

2017-2018

TONASKET SCHOOL DISTRICT

STUDENT AND FAMILY HANDBOOK



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

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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
World Ethnicities—WE Club
Honor Society

Inactive Clubs

Pep Club

High School Sports

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

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 para-professional. 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. If a student's progress receives an unsatisfactory evaluation in one subject area, the student will have one month to improve in that subject area before an overall determination of unsatisfactory progress is made. If a student has two concurrent months of unsatisfactory progress in a single subject area, the student will receive an overall unsatisfactory assessment during the monthly evaluation, requiring an intervention. A student will also be given an overall unsatisfactory determination requiring an intervention if the student is not making adequate progress in more than one subject area within the month.

Information for High School Students:

High School students have the option to work towards a high school diploma, a GED, 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. Twenty-four credits and a senior project are required for graduation.

Outreach students are allowed at the high school to take a class, visit the library or go to the office on business only. Please check in at the office before going to the library.

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 an excuse via phone, email or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a signed note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a signed note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

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

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 two 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 second unexcused absence, the district may schedule the attendance conference on the same day. 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.

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) 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 signed by the parent and student.
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 4.12.2017

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.

Excessive Absences

Excused or unexcused absences are a hindrance to academic progress. After the 10th absence of any kind within a semester, the student(s) and parent(s) will be referred to meet with the Child Study Team. The team will decide on one of the following:

- Attendance/behavior/academic contract
- Additional tutoring, seat time
- Counseling, outside resource involvement
- After-school detention (ASD), in-school detention (ISD), short-term suspension, long-term suspension
- Continuance of conferences
- Absences beyond the 10th absence within a semester may be considered unexcused

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

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 Students in Seat 8:30 School Ends 3:15 Buses leave @ 3:25 | Warning Bell 8:25 Students in Seat 8:30 School Ends 12:25 Buses leave @ 12:35 |

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

BOOK/ATHLETIC 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

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| 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:

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

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

| MISCONDUCT AND SANCTIONS | | | | | |
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| ALL MITIGATING FACTORS INCLUDE THE FOLLOWING: NO PRIOR SANCTIONS ON FILE, MINIMAL DAMAGES, AND SELF-REPORTING | | | | | |
| ALL AGGRAVATING FACTORS INCLUDE THE FOLLOWING: PRIOR SANCTIONS ON FILE, SIGNIFICANT DAMAGES, STUDENT DID NOT SELF-REPORT, AND CONDUCT IS MOTIVATED BY PERCEIVED RACE, COLOR, NATIONAL ORIGIN, GENDER, SEXUAL ORIENTATION, GENDER EXPRESSION, DISABILITY, OR ANY SIMILAR ACTUAL OR PERCEIVED CHARACTERISTIC | | | | | |
| Exceptional Misconduct | Presumptive Standard (this is the likely sanction for first time offense) | Mitigating Factors (Student age is a factor in all cells) | Aggravating Factors | Standard Range (this is what is allowed for first time offense) | Athletic Code Violations |
| Assault: Fighting and Physical Violence | Short-term suspension of 5 days 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. |
| Assault: Physical or Verbal Assault on Staff or Threatening any Staff Member (RCW 28A.635.090) | Short-term suspension of 5 days Law enforcement notified upon victim request. | • 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 | • Serious actual or potential injury • Use of an object or weapon • Premeditated conduct • Multiple students assaulting a single student • Prior assault(s), threat(s), harassment, or bullying by the student against the same victim | 0-10 day suspension | Suspension from practice and/or competitive events during length of the school suspension. |
| Defacing or Destruction of School Property. RCW 28A.635.060 | Short-term suspension of 3 days | • Minimal damage • Subsequent remedial steps, including restitution to district or victim of misconduct | • Property defaced with: • Lewd or obscene words or imagery • Gang words or imagery | 0-10 day suspension | Suspension from practice and/or competitive events during length of the school suspension. |

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| Defiance of School Authority | Discipline other than Suspension | <ul style="list-style-type: none"> • Subsequent action taken by student to make amends for misconduct with school personnel | <ul style="list-style-type: none"> • Substantial disruption to learning of others caused by student's defiance • Student attempts to solicit or incite others to engage in defiant behavior • Use of lewd, obscene, or profane language directed towards supervising school personnel | 0-10 Day Suspension | Suspension from practice and/or competitive events during length of the school suspension. |
| Forgery | Office detention on a first offense up to a maximum of a long-term suspension for continual violations | <ul style="list-style-type: none"> • Any student who forges any type of parent/guardian signature | | Office detention for first offense | Suspension from practice and/or competitive events during length of the school suspension |
| Drugs and Alcohol: Distribution of Drugs, Alcohol and Controlled Substances; Possession, Use or Under the Influence of Drugs, Alcohol, and Paraphernalia See athletic code for steroid or other performance enhancing drug possession, use or under the influence of. | 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"> • A significantly small amount of substance • Momentary or transient handling of the item • Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus • Evidence that there was no intent to use, consume, or distribute the substance on school grounds, district provided transportation, or at school activities. | <ul style="list-style-type: none"> • A relatively large amount of substance that would reasonably exceed anticipated single use • Evidence of sophistication or pre-planning • Evidence of distribution or intent to distribute prohibited substances • Distribution has been to multiple students • Conduct is related to gang affiliation. | 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. |
| Gambling | 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. |
| Gang Conduct | Discipline other than Suspension | <ul style="list-style-type: none"> • Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language | <ul style="list-style-type: none"> • Concerted action with other students or non-students • Gang conduct in connection with other misconduct prohibited elsewhere by this procedure, including but not limited to assault, harassment, intimidation, bullying, theft, and the possession of weapons | 0-10 Day Suspension | Suspension from practice and/or competitive events during length of school suspension. |
| Harassment, Intimidation, bullying, and hazing | 3 Day Suspension | <ul style="list-style-type: none"> • Subsequent action taken by student to make amends for misconduct with the victim | <ul style="list-style-type: none"> • Threat of serious injury • Use of an object or weapon • Premeditated conduct • Part of a pattern of similar misconduct against the same victim • Exceptional severity or cruelty | 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 |

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| | | | | | <p>offense is 50% event suspension.</p> <p>A third violation shall result in a one-year suspension from all activities.</p> <p>Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon.</p> |
| <p>Lewd, Obscene, or Profane Language, Gestures, and Materials (e.g., sexually explicit, use of racial or religious slurs, drug or alcohol symbols).</p> | <p>Discipline other than Suspension</p> | <ul style="list-style-type: none"> • Subsequent action taken by student to make amends for misconduct | <ul style="list-style-type: none"> • Substantial disruption to learning of others caused by student's defiance • Student attempts to solicit or incite others to engage in behavior | <p>0-10 Day Suspension</p> | <p>Suspension from practice and/or competitive events during length of school suspension.</p> |
| <p>Theft/Stealing/Extortion</p> | <p>Short-Term Suspension of 2 Days</p> | <ul style="list-style-type: none"> • Property returned to victim • Subsequent remedial steps, including restitution to district or victim of misconduct | <ul style="list-style-type: none"> • Significant damage in extent or cost • Conduct is motivated by gang affiliation | <p>0-10 Day Suspension</p> | <p>Suspension from practice and/or competitive events during length of school suspension.</p> <p>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.</p> <p>A third violation shall result in a one-year suspension from all activities.</p> <p>Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon.</p> |
| <p>Tobacco / Nicotine in any form/Any Nicotine delivery device (i.e., vapor pens, e-cigarettes, ect.) All devices that may deliver liquid nicotine, THC, and marijuana will be considered a violation.</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"> • Student offers credible evidence that he or she had the tobacco/nicotine unintentionally | <ul style="list-style-type: none"> • Large quantity; distributed to others; openly used tobacco and nicotine with others; denied use or possession | <p>0-10 Day Suspension</p> | <p>Suspension from practice and/or competitive events during length of school suspension. The participant shall be suspended no less than 20% of the regular activity season for the first violation. A second offense is 50% event suspension.</p> <p>A third violation shall result in a one-year suspension from all activities.</p> <p>Participants/Parents who self-report will be allowed a reduction of one game if a restorative plan is agreed upon.</p> |

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| WEAPONS: RCW 9.41.250, 270, 280 RCW 9.41.280 | Long-Term Suspension of 11 days SANCTION FOR FIREARM AT SCHOOL: Emergency Expulsion Possible law enforcement notified | <ul style="list-style-type: none"> • No injury or damage caused • No evidence that student intended to display or use the weapon • The weapon is a small pocketknife with a blade 3 inches or less • Student's age and/or inability to understand potential consequences • Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school | <ul style="list-style-type: none"> • Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property • Student displayed, activated or discharged the weapon in a reckless manner • Evidence of premeditation • The weapon is an airgun or firearm. • The object appears to be a firearm and the student displaying or using the object does so with malice | 0-20 Day Suspension | Suspension from practice and/or competitive events during length of school suspension. |
|---|---|--|---|---------------------|--|

| DISRUPTIVE and OTHER MISCONDUCT | Presumptive Standard (this is the likely sanction for a first time offense) | Mitigating Circumstances | Aggravating Circumstances | Standard Range (this is what is allowed for a first time offense) | Athletic Code Violations |
|--|---|---|---|--|---|
| Inappropriate Dress and Appearance | Verbal warning from teacher or administrator, change of clothing or appearance | <ul style="list-style-type: none"> • No previous infractions • Student's intent or purpose was not intentional | <ul style="list-style-type: none"> • Previous infractions • Student's intent or purpose was to disrupt learning environment | Warning -ASD – Long-Term Suspension | Suspension from practice and/or competitive events during length of school suspension. |
| Inappropriate Display of Physical Affection | Student counseled, warned | <ul style="list-style-type: none"> • No Previous Infractions | <ul style="list-style-type: none"> • Previous infractions • Student's intent or purpose was to disrupt learning environment | Warning -ASD – Long-Term Suspension | |
| Failure to Pursue Course of Study | Teacher-parent conference. Referral to counselor and administrator. Possible ASD | <ul style="list-style-type: none"> • No Previous Infractions | <ul style="list-style-type: none"> • Previous infractions • Current grades are below standard | Warning -ASD – Long-Term Suspension | |
| Cell Phone Use In Class | Warning; teacher may confiscate phone for the period; referral to the office | <ul style="list-style-type: none"> • No Previous Infractions • Parent emergency | <ul style="list-style-type: none"> • Previous infractions • Use was sly or devious • Disrupted the learning of others | Warning – Cell phone not allowed on campus | |
| Truancy | ASD. Conference with student, parent, administrator. Possible behavior contract. Possible Community Truancy Board contract. | <ul style="list-style-type: none"> • No Previous Infractions • Parent, not student, was responsible for reporting status to school in a timely manner | <ul style="list-style-type: none"> • Previous infractions • Forged a note • Dishonest about whereabouts • Multiple attempts to clear absence were ignored | ASD – Long Term Suspension –Alternative Placement | Suspension from practice and/or competitive events during length of school suspension. No practice or competitive events on day of truancy or when administration is aware of truancy. |
| Tardiness | Warning -ASD | <ul style="list-style-type: none"> • No Previous Infractions | <ul style="list-style-type: none"> • Previous infractions | ASD – Escort to Class Closed Campus | Suspension from practice and/or competitive events during length of school suspension. |

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|---|--|---|--|---|--|
| Abusing or Insulting Staff (RCW 28A.635.010) | ASD. Possible short- or long-term suspension. Possible referral to law enforcement | <ul style="list-style-type: none"> • No Previous Infractions • Subsequent remedial steps, including restitution to district or victim of misconduct | <ul style="list-style-type: none"> • Previous infractions • Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim | Warning -ASD – Long-Term Suspension | Suspension from practice and/or competitive events during length of school suspension. |
| Other Illegal Acts Committed on School Grounds or at School Activities | ASD, short- or long-term suspension Possible law enforcement notification | <ul style="list-style-type: none"> • No Previous Infractions | <ul style="list-style-type: none"> • Previous infractions | Warning -ASD – Long-Term Suspension | Suspension from practice and/or competitive events during length of school suspension. |
| Failure to Return School Property | Payment of fine, restitution plan | <ul style="list-style-type: none"> • No Previous Infractions • Student or family can not financially pay the fine or provide restitution | <ul style="list-style-type: none"> • Previous infractions • Item is no longer in the possession of the student | Repayment - See Theft | No participation until property is returned and/or restitution is paid. |
| Motor Vehicle Infractions | Law enforcement notified. Possible ASD, possible short-term suspension | <ul style="list-style-type: none"> • No Previous Infractions • Victim has some responsibility in the cause of the infraction | <ul style="list-style-type: none"> • Previous infractions • Driver is reckless • Multiple people are impacted | Warning -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.

DRESS CODE

Students shall wear neat, clean, professional and reasonable dress. Dress and grooming shall not be disruptive to the educational process or interfere with the health and safety of any student. Examples may include but are not limited to: Short skirts or shorts, cut-off shirts, spaghetti-strap tank tops, halter-tops and clothing that exposes midriffs, bare backs or cleavage are not allowed at school. Clothing that can be used as undergarments may not be displayed. T-shirts, hats or other printed clothing with inappropriate language, sexual innuendo, tobacco or alcohol promotion, gang or drug-related insignias are not to be worn in school or at school events/activities. Wearing of hats, hoods and bandanas are left to teacher/staff discretion at the HS. They are not allowed in the ES and MS. Students shall wear appropriate foot apparel at all times in all areas of the building. The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy. Administrators may impose further restrictions.

ELECTRONIC DEVICES (PERSONAL)

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, 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 on-line. 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

- A. 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. 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 of graduation established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction, which may have been pursued.

The board will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

| Tonasket High School Graduation Requirements | | 2017 | 2018 | 2019 & Beyond |
|--|-----------------------------|-------------------------|-------------------------|-------------------------|
| Subject | | Tonasket HS Requirement | Tonasket HS Requirement | Tonasket HS Requirement |
| English | | 4 | 4 | 4 |
| Mathematics * | Algebra 1 | 1 | 1 | 1 |
| | Geometry | 1 | 1 | 1 |
| | Algebra 2 | 1 | 1 | 1 |
| Science* | | 2 | 2 | 3 |
| Social Studies | US History | 1 | 1 | 1 |
| | US Government | 0.5 | 0.5 | 0.5 |
| | WA State History * | 0.5 | 0.5 | 0.5 |
| | World History | 0.5 | 0.5 | 1.0 |
| | Contemporary World Problems | 0.50 | 0.5 | 0.5 |
| World Language* | | 2 | 2 | 2 |
| Occupational Education | | 1 | 1 | 1 |
| Health and Fitness* | | 2 | 2 | 2 |
| Advisory 9-12 | | 1 | 1 | 1 |
| Fine Arts* | | 2 | 2 | 2 |
| Career Exploration | | 1.5 | 0 | 0 |
| Electives* | | 3 | 5 | 4.5 |
| Total Credits | | 24.5 | 25 | 26 |
| HSPE Writing | | | | |
| HSPE Reading | | | | |
| ELA Exit Exam 10th Grade | | x | x | x |
| Smarter Balanced ELA/Math Exit Exam 11th grade | | x | x | x |
| EOC Math | | x | x | NA |
| EOC Biology | | x | x | x |
| Culminating Project | | x | x | x |
| High School and Beyond Plan | | x | x | x |

Notes: *

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 student's 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. |

The board will approve additional graduation requirements as recommended by the superintendent.

In addition to the minimum credit requirements, to earn a diploma each student must:

Pass the reading and writing portions of the statewide assessment or a state approved alternative. Students in the classes of 2015, 2016, 2017 and 2018 must pass one of the following comprehensive English Language Arts (ELA) exit exams: reading and writing portions of the statewide assessment or new ELA exit exam (administered beginning spring 2015) or new 11th Grade Smarter Balanced Comprehensive ELA Test (administered beginning spring 2015). Students in the class of 2019 and beyond must pass the 11th Grade Smarter Balanced Comprehensive ELA Test; and

1. Complete a High School and Beyond Plan: Within the first year of high school enrollment, each student will develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;
 2. Complete a Culminating Project: During the course of their junior or senior year, each student will complete a culminating project. The project will demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities;
 3. Complete math requirements: Students in the classes of 2013-2014 must pass one end of course assessment (either Algebra 1 or Geometry or their integrated math equivalents) or state approved alternative. Students in the classes of 2015, 2016, 2017, 2018 must pass one end of course assessment (Algebra 1 or Geometry or an integrated math equivalent; or, beginning spring 2015, New Algebra/Integrated Math 1 EOC Exit Exam or New Geometry/Integrated Math 2 EOC Exit Exam or New 11th Grade Smarter Balanced Comprehensive Math Test; or a state approved alternative. Students in the class of 2019 and beyond must pass the 11th Grade Smarter Balanced Comprehensive Test; and
 4. Complete science requirements: Students in the classes of 2015,2016,2017 and 2018 must pass the biology end-of-course assessment or state-approved alternative.
- B. Students, in the Class of 2013 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 postsecondary 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.

High School and Beyond Plan

Within the first year of high school enrollment, each student will develop a High School and Beyond Plan. The plan will be developed in collaboration with the student, parents/guardians and district staff and include, at a minimum: 1) a career goal; 2) an educational goal; 3) a four-year course plan for high school; and 4) identification of required assessments. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion of the plan. Whether the student has met requirements for the High School and Beyond Plan is determined by the district.

A student receiving special education services who has developed a transition plan as part of their Individualized Education Plan (IEP) may be considered by the district to have developed a High School and Beyond Plan.

Certificate of Academic Achievement

A student will receive a Certificate of Academic Achievement (CAA) if they earn the appropriate number of credits required by the district, complete a culminating project (not required for the Class of 2015 and beyond), complete the high school and beyond plan, and meet the reading, writing and math standards on the high school statewide assessment or an appropriate state-approved alternative ("CAA option").

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 Plan (IEP) team to be appropriate for the student based on their learner characteristics, postsecondary goals and previous testing history.

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.

Awarding of High School Credit

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

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

Implementation

The superintendent will develop procedures for implementing this policy which include:

1. Determination of the education plan process for identifying competencies;
2. Establishing the process for completion of the High School and Beyond Plan;
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days;
5. Making graduation requirements available in writing to students, parents and members of the public;
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
7. Granting credit for learning experiences conducted away from school, including National Guard high school career training;
8. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit.

State law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program;

9. Granting credit for work experience;
10. Granting credit based upon competence testing, in lieu of enrollment;
11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;
12. Counseling of students to know what is expected of them in order to graduate;
13. Preparing a list of all graduating students for the information of the board and release to the public;
14. Preparing suitable diplomas and final transcripts for graduating seniors;
15. Planning and executing graduation ceremonies; and
16. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

Seal of Biliteracy

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria as established in WAC 392-410-350 will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

Awarding of a Diploma

A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.

Withholding of a Diploma

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. 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, Corrective Actions or Punishments. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Corrective Actions or Punishments, will apply.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

End of Policy 2410 - Last Revision 5.30.2017

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.

2 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 2 years of the same foreign language for admission purposes.

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 papilloma virus (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.

LEADER IN ME

LEAD

The Elementary and Middle School LEAD curriculum and Processes of The Leader in Me are designed to support students in the learning and implementation of the 7 Habits of Highly Effective People. It is also a process to transition the school to develop a culture of leadership. The goal is for each person to find their personal leadership attributes and roles in the school and take on leadership responsibilities and efforts around that strength and passion. All students will be taught how to become the leaders of the personal, social and academic lives and the authors of their futures.

Seven Habits of Highly Effective People

Tonasket Elementary and Middle School is part of the Leader in Me Process where the 7 Habits of Highly Effective People are explicitly taught to students and modeled by teachers. As a part of each student's' efforts to become effective self managers and productive future workers of the 21st Century, these habits are being taught to all students and it is the expectation that the entire school models the habits as a way of being and working together.

Habit 1: Be Proactive—Take responsibility for your life.

Habit 2: Begin with the End In Mind—Define your mission and goals for your life.

Habit 3: Put 1st Things 1st – Prioritize and do the most important things first.

Habit 4: Think Win-Win—Have and everyone can win attitude

Habit 5: Seek 1st to Understand Then to Be Understood—Listen to people sincerely.

Habit 6: Synergy—Work together to achieve more.

Habit 7: Sharpen the Saw—Renew yourself regularly

Regular use of the 7 Habits will produce greater achievement, a stronger learning community, decreased negative interactions and increased problem-solving. In addition, these skills are the employability skills that are most in demand for our students as they leave school and move to the world of work.

Homeroom at Tonasket Middle School:

In an effort to build relationships, increase personalization and promote a family-like atmosphere at school, Homeroom time has been added to our weekly schedule. Homerooms occur on Monday and Tuesday during the POI Block. This time allows for one school adult to become the advocate for a small group of students around their personal, emotional, social and educational needs at school and promotes tighter relationships in our school environment. This time will also be used to develop stronger success in the use of the 7 Habits of Highly Effective People and to increase the success of Student Led Conferences through detailed Leadership Binders containing personal and academic growth goals.

At Tonasket Elementary School:

Students work together in their primary classroom to develop stronger success in the use of the 7 Habits of Highly Effective People and to increase the success of Student Led Conferences through detailed Leadership Binders containing personal and academic growth goals.

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 3rd grade. For students K-4 not performing at grade level, a learning plan will be developed with parents defining additional support the student will receive at home and additional support provided at school to bring students up to grade level academically. Classroom teachers will conference with parents to improve student's academic performance and the grade level placement. discuss students who are struggling and determine additional supports to put in place with parents.

Bilingual Program-ESL:

The Bilingual program provides additional funding for English instruction for students who speak a language other than English - English as a Second Language (ESL). The goal of the program is to teach students English and includes speaking, reading, and writing. The current program is based on teaching English to Spanish speaking students in a small group setting and includes professional development for classroom teachers in Guided Language Acquisition Design (GLAD) classroom strategies that are effective for and support all students. Student language proficiency is assessed annually using a state designated test (Washington Language Proficiency Test – ELPA21) and determines student eligibility for the ESL program. All qualifying ESL students are required to participate in this testing process every spring.

Title I - Migrant

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

LITTERING

Littering on and off school grounds is prohibited.

LOCKERS

Student Privacy and Searches - Board Policy 3230

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

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

At this time 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. All students are required to read and sign the One to One Chromebook Agreement annually.

High School students will be issued a device for each school year, and will have the capability to take the Chromebook home. 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.

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

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

| PAWS | Classroom | Hallways/Stairs | Commons Areas | Bathrooms | Outside/Gym | Computer Lab/Library |
|------------------------|---|---|--|---|--|---|
| Personal Best | *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 |
| Act Responsibly | *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 |
| Work Honorably | *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 |
| Show Respect | *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 and materials checked out to them or used in class. Students are required to pay for any book 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

Scheduling of classes for each school year begins in May of the preceding year. Each student, therefore, has many months prior to the opening of the school year in which to consider the courses he/she will be taking. No schedule changes are allowed after the opening of 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.

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 in to 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 reengagement 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.

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. 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.

TONASKET SCHOOL DISTRICT 2017-2018 CALENDAR

28 All Staff Day and Open House
29 First Day of School

3

| AUGUST 2017 | | | | | | |
|-------------|----|----|----|----|----|----|
| 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 | | |

| FEBRUARY 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| 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 | | | |

14 Early Release
19 Presidents' Day
28 Early Release

19

4 Labor Day – No School
7 - 8 Okanogan County Fair – No School
13 Early Release
27 Early Release

18

| SEPTEMBER 2017 | | | | | | |
|----------------|----|----|----|----|----|----|
| 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 |

| MARCH 2018 | | | | | | |
|------------|----|----|----|----|----|----|
| 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 |

14 Early Release
15 - 16 Parent Conferences – No School – Teachers Late Start
30 Third Quarter Last Day

22

11 Early Release
25 Early Release

22

| OCTOBER 2017 | | | | | | |
|--------------|----|----|----|----|----|----|
| 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 | | | | |

| APRIL 2018 | | | | | | |
|------------|----|----|----|----|----|----|
| 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 | | | | | |

2-6 Spring Break
18 Early Release

16

3 First Quarter Last Day
8 - 9 Parent Conferences – No School – Teachers Late Start
10 Veteran's Day Observed
22 Early Release
23-24 Thanksgiving vacation

3/16

| NOVEMBER 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| 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 | | |

| MAY 2018 | | | | | | |
|----------|----|----|----|----|----|----|
| 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 | | |

9 Early Release
23 Early Release
28 Memorial Day

22

13 Early Release
20 Early Release
21-Jan 2 Christmas Vacation

14

| DECEMBER 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| 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 | | | | | | |

| JUNE 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
| 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 |

8 Last Day of School – Early Release

6

10 Early Release
15 M.L. King Day
24 Early Release
25 End of Semester One
26 Mid-Year Day

16/3

| JANUARY 2018 | | | | | | |
|--------------|----|----|----|----|----|----|
| 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 | | | |

Color Legend

- Early Release Days: Buses leave at 12:35 pm
- Non-School Days
- Staff Day/Parent Conferences: No school for students
- First and Last School Days

ES Trimester Dates: Nov 30, March 14

Days in HS/MS:

First Quarter – 46 Second Quarter – 46
 Third Quarter – 44 Fourth Quarter – 44