

TONASKET SCHOOL DISTRICT

***STUDENT AND FAMILY  
HANDBOOK***



**2018-2019**

# WELCOME TO TONASKET SCHOOL DISTRICT

## The Tonasket Board of Directors

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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: [smccullough@tonasket.wednet.edu](mailto:smccullough@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**

#### Active Clubs

ASB Student Council  
Drama Club  
Family Career and Community Leaders of America (FCCLA)  
Future Business Leaders of America (FBLA)  
Future Farmers of America (FFA)  
GSA  
Knowledge Bowl  
Link Crew  
T-Club  
Robotics  
Spanish Club  
La Chispa Club  
Honor Society

#### Inactive Clubs

Pep Club

### **High School Sports**

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

### **Middle School Activities**

ASB  
Book Club  
Knowledge Bowl  
La Chispa  
Math Olympiad  
Science Olympiad  
Spell Club  
Vex IQ Robotics

### **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. Sixth graders may join seventh and eighth graders in turning out for Knowledge Bowl in the winter.

### **Elementary School Activities**

ASB  
Battle of the Books  
Math is Cool  
PTO Family Nights  
Robotics  
Spelling Bee

## **ALTERNATIVE LEARNING PROGRAMS**

The ALE building is located in the portable at 5th and Workosky St., next to the tennis courts. The Tonasket Choice High School and the Outreach Program share the building.

## **CHOICE HIGH SCHOOL**

### **Our Mission**

Tonasket Choice High School (TCHS) 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 flexible and creative learning environment to meet their graduation and life goals.

### **School Operation and Requirements for Students**

TCHS typically enrolls between 25 and 30 students at a time. Two educators are employed full time: a certificated, highly qualified "lead teacher" and a paraeducator. These two educators work together as a team to provide high quality, individualized courses for small classes of mixed grades (9-12). There is four-day week of classes with Friday's reserved for students who need more help on their work or who are behind in their assignments.

Courses at TCHS are designed to meet all District and State learning requirements. Students in enrolled in TCHS must pass all the same state exams and meet the same graduation requirements as regular high school students. In fact, students who graduate from TCHS earn

a diploma that says, "Tonasket High School." Students must follow all the rules and codes of conduct in the Tonasket High School handbook.

## **ALE (Alternative Learning Experience) requirements**

According to Washington State law, as an ALE school, TCHS must complete monthly assessments for each student enrolled. Parents/guardians should expect monthly reports detailing their child's progress towards the monthly learning goals in each of their courses and a designation overall for the month of either "satisfactory" or "not satisfactory." Students who are unsatisfactory for the month will be required to complete an intervention plan for improvement with their certificated teacher.

## **OUTREACH PROGRAM**

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

Students will have the chance to participate in a learning community 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 annually, 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:**

Students will be assessed monthly by a certificated teacher to determine if satisfactory progress is being made. Assessment 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 is declared when progress is deemed "unsatisfactory" in one class for two months in a row or when progress in two or more 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 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, and participate in after school activities such as sports and 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.

## **APPROPRIATE LANGUAGE**

Students are expected to use language that shows respect to others. Students using inappropriate language may be referred to the office. Examples of inappropriate language:

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

## **ASSOCIATED STUDENT BODY (ASB) CARD**

A student body card is required for students participating in athletics. ASB cards are available for purchase in the high school and middle school offices and are also available for elementary students to purchase at either of these offices. Students who purchase ASB cards will be allowed into home athletic activities at no cost.

## **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 homeroom. 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.

## **Elementary School**

Members of the council are elected as representatives from each 4th and 5th grade homeroom. A president, vice-president, secretary, and treasurer are chosen each trimester. Elementary 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 13 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 ineligible under this rule shall have the opportunity for a review at the end of 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 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 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.

## **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 a student 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.

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.

## **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, not 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 lead 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**

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. Participant 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 - Adopted 7.6.2017**

## **ATTENDANCE**

### **Excused and Unexcused Absences - Board Policy 3122**

Students are expected to attend all assigned classes each day. 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 be provided 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. 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:

The following are valid excuses for absences:

- Participation in a district or school approved activity or instructional program;
- Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry);
- Family emergency, including but not limited to a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding 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;
- Absence directly related to the student’s homeless status;
- Absence resulting from a disciplinary/corrective action (e.g., short-term or long-term suspension, emergency expulsion); and
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- 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.
- 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.

### **Unexcused Absences**

- A. 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.
- B. 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.
- C. 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.
- D. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.
- E. 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 and 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.
- F. 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 later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.
- G. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

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.

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.

**End of Policy 3122 - Last Revision 8.31.2016**

## **Excused and Unexcused Absences - Board Procedure 3122**

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.

1. Participation in school-approved activity. To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
2. Absence due to: illness; health condition; medical appointment; family emergency; religious purposes court, judicial proceeding 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; and directly related to the student's homeless status.

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 and 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.

3. 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. In participation-type classes (e.g., certain music and physical education classes) 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 which would ultimately be reflected in the grade for such a 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.
4. 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 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.
5. 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.
6. Excused absence for chronic health condition. Students with a chronic health condition which 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 of 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.

#### **Unexcused Absences**

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

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, e-mail or in writing, for an absence.

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, a conference will be held between 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 conference may be conducted with the student and principal. However, the parent will be notified of the steps to be taken to eliminate or reduce the student's absences.

At some point after the second and before the fifth unexcused absence, the district will take data-informed 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.

If the student's parent/guardian does not attend the conference, the conference may be conducted with the student and school official. However, the parent will be notified of the steps taken to eliminate or reduce the student's absences.

### **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 fifth 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 truancy board; or
- C. file a petition to juvenile court (see below).

### **Community Truancy Board**

A "community truancy 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 will enter into an MOU with the juvenile court in Okanogan County to establish 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 truancy board members.

Not later than a student's seventh unexcused absence within any month during the current school year, or a tenth 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.

#### **Discipline and corrective action**

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 WSSDA policy 3241, Classroom Management, Discipline and Corrective Action.)

**End of Procedure 3122 - Last Revision 10.16.2017**

## **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 can not be excused by parents/guardians.

## **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. Possibly excuses after this time period will not be honored.

## **BELL SCHEDULE** **Middle & High School**

DAILY BELL SCHEDULE		EARLY RELEASE BELL SCHEDULE	
Warning Bell	8:25	Warning Bell	8:25
Period 1	8:30-9:17	Period 1	8:30-8:57
Period 2	9:20-10:07	Period 2	9:01-9:28
Period 3	10:10-10:35	Period 4	9:32-9:59
Period 4	10:38-11:25	Period 5	10:03-10:30
Period 5	11:28-12:15	Period 6	10:34-11:00
Lunch/Activity	12:15-12:45	Period 7	11:04-11:30
Period 6	12:48-1:35	Period 8	11:34-12:00
Period 7	1:38-2:25	Lunch/Activity	12:00-12:21
Period 8	2:28-3:15	Buses leave	12:35
Buses leave	3:25	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 to leave lunches, backpacks, etc. They will then go to breakfast or recess.

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

### **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 belonging 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**

### **Maintaining Professional Staff/Student Boundaries - Board Policy 5253**

The purpose of this policy 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.

The board expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between staff members 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 schools.

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other

staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

The board supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, 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 - Last Revision 2.24.2016**

## **Maintaining Professional Staff /Student Boundaries - Refer to Procedure 5253**

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, e-mail, 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 - Last Revision 4.26.2013**

## **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 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 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.
2. Second Step: Student is given an incident report\* form. The bus driver will contact parents.
3. Third Step: Student is given an incident report\* form. Student will meet with the principal 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. Student and parents will meet with principal 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::

- A parent must go to the office and sign the checkout sheet 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 circumstances.

## **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.

## **CIVILITY**

### **Civility - Board Policy 4205**

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 deescalate 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 - Adopted 6.28.2017**

## **Civility - Procedure 4205**

### **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 - Adopted 6.28.2017**

**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**

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-F1 shall be used to initiate a formal complaint.

Step 2 - The superintendent shall send copies of the complaint (Form 4220-F1) 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 - Last Revision 2.5.2014**

## **COUNSELING/GUIDANCE**

### **Guidance and Counseling - Refer to Board Policy 2140**

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:

<b>THS</b>	<ul style="list-style-type: none"> <li>• Dances held at Tonasket High School are open only to Tonasket High School students.</li> <li>• 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.</li> <li>• Guest passes must be submitted for approval no later than three days prior to dance.</li> <li>• Students leaving the dance will not be permitted to return.</li> <li>• 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.</li> <li>• Students attending dances should inform their parents of the time they are to be picked up.</li> <li>• Students below ninth grade are not allowed at high school dances.</li> <li>• 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.</li> <li>• 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.</li> <li>• Sexually suggestive dancing will not be permitted. (face to face and leave some space)</li> <li>• All students are expected to conduct themselves properly. All school rules apply, and infractions will be dealt with according to disciplinary policies.</li> </ul>
<b>TMS</b>	<ul style="list-style-type: none"> <li>• Dances will be open to Tonasket Middle School students only.</li> <li>• Once a student enters the dance, he/she may not leave and then re-enter.</li> <li>• 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.</li> <li>• 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.</li> <li>• All dances will be chaperoned by at least two staff members and an appropriate number of parents.</li> <li>• Students may be asked to recruit appropriate adult chaperones at least two days before the dance.</li> <li>• Sexually suggestive dancing will not be permitted. (face to face and leave some space)</li> <li>• Academic Standing: Students must be in good standing in their classes to attend school dances.</li> </ul>



# **DISCIPLINE**

## **Student Conduct - Refer to Board Policy 3240**

The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Conform to reasonable standards of acceptable behavior;
- B. Respect the rights, person and property of others;
- C. Preserve the degree of order necessary for a positive climate for learning;
- D. Comply with district rules and regulations; and
- E. Submit to the authority of staff and respond accordingly.

The Board also recognizes that schools must take reasonable steps so that students who fail to adhere to the district's rules and regulations and who receive discipline for such misconduct remain engaged or are effectively reengaged in their educational program.

**End of Policy 3240 - Last Revision 8.31.2016**

## **Student Conduct Expectations and Reasonable Sanctions - Refer to Procedure 3240**

### **Compliance with Rules**

All Students will obey the written rules and regulations established for the orderly operations of the district and the reasonable requests, instructions, and directives of district personnel. For purposes of Policy 3240 and this procedure, the term "district personnel" includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations and rules.

### **Scope of District Authority**

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district; criminal acts; and/or violations of school rules and regulations, may be subject to disciplinary action by the school and prosecution under the law. The rules will be enforced by school officials:

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

### **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

<b>Exceptional Misconduct</b>	<b>Presumptive Standard (this is the likely sanction for first time offense)</b>	<b>Mitigating Factors (Student age is a factor in all cells)</b>	<b>Aggravating Factors</b>	<b>Standard Range (this is what is allowed for first time offense)</b>	<b>Athletic Code Violations</b>
<b>Assault: Fighting and Physical Violence</b>	Short-term suspension of 5 days Law enforcement notified upon victim request.	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.

<b>Assault: Physical or Verbal Assault on Staff or Threatening any Staff Member (RCW 28A.635.090)</b>	Short-term suspension of 5 days Law enforcement notified upon victim request.	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Serious actual or potential injury</li> <li>• Use of an object or weapon</li> <li>• Premeditated conduct</li> <li>• Multiple students assaulting a single student</li> <li>• Prior assault(s), threat(s), harassment, or bullying by the student against the same victim</li> </ul>	0-10 day suspension	Suspension from practice and/or competitive events during length of the school suspension.
<b>Defacing or Destruction of School Property. RCW 28A.635.060</b>	Short-term suspension of 3 days	<ul style="list-style-type: none"> <li>• Minimal damage</li> <li>• Subsequent remedial steps, including restitution to district or victim of misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Property defaced with:</li> <li>• Lewd or obscene words or imagery</li> <li>• Gang words or imagery</li> </ul>	0-10 day suspension	Suspension from practice and/or competitive events during length of the school suspension.
<b>Defiance/Disrespect/ Non-Compliance toward School Authority or Student</b>	Discipline other than Suspension	<ul style="list-style-type: none"> <li>• Subsequent action taken by student to make amends for misconduct with school personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial disruption to learning of others caused by student's defiance</li> <li>• Student attempts to solicit or incite others to engage in defiant behavior</li> <li>• Use of lewd, obscene, or profane language directed towards supervising school personnel</li> </ul>	0-10 Day Suspension	Suspension from practice and/or competitive events during length of the school suspension.
<b>Forgery</b>	Office detention on a first offense up to a maximum of a long-term suspension for continual violations	<ul style="list-style-type: none"> <li>• Any student who forges any type of parent/guardian signature</li> </ul>		Office detention for first offense	Suspension from practice and/or competitive events during length of the school suspension
<b>Drugs and Alcohol: Distribution of Drugs, Alcohol and Controlled Substances; Possession, Use or Under the Influence of Drugs, Alcohol, and Paraphernalia</b>  <b>See athletic code for steroid or other performance enhancing drug possession, use or under the influence of.</b>	PRESUMPTIVE STANDARD SANCTION FOR POSSESSION OR USE: Short-Term Suspension of 10 Days PRESUMPTIVE STANDARD SANCTION FOR DISTRIBUTION: Long-Term Suspension of 20 Days Law enforcement notified	<ul style="list-style-type: none"> <li>• A significantly small amount of substance</li> <li>• Momentary or transient handling of the item</li> <li>• Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus</li> <li>• Evidence that there was no intent to use, consume, or distribute the substance on school grounds, district provided transportation, or at school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• A relatively large amount of substance that would reasonably exceed anticipated single use</li> <li>• Evidence of sophistication or pre-planning</li> <li>• Evidence of distribution or intent to distribute prohibited substances</li> <li>• Distribution has been to multiple students</li> <li>• Conduct is related to gang affiliation.</li> </ul>	3-20 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
<b>Gambling</b>	Warning issued for first offense  Office detention for second offense  Short-term suspension for third offense	No gambling, including card playing, is permitted on school property.		Warning issued for first offense  Office detention for second offense  Short-term suspension for third offense	Suspension from practice and/or competitive events during length of school suspension.

<b>Gang Conduct</b>	Discipline other than Suspension	<ul style="list-style-type: none"> <li>• Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language</li> </ul>	<ul style="list-style-type: none"> <li>• Concerted action with other students or non-students</li> <li>• 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</li> </ul>	0-10 Day Suspension	Suspension from practice and/or competitive events during length of school suspension.
<b>Harassment, Intimidation, bullying, and hazing</b>	3 Day Suspension	<ul style="list-style-type: none"> <li>• Subsequent action taken by student to make amends for misconduct with the victim</li> </ul>	<ul style="list-style-type: none"> <li>• Threat of serious injury</li> <li>• Use of an object or weapon</li> <li>• Premeditated conduct</li> <li>• Part of a pattern of similar misconduct against the same victim</li> <li>• Exceptional severity or cruelty</li> <li>• Sexual harassment</li> </ul>	3-20 Day Suspension	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.
<b>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.</b>	Discipline other than Suspension	<ul style="list-style-type: none"> <li>• Subsequent action taken by student to make amends for misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial disruption to learning of others caused by student's defiance</li> <li>• Student attempts to solicit or incite others to engage in behavior</li> </ul>	0-10 Day Suspension	Suspension from practice and/or competitive events during length of school suspension.
<b>Theft/Stealing/ Extortion</b>	Short-Term Suspension of 2 Days	<ul style="list-style-type: none"> <li>• Property returned to victim</li> <li>• Subsequent remedial steps, including restitution to district or victim of misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Significant damage in extent or cost</li> <li>• Conduct is motivated by gang affiliation</li> </ul>	0-10 Day Suspension	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><b>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.</b></p>	<p>Short-Term Suspension of 2 Days and Complete Tobacco Intervention Packet.[Refusal or failure to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]</p>	<ul style="list-style-type: none"> <li>• Student offers credible evidence that he or she had the tobacco/nicotine unintentionally</li> </ul>	<ul style="list-style-type: none"> <li>• Large quantity; distributed to others; openly used tobacco and nicotine with others; denied use or possession</li> </ul>	<p>0-10 Day Suspension</p>	<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>
<p><b>WEAPONS: RCW 9.41.250, 270, 280 RCW 9.41.280</b></p>	<p>Long-Term Suspension of 11 days SANCTION FOR FIREARM AT SCHOOL: Emergency Expulsion Possible law enforcement notified</p>	<ul style="list-style-type: none"> <li>• No injury or damage caused</li> <li>• No evidence that student intended to display or use the weapon</li> <li>• The weapon is a small pocket knife with a blade 3 inches or less</li> <li>• Student's age and/or inability to understand potential consequences</li> <li>• Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school</li> </ul>	<ul style="list-style-type: none"> <li>• Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property</li> <li>• Student displayed, activated or discharged the weapon in a reckless manner</li> <li>• Evidence of premeditation</li> <li>• The weapon is an airgun or firearm.</li> <li>• The object appears to be a firearm and the student displaying or using the object does so with malice</li> </ul>	<p>0-20 Day Suspension</p>	<p>Suspension from practice and/or competitive events during length of school suspension.</p>

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
<p><b>Inappropriate Dress and Appearance</b></p>	<p>Verbal warning from teacher or administrator, change of clothing or appearance</p>	<ul style="list-style-type: none"> <li>• No previous infractions</li> <li>• Student's intent or purpose was not intentional</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Student's intent or purpose was to disrupt learning environment</li> </ul>	<p>Warning -ASD – Long-Term Suspension</p>	<p>Suspension from practice and/or competitive events during length of school suspension.</p>
<p><b>Inappropriate Display of Physical Affection</b></p>	<p>Student counseled, warned</p>	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Student's intent or purpose was to disrupt learning environment</li> </ul>	<p>Warning -ASD – Long-Term Suspension</p>	

<b>Failure to Pursue Course of Study</b>	Teacher-parent conference. Referral to counselor and administrator. Possible ASD	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Current grades are below standard</li> </ul>	Warning -ASD – Long-Term Suspension	
<b>Cell Phone Use In Class</b>	Warning; teacher may confiscate phone for the period; referral to the office	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> <li>• Parent emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Use was sly or devious</li> <li>• Disrupted the learning of others</li> </ul>	Warning – Cell phone not allowed on campus	
<b>Truancy</b>	ASD. Conference with student, parent, administrator. Possible behavior contract. Possible Community Truancy Board contract.	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> <li>• Parent, not student, was responsible for reporting status to school in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Forged a note</li> <li>• Dishonest about whereabouts</li> <li>• Multiple attempts to clear absence were ignored</li> </ul>	ASD – Long Term 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>
<b>Tardiness</b>	Warning -ASD	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> </ul>	ASD – Escort to Class Closed Campus	Suspension from practice and/or competitive events during length of school suspension.
<b>Abusing or Insulting Staff (RCW 28A.635.010)</b>	ASD. Possible short- or long-term suspension. Possible referral to law enforcement	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> <li>• Subsequent remedial steps, including restitution to district or victim of misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• 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</li> </ul>	Warning -ASD – Long-Term Suspension	Suspension from practice and/or competitive events during length of school suspension.
<b>Other Illegal Acts Committed on School Grounds or at School Activities</b>	ASD, short- or long-term suspension Possible law enforcement notification	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> </ul>	Warning -ASD – Long-Term Suspension	Suspension from practice and/or competitive events during length of school suspension.
<b>Failure to Return School Property</b>	Payment of fine, restitution plan	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> <li>• Student or family can not financially pay the fine or provide restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Item is no longer in the possession of the student</li> </ul>	Repayment - See Theft	No participation until property is returned and/or restitution is paid.
<b>Motor Vehicle Infractions</b>	Law enforcement notified. Possible ASD, possible short-term suspension	<ul style="list-style-type: none"> <li>• No Previous Infractions</li> <li>• Victim has some responsibility in the cause of the infraction</li> </ul>	<ul style="list-style-type: none"> <li>• Previous infractions</li> <li>• Driver is reckless</li> <li>• Multiple people are impacted</li> </ul>	Warning -ASD – Long-Term Suspension Driving / Parking Privileges Revoked	Suspension from practice and/or competitive events during length of school suspension.

## Classroom Management, Corrective Actions or Punishment - Refer to Board Procedure 3241

### In-School Short-Term Suspension

The student is required to report to the school office immediately upon arrival on campus, but is excluded from all before school and after school activities.

#### Request for Informal Conference

If you desire an informal conference to attempt to resolve this matter, you must request such a conference with building principal. The suspension may possibly be reduced as a result of such conference. Subsequent to that conference, you have the right to present a grievance to the Superintendent/designee, upon two school business days' notice. If the grievance is not resolved, you have the right to

present a grievance to the Board, upon two school business days' notice, during the next regular meeting of the board. The Board will notify you of its response within ten school business days after the date of the meeting.

#### Short-Term Suspension

This suspension includes denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District, including denial of admission or entry to school sponsored activities.

#### Request for Informal Conference

If you desire an informal conference to attempt to resolve this matter, you must request such a conference with the building principal. The suspension may possibly be reduced as a result of such conference. Subsequent to that conference, you have the right to present a grievance to the Superintendent/designee, upon two school business days' notice. If the grievance is not resolved, you have the right to present a grievance to the Board, upon two school business days' notice, during the next regular meeting of the board. The Board will notify you of its response within ten school business days after the date of the meeting.

#### Continuance of Suspensions

The short-term suspension shall continue notwithstanding the implementation of the procedures described above unless the Principal/Designee elects to postpone such action.

### **Long-Term Suspension or Expulsion**

This suspension includes denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District, including denial of admission or entry to school sponsored activities.

#### Hearing Process

If a hearing is desired to determine whether the disciplinary action is supported by the evidence, a hearing must be requested. Written request for a hearing must be received by the third school business day after receipt of this notice. School business days are Monday through Friday.

#### How to Request a Hearing

In order to request a hearing, the parent or the student must write to the hearing authority, within the time limitations specified in the suspension letter and request a hearing. The writing should state whether the parents or the student plan to have legal counsel present at the hearing. The hearing will take place within three school days after receipt of the request.

If a hearing is not requested within the time limits specified in the suspension letter, the District will consider that the hearing rights have been waived. In that case, the long-term suspension will be imposed without any further appeal rights.

#### Prehearing and Hearing Process

The parent and the student have the right to: (a) inspect in advance of the hearing any documentary or other physical evidence the District intends to use at the hearing; (b) be represented by counsel; (c) question and confront witnesses; (d) present an explanation of the alleged misconduct; and (e) present witnesses and/or evidence.

The District has a right to inspect in advance any documentary or other physical evidence the parent/guardian or the student plan to use at the hearing. A tape recorded or verbatim record of the hearing shall be made. A written set of findings and conclusions, along with the duration of the long-term suspension or other lesser form of punishment, shall be provided to the student's legal counsel, or if none, to the student and his or her parent(s) or guardian(s).

Notice must be mailed by certified mail (deposited within 24 hours of the emergency expulsion) or must be personally delivered (within 24 hours of the emergency expulsion). If mailed by certified mail, reasonable attempts shall be made to notify the student and parents by telephone or in person as soon as reasonably possible. If personally delivered, parent/guardian or student must sign the acknowledgement of receipt below.

### **Emergency Expulsion**

Emergency expulsion includes denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District, including denial of admission or entry to school sponsored activities.

#### Hearing Process

If a hearing is desired to determine whether the disciplinary action is supported by the evidence, a hearing must be requested. Written request for a hearing must be received by the third school business day after receipt of this notice. School business days are Monday through Friday.

#### How to Request a Hearing

In order to request a hearing, the parent or the student must write to the hearing authority, within the time limitations specified in the suspension letter and request a hearing. The writing should state whether the parents or the student plan to have legal counsel present at the hearing. The hearing will take place within three school days after receipt of the request.

If a hearing is not requested within the time limits specified above, the District will consider that the hearing rights have been waived. In that case, the expulsion will continue without any further right to appeal.

### Prehearing and Hearing Process

The parents and the student have the right to: (a) inspect in advance of the hearing any documentary or other physical evidence the District will use at the hearing; (b) be represented by counsel; (c) question and confront witnesses; (d) present an explanation of alleged misconduct; and (e) present witnesses and/or evidence. The District has a right to inspect in advance any documentary or other physical evidence the parents or the student plan to use at the hearing.

Appeals from hearing authority's decision may be made to the Board of Directors.

## **Expulsion**

An expulsion continues until it is rescinded by the Superintendent/designee, or until revised or modified by hearing procedure, but in no event for more than one calendar year from the date of the expulsion, unless an extension is granted by the Superintendent.

This expulsion includes denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District, including denial of admission or entry to school sponsored activities.

### Hearing Process

If a hearing is desired to determine whether the disciplinary action is supported by the evidence, a hearing must be requested. Written request for a hearing must be received by the third school business day after receipt of this notice. School business days are Monday through Friday.

### How to Request a Hearing

In order to request a hearing, the parent or the student must write to the hearing authority, within the time limitations specified in the suspension letter and request a hearing. The writing should state whether the parents or the student plan to have legal counsel present at the hearing. The hearing will take place within three school days after receipt of the request.

If a hearing is not requested within the time limits specified in the suspension letter, the District will consider that the hearing rights have been waived. In that case, the expulsion will be imposed without any further appeal rights.

### Prehearing and Hearing Process

The parent and the student have the right to: (a) inspect in advance of the hearing any documentary or other physical evidence the District intends to use at the hearing; (b) be represented by counsel; (c) question and confront witnesses; (d) present an explanation of the alleged misconduct; and (e) present witnesses and/or evidence. The District has a right to inspect in advance any documentary or other physical evidence the parent/guardian or the student plan to use at the hearing. A tape recorded or verbatim record of the hearing shall be made. A written set of findings and conclusions, along with the duration of the expulsion or other lesser form of punishment, shall be provided to the student's legal counsel, or if none, to the student and his or her parent(s) or guardian(s).

## **School Discipline Motivation**

### **Positive Reinforcement Room - Cub Den**

Tonasket Elementary's Cub Den is a positive reinforcement room. It is a behavior management and student support program available to the entire elementary school - staff and students.

### **Middle School Discipline and Motivation**

This year we will be working on fine tuning our current discipline plan. This will be a work in progress. Any changes to the discipline plan will be adequately communicated to students and family.

### **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. That 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 Star Forms**

1. Students are allowed to focus and gain self-control by being asked to move to a specific place in the classroom as identified and taught by the teacher of the class. Teachers will make sure the student knows what inappropriate behavior they are processing the Reset for.
2. Students are provided with feedback about their behavior and an opportunity to plan for future success in the classroom. When students process through a Reset, they will be asked to write a response to five questions:
  - What was your behavior?

- What did you want (to get) that caused you to do this behavior?
- What problem did this behavior cause?
- What will you do next time that is more positive and aligns with PAWS?
- Am I ready to display a more positive behavior and engage back in class?

If a student is challenged to be a successful self-manager, and the number of Reset opportunities require consequence, teachers will assign appropriate consequence 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. Students that choose not to complete the Star Form will be removed from the classroom to complete a Restoration Rest in the office. Students with multiple Star Forms and or Restoration Resets are subject to further consequences.

### **Middle School Failure to Follow Reset Process**

Any student who refuses to be proactive and engage both in their education or the intervention steps of their teacher, will complete the Reset Process. A Reset will be done. Failure to properly participate in the Reset effort will result in office intervention.

### **Middle School Administrative (Office) Intervention**

If a student does not properly complete the Reset process with their teacher, an Administrative/Office Intervention will be used. When a student is participating in Administrative Intervention, they will be given work to do, until there is an opportunity to process their choices through 'Making it Right.' When the student has an adequate plan to make it right, they will be returned to class to complete the Reset. 2 office interventions (Restoration Reset) within one week will result in further disciplinary action.

### **Middle School Further Disciplinary Measures**

Tonasket Middle School is intended to be a constructive place for everyone. Common sense, self-discipline, respect, and understanding are the keys to providing an environment for learning. Appropriate actions are expected from each student Detention is unnecessary in most cases and may easily be avoided by adhering to rules in the school.

## **STUDENT DRESS**

### **Student Dress - Board Procedure 3224**

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 health or safety hazard will be presented by the student's dress or appearance, including possible membership in a gang or hate groups;
- Damage to school property will result from the student's dress; or
- 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:

- 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.
- Create a health or other hazard to the student's safety or to the safety of others.
- 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
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design or emblem upon any school or personal property or one's person.
- 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:

- Creates a hazard to the student's safety or to the safety of others.
- 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 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 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 - Last Revision 7.11.2018

## **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 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. 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**

An emancipated 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 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 anytime 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 directions below:

- Log on to the following website: <http://family.tonasket.wa-k12.net>
- Log in with your personalized name and password (must be as exactly 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. Breakfast and lunch are available each day. Milk may be purchased separately. The cafeteria has a no charge policy. Funds must be available in the meal account or provided at the time of purchase. 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.

Hot lunches, including milk are served daily. All students, grades K-12, have a lunch account. This account number is specific to each child. Information about children's accounts is available by phoning the district office at 509-486-2126. Money should be deposited in advance for meal and milk purchases. The lunch accounts are not intended as charge accounts. Money may be deposited in individual student accounts as needed.

Breakfast/Lunch Prices	Elementary School	Middle School	High School
Breakfast Regular Reduced	\$1.75 Free	\$1.75 Free	\$1.75 Free
Lunch Regular Reduced	\$2.75 Free K-3 .40 4-5	\$3.00 \$ .40	\$3.00 \$ .40
Extra Milk: \$ .50	Adult Breakfast: \$2.50	Adult Lunch: \$3.75	

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or handicap. If you believe you have been discriminated against, write immediately to the USDA director office of Civil rights, Room 326 W, Whitten building, 1400 Independence Avenue SW, Washington D.C. 20250

## **Free and Reduced Lunches**

Under provisions of the National School Lunch Act, free and reduced-price lunches (40 cents Grades 4-12, Grades K-3 are free) are available to children of families who qualify. Foster children are eligible for these benefits.

Free and reduced lunch application forms are included in the Back to School packet and are given to the parents of new students upon enrollment. Occasionally, a change in family income or size during the school year may qualify students who were not eligible earlier. Should this be the case, please contact the district office.

Families must submit a new application each year within 30 days of the start of school.

## **FREEDOM OF EXPRESSION**

### **Freedom of Expression - Refer to Board Policy 3220**

The free expression of student opinion is an important part of education in a democratic society. 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. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

The superintendent will develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.

#### **A. 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. They are operated and substantively financed by the district. Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints. Such materials may not: be libelous, obscene or profane; cause a substantial disruption of the school; invade the privacy of others; demean any race, religion, sex, or ethnic group; advocate the violation of the law; or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines to implement these standards and will establish procedures for the prompt review of any materials which appear not to comply with the standards.

## B. Distribution of Materials

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 which 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.

Materials will not be distributed on school grounds by non-students and non-employees of the district.

**End of Policy 3220 - Last Revision 9.18.2015**

## Freedom of Expression - Board Procedure 3220

Students will enjoy the privilege of free verbal and written expression providing such expression does not disrupt the operation of the school. The principal will have the authority to monitor student verbal and written expression. Students who violate the standards for verbal and written expression will be subject to corrective action or punishment.

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.  
In order for a student publication or speech to be disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial disruption to normal school activity would occur if the material were published and distributed. Disruption includes, but is not necessarily limited to: student riots; destruction of property; widespread shouting, or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity.
- B. Distribution of written material or presentation of an oral speech which are construed to be unsuitable for minors will not be permitted. Rules for determining unsuitability for minors should be consistent with those as applied to instructional materials.
- 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. Material may be considered profane when the language does not meet the standards of professional journalism as evidenced by the daily newspapers commonly distributed in the district. Sanctions may be imposed on a student when he/she engages in offensively "lewd and indecent speech."
- E. Publications may not "invade the privacy" of individuals. 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.
- F. Publications or oral speeches which criticize school officials or advocate violation of school rules may be prohibited when there is evidence which supports a forecast that substantial disruption of school may develop.
- G. Publications or oral speeches which advocate racial, religious, or ethnic prejudice or discrimination or seriously disparage particular racial, religious, or ethnic groups 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 principal may request to review any copy prior to its publication. Such copy will be returned 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 shall 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.

While the district believes that students should be encouraged to exercise good judgment in the content of the student publication program, such expressive writing must be in keeping with the school's instructional mission and values. Material must be free of content that: runs counter to the instructional program; invades the privacy of individuals; demeans or otherwise damages individuals or groups; supports the violation of school rules or, is inappropriate for the maturity level of the students. Such publication activities must also teach respect for the sensitivity of others and standards of civility as well as the elements of responsible journalism.

## 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 - Last Revision 2.22.2013**

## **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**

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 - Last Revision 10.24.2011**

## **GRADUATION REQUIREMENTS**

### **High School Graduation Requirements - Board Policy 2410**

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) pass the necessary state assessments or a state-approved alternative assessment; and (3) complete a high school and beyond plan;

## **II. IMPLEMENTATION**

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

# **High School Graduation Requirements - Procedure 2410**

## **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.

### **High School Completion**

Each student is to develop, have on file, and update as necessary a high school completion plan approved by a parent. Counselors will provide assistance to incoming ninth graders and their families in developing educational plans. Changes in plans should normally reflect parent consent and should be submitted to the appropriate counselor. At the conclusion of each year the school will provide the student and his/her parents or guardians with a report which reflects the progress that has been made toward satisfying the graduation requirements. If progress is not adequate the school will identify alternative courses that can be taken to correct the deficiencies.

## **II. Credit Requirements**

### **Period of Eligibility to Earn Credits**

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, the district may 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.

### **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 26 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 Area Requirements and Approved Courses**

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

<b>Tonasket High School Graduation Requirements</b>		<b>2019 &amp; 2020</b>	<b>2021 and Beyond</b>
<b>Subject</b>		<b>Tonasket HS Requirement</b>	<b>Tonasket HS Requirement</b>
English		4	4
Mathematics *	Algebra 1	1	1
	Geometry	1	1
	Algebra 2	1	1
Science*		3	3
Social Studies	US History	1	1
	Civics	0.5	0.5
	WA State History *	0.5	0.5
	World History	1.0	1.0
	Contemporary World Problems	0.5	0.5
World Language*		2	2
Career and Technical and Work-Based Education		1	1
Health and Fitness*		2	2
Advisory 9-12		1	1
Fine Arts*		2	2
Electives*		4.5	4.5
<b>Total Credits</b>		<b>26</b>	<b>26</b>
Smarter Balanced ELA/Math Exit Exam 10th Grade		✓	✓
WCAS Science Exam 11th Grade			✓

<b>* NOTES:</b>			
At least one of the 2 science credits must be a laboratory science. In 2019 the requirement is 3 credits of science with a minimum of 2 lab sciences.			
The 3rd math credit can be another math if it fits with the students High School and Beyond Plan. Also, the three credit math series can start at Algebra I or above.			
Washington State History can be taken in the 7th or 8th grade.			
Flexible requirements—1 fine arts credit and 2 world language credits, may be substituted according to a student's High School and Beyond Plan.			
.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.			

\*Per Chapter 28A.231 RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The CPR instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification for successful completion of the instruction.

Students, in the and beyond, must complete mathematics courses in one of the following progressive sequences.

1. Algebra I, Geometry, and Algebra II;
2. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
3. Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics, students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency-based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

If students have advanced math skills, they may also meet the math requirement by starting and completing the math sequence at levels higher than Algebra I or Integrated Mathematics I.

### **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 objective(s) of the program;
- B. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
- C. A schedule of the duration of the program, including beginning and ending dates within the school year;
- D. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff;
- E. A description of intervention techniques and criteria for their use;
- F. Description of how student performance will be assessed;
- G. The qualifications of instructional personnel; and
- H. Plans for evaluation of program.

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 ASSET or COMPASS 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 will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- 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.
- 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. State Assessment Requirement**

Each student must earn either a certificate of academic achievement or a certificate of individual achievement to graduate from high school.

#### **Certificate of Academic Achievement**

A student will receive a certificate of academic achievement if he or she passes the necessary statewide assessments or a state-approved alternative assessment.

## **Certificate of Individual Achievement**

A student qualifying for special education services may earn a Certificate of Individual Achievement after passing assessments determined by the student's Individualized Education Program (IEP) team to be appropriate for the student based on their learner characteristics, post-secondary goals and previous testing history.

## **Expedited Appeal Process for Waiving Student Assessment Requirements**

The 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.

Students are 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.

## **IV. High School and Beyond Plan Requirement**

A High School and Beyond Plan is also required. 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. Students must create their plans in cooperation with parents or guardians and school staff. School staff will work to update students' plans as necessary based on their changing interests, goals, and needs.

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. A four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- D. 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.
- E. Provide internal and external resources to ensure successful development and implementation of the High School and Beyond Plan;
- F. Provide the opportunity for student choice, voice and ownership of the High School and Beyond Plan;
- G. Teach students a planning process that provides a capacity to create, review and revise the High School and Beyond Plan;
- H. Prepare all students for post-secondary options;
- I. Align the High School and Beyond Plan with the the Essential Academic Learning Requirements, State Learning Goals and district goals and link to district high school graduation requirements;
- J. Collect and analyze data to evaluate and improve the effectiveness of the High School and Beyond Plan; and
- K. Assure parental involvement in the planning process, including the student's development of the High School and Beyond Plan.

## **V. International Baccalaureate Program Diploma**

A student who fulfills the requirements for an International Baccalaureate Program diploma is considered to have satisfied 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. Waiver of Graduation Requirements**

All state requirements must be satisfied except that the district may waive Washington history and government for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of

physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

The following procedure will be followed in graduation waiver requests:

- A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when a student has not met requirements have been met.  
An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his/her 12th year of school.
- B. Request will be initiated by the parent or the eligible student;
1. The principal will investigate the request for waiver of graduation requirements;
  2. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;
  3. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and
  4. The principal or designee will notify the parent or eligible student that they may appeal to the principal's decision on regarding a waiver requests\_writing to the superintendent no later than 30 days prior to the anticipated graduation date.

## 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. Proficiency may be demonstrated by:
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 competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
  4. Qualifying for four 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

Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

## VIII. Students with an Individualized Education Program (IEP)

A student with an Individualized Education Program (IEP) may fulfill graduation requirements as follows:

- A. By the end of eighth grade, the student will participate with the IEP Team in a discussion of transition service needs that focuses on the student's course of study;
- B. The IEP team will make a determination if any modifications to the district's standard graduation requirements are necessary based on the student's individual needs and abilities consistent with their transition plan. If individualized graduation requirements are deemed appropriate, modifications may include:
1. Attainable alternate classwork and/or individualized activities substituted for standard requirements;
  2. The waiver of specific course requirements or the substitution of an alternate, more appropriate course;
  3. 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 IEP team will additionally 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. While decisions regarding graduation requirements will be made based on individual student needs, IEP teams will make those decisions with a commitment to creating rigorous, appropriate programs that maximize students' opportunities to build the skills necessary to achieve post-secondary goals. Decisions made per these procedures will be made solely through the IEP process. For any course waivers, substitutions, or reductions in credit requirements, the IEP will include an explanation of the relationship between the student's disability and the perceived inability to complete the standard requirements, even with supports.

E. The IEP will be reviewed/revised at least annually to accommodate the student's progress and development.

## **IX. 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.

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. 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

## **X. 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, *Classroom Management, Discipline and Corrective Action*. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, *Classroom Management, Discipline and Corrective Action*, 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.

End of Policy 2410 - Last Revision 7.18.2018

## **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.

Students entering a four year college or university right after high school are required to have two years of the same foreign language

# **HARASSMENT, INTIMIDATION, BULLYING**

## **Prohibition of Harassment, Intimidation and Bullying - Board Policy 3207**

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. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

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

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

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

## **Behaviors/Expressions**

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, 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.

## **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 perpetrator, 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 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 will 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 all necessary additional services and supports, 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.

## **Dissemination**

Each school district shall by August 15, 2011, provide to the superintendent of public instruction a brief summary of its policies, procedures, programs, partnerships, vendors, and instructional and training materials to be posted on the school safety center web site, and shall also provide the superintendent with a link to the school district's web site for further information. The district's primary contact for bullying and harassment issues shall annually by August 15th verify posted information and links and notify the school safety center of any updates or changes.

Materials meant to educate parents and students about the seriousness of cyberbullying will be disseminated to parents or made available on the school district's web site. Each school district board of directors shall establish its own policy by August 1, 2008 based on guidelines established by WSSDA, which are to include information on responsible and safe internet use as well as what options are available if a student is being bullied via electronic means, including but not limited to, reporting threats to local police and when to involve school officials, the internet service provider, or phone service provider.

The superintendent is directed to establish and implement procedures addressing the elements of this policy.

**End of Policy 3210 - Last Revision 6.29.2015**

## **HEALTH SERVICES**

### **Medication at School - Refer to Board Policy 3416**

Under normal circumstances prescribed over-the-counter medication should be administered before and/or after school hours under supervision of the parent or guardian. If a student must receive prescribed or over-the-counter oral or topical medication, eye drops or ear drops ("medications") from an authorized staff member, the parent must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority. Oral medications are administered by mouth either by swallowing or by inhaling, including through a mask that covers the mouth or mouth and nose. If the medication will be administered for more than fifteen consecutive days, the health professional must also provide written, current and unexpired instructions for the administration of the medication.

### **Student immunization and life-threatening Health Conditions - Board Policy 3413 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 State Board of Health.

### **Exemptions from Immunization**

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

### **Meningococcal Immunizations Information Distribution**

The district will provide parents and guardians of students in sixth through twelfth grades with information about meningococcal disease at the beginning of every school year. The information will address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.

### **Human Papillomavirus Disease Information**

At the beginning of every school year, the district will provide, to parents and guardians of sixth through twelfth grade students, information provided by the state Department of Health about human papillomavirus (HPV) disease and its vaccine.

The information will include the causes and symptoms of human papillomavirus, how the disease is spread, the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the Centers for Disease Control Prevention regarding the vaccine.

### **Life-Threatening Health Conditions**

Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order 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 or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan will be developed.

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:

- A. Written notice to the parents, guardians or persons in loco parentis delivered to the parents in person or by certified mail;
- B. Notice of the applicable laws, including a copy of the laws and rules;
- C. The order that the student will be excluded from school immediately and until a medication or treatment order is presented;
- D. Explain the rights of the parents and student to a hearing, the hearing process and that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school;
- E. If the parents request a hearing, the district will schedule one within three school days of receiving the request, unless more time is requested by the parents; and
- F. The hearing process will be consistent with the procedures established for disciplinary cases pursuant to WAC 392-400.

**End of Policy 3413 - Last Revision 2.25.2013**

## **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 is getting all children performing at grade level academically by 3<sup>rd</sup> 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**

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.

**End of Board Policy 3230 - Last Revision 11.7.2011**

### **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**

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.

Under federal and state law, 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 Last Revised 1.27.16**

## **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**

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 - Last Revision 4.28.2014**

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).**

### **Elementary School**

The Big Five	Cub Expectations
<ul style="list-style-type: none"> <li>❖ Use kind words, actions and manners</li> <li>❖ Walk single file, on the right, facing forward</li> <li>❖ Hands, feet, objects to self</li> <li>❖ Listen to and follow directions</li> <li>❖ Appropriate voice level and tone</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Respectful and Responsible</b></li> <li>➤ <b>Eager to learn</b></li> <li>➤ <b>Awesome Attitude</b></li> <li>➤ <b>Caring and Cooperative</b></li> <li>➤ <b>Honest</b></li> </ul>

### **Middle School - PAWS**

(PAWS) tickets are given to students by the staff to reward them for their positive actions. Students turn in their PAWS ticket during lunch and/or before school. Students receive a specialty pencil at that time and are entered into a weekly drawing for a prize. A No Tardy Reward is another form of recognition that the ASB has to celebrate positive student behaviors. Multiple drawings are held each week to honor student's punctuality. If all students in the class were on time, they will receive a reward to celebrate their success.

**Personal Best - Act Responsibly - Work Honorably - Show Respect**

<b>PAWS</b>	<b>Classroom</b>	<b>Hallways/Stairs</b>	<b>Commons Areas</b>	<b>Bathrooms</b>	<b>Outside/Gym</b>	<b>Computer Lab/Library</b>
<b>Personal Best</b>	*Do your best on all assignments *Take notes *Ask questions	*Keep belongings in your locker *Monitor time to get to class	*Check space before you leave *Keep belongings in your locker	*Be a good example to other students *Leave the room better than you found it	*Relax and socialize	*Check space before you leave *Avoid plagiarism
<b>Act Responsibly</b>	*Be on time *Attend regularly *Follow class/school rules (hats, electronics...)	*Keep location neat *Monitor noise *Keep to the right, allowing others to pass *Use locker appropriately	*Put trash in cans *Be courteous to all staff and students *Clean up your own mess	*Keep area clean *Put trash in cans *Be mindful of others' personal space, belongings, and feelings *Flush toilet *Wash hands	*Put equipment away after use *Follow directions of adults *Keep snow on the ground *Stay within the designated area *Keep locker room areas clean	*Take care of property *Keep hands and feet to yourself *Log off when done *Push chair in *Sign in *Sign out if leaving *Enter quietly *Exit quietly
<b>Work Honorably</b>	*Do your own work *Tell the truth	*Always use hall pass	*Keep your own place in line	*Have a hall pass *Report any graffiti or vandalism	*Tell the truth	*Work under your account only *Follow all district/school computer rules *Game use on computers with permission only
<b>Show Respect</b>	*Respect others right to learn *Take care of classroom property	*Appropriate language *Be considerate of yours and others personal space, belongings, and feelings	*Be considerate of yours and others personal space, belongings, and feelings	*Take care of school property	*Appropriate language *Be considerate of yours and others personal space, belongings, and feelings	*Respect others right to learn *Work and read quietly

PAWS Revisited building wide 1 time per quarter and specifics as needed.

**POSITIVE REINFORCEMENT ROOM - ELEMENTARY**

Tonasket Elementary's Cub Den is a positive reinforcement room. It is a behavior management and student support program available to the entire elementary school - staff and students.

**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. Only High School aged students are allowed to hold hands. Anything beyond that is unacceptable.

**PYRAMID OF INTERVENTION**

Pyramid of Intervention (POI) is in place to provide time and support for all students. Those who have not learned important concepts will need extra time and support from the teachers during the school day. An intervention period has been built into our daily schedule or into each elementary classroom schedule, to fill achievement gaps and offer mini elective classes for extensions.

**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.

### **Staff**

#### **Rights and Responsibilities of Certificated Staff - Refer to Board Procedure 3241**

- Certificated staff will have the right to:
- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct and control at least once each year. Building rules will be consistent with district rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
- Detain a student after school for up to 30 minutes with due consideration for bus transportation.

Teachers have the right to exclude any student who creates a disruption of the educational process in violation of building disciplinary standards, while under the teacher's supervision, from his/her individual classroom or instructional or activity area for all or any portion of the balance of the school day or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances as provided for in WAC 392-400-290 (see Emergency Removal below), the teacher will attempt one or more forms of corrective action prior to excluding the student. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal and the teacher have conferred.

#### Certificated staff will have the responsibility to:

- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.

#### Principals will have the responsibility to:

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- Confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions that may be employed in the event of rule infractions.

## **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 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’ approval in writing will be obtained for all changes and will be filed in the student’s cumulative folder.

## **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 is dangerous and is 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 a “pull-out” from the regular classroom into a resource room. 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 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.

## **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 inter-district transfer or out-of-district transfer.

### **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, you will be notified of the length of time the transfer request is in effect.
- 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 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

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

For the Class of 2007 and Beyond

#### Grading Policy

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

A. Four Point Grade System. The grade point system in the THS 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. Honors credits will not be given for independent 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 study courses taken outside the THS curriculum i.e. internet courses, advanced piano etc., may be taken pass/fail; however, honors credits will not be given.

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 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 GPA.

F. Class rank and official transcripts will reflect the above grading policy.

### **Selection of Valedictorian and Salutatorian**

The title of valedictorian will be awarded to the graduating senior who achieves the highest 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 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. All valedictorians and salutatorians will present a speech at graduation.

1. All classes a student has taken for letter grades will be averaged using the four point scale, except for Traffic Safety.

2. To be considered for valedictorian or salutatorian, a student must take at least six honors courses. The current honors courses are listed below; however, these may change annually as staff changes are made and course offerings are adjusted.

- Physics
- Genetics
- Chemistry
- Trigonometry/Pre-Calculus
- Honors English 11
- Algebra 2
- AP Calculus
- AP English 12
- Anatomy/Physiology
- AP US History
- AP Biology

3. All honors classes must be taken at Tonasket High School with one exception. If a student takes an Advanced Placement (AP) class from another institution, and that class is on the THS list of honors classes, it would be counted as an honors course. Classes taken through Running Start or independent study may not replace honors courses.

4. 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.

5. In order for Running Start students to be considered for valedictorian and salutatorian, their final winter quarter transcripts must be received by the THS office by the end of the THS third quarter.

6. Grade point averages will be taken to the thousandths place.

7. 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.

8. Candidates cannot take any graded class pass/fail.

## **Selection of Honor Cord Recipients**

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

**End of Policy 2441 - Last Revision 4.14.2014**

## **VISITORS**

The district does not encourage student visitors during the school day. Students wishing to bring school-aged guests must obtain administrator approval at least three days in advance of the visit. Upon approval, a guest pass will be issued. The guest will follow the schedule of the student. No guest pass will be issued the first and last weeks of a semester or the day before holiday recesses.

All visitors are asked to check in at the front office as soon as they have entered the building. Students are not permitted to bring younger members of their family to school.

## **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. A background check will be done each year for our volunteers at not 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**

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 slung shot, 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.

# 2018-2019 SCHOOL CALENDAR

## TONASKET SCHOOL DISTRICT 2018-2019 CALENDAR

<p>23 Open House 27 All Staff Day 28 First Day of School</p> <p style="text-align: right;">4</p>	<p style="text-align: center;"><b>AUGUST 2018</b></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>29</td> <td>30</td> <td>31</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;"><b>FEBRUARY 2019</b></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></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</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>13 Early Release 18 President's Day 27 Early Release</p> <p style="text-align: right;">19</p>														
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<p>12 Early Release 20 Early Release 21-Jan 2 Christmas Vacation</p> <p style="text-align: right;">16</p>	<p style="text-align: center;"><b>DECEMBER 2018</b></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></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td>31</td> <td></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	29	30	31						<p style="text-align: center;"><b>JUNE 2019</b></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></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td></td> <td></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	29	30							<p>1 Graduation 7 First Day of School – Early Release</p> <p style="text-align: right;">5</p>
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