIVE and OTHER MISCONDUCT	Presumptive Standard (this is the likely sanction for a first time offense)	Mitigating Circumstances	Aggravating Circumstances	Standard Range (this is what is allowed for a first time offense)	Athletic Code Violations
Inappropriate Dress and Appearance	Verbal warning from teacher or administrator, change of clothing or appearance	<ul style="list-style-type: none"> • No previous infractions • Student's intent or purpose was not intentional 	<ul style="list-style-type: none"> • Previous infractions • Student's intent or purpose was to disrupt learning environment 	Warning Detention Short-term suspension	Suspension from practice and/or competitive events during length of school suspension.
Inappropriate Display of Physical Affection	Student counseled, warned	<ul style="list-style-type: none"> • No Previous Infractions 	<ul style="list-style-type: none"> • Previous infractions • Student's intent or purpose was to disrupt learning environment 	Warning Detention Short-term suspension	Suspension from practice and/or competitive events during length of school suspension.

Cell Phone Use In Class	Warning; teacher may confiscate phone for the period; referral to the office, administrator may confiscate phone for day.	<ul style="list-style-type: none"> • No Previous Infractions 	<ul style="list-style-type: none"> • Previous infractions • Use was sly or devious • Disrupted the learning of others 	Warning – Cell phone not allowed on campus	Notification to coach
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DISRUPTIVE and OTHER MISCONDUCT	Presumptive Standard (this is the likely sanction for a first time offense)	Mitigating Circumstances	Aggravating Circumstances	Standard Range (this is what is allowed for a first time offense)	Athletic Code Violations
Tuancy	Conference with student, parent, and school representative. Possible behavior contract. Possible Community Truancy Board contract.	<ul style="list-style-type: none"> • No Previous Infractions • Parent, not student, was responsible for reporting status to school in a timely manner 	<ul style="list-style-type: none"> • Previous infractions • Forged a note • Dishonest about whereabouts • Multiple attempts to clear absence were ignored 	Detention In School Suspension –Alternative Placement	<p>Suspension from practice and/or competitive events during length of school suspension.</p> <p>No practice or competitive events on day of truancy or when administration is aware of truancy.</p>
Tardiness	Warning	<ul style="list-style-type: none"> • No Previous Infractions 	<ul style="list-style-type: none"> • Previous infractions 	Contact parent Escort to class Closed Campus	Notification to coach
Abusing or Insulting Staff (RCW 28A.635.010)	Warning Office Detention Possible short- or long-term suspension. Possible referral to law enforcement	<ul style="list-style-type: none"> • No Previous Infractions • Subsequent remedial steps, including restitution to district or victim of misconduct 	<ul style="list-style-type: none"> • Previous infractions • Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim 	Warning -Office Detention – Long-Term Suspension	Suspension from practice and/or competitive events during length of school suspension.
Other Illegal Acts Committed on School Grounds or at School Activities	Office detention, short- or long-term suspension Possible law enforcement notification	<ul style="list-style-type: none"> • No Previous Infractions 	<ul style="list-style-type: none"> • Previous infractions 	Warning Office Detention Long-Term Suspension	Suspension from practice and/or competitive events during length of school suspension.
Failure to Return School Property	Payment of fine, restitution plan	<ul style="list-style-type: none"> • No Previous Infractions • Student or family cannot financially pay the fine or provide restitution 	<ul style="list-style-type: none"> • Previous infractions • Item is no longer in the possession of the student 	Repayment - See Theft	No participation until property is returned and/or restitution is paid.
Motor Vehicle Infractions	Law enforcement notified. Possible office detention, possible short-term suspension	<ul style="list-style-type: none"> • No Previous Infractions • Victim has some responsibility in the cause of the infraction 	<ul style="list-style-type: none"> • Previous infractions • Driver is reckless • Multiple people are impacted 	Warning Office Detention Long-Term Suspension Driving / Parking Privileges Revoked	Suspension from practice and/or competitive events during length of school suspension.

School Discipline Motivation

Elementary School Discipline and Motivation

Tonasket Elementary utilizes a team based approach to teach and support positive behavior for all students. All students are explicitly taught schoolwide expectations. We use paw tokens to positively reinforce students meeting school expectations. We use a progressive discipline model for students who do not meet schoolwide expectations. When a student does not meet a schoolwide expectation, we respond by restating/reteaching the expectation. In cases where unexpected behavior continues, a Problem Solving Conference will take place with a staff member and the student. Student and staff member will identify:

- Which schoolwide expectation was not met?
- What problem the behavior caused?
- What can be done to make it right? What the student will do next time in a similar situation.

If the above steps are not successful in changing the behavior, the student will be referred to the Office for disciplinary action and parents will be notified.

Middle School Discipline and Motivation

Middle School Reset

All students deserve the most positive educational climate possible for academic and social growth. Tonasket Middle School uses a “Reset” Strategy, which emphasizes the seriousness of education, respectfulness of the classroom environment, and the importance of students taking responsibility for their own behavior.

As part of the Reset Strategy, teachers focus on three areas:

1. That the overall goal is for students to succeed and enjoy their classes. Teachers will not allow students to do anything that interferes with their or someone else’s success.
2. Creating a safe and orderly learning environment is important to ensure everyone’s success. A safe and orderly learning environment sets a positive tone for learning in the classroom.
3. That it is important for each student to control his or her own behavior. The Reset Strategy helps students learn how to develop self-control. Reset will be used after other Tier 1 intervention efforts have been attempted and after clear prompting efforts have been attempted.

Middle School S.T.A.R Forms

All behavior is first addressed in the classroom by the teacher.

Students who are continuing to display disruptive behavior will be given the opportunity to engage in a behavioral reset. A reset provides students with feedback about their behavior and an opportunity to plan for future success in the school.

When students process through a reset, they will be asked to write a response to five questions:

- What choice did you make?
- How were you feeling before you made your choice?
- Who did your choice affect?
- What can you do to make it better?
- What will you do next time?

Students that choose not to complete the S.T.A.R Form will be removed from the classroom to complete a reset in an alternate location. Students with multiple S.T.A.R Forms are subject to further consequences.

Office Intervention

If a student is challenged to be a successful self-manager, and the number of Reset opportunities require consequence, teachers will assign appropriate consequences to improve self-management. We encourage parent/teacher partnership around student behaviors. It is expected for students and teachers to work together through consequences that support relationship building and learning. If a student does not properly complete the Reset process with their teacher, an Office Intervention may be used. An office intervention may include: phone calls home, re-teaching behavioral expectations, social skill instruction, and/or problem solving solutions to remedy the situation. Office interventions may take place during recess time. Students with multiple Star Forms and or Restoration Resets are subject to further consequences.

Middle School Further Disciplinary Measures

Tonasket Middle School is intended to be a constructive place for everyone. Togetherness, Integrity, Grit, Excellence, and Respect are key to providing a positive learning environment. Appropriate actions are expected from each student. Restorative recess may be necessary and is easily avoided by adhering to expectations in the school.

High School Discipline and Motivation

Our focus at the high school is for students to be accountable for their behavior. Whenever possible, we choose to use discipline as a learning opportunity, especially for first time offenses. Restorative practices are the foundation of our discipline at THS.

We are developing a motivational program to acknowledge positive behavior (see PBIS section). We strive to acknowledge when students are making positive decisions and impacts within and outside of our Tiger Family.

Often times, we find that a family conference is beneficial in determining the root cause of behavior concerns as well as collaborating to create a plan that motivates the student to make positive choices.

STUDENT DRESS

Student Dress - Board Procedure 3224

Last Revision 7.11.2018

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the Tonasket Board of Directors.

Students' choices in matters of dress should be made in consultation with their parents.

Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A. A health or safety hazard will be presented by the student's dress or appearance, including possible membership in a gang or hate groups;
- B. Damage to school property will result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

The student's dress and grooming must not:

- A. Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives.
- B. Create a health or other hazard to the student's safety or to the safety of others.
- C. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
- D. Imply gang membership or affiliation by written communication, marks, drawing, painting, design or emblem upon any school or personal property or one's person.
- E. Presenting prohibited or illegal conduct including, but not limited to, lewd, provocative, sexual, drug, tobacco or alcohol-related messages, or gang-related apparel.

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular or co-curricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:

- A. Creates a hazard to the student's safety or to the safety of others.
- B. Will prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

If the student's dress or grooming is objectionable under these provisions, the principal will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent, if reasonably possible, and request that the parent make the necessary correction. If both the student and parent refuse, the principal will take appropriate disciplinary action. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such a period as the principal may determine. All students will be accorded due process safeguards before any corrective action may be taken.

Specific Dress Code Parameters:

1. Staff need to be able to see a student's eyes and ears (this refers to head coverings, not hair styles) at all times.
2. Hats may only be worn in the high school by high school students.
3. The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy.

End of Procedure 3224

ELECTRONIC DEVICES (PERSONAL)

In accordance with all district policies and procedures, students may use personal electronic devices (e.g. mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day.

High School	Middle School	Elementary School
Electronic equipment may be permitted in classrooms for instructional purposes and at the discretion of the instructor. Cell phones are to remain off during instructional time and are for emergency use only. There are proper channels to contact students during school hours. Texting or calling students during instruction is seen as a disruption to the learning environment. The student may retrieve a piece of electronic equipment confiscated by a staff member at the end of the school day. The school will not be responsible for these items if they are lost or stolen.	Electronic devices are requested to be left at home. TMS provides each student with the electronic devices necessary for their education. Cell phones are to be turned off during the school day and placed in lockers or stored in teachers' cell phone holders. Students who need to make contact with family members are able to use the office phone. There are proper channels to contact students during school hours. Texting or calling students during instruction is seen as a disruption to the learning environment. If cell phones are used during instruction, the personal phone will be confiscated by staff and the student can retrieve it at the end of the day. The school will not be responsible for lost or stolen items.	Electronic devices are requested to be left at home. Cell phones are not to be used anytime during the school day. This includes recess, classroom, lunch times. The school will not be responsible for these items if they are lost or stolen.

EMANCIPATED STUDENTS

A student must be 18 years old or older, have parental approval and a completed Independent Student Form. The form must be accompanied with a letter from the parent and/or student explaining why the school emancipation is necessary. The administration and parents retain the authority to withdraw independent student status if the student misuses the privilege.

EMERGENCIES

Emergency Closing of Schools

The closing of school because of extremely bad weather or other severe emergencies will be announced during the early morning hours on radio station KOMW (680 AM) and (101.7 FM) and KHQ (Channel 6) TV

School Messenger

In the event of an emergency during school hours a school wide notification will be made to all families informing them of the emergency and the plan for students while dealing with the emergency.

FAMILY ACCESS

Parents of students at Tonasket Middle School and High School will be provided with Family Access which gives families the ability to check students' attendance, academic and behavioral progress at any time online. Family Access is an effective way to open up communication between the teacher, student and parent. Students and teachers report that this process is helping to focus students more keenly on their future. Our hope is that you will continue to support this effort at home.

Parents are provided with a login and a password at the start of the school year. Should a parent need assistance or a login and password please contact our office. Follow the directions below:

- Log on to the following website: <http://family.tonasket.wa-k12.net>
- Log in with your personalized name and password (must be exactly as written, capitals and lowercase):
- Your student screen will pop up. If you have more than one student you may only choose one at a time.

Students will be provided their own passwords so that they can take responsibility for their academic progress as well. Students are able to review their academic progress on Family Access regularly at school.

FOLLOWING DIRECTIONS

Students are expected to conduct themselves in a reasonable manner, following requests and directives of all staff members. Failure to do so will be considered insubordination and discipline will be imposed.

FOOD SERVICE

Food and/or beverages are not permitted in classrooms or hallways. Students are required to keep the lunch line moving rapidly, exercise good manners while eating, and demonstrate consideration for others. Before leaving the table every student will clean off the area he/she used. Cafeteria staff will be treated with respect. If students leave a mess, they may be assigned clean-up duties in the lunchroom for a period of time.

Free Lunches for All Students

Tonasket School District is participating in the federal program Community Eligibility Provision (CEP) available to select schools as part of the National School Lunch Program and School Breakfast Program.

In a CEP school, all students receive a nutritious breakfast and lunch at no cost, regardless of family income.

The district requests each family to complete the Family Income Survey. The information provided by returning the Family Income Survey impacts the funding that each school receives from the state government. The Family Income Survey is used to capture information and ensure the Tonasket School District receives all of the funding it is entitled to for state educational program.

Student Privacy and Searches - Refer to Board Policy 3230

Last Revision 4.24.19

A. Biometric Identification

1. Prior to performing a biometric finger scan of a student, the school district shall provide notification of the intent to do so to the parent/guardian. A parent/guardian or a student who has reached the age of 18, may request to opt-out of the biometric identification program by signing and submitting to the school Form 3230 A-1 Deny Finger Scan. Failure to respond with a written request not to participate in the biometric identification program shall be considered as giving permission for the student to participate.
2. The software scans the finger for identification. It does not store a copy of the fingerprints. Instead, the software creates a template of the unique points on the finger and converts it to a unique number. Each unique number is stored in the school's database with the same high level of security of all of our records. The stored numbers are also protected by the Family Educational Rights and Privacy Act (FERPA). FERPA is the same Federal Law that protects all student records. When your child graduates or is no longer enrolled in the school system, the stored numbers are deleted. At no time is a fingerprint image stored, and a fingerprint cannot be recreated from any stored number.
3. The biometric information is to be used solely by the school district for identification or fraud prevention.
4. The school district will not sell, lease, or disclose any biometric information to any other person or entity.
5. The choice for the student not to participate in the biometric identification program by the parents, or the individual who has legal custody of the student, or by the student, if he or she has reached the age of 18, must not be the basis for refusal of any services otherwise available to the student.

FREEDOM OF EXPRESSION

Freedom of Expression - Refer to Board Policy 3220

Last Revision 10.21.21

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school or otherwise violate this policy. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;

- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incites others to violate federal or state laws, rules or regulations, including the standards established by the federal communications act or applicable federal communication commission rules or regulations;
- Cause a substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010.
- Violate federal or state laws, rules, regulations, or advocate the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the prompt review of any materials that appear not to comply with the standards.

Distribution of Materials

Students and district staff may distribute student publications or other materials written by students may be distributed on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action or punishment, including suspension or expulsion, consistent with student discipline policies.

No one who is neither a student nor a district employee may distribute materials on school grounds.

End of Policy 3220

Freedom of Expression - Board Procedure 3220

Last Revision 10.21.21

Students will enjoy freedom of expression, whether verbal or written, providing such expression does not constitute a material and substantial disruption of the orderly operation of the school or otherwise violate this policy. The principal will have the authority to monitor student verbal and written expression. Students who violate the standards established by this policy and chapter 28A.600 RCW for verbal and written expression may be subject to corrective action or punishment.

Definitions

For purposes of this policy and procedure, the following definitions apply:

- “School-sponsored media” means any matter that is prepared, substantially written, published, or broadcast by student journalists, that is distributed or generally made available, either free of charge or for a fee, to members of the student body, and that is prepared under the direction of a student media adviser. “School-sponsored media” does not include media that is intended for distribution or transmission solely in the classrooms in which they are also produced.
- “Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.
- “Student media adviser” means a person who is employed, appointed, or designated by the school to supervise, or provide instruction relating to, school-sponsored media.

For purposes of verbal and written expression, the following guidelines are in effect:

- A. Distribution of written materials or presentation of an oral speech in an assembly or classroom setting may be restricted:
 - i. Where there is evidence which reasonably supports a forecast that the expression is likely to cause material and substantial disruption of, or interference with, school activities, which disruption or interference cannot be prevented by reasonably available, less restrictive means; or,
 - ii. Where such expression unduly impinges upon the rights of others. A school official must base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.
- B. Distribution of written material or presentation of an oral speech will not be permitted if such material or speech would be in violation of the federal communications act or applicable federal communication commission rules or regulations, or otherwise in violation of district policies regarding patently lewd, vulgar, and indecent conduct or communication.
- C. Libelous material or speech may be prohibited. Libelous material will be defined to include defamatory falsehoods about public figures or governmental officials. In order to be libelous, the defamatory falsehood must be made with actual malice; that is, with knowledge that it is false, or with reckless disregard of whether it was false or not.
- D. Publications that involve an unwarranted invasion of privacy will not be permitted. Such occurrences may include: exploitation of one’s personality; publications of one’s private affairs with which the public has no legitimate concern; or, wrongful intrusion into one’s private activities in a manner that can cause mental suffering, shame, or humiliation to a reasonable person of ordinary sensibilities.

- E. Publications or oral speeches that incite the commission of unlawful acts on school premises, the violation of law, or the violation of lawful school district policies and procedures may be prohibited.
- F. Publications or oral speeches that violate the district's policy or procedure related to the prohibition of harassment, intimidation, or bullying, or that advocate discrimination or discriminatory disparagement in violation of chapter 28A.642 RCW and district policy are prohibited.

Student Publications

The student publications instructor or advisor will have the primary responsibility for supervising student publications and to see that provisions incorporated into the policy and procedures are met. The instructor or advisor will also have the primary responsibility for teaching professional standards of English and journalism to the student journalists. Publication activities should instill respect for the sensitivity of others and standards of civility as well as the elements of responsible journalism.

Student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media subject to the limitations of this policy and procedure as set forth above.

The principal may request to review any copy prior to its publication. The principal will return such copy to the student editors within 24 hours after it has been submitted for review. Any dispute that cannot be resolved at the building level will be submitted to the superintendent for further consideration. When appropriate, the superintendent will seek legal counsel. If the complaint cannot be resolved at that level, the board, upon request, shall consider the complaint at its next regular meeting. In addition, any student, individually or through his or her parent or guardian, enrolled in a public high school may file an appeal of any alleged violation of chapter 28A.600 RCW related to school-sponsored media pursuant to the provisions of chapter 28A.645 RCW.

Political expression by students in school-sponsored media shall not be deemed the use of public funds for political purposes for purposes of the prohibitions of RCW 42.17A.550.

Expression made by a student in the school-sponsored media is not necessarily the expression of school policy. Pursuant to chapter 28A.600 RCW, neither a school official nor the governing board of the school or school district may be held responsible in any civil or criminal action for any expression made or published by students in school-sponsored media.

Distribution of Materials

Students' constitutional rights of freedom of speech or expression provide for the opportunity to distribute written materials on school premises. However, distribution of materials by students will not cause disruption of or interference with school activities. Systematic distribution of materials may not occur during instructional time, unless other similar non-instructional activities are permitted. Students will be subject to corrective action or punishment, including suspension or expulsion, depending on the nature of the disruption or interference resulting from distribution of materials.

End of Procedure 3220

FUNDRAISING

Student organizations may solicit funds or materials within the school. The building administration and the ASB must approve all fundraising activities in advance. Forms are available in the front office. These forms must be completed and submitted to the administration. Completed requests must be submitted two weeks in advance to the building administration and the ASB and documented in the ASB meeting minutes prior to the fundraising event. Refer to Board Policy and Procedure 3530.

Throughout the school year various classes, clubs, sport teams, etc. have fundraising sales to support their activities. Your son/daughter may be active in one or more of these groups. Certain guidelines are necessary and we ask that you read this carefully and review it with your son/daughter.

1. Your student will have total responsibility for the product. If it is lost or stolen, he or she must pay that amount.
2. Merchandise should never be stored in lockers or left unattended in classrooms.
3. It is not necessary for a student to carry boxes of merchandise with them during the school day. It is suggested that students pick up the product at the end of the day.
4. It is also recommended that the student carefully count all merchandise that is checked out to them prior to signing for the product.
5. Full credit will be given to the student for any unopened merchandise returned to the school.
6. Either merchandise checked out to the student or the appropriate amount of money must be returned by the end of the sale.
7. Money collected should be turned in exactly as collected. Please do not deposit to a personal account and write a check for the total amount.

GANG CONDUCT

Gangs and Gang Activity - Board Policy 3239

Last Revision 10.24.2011

The Board of Directors is aware of the public existence of gangs which are involved in illegal, intimidating, and harassing conduct, and the Board hereby determines that such gangs and the expression of such gang membership cause or are likely to cause disruption in the school environment and present a threat to the health and safety of students and school personnel. Any such activity or expression by students is prohibited while they are subject to the disciplinary control of the school district. Further, no student on or about school property or any place involving a school-related activity

1. Shall wear, possess, distribute or display any clothing, jewelry, sign or any other thing which by virtue of its color, arrangement, symbol, established pattern or any other attribute is evidence of membership or affiliation in any such gang;
2. Shall commit any act or omission, or use any speech, gesture, any personal "grooming" style, or conduct evidencing membership or affiliation in such a gang;
3. Shall use any speech, gesture, or conduct, or commit any act or omission in furtherance of the interests of any such gang or such gang activity, including, but not limited to:
 - a. Soliciting others for membership in any such gang;
 - b. Pressuring, intimidating, threatening, or harassing any person, individually, or creating an atmosphere or environment of undue pressure which can reasonably be expected to interfere with the physical or mental well being of others;
 - c. committing any other illegal act or other violation of school district policies;
 - d. inciting, provoking, or actively recruiting other students to act with physical force or violence or to mentally harass others;
4. Shall knowingly engage in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership that, on an ongoing basis, regularly conspires and acts in concert mainly for criminal, intimidation, or harassment purposes.

End of Policy 3239

GRADUATION REQUIREMENTS

High School Graduation Requirements - Board Policy 2410

Last Revision 1.14.21

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

End of Policy 2410

High School Graduation Requirements - Procedure 2410

Last Revision 6.30.21

I. Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade unless ten years have elapsed). Graduation requirements may also be included in the student handbook.

II. Credit Requirements

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as the high school students enrolled in the class; or

- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student’s parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as “pass” or “credit.” A nonnumerical grade will not be included in the student’s high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student’s parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

1. Earning a passing grade according to the district's grading policy;
2. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

Students will be expected to earn a total of 24 credits in order to complete graduation requirements. For credit purposes, a class must meet for a total of 150 hours of planned instruction.

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools will be evaluated as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

Subject and Credits

Tonasket High School Graduation Requirements		2021 and Beyond
Subject		Tonasket HS Requirement
English		4
Mathematics *	Algebra 1	1
	Geometry	1
	Algebra 2	1
*The 3rd math credit can be another math if it fits with the student’s High School and Beyond Plan.		
Science		3
*At least one of the 2 science credits must be a laboratory science.		
Social Studies	US History	1

	Civics	0.5
	WA State History	0.5
	World History	1.0
	Contemporary World Problems	0.5
Washington State History can be taken in the 7th or 8th grade.		
World Language		2
Flexible requirements— 2 world language credits, may be substituted according to a student's High School and Beyond Plan.		
Career and Technical and Work-Based Education		1
Health and Fitness		2
.5 credits of Health and Fitness must be devoted to meeting the state health standards. Fitness requirements can be met by participation in after school athletic activities via the Sports/PE waiver process.		
Fine Arts*		2
Flexible requirements—1 fine arts credit may be substituted according to a student's High School and Beyond Plan.		
Electives		3.5
Total Credits		24
Smarter Balanced ELA/Math Exit Exam 10th Grade		✓
WCAS Science Exam 11th Grade		✓
Advisory 9-12		✓
Washington State History		✓
* NOTES: The State of Washington provides multiple graduation pathways which can provide alternatives to some of the above requirements. The pathway must be aligned to the individual student's High School and Beyond Plan.		

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;

- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. Description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. Plans for evaluation of program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs will be kept on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange to take the Accuplacer placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students may enroll in only one high school class.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical and Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically related to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work-based learning experience, and not less than three hundred sixty hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- I. The program standards and procedures align with the state career and technical work-based learning standards.

National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the national guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
 - 1. A journal that reflects the actual work completed during a home-study course of study
 - 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 - 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
 - 1. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in the state of Washington, and
 - 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III High School and Beyond Plan Requirement

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The district encourages parents and guardians to be involved in the process of developing an updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;

- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Fulfills state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
 - 5. Includes information about the college bound scholarship program.
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - 2. Application timelines and submission deadlines;
 - 3. The importance of submitting applications early;
 - 4. Information specific to students who have been in foster care;
 - 5. Information specific to students who are, or are at risk of being, homeless;
 - 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
 - 7. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.
 - 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 - 9. Information on college bound scholarship application and eligibility; and
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

"Dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.

1. English language arts courses:

AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.

International baccalaureate courses: individuals and societies courses or English language and literature courses.

Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.

2. Mathematics courses:

AP courses: statistics, computer science A, computer science principles, or calculus.

International baccalaureate courses: any international baccalaureate mathematics course.

Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.

- B. Achieving the following scores on the following exams:

1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

V. International Baccalaureate Program Diploma

A student who fulfills the requirements for an International Baccalaureate Program diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements. To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses as scored at the local level, pass all internal assessments as scored at the local level, successfully complete all required projects and products as scored at the local level and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. Students with an Individualized Education Program (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
 1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.”

VIII. Graduation Ceremonies

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies

IX. Withholding of a Diploma

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

End of Procedure 2410

Graduation Marching Requirements

To be eligible to march with his/her class at graduation a student must either have completed all credit graduation requirements prior to the date of graduation and/or scheduled to complete credit graduation requirement deficiencies on or before September of the same year. In order to march at graduation a student must either have been approved for early graduation, or be online to graduate and enrolled at THS the second semester of their senior year as needed to fulfill graduation requirements. Students may appeal the marching requirements to the high school principal whose decision is subject to appeal to the school board. Each graduating senior shall receive a final transcript. If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student shall be awarded a diploma after satisfactorily completing local and state requirements. Each graduating student shall receive a final transcript. Each student shall be notified of this opportunity at least one month prior to the close of the school term.

Two years/credits of the same foreign language is not required for graduation from THS.

Although it is strongly suggested, it is up to the discretion of each student entering a four year college or university as to whether or not they complete two years of the same foreign language depending on the individual requirements of that institution.

HARASSMENT, INTIMIDATION, BULLYING

Prohibition of Harassment, Intimidation and Bullying - Board Policy 3207

Last Revision 10.30.19

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. As defined in legislation, "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 any characteristic in RCW 28A.640.010 and 28A 642.010, disability or other distinguishing characteristics, when an act:

1. Physically harms a person or damages the person's property.
2. Has the effect of substantially interfering with a student's education.
3. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately." Nothing in this section requires the affected student 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 refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, 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 district policies or building, classroom or program rules.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted person(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental

age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are made that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

End of Policy 3210

HEALTH SERVICES

Medication at School - Refer to Board Policy 3416

Last revision 10.30.19

Under normal circumstances prescribed, and non-prescription, over-the-counter (OTC) medication, should be administered before and/or after school hours under supervision of the parent/guardian. If a student must receive prescription or OTC oral or topical medication, eye drops, ear drops, or nasal spray from an authorized staff member, the parent/guardian must submit a written request accompanied by a written authorization from a licensed healthcare practitioner (LHP) prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the LHP must also provide written, current and unexpired instructions for the administration of the medication.

Medical Marijuana:

Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A—Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. § 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. School nurses may not administer medical marijuana. See 3423 – Parental Administration of Marijuana for Medical Purposes, regarding parental administration of medical marijuana on school grounds, school bus, and school-sponsored activities.

Student immunization and Life-Threatening Health Conditions - Board Policy 3413

Last Revision 9.30.20

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against diseases as required by the Washington State Board of Health.

Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090.

Meningococcal Disease, Human Papilloma Virus Disease and Vaccine Immunizations Information Distribution

At the beginning of every school year, the district will provide parents/guardians of students in sixth through twelfth grades with information provided by the Washington State Department of Health about meningococcal disease, human papilloma virus (HPV) disease and their vaccines. at the beginning of every school year.

The information will include the causes and symptoms of meningococcal disease, human papilloma virus, how the diseases are spread, the places where parents/guardians may obtain additional information and vaccinations for their children; and current recommendations from the United States Centers for Disease Control and Prevention regarding receiving the vaccine.

Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication and treatment order from a Licensed Healthcare Provide (LHP) addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication and treatment order, providing authority to a registered nurse, and a nursing care plan are not in place. Following submission of the medication and treatment order, the registered nurse will develop a nursing care plan.

Students who have a life-threatening health condition and no medication or treatment order presented to the school will be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the following due process requirements in school district Procedure 3413P.

Exclusion from School

The district will exclude students as required in RCW 28A.210.120 as required in RCW 28A.210.120 from further presence at the school who are out of compliance with the immunization requirements and students with a life-threatening health condition as required in WAC 392-380-045 WAC who do not have a medication or treatment order in place.

End of Policy 3413

Vision and Hearing Screens

The school may conduct hearing & vision screening. Screenings are typically done for grades K,1,2,3,5 & 7. The screens should not take the place of regular exams with your health professional. You will be informed if your child does not pass the screen. Parents are responsible for taking their students in for further examination in the event the student did not pass the initial screen. If your child is absent when the screening occurs they may not be screened

Illness and Injury at School

If your student is injured or too sick to remain at school, he/she will be sent home only after the school has contacted you or the emergency contacts you have listed on the enrollment form. If there is an emergency, school staff members will act on the parent's behalf and get help. PLEASE KEEP THE SCHOOL NURSE INFORMED OF ANY CHANGES IN YOUR STUDENT'S HEALTH CONDITION

HALL PASS SYSTEM

Students in the HS and MS who are in corridors at times other than the passing time between periods must have a pass. Students are expected to report to an assigned class on time. If a student is detained in a previous class, a pass from that teacher will be needed to be admitted to the next class.

HS/MS STUDENT INTERACTION

High school students are not allowed in the middle school building or designated playground area during the normal operating day. The only exception is a high school student acting as a student TA for a middle school staff member or attending a class. They must report directly to class.

IDENTIFICATION

All persons, upon request, must identify themselves to the proper school authorities and staff while in the building, on school grounds or at school sponsored events. Students who fail to identify themselves when requested by a school employee will be considered insubordinate and disciplinary action will be taken.

INTERNET AND EMAIL USE OPT-IN AND PHOTO OPT-OUT

All students are required to read and sign the Acceptable Use Policy form and the Internet and Photo Usage form annually as a user of the Tonasket School District network system. Tonasket students do not have access to the Tonasket School District network, including the Internet, until this form is signed and returned.

Electronic Resources and Internet Safety - Refer to Board Policy 2022

It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

INSURANCE

The School District does not provide accident insurance for students. Student accident insurance is available to students/athletes for purchase at the start of the school year in August. Details as to cost, company and registration procedures are available in school offices. Students are encouraged to take advantage of this program, particularly if they are involved in extracurricular activities. Emancipated students will be required to purchase insurance or show proof of a personal policy.

Insurance claims: Staff will submit school accident forms to the front office. The student will be instructed as to the proper claim procedure. An insurance form requiring parental signature will be given to the student. Should the school need to seek medical treatment for a student, the student and his/her parents/guardian are responsible for all medical costs. Every attempt will be made to contact parents/guardians prior to seeking medical treatment.

LEARNING SUPPORT

Title IA: School-wide Program

Tonasket School District qualifies for this federal program and is allowed to combine Title I, Levy, Learning Assistance Program and basic education funds to provide the best education for all students. Staff development, technology, reading, writing, math, and language development are target areas for the school wide program. This program funds reading teachers, classroom Paraeducators, additional tutoring support, computers and computer programs such as Accelerated Reader, Read Naturally, LEXIA, ALEKS, Tumblebooks and STAR to provide support for classroom instruction through the Response to Intervention (RtI) Model adopted by our district. The goal is to improve academic achievement for all students with more intense support for those students who are struggling academically.

Title IA (T1A) Preschool Program

The Preschool Program supports 3-5 year old students who are behind in entry-level school expectations and provides instruction designed to prepare 3 to 5 year-old children to enter the kindergarten program successfully. Preschool is partially funded and supported through Title IA program.

Learning Assistance Program (LAP)

LAP has similar requirements as the Title I program but is state funded, not federal. LAP funds are directed to increase the academic achievement of students not meeting state and district standards. There is a significant emphasis on getting all children performing at grade level academically by 3rd grade. For students K-4 not performing at grade level, a learning plan will be developed with parents defining additional support the student will receive at home and additional support provided at school to bring students up to grade level academically. Classroom teachers will conference with parents to improve student's academic performance and the grade level placement, discuss students who are struggling and determine additional supports to put in place with parents.

Bilingual Program-ESL

The Bilingual program provides additional funding for English instruction for students who speak a language other than English - English as a Second Language (ESL). The goal of the program is to teach students English and includes speaking, reading, and writing. The current program is based on teaching English to Spanish speaking students in a small group setting and includes

professional development for classroom teachers in Guided Language Acquisition Design (GLAD) classroom strategies that are effective for and support all students. Student language proficiency is assessed annually using a state designated test (Washington Language Proficiency Test – ELPA21) and determines student eligibility for the ESL program. All qualifying ESL students are required to participate in this testing process every spring.

Title I - Migrant

Recognizing that frequent moves are often a disruption to a child's education, the Title I Migrant program is designed to meet the needs of educationally deprived children of agricultural workers. Migrant children are identified and determined to qualify for these services during an interview with the Migrant Recruiter. A certificate of eligibility (COE) is completed during this visitation process. Students are selected for the program based on greatest need for assistance in reading or math as identified in the annual needs assessment performed by the district and parents of participating students. Migrant student information is tracked through the computerized Migrant Student Records System (MSDR). This system allows school districts to meet the academic needs of our Migrant students.

LITTERING

Littering on and off school grounds is prohibited.

LOCKERS

Student Privacy and Searches - Board Policy 3230

Last Revision 4.24.19

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen year old students. Students over fourteen years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

A. Searches of Students and Personal Property

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff will take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent will have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Prior to conducting a search, school officials will ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker, as follows:

1. Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.

For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.

2. Staff will conduct searches in a manner that is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

No student will be subject to a strip search or body cavity search by school staff.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

The superintendent will develop procedures regulating searches of students and their personal property.

B. Locker Searches

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school district. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area to store any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area will be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker will be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

The superintendent will establish procedures for conducting searches of lockers, desks, or storage areas.

C. Biometric Identification

1. Prior to performing a biometric finger scan of a student, the school district shall provide notification of the intent to do so to the parent/guardian. A parent/guardian or a student who has reached the age of 18, may request to opt-out of the biometric identification program by signing and submitting to the school Form 3230 A-1 Deny Finger Scan. Failure to respond with a written request not to participate in the biometric identification program shall be considered as giving permission for the student to participate.
2. The software scans the finger for identification. It does not store a copy of the fingerprints. Instead, the software creates a template of the unique points on the finger and converts it to a unique number. Each unique number is stored in the school's database with the same high level of security of all of our records. The stored numbers are also protected by the Family Educational Rights and Privacy Act (FERPA). FERPA is the same Federal Law that protects all student records. When your child graduates or is no longer enrolled in the school system, the stored numbers are deleted. At no time is a fingerprint image stored, and a fingerprint cannot be recreated from any stored number.
3. The biometric information is to be used solely by the school district for identification or fraud prevention.
4. The school district will not sell, lease, or disclose any biometric information to any other person or entity.
5. The choice for the student not to participate in the biometric identification program by the parents, or the individual who has legal custody of the student, or by the student, if he or she has reached the age of 18, must not be the basis for refusal of any services otherwise available to the student.

End of Board Policy 3230

Locker Use and Responsibilities

(RCW 28A.600.220, RCW 28A.600.230) Lockers are assigned at the beginning of each school year. Students shall occupy only their assigned locker. The lockers are to be kept neat and clean. Lockers are school property, and they may be inspected or searched at any time. Any destructive or damaging behavior i.e. jamming, kicking, hitting towards the lockers, may result in a fine for damages, disciplinary action and/or loss of locker privileges. Students shall not place, keep, or maintain any article or material in or on a locker that may cause or tend to cause any type of disruptive activity. If students wish to post pictures in their lockers, they must be appropriate in nature. Any sexually suggestive or drug related pictures, as well as advertisements for alcoholic beverages are not permitted. If a student has any of these in his/her locker, an administrator will request that these items be removed. This constitutes a warning. If a second violation occurs, a suspension will be issued.

Students are to keep their lockers locked at all times. Lock combinations should not be given to other students. The locks on lockers are on a yearly rotation and will not be changed during the school year. It may be necessary to cover the lock while working the combination because other students have been known to watch over students' shoulders to learn combinations. Locks are attached to each locker. Replacement or repair cost of damaged locks or lockers will be charged to the student. The school is not responsible for items lost or stolen from lockers but will make every effort to recover the item and discipline the student(s) involved.

LOST AND FOUND

Clothing, books and other articles will be turned into lost and found. Any unclaimed items will be given to charity after an appropriate waiting period. Parents are encouraged to check into the office or the lost and found area at any time to find lost items.

MAKE-UP WORK

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.

NONDISCRIMINATION, NOTICE OF SEXUAL HARASSMENT

Sexual Harassment of Students Prohibited - Board Policy 3205

Last Revised 10.19.20

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

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

The term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. 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 and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district 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.

Staff Responsibilities

The superintendent 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.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents 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, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent 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, students, volunteers and parents in the review process.

End of Board Policy 3205

ONE TO ONE DEVICE

All students are required to read and sign the Chromebook Agreement, Internet Usage, and Acceptable Use Policy annually.

High School students will each be assigned a Chromebook for educational use at school and at home. The device will remain with the student and will be returned at the end of each school year. Parents/Guardians have the right to elect to have their students check the device in at the end of the day to the High School Library, and check out the device at the beginning of each school day. Academic need should be considered when selecting the "check-out" option since missing a Chromebook at home may impact a student's ability to work on homework.

Middle School students will be assigned a Chromebook for educational use at school, and they will carry them from class to class. The device will remain with the student each day, and students will leave their chromebooks in a cart to charge at school overnight. If a student has homework that requires a Chromebook, with parental/guardian consent they will work with their homeroom teacher to make arrangements to take their Chromebook home for the night. Each device will be checked in at the end of each school year.

Elementary School students will be assigned a Chromebook (2nd grade through 5th grade) or an iPad (Kindergarten through 1st grade) for educational use at school. Their device will remain in the classroom each day and may travel with the students to activities within the building. Students will leave their device in a cart to charge at school overnight. Each device will be checked in at the end of each school year.

PARENT INVOLVEMENT

Parental Involvement (Including Title I) - Board Policy 4130

Last Revision 4.28.2014

- A. The board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The board views the education of students as a cooperative effort among school, parents and community. The board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:
1. Play an integral role in assisting their child's learning;

2. Are encouraged to be actively involved in their child's education at school; and
 3. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- B. The board of directors adopts as part of this policy the following guidance for parent involvement. The district will:
1. Put into operation programs, activities and procedures for the involvement of parents in all of its schools, (including Title I schools) consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
 2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
 3. Build the school's and parent's capacity for strong parental involvement;
 4. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, or state-run preschools;
 5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and
 6. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

End of Policy 4130

The staff of Tonasket appreciates parents/guardians willingness to volunteer time, skills and special interests. You are encouraged to contact your child's teacher or the office if you are interested in becoming a volunteer. Also, your comments of support and/or concern are welcome at any time. All volunteers will need to complete a volunteer form. A background check will be done each year for our volunteers at not cost to parents/guardians.

PARKING

Students are encouraged to use the school bus service. Parents are reminded that it is the safest mode of travel for their children. For those who choose to drive, the following regulations are in effect:

- Students shall park properly and only in the main lot located in front of the high school/middle school.
- Vehicles parked improperly may be towed and or discipline assigned to driver.
- Fire lanes and other areas must be kept free for emergencies. Vehicles parked improperly or in non-designated areas may be towed at the owner's expense and the driver may lose parking privileges.
- Any reckless driving, carelessness and lack of courtesy in driving on the school grounds or in the vicinity of the school will not be tolerated. Two violations shall result in loss of parking privileges.
- Speed limit on school property is 10 mph or 5 mph as posted.
- Reckless driving will be reported to law enforcement.
- Parking illegally, including in an area designated for handicapped or visitor parking, shall result in loss of parking privileges.
- No student may sit in a car or be in the parking area at any time except for lunch time and for arrival and departure. Violations may result in permanent loss of the parking privilege and suspension.
- Students found vandalizing vehicles will be held liable for damage, will receive discipline and may be referred to law enforcement.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS).

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting appropriate behaviors and meeting the needs of ALL students.

Research shows that more effective learning occurs in environments where expected behaviors are taught and acknowledged. The PBIS schoolwide approach to discipline focuses on building these safe and positive environments in which all students can learn.

The four components of PBIS:

1. Schoolwide expectations that describe appropriate behaviors for each school setting.
2. Teaching appropriate behaviors to all students.
3. Acknowledging students when they demonstrate appropriate behaviors.
4. Data collection to record trends, address inappropriate behaviors, and identify areas of improvement.

Elementary School

Roar Expectations

- > Respectful
- > On task
- > Always safe
- > Responsible

Elementary School Tiger Paws

Our tiger paw tokens are given to students displaying expected behaviors in the classroom and throughout the school. Students collect the paws in a container in their classroom, and when the containers are full, the whole class earns a celebration. Each classroom determines what their celebration will be. Ideas for celebrations are unique and reflect the interests of the students in each classroom. Ideas range from extra recess time, to a special art project, or the ability to sit anywhere you want in the cafeteria at lunch time. Each time a classroom empties their paw container in the office, we add another paw on our Path to Success. When the Path to Success is complete, we earn a schoolwide celebration. We seek input from students in determining our schoolwide celebrations. Ideas range from thematic dress up days, a special assembly, or a movie played in the cafeteria during lunch.

Middle School - T.I.G.E.R. Pride

T.I.G.E.R. Pride

T.I.G.E.R. points are given to students by the staff to reward them for their positive actions. Students may use their T.I.G.E.R. points during lunch when the T.I.G.E.R. store is open.

T.I.G.E.R. Pride means:

Together: We live, learn, and grow together

Integrity: I keep my word, I do what is right

Grit: I persevere, I do not give up

Excellence: I do my personal best

Respect: I consider how my actions affect others

High School

The high school is continuing to develop its plan regarding PBIS. Students will have opportunities throughout the year to earn a variety of celebrations based on meeting behavior expectations including attending class on time and prepared, completing assignments, and demonstrating positive citizenship.

PUBLIC DISPLAY OF AFFECTION

Students are encouraged to be sociable with the understanding that school premises are not an appropriate environment for display of certain types of affection. Students will be subject to discipline according to the misconduct/consequences chart. Persistent inappropriate behavior will result in a parent conference.

RESPECT FOR SCHOOL PROPERTY

Willful destruction or misuse of school property (books, desks, chairs, lockers, computers, etc.) is prohibited. Students are responsible and must provide proper care for textbooks/Chromebooks/iPads and materials checked out to them or used in class. Students are required to pay for any book/Chromebook/iPad lost or defaced. Transcripts and all school records will be withheld until all obligations are met.

RIGHTS AND RESPONSIBILITIES

Student

All students who attend the district's schools will comply with this handbook which contains/refers to the written policies, rules and regulations of the schools, will pursue the required course of studies, and will submit to the authority of staff of the schools, subject to such corrective action or punishment as the school officials will determine.

Student Records and Confidentiality

All school records and reports should be handled with care. Many records are of a confidential nature. They are maintained in order to provide information on child development for the professional staff. It is essential that you do not divulge any confidential information which has been received from contact with children and other people in the profession.

Employees must protect all student information and should not engage in any discussions concerning a student with any person within or outside of the school district, other than the student's teacher(s), administrators or other designated district officials, or the student's parents.

There are no appropriate circumstances for a non-certificated employee to discuss a student with a parent without the active involvement of the teacher and/or administrator. Protected information includes, but is not limited to, the student's academic performance, special needs, and discipline record.

- Educational records are student records kept or maintained by schools.
- FERPA (the Family Education Rights and Privacy Act) governs the information in records.
- Personally identifiable student information is **confidential** – no sharing of student information without parental permission unless a specific FERPA exception applies.
- Student records are **available to both parents**, even if divorced, unless there is a court order to the contrary.
- Student records are **available to staff** with legitimate need to know.

COLLEGE IN THE HIGH SCHOOL

College in the High School (CiHS) programs provide college academic courses to students in grades 9-12.-Courses are taught at the high school, by high school teachers, with college curriculum, college textbooks, and oversight by college faculty and staff. Tonasket High School receives a state subsidy for rural and small schools and for low-income students. Students can now earn as many credits as offered. Previous to the 2021-2022 school year, students were limited to 10 credits. The number of classes offered at THS is dependent upon the staff. Students receive notification of which classes qualify during scheduling.

RUNNING START

This program allows a student with junior or senior standing to earn high school graduation credit with college coursework. The student must have appropriate ASSET scores to qualify for the program. Five college credits equal one high school credit. More information is available from the high school counselor.

- Running Start courses shall not conflict with the student's daily class schedule at Tonasket High School.
- Running Start classes may be taken only during the nine-month school year.
- Students may not take a Running Start class unless they have met the course prerequisites of the college.
- Students must attend the mandatory Running Start orientation meeting in the spring prior to going into Running Start.

SCHEDULING - High School/Middle School

No schedule changes are allowed after the opening of the first semester school except under the following conditions:

1. The student has been misplaced in a course. This decision depends upon agreement by the parents, counselor, administration, teacher(s) and student.
2. The student has failed a prerequisite for a scheduled course.
3. The student has made major changes to his/her post-graduation plans.
4. The student's need for an intervention class based on their NWEA/SBAC scores.

After the beginning of the school year, students who wish to change their programs shall obtain a "drop or add" form from the guidance office. The form, once completed with written comments and recommendations of teachers affected by the change and a parental signature, is to be submitted to the counselor.

If a change occurs in a student's program, a written notice, signed by the counselor, will be given to each teacher involved. No withdrawals or admission to class should take place until this written notification has been received. Parents have access to schedules on Skyward.

SKATEBOARDS AND BIKES

Bikes and skateboards may be used only for transportation to and from school. Bikes must be parked in designated areas. Skateboards must remain within lockers during school hours.

SNOWBALL THROWING/WATER DEVICES

Snowball throwing and water devices are dangerous and are prohibited on school grounds. Discipline shall range from a minimum of after-school detention to long-term suspension for repeated offenses.

SOCIAL NETWORKING GUIDELINES

Tonasket School District recognizes and supports the students' rights to freedom of speech, expression, and association, including the use of social networks. Tonasket students who use social media are asked to remember that any information posted reflects on the entire Tonasket School community and you are expected to portray yourself, your school, your team or group and the School District in a positive manner at all times.

In an effort to foster a safe school environment, lawful online conduct, positive character, sportsmanship and to deter the need to enforce discipline, Tonasket recommends the following guidelines as best practices for the use of social media by all students.

Best Practice for Social Media Use

These guidelines are intended to provide a framework for Tonasket School District students to conduct themselves safely and responsibly in an online environment. They are not intended and should not be interpreted by any student or administrator, as allowing unlawful infringement on any student's online exercise of free expression.

Be Aware that Privacy Settings are Not Foolproof

Students are highly encouraged to use privacy settings on social media sites. However; students should be aware that privacy settings are not foolproof. Even if you diligently monitor your privacy settings, it's best to assume that anything you post may potentially be seen by your school, your parents, and strangers.

Avoid Posting Confidential Information

Be aware of the kind of information you are posting on social media sites. Posting information such as your date of birth, address, phone number, class schedule, social security number, bank account number, etc. is NOT recommended. Once such information is posted, it becomes the property of the social media site.

Avoid Unprofessional Public Profiles

Any information you put on social media sites is considered public information and may be viewed by members of the public. Be mindful of the image you create for yourself online. Potential, current, and future employers, as well as college admissions recruiters, may access the information you put on social media sites.

Avoid Posting Illegal Activities

Photos posted via social media become the property of the social media site. You may delete the photo from your profile, but the photo remains on the social media site's server. Internet search engines may still find the image long after you have deleted it from your profile. In addition, even if your profile is set to private, a friend can always download and save incriminating photos that third parties, such as authorities, future employees, etc. can use against you in the future. Tonasket School District students should avoid incriminating photos or statements depicting violence, hazing, sexual harassment, vandalism, stalking, underage drinking, selling, possessing, or using controlled substances, or any illegal activity.

Avoid Bullying/Threats of Violence

While Tonasket School District students have the right to free speech, that right is NOT unlimited. Bullying is a serious problem and is not limited to student-to-student interactions. Vicious treatment and hateful words often lead to depression, discrimination, violence, and suicide. The online environment has drastically changed the nature of bullying, and students should carefully consider how their communications will impact others. In addition, all students should avoid communications/postings that threaten physical or emotional injury to another person. Acts of this nature can also lead to involvement of law enforcement.

What you Post may affect your Future

Again, all information posted on social media sites is considered public information. It may be viewed by a third party and used against you. It is best to assume that anything you post may be seen by your school, your parents, and your peers. Many employers and college admission officers review social networking sites as part of the overall evaluation of an applicant. Carefully consider how you want people to perceive you before you give them a chance to misinterpret your information (including pictures, videos, comments, and posters)

Potential for Discipline by School Authorities

There are many categories of online conduct that, if they relate to school activity or attendance, and if they violate Tonasket School District rules governing student conduct, may subject a student to discipline by district authorities. Similar to comments made in person, the Tonasket School District will not tolerate disrespectful comments and behavior online, such as:

- Derogatory language or remarks that may harm students, teachers, coaches or any district employee or representatives of other schools. This includes comments that may disrespect individuals of other schools or organizations.
- Incriminating photos or statements depicting violence, hazing, sexual harassment, full or partial nudity, inappropriate gestures, vandalism, stalking, underage drinking, selling, possessing, or using controlled substances, or any other inappropriate behaviors.
- Creating a serious danger to the safety of another person or threatening physical or emotional injury to another person.
- Indicating knowledge of an unreported school or team violation—regardless if the violation was unintentional or intentional.

Every allegation of student misconduct is evaluated based on the totality of the circumstances involved, including online activities. Administrators may impose discipline for infractions of school rules, coaches may impose discipline for infractions of team/group rules and law enforcement may be involved in some cases.

SPECIAL EDUCATION

The Special Education Program serves individual students from age 3 to age 21 who meet the state and federal qualifying criteria in one or more of the conditions recognized as disabling conditions. These services range from speech and language delays to students with more significant thinking or cognitive processing difficulties. The following services/providers are available through the special education program:

Preschool Program

Preschool provides early intervention services within the T1A Preschool setting. The preschool program serves students who may have a developmental disability and qualify for special education support in one or more of the following areas: Language, cognitive, motor skills, adaptive and social/emotional skills.

Resource Room Services

Resource services provide additional academic and behavioral support for qualifying students. The specific services can vary from support in the regular classroom setting to services delivered in a resource room setting. The resource room provides individual or small group instruction, depending on student need and qualifying areas for special education support. Resource services are provided at all district levels, elementary, middle and high school.

Speech Language Pathologist (SLP)

Includes assessment and direct service delivery for speech and language remediation services through a Speech Language Pathologist assisted by a licensed Speech Language Pathology Assistant in the areas of speech, language, voice, hearing and/or fluency that interfere with the student's educational performance.

School Psychologist

The school psychologist provides a variety of services to students, teachers, administrators, parents, and support personnel. The services are aimed at providing quality education for all students based upon the individual student needs. The services range from individual assessments (intellectual, perceptual, academic, emotional, adaptive, and social behaviors, etc.) to developing intervention strategies for entire classrooms. The School Psychologist works with individual students or groups of students, families and school staff when a need is identified. Other activities include conferences with parents, individual and group processes, interagency collaboration, in-service training and/or technical assistance to staff for developing intervention plans for students academically and/or behaviorally. The psychologist is a participant at the building level Child Study Team meetings to provide support for staff and student needs, identify pre-referral strategies, assist in identifying appropriate new referrals for formal evaluation, and support compliance with state and federal regulations for meeting special education requirements.

Occupational Therapist

Screens, assesses and provides direct services in fine and gross motor skill instruction for children who meet the eligibility requirements.

Life Skills

The Life Skills Program supports students whose primary mode of learning is through hands-on, real-life learning opportunities. Special projects through cooking, a laundry company, and other activities developed to assist students in learning basic skills for future success. Life Skill services are provided at the elementary school for grades K-5 and at the middle school for grades 6-12.

STUDENT-LED CONFERENCES (PARENT CONFERENCES)

In place of the traditional parent-teacher conferences, students will lead a conference for parents/guardians. The student-led process helps to develop students who take responsibility for their own learning. Parents may request a conference with their student's teacher(s) at any time during the year.

TRANSFER STUDENTS

Public school students in Washington state may request a transfer from their "home" district, where they reside, to attend school in another public school district, where they do not reside. That is known as an out-of-district transfer and the form used is called a Choice Transfer Form.

Transfer into Tonasket School District

Students from other school districts can apply for an out-of-district transfer if they want to attend a school in Tonasket School District. These transfers are approved on a space available basis, after students within the district have been accommodated.

How to apply:

- Go to the Tonasket School District Office or to the district office of your "home" district to get a Choice Transfer form.
- Fill out the form and turn it into the Tonasket School District Office or to the district office of your "home" district.
- Go to the school building in which your student wishes to be enrolled and fill out the enrollment paperwork and submit it to that office.
- A designated person in the district office will start the transfer request process.
- Your "home" district will sign the form to release your student or will inform you that the transfer has been denied. If approved, they will send the request to Tonasket School District.
- Tonasket School District will notify you whether your request has been accepted or the transfer is denied. If accepted, the agreement will remain in place from year to year.
- Students outside the district will be placed after the in-district students are accommodated.
- New requests may need to wait for approval until late August or possibly after the start of the new school year if there is space availability concerns.

When to apply:

- Any time.
- After April 1 if requesting for the next school year.

How to renew:

- A Choice Transfer request will not need to be submitted annually, the agreement will remain in place from year to year if you have signed a Tonasket School District Choice Transfer Form with our updated language. The acceptance of out-of-district students shall state the length of the acceptance and the condition that would cause the acceptance to be terminated. The termination of an acceptance may occur in accordance to the conditions listed in the board policies which are listed here (TSD Policy 3141):

The superintendent may accept, reject or rescind a request at any time during the school year for nonresident admission based upon the following standards:

- A. Whether acceptance of a nonresident student would result in the district experiencing significant financial hardship ("financial hardship" does not include routine programmatic costs associated with serving additional disabled or non-disabled students);
 - B. Whether in the grade level or classes at the building in which the student desires to be enrolled has the capacity for additional students;
 - C. Whether appropriate educational programs or services are available to improve the student's condition as stated in requesting release from his or her district of residence;
 - D. Whether the student's disciplinary records or other documentation indicate a history of violent or disruptive behavior or gang membership (a gang means a group of three or more persons with identifiable leadership that on an ongoing basis regularly conspires and acts in concert mainly for criminal purposes).
 - E. Whether the student has been expelled or suspended from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission and re-engagement of suspended or expelled students; and
 - F. Whether enrollment of a nonresident student would conflict with a district innovation academy cooperative under RCW 28A.340.080.
- If an out-of-district student withdraws from Tonasket School District, the transfer request expires. If the out-of-district student wishes to return to TSD a new Choice Transfer form must be completed and submitted to the home school district and the process to apply will be followed.

One more thing to know:

- School districts enrolling a nonresident student are required to inform the resident school district if the student drops out of the school or is otherwise no longer enrolled.

Transfer out of Tonasket School District

We are sorry to see you go but understand that sometimes individual students need specific programs this district does not offer or there may be other conditions. To attend school in another public school district, you must also apply for a transfer.

- Contact the school district for the school you would like your student to attend to learn when Choice Transfer applications are accepted.
- Fill out the Choice Transfer Form and submit it to the Tonasket School District office.
 - To apply to attend school outside of TSD, print the Choice Transfer Form from the district website or pick one up at the District Office.
 - Submit the completed Choice Transfer form to Tonasket School District office.
- Tonasket School District will determine if your request will be approved. If approved, the form will be processed and sent to the district you want your student to attend.

The new school district will notify you if the transfer has been approved.

TOBACCO

Use of Tobacco and Nicotine Products and Delivery Devices - Refer to Board Policy 4215

Last Revision 8.31.16

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from tobacco products and delivery devices use on school property at all times. Tobacco products and delivery devices includes, but are not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all school district property including all district buildings, grounds and district-owned vehicles and within five hundred feet of schools. Possession or distribution of tobacco products by minors is prohibited.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students must follow applicable policies regarding use of medication by students.

VALEDICTORIAN/SALUTATORIAN

Valedictorian/Salutatorian Selection Process - Board Policy 2441

Last Revision 9.26.18 This policy is under review as of 5.26.2021.

Valedictorian/Salutatorian Selection Process

For the Class of 2022 and Beyond

Grading Policy

Each teacher at Tonasket High School (THS) sets his/her own course grading standards.

A. Four Point Grade System. The THS grade point system is as follows:

A	4.000	B-	2.700	D+	1.300
A-	3.700	C+	2.300	D	1.000
B+	3.300	C	2.000	F	0.000
B	3.000	C-	1.700		

Grades are determined by class work, written work, tests, quizzes, projects, performance and other activities assigned by the teacher. Other grades given at THS school are:

P – Pass NC - No Credit W – Withdrawn F - Fail

- B. Pass/Fail Grading. A pass/fail grade shall only be used if a teacher believes that the student is working to his/her potential but falls short of the expected standard. Pass/fail grading may also be used in classes where specific instruction does not take place, i.e. for Associated Student Body (ASB), Advisory, or Teacher's Aide (TA). Otherwise, all classes shall be taken for letter grades. Students shall not have the option of taking graded classes pass/fail.
- C. Independent Study Courses within the THS curriculum: When a class does not fit into a student's schedule, the student may request to take the class through independent study from a THS teacher. The criteria for eligibility will include but may not be limited to: subject of the course, grade level of the student, and permission of the teacher. Independent study courses shall be taken for letter grades. AP credits will be given for independent AP study courses.
- D. Independent Study Courses outside the THS curriculum: A student may request to take a class through independent study outside the THS curriculum. The criteria for eligibility will include but may not be limited to: subject of the course, grade level of the student, and permission of the school. Independent studies courses that are designated AP will receive AP credit. However, honors independent studies courses will not receive weighted credit.
- E. Honor/Merit Roll. For a student to be named to the honor roll for any semester, he/she must be enrolled in no less than three courses in which letter grades are given and must maintain a 3.500 to 4.000 unweighted GPA. For the merit roll, a student must be enrolled in no less than three courses in which letter grades are given and must maintain a 3.000 to 3.490 unweighted GPA.
- F. Class rank and official transcripts will reflect the above 4.0 grading policy.

Selection of Valedictorian and Salutatorian

The title of valedictorian will be awarded to the graduating senior who achieves the highest weighted cumulative grade point average (CGPA) following the criteria listed below. The title of salutatorian will be awarded to the graduating senior who achieves the second highest CGPA following the criteria listed below. In the case of a tie, more than one valedictorian may be named. The student with the next highest weighted CGPA will be the salutatorian. In the case of a tie, more than one salutatorian may be named. Class rank does not determine the valedictorian or salutatorian at Tonasket High School.

- A. All general courses classes a student has taken for letter grades will be averaged using the four-point scale. All AP/Honors courses will be graded using a weighted scale.

Honors Classes

Classes designated as Honors are designed to offer curriculum more academically challenging and at a quicker pace than a regular class. The goal of the weighted GPA is to encourage enrollment in these courses. A committee of HS teachers will recommend the classes to receive the Honors designation, and upon principal approval, will go to the school board annually for adoption.

	General Course	Honors Courses	AP Course
A	4.00	4.50	5.00
A-	3.70	4.20	4.70
B+	3.30	3.80	4.30
B	3.00	3.50	4.00
B-	2.70	3.20	3.70
C+	2.30	2.80	3.30
C	2.00	2.50	3.00
C-	1.70	2.20	2.70
D+	1.30	1.80	2.30
D	1.00	1.50	2.00
F	0.00	0.50	1.00

- 2. Weighted GPA will be calculated using grades earned in AP/Honors classes equivalent to the number of AP/Honors classes offered by Tonasket High School during the graduating year. If a student has AP/Honors courses in excess of the number of

AP/Honors classes offered by Tonasket High School, AP courses will be given priority to determine weighted GPA.

- A. All AP/Honors classes must be taken at Tonasket High School with one exception. An Advanced Placement (AP) class from another institution would be counted as an AP course. Classes taken through Running Start may not count as AP/Honors courses.
- B. Final determination for valedictorian and salutatorian will be made at the end of the third quarter of the senior year and will include the third quarter grades. In doing the calculations at the end of the third quarter, the amount of credit used in the calculation will be the amount of credit that would be issued when the class is completed.
- C. Grade point averages will be taken to the thousandths place.
- D. To be considered for valedictorian or salutatorian, a student must be enrolled full time in the THS system their entire senior year and must have been enrolled at least two prior semesters in the THS system.
- E. Candidates cannot take any graded class pass/fail.

Selection of Honor Cord Recipients

Recipients of honor cords are those graduating with an unweighted CGPA of 3.300 or higher. Final determination will be made at the end of the third quarter.

Honor Cord Honors: (These will be distinguished by different colored cords for each honor)

Cum Laude - 3.5 to 3.7
Magna Cum Laude - 3.8 to 3.9
Summa Cum Laude - 4.0

End of Policy 2441

VISITORS

El distrito no alienta a los estudiantes visitantes durante el día escolar. Los estudiantes que deseen traer invitados en edad escolar deben obtener la aprobación del administrador al menos tres días antes de la visita. Tras la aprobación, se emitirá un pase de invitado. El invitado seguirá el horario del estudiante. No se emitirá ningún pase de invitado la primera y la última semana de un semestre o el día antes de un receso por vacaciones.

Se les pide a todos los visitantes que se registren en la oficina principal tan pronto como hayan ingresado al edificio. Los estudiantes no pueden traer a miembros más jóvenes de su familia a la escuela.

VOLUNTEERS

The staff of Tonasket appreciates parents/guardians and community members willing to volunteer time, skills and special interests. All volunteers must be approved through the district volunteer registration process. All volunteers will need to complete a volunteer form and turn in proof of the Covid vaccine or have an approved exemption on file. A background check will be done each year for our volunteers at no cost to parents/guardians. Please contact the office if you are interested in becoming a volunteer.

Volunteers perform important duties. Some work in the library, office, nurse's room and classrooms. Many have helped on a weekly basis while others have worked occasionally on special projects. We appreciate and encourage volunteers as an extremely valuable resource to the school.

WEAPONS AND OTHER DANGEROUS INSTRUMENTS

Regulation of Dangerous Weapons on School Premises - Refer to Policy 4210

Last revision 8.31.16

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

Dangerous Weapons

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka sticks," consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;

- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
 - Any slingshot, sandbag, or sandclub;
 - Metal knuckles;
 - A sling shot;
 - Any metal pipe or bar used or intended to be used as a club;
 - Any explosive;
 - Any weapon containing poisonous or injurious gas;
 - Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

WITHDRAWAL FROM SCHOOL

Parents of students should contact the school office to give notice of their child withdrawing from school. Permanent records will be released for the student upon receiving a records request from the new school and students will not be withdrawn from Skyward until then. Parents may request copies of records such as immunizations, report cards, etc. to take to the new school for enrollment as long as they have returned all school materials and do not have any unpaid fees/fines. Permanent records will only be released to the student's new school upon receipt of a formal records request. Absences accrued once a student has withdrawn will be considered truant after 2 school days unless prior arrangements have been made with TSD.

2022-2023 SCHOOL CALENDAR

2022-2023 TONASKET SCHOOL DISTRICT CALENDAR *Revised 5.17.22

<p>23 Teacher Learning Improvement Day (LID) 24 All Staff Day 25 ES/MS/HS Family Conferences 26 ES Family Conferences HS/MS Orientation - HS/MS Students Late Start at 10:30 am 29 First Full Day of Class for All Students</p>	<p style="text-align: center;">AUGUST 2022</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p style="text-align: center;">FEBRUARY 2023</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					<p>8 Early Release 20 Presidents' Day 22 Early Release</p>														
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