QUILLAYUTE VALLEY SCHOOL DISTRICT



STUDENT AND PARENT HANDBOOK 2026-27

Approved by the QVSD Board of Directors
on 7-28-2026

Vision and Mission

Vision: Success begins here.

The Quillayute Valley School District Board of Directors and staff believe that every student will be successful. We also believe in ourselves, our teams, and our district. We believe in the Forks community, and will never give up. We believe in the Core Covenants of respect, integrity and commitment. We believe in modeling respect, having a sense of integrity, and showing commitment while we are in our schools and in our community, as well as when we visit other communities.

Mission: Every student will be successful.

The Quillayute Valley School District Board of Directors and staff believe that every student can and will be successful in our schools. By celebrating small successes, we create momentum for bigger successes. Success begins right here in Forks, in the classroom, on the field, in the gym, on the mat, in the lab or on stage! Through hard work, perseverance and modeling the Core Covenants of respect, integrity and commitment, every student and staff member will be successful.

Table of Contents

Important Dates....2
2026-2027 Calendar....3
Schools' Bell Schedules....4-6
District Core Covenants and Goals....8
Student Rights and Responsibilities....9
General Policies and Information....10-31
Activity Participation, Alcohol/Drugs/Tobacco, Attendance (Excused and Unexcused Absences)....10
ASB, Bullying, Harassment, Intimidation (HIB Policy)....13
Busses, Career Center, Cell Phones....14-16
Cheating and Plagiarism, Character Trait Education (FES), Core Covenants....16
Core Covenants, Closed Campus, Courtesy at Assemblies, Communicable Diseases, Dances and Dress Code....17-18
Displays of Affection, District Property. Early Dismissal....18
Electronic Devices, Emergency Procedures & Closures, Emergency School Closures, FAPE, Food Services Student Records....19
General School Information, Grading Policy and Graduation Ceremony Guidelines....19-20
Graduation Requirements....21-27
Group Skip Day, Immunizations, Mandatory Reporting, Medication, Non-discrimination, Nurse, Pets and Animals, Pledge of Allegiance, Prohibited Items, Registration and Withdrawal....28
Release of Directory Information, Reporting Student Progress, and Sexual Harassment of Students Prohibited....29
Senior Trip, Skateboards, Sportsmanship, and Student Privacy and Search, Tardy Policy....30
Valedictorian and Salutatorian, Valuables, Visitors/Volunteers, Weapons and Dangerous Weapons....31
Discipline Philosophy and Overview and Matrix/Guidelines....32-52
Computer and Internet Policy....53-54
Annual Notifications....55
Title I, Section 504 (Non-Discrimination) Notice and Complaint Procedures....59-62
Forks Middle School and High School Responsibilities and Expectations, Signature Forms....63-67
Harassment, Intimidation, and Bullying—Protect Our Students....68-72

QVSD District Office

District Office hours: 8:00 a.m. until 4:30 p.m., Monday through Friday

Quillayute Valley School District

Diana Reaume, Superintendent
Kyle Weakley, Assistant Superintendent
Board of Directors:

Bill Rohde, Chair—District #4 374-6650

Mike Reaves—District #5 327-3849
Shannon Dahlgren —District #1 374-2439
Kevin Hinchen—District #2 374-9429
Ron Hurn – District #3 374-5601

Important Dates

First Day of School	September 1
Homecoming Week	Oct. 5—9
Fall Parent Conferences	Oct. 20-24
Non School Day	Oct. 24
End of First Quarter (FMS and FHS)	November 3
No School—Veterans' Day	November 11
No School—Thanksgiving Holidays	November 25, 26 and 27
End of First Trimester (FES)	November 30
No School—Winter Break	December 21– January 4
No School—Martin Luther King Day	January 18
End of First Semester (FMS and FHS)	January 26
No School—Presidents' Day	February 15
End of Second Trimester (FES)	March 11
Spring Break	April 5—9
End of Third Quarter	April 12
No School—Memorial Day	May 31
Graduation	June 5
End of Second Semester & Third Trimester	June 11
Last Day of School	June 11
Weather Make-up Day #1	June 14
Weather Make-up Day #2	June 15

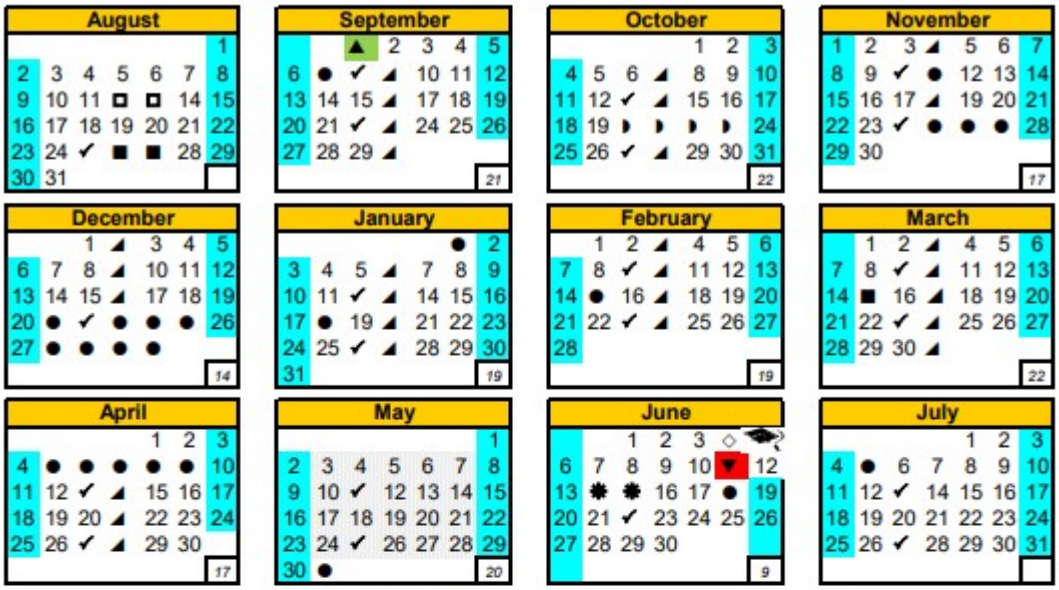
Visit us at our Website: http://www.qvschools.org

To be prepared is half of the victory.

— Miguel Cervantes

QVSD School Calendar 2026-27

QUILLAYUTE VALLEY SCHOOL DISTRICT
August 2026 - July 2027



August
12-13 New Teacher Academy
25 Board Meeting (5:30 pm)
26 District Kickoff Day
27 Teachers' Professional Development

September
1 First Day of School Students
7 Labor Day
8 Board Meeting (5:30 pm)
22 Board Meeting (5:30 pm)

October
13 Board Meeting (5:30 pm)
20-23 Parent Teacher Conferences
27 Board Meeting (5:30 pm)

November
10 Board Meeting (5:30 pm)
11 Veteran's Day Observed
24 Board Meeting (5:30 pm)
25-27 Thankgiving Break

December
21-31 Christmas Break
22 Board Meeting (5:30 pm)

January
1 Christmas Break
12 Board Meeting (5:30 pm)
18 MLK Jr. Day
26 Board Meeting (5:30 pm)

February
9 Board Meeting (5:30 pm)
15 President's Day
23 Board Meeting (5:30 pm)

March
9 Board Meeting (5:30 pm)
15 Teachers' Professional Development
23 Board Meeting (5:30 pm)

April
5-9 Spring Break
13 Board Meeting (5:30 pm)
27 Board Meeting (5:30 pm)

May
SBAC & Science Testing
11 Board Meeting (5:30 pm)
25 Board Meeting (5:30 pm)
31 Memorial Day

June
4 Seniors Last Day of School
5 Graduation
11 Students' Last Day of School - Half Day
14-15 Make Up Day, if needed
18 Juneteenth Observed
22 Board Meeting (5:30 pm)

July
5 Independence Day Observed
13 Special Board Meeting (5:30 pm)
27 Board Meeting (5:30 pm)

20-Day Periods
September 29
October 27
November 30
January 11
February 9
March 11
April 16
May 14
June 11

Quarter End Dates
November 3
January 26
April 2
June 11

Trimester End Dates
November 30
March 11
June 11

Calendar Key
New Teacher Academy
Teachers' Professional Development
School Begins
School Closes
Seniors' Last Day of School
Early Release Day
Half Day
Holiday or Non School Day
Make Up Day, if needed
Board Meeting
Testing
Graduation

Quillayute Valley School District #402
Approved by Board of Directors 02/10/2026

qvsd/lw *01/15/26*

Forks Elementary School Bell Schedule

FORKS ELEMENTARY SCHOOL BELL SCHEDULE

HOME OF THE PUDDLE JUMPERS

2026-2027



8:00 am	**Doors open:** *Drop off backpacks at classrooms, breakfast in FES Cafeteria and recess on FES Playground/Gym.*
8:35 am	**First Bell:** *Students report to class*
Morning Instructional Block ***8:40 am-10:00 am - Breakfast After the Bell-Students may eat in their classroom***	
8:40 am	**Morning announcements and instruction begins**

M/T/Th/F

K-1		2		3-4	
8:40 am-11:00 am	Morning Instruction Block	8:40 am-10:30 am	Morning Instruction Block	8:40 am-11:30 am	Morning Instruction Block
11:00 am-11:30 am	Recess	10:30 am-11:00 am	Recess	11:30 am-12:00 pm	Recess
11:30am-12:00 am	Lunch *(TK, K, 1)*	11:00 am-11:25 am	Lunch	12:05 pm-12:30 pm	Lunch
12:00 pm-3:15 pm	Afternoon Instructional Block	11:25 pm-3:15 pm	Afternoon Instructional Block	12:30 pm-3:15 pm	Afternoon Instructional Block

Wednesday/Assembly

K-1		2		3-4	
8:40 am-11:00 am	Morning Instruction Block	8:40 am-10:30 am	Morning Instruction Block	8:40 am-11:30 am	Morning Instruction Block
11:00 am-11:30 am	Recess	10:30 am-11:00 am	Recess	11:30 am-12:00 pm	Recess
11:30am-12:00 am	Lunch *(TK, K, 1)*	11:00 am-11:25 am	Lunch	12:05 pm-12:30 pm	Lunch
12:00 pm-2:15 pm	Afternoon Instructional Block	11:25 pm-2:15 pm	Afternoon Instructional Block	12:30 pm-2:15 pm	Afternoon Instructional Block

Dismissal Times	
Regular Schedule (M, Tu, Th, Fr)	3:15 pm
Wednesday Early Release	2:15 pm
Half Day	12:15 pm

Principal: Sarah Decker 360-374-6262, ext 361 ~ 301 South Elderberry Ave, Forks, WA 98331

Principal: Sarah Decker
301 Elderberry Avenue, Forks WA 98331
360-374-6262, ext. 361



Forks Middle School Bell Schedule

Forks Middle School
Bell Schedule
2026-2027

Start Times	Lunch Times (M/T/TH/F)	Dismissal Times- ALL GRADES
7:45 AM Doors Open/Breakfast Served	**11:05 AM** 8th Grade	**3:20 PM** REGULAR DAY ENDS
7:55 AM Breakfast Bell	**11:38 AM** 7th Grade	**2:15 PM** EARLY RELEASE DAY ENDS
8:10 AM Warning Bell	**12:08 PM** 6th Grade	
8:15 AM Tardy Bell: Announcements	**12:42 PM** 5th Grade	

REGULAR DAY BELL SCHEDULE

5th Grade Schedule		6th Grade Schedule		7th Grade Schedule		8th Grade Schedule	
8:15-8:59	Per 1	**8:15-8:59**	Per 1	**8:15-8:59**	Per 1	**8:15-8:59**	Per 1
9:02-9:42	Per 2B	**9:02-10:02**	Per 2A	**9:02-10:02**	Per 2A	**9:02-10:02**	Per 2A
9:42-10:02	RECESS	**10:05-11:05**	Per 3	**10:05-11:05**	Per 3	**10:05-11:05**	Per 3
10:05-11:05	Per 3	**11:08-12:08**	Per 4B	**11:08-11:38**	Per 4C (INT)	**11:05-11:38**	LUNCH/RECESS
11:08-12:08	Per 4B	**12:08-12:41**	LUNCH/RECESS	**11:38-12:11**	LUNCH/RECESS	**11:41-12:11**	Per 4A (INT)
12:11-12:41	Per 5A (INT)	**12:44-1:14**	Per 5B (INT)	**12:14-1:14**	Per 5C	**12:14-1:14**	Per 5C
12:42-1:14	LUNCH/RECESS	**1:17-2:17**	Per 6	**1:17-2:17**	Per 6	**1:17-2:17**	Per 6
1:17-2:17	Per 6	**2:20-3:20**	Per 7	**2:20-3:20**	Per 7	**2:20-3:20**	Per 7
2:20-3:20	Per 7						

EARLY RELEASE BELL SCHEDULE

5th Grade Schedule		6th Grade Schedule		7th Grade Schedule		8th Grade Schedule	
8:15-8:59	Per 1B/Adv	**8:15-8:59**	Per 1B/Adv	**8:15-8:59**	Per 1B/Adv	**8:15-8:59**	Per 1B/Adv
9:02-9:29	Per 2B	**9:02-9:49**	Per 2A	**9:02-9:49**	Per 2A	**9:02-9:49**	Per 2A
9:29-9:49	*RECESS*	**9:52-10:39**	Per 3	**9:52-10:39**	Per 3	**9:52-10:39**	Per 3
9:52-10:39	Per 3	**10:42-11:29**	Per 4B	**10:42-11:12**	Per 4C (INT)	**10:39- 11:12**	LUNCH/RECESS
10:42-11:29	Per 4B	**11:29-12:02**	LUNCH/RECESS	**11:12-11:45**	LUNCH/RECESS	**11:15-11:45**	Per 4C (INT)
11:32-12:02	Per 5A (INT)	**12:05-12:35**	Per 5B (INT)	**11:48-12:35**	Per 5C	**11:48-12:35**	Per 5C
12:03-12:35	LUNCH/RECESS	**12:38-1:25**	Per 6	**12:38-1:25**	Per 6	**12:38-1:25**	Per 6
12:38-1:25	Per 6	**1:28-2:15**	Per 7	**1:28-2:15**	Per 7	**1:28-2:15**	Per 7
1:28-2:15	Per 7						

Half Day/Conference Week	Late Start Inclement Weather- Start and Lunch Times
8:15-9:20 Per 2 and 5 (Alternating) **9:25-10:25** Per 3 and 6 (Alternating) **10:30-12:00** Per 4 and 7 (Alternating) **11:00-12:00** LUNCH* (Lunch Pick-Up Times: 5th @11:00, 6th @11:05, 7th @11:10, 8th @11:15) *Sack lunch will be in-class and with the last period of the day, dismissal at 12:00pm.	**9:45 AM** Doors Open/Breakfast Served **9:55 AM** Breakfast Bell **10:10 AM** Warning Bell **10:15 AM** Tardy Bell: Announcements **11:00 AM** 5th Grade Lunch **11:35 AM** 6th/7th Grade Lunch **12:36 PM** 8th Grade Lunch

Principal: Elena Velasquez
121 South Spartan Avenue, Forks WA 98331
360-374-6262, ext. 359

Forks High School Bell Schedule

Start Times		Dismissal Times	
7:45 AM	Doors Open/Breakfast Served	**3:20 PM**	REGULAR DAY
7:55 AM	Breakfast Bell	**2:15 PM**	EARLY RELEASE DAY
8:10 AM	Warning Bell		
8:15 AM	Tardy Bell		

Regular Bell Schedule: M TU TH F		**Long Advisory/ Early Release: Wednesday**	
Period 1	8:15 - 9:13	Period 1	8:15 - 9:00
Period 2	9:17 - 10:15	Period 2	9:04 - 9:49
Period 3 Advisory	10:19 - 10:36	Period 3 Advisory	9:53 - 10:29
Period 4	10:40 - 11:38	Period 4	10:33 - 11:18
Period 5	11:42 - 12:40	Period 5	11:22 - 12:07
LUNCH	12:40 - 1:16	LUNCH	12:07 - 12:37
Period 6	1:20 - 2:18	Period 6	12:41 - 1:26
Period 7	2:22 - 3:20	Period 7	1:30 - 2:15
Assembly (AM)		**Assembly (PM)**	
Period 1	8:15 - 9:09		
Period 2	9:13 - 10:07	Period 1	8:15 - 9:10
Assembly	**10:11 - 10:58**	Period 2	9:14 - 10:09
Period 4	11:02 - 11:56	Period 4	10:13 - 11:08
LUNCH	11:56 - 12:26	Period 5	11:12 - 12:07
Period 5	12:30 - 1:24	LUNCH	12:07 - 12:37
Period 6	1:28 - 2:22	Period 6	12:41 - 1:36
Period 7	2:26 - 3:20	Period 7	1:40 - 2:35
		Assembly	**2:39 - 3:20**
Half Day Release		**Post Early Release/Wednesdays**	
Period 1 or 5	8:15 - 9:15	Period 1	8:15 - 9:10
Period 2 or 6	9:20 - 10:20	Period 2	9:13 - 10:08
Period 4 or 7	10:25 - 11:25	Period 3 Advisory	10:11 - 10:51
LUNCH	11:25 - 12:00	Period 4	10:54 - 11:49
		Period 5	11:52 - 12:47
		LUNCH	12:47 - 1:25
		Period 6	1:28 - 2:23
		Period 7	2:26 - 3:20
Inclement Weather/Two Hour Late Start		**Inclement Weather/Two Hour Late Start & Early Release**	
Period 1	10:15 - 10:58	Period 1	10:15 - 10:47
Period 2	11:02 - 11:44	Period 2	10:51 - 11:23
Period 4	11:48 - 12:31	Period 4	11:27 - 11:59
LUNCH	12:31 - 1:01	Period 5	12:03 - 12:35
Period 5	1:04 - 1:47	LUNCH	12:35 - 1:05
Period 6	1:51 - 2:34	Period 6	1:09 - 1:41
Period 7	2:37 - 3:20	Period 7	1:45 - 2:15

District Core Covenants

Respect

Integrity

Commitment

The Quillayute Valley School District has high expectations for our staff and students. We have established Core Covenants, used as a general guide for all staff and student behavior. Student behaviors will reflect the District Core Covenants of *Respect, Integrity, and Commitment.*

Core Covenants:

Respect—We believe that everyone matters. We honor ourselves, each other, our team, our school and our community. We believe in Forks and we treat each other with great respect. When we are at other schools and in other communities, we show them the same respect we do toward each other. We are polite and speak in positive terms about each other.

Integrity—We believe in doing the right thing even when no one is looking in support "of ourselves, our school, and our community." We are honest and truthful with ourselves and others. If we make a mistake, we admit and commit to doing better.

Commitment—We believe in dedicating ourselves to our work. Everyone, everyday, and everywhere. Commitment is defined as active participation, being present, following through, and having an above and beyond attitude at all times.

We strive to align our behaviors to our Core Covenants for the betterment of ourselves, our school, and our community. We are proud to be known as a member of the Forks community.

Academics

Build a Climate

Communication

District A, B, C Goals:

Academics: Build a culture of high expectations to increase the academic success of each student.

Building a Climate: All schools will provide a safe, mutually respectful and inclusive environment where challenges are embraced, effort is rewarded, and the success of others is celebrated.

Communication: Provide timely and accurate information to students, parents, staff, and community.

Student Rights and Responsibilities

Out of respect for our school and community, we understand that with student rights and freedoms, there are related responsibilities. Student rights are protected by the U.S. Constitution, the Washington State Constitution, federal and state laws, and district policy (see Policy 3200). Student responsibilities are outlined in state law, district policies, school rules, and school or community norms.

Student Rights

Educational Opportunity:

Students have the right to a public education in Washington state, and our constitution identifies education as the *paramount* (most important) duty of the state.

Equal Access:

Students have the right to equal educational opportunity, and may not be unlawfully denied education or discriminated against because of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, and the use of a trained dog guide or service animal.

Freedom of Speech:

Students have the right to freedom of speech and may express their personal views and opinions without fear of consequence. The school may reasonably restrict when and how students can express their views in order to maintain an orderly learning environment.

Right to Assemble and Petition:

Students have the right to peaceably assemble, including the right to protest government actions. This also includes the right to petition school authorities when they feel they have been treated unfairly.

Freedom from Unreasonable Searches:

Students have the right to be secure in their persons, papers, and property against unreasonable searches and seizures. School officials must have a reasonable suspicion that a student is in possession of contraband in order to conduct a search.

Freedom of Religion:

Students have the right to practice the religion of their choosing and to be free from being controlled or influenced by any particular religious point of view while they are participating in any school activity.

Student Responsibilities

Attend School and Make an Effort:

Students have a responsibility to attend school and put effort into learning. The entire philosophy of free public education is to create educated citizens that strengthen our state and country.

Respect Diversity:

Students have the responsibility to treat all persons in our school with respect, and to respect the differences that make us all unique. Students have a responsibility to report any instances of discrimination, harassment, or unequal treatment based on the protected classes.

Respect the Rights and Opinion of Others:

Students have a responsibility to express their thoughts and opinions in a respectful manner. This freedom does not protect personal attacks, obscene or plainly offensive language, threats of violence, or interference with other people's rights to express themselves.

Don't Disrupt or Interfere with School:

Students have a responsibility to assemble or protest in a way that does not disrupt or interfere with learning or the operation of the school. Students may not miss class to assemble or protest.

Leave Inappropriate Items at Home:

Students have a responsibility to follow both school rules and laws that prohibit certain items at school. Students also have a responsibility to cooperate with reasonable searches, report others with dangerous items, and to follow reasonable directives of staff related to searches.

Respect the Religious Rights of Others:

Students have a responsibility to respect the right of others to practice the religion of their choosing, and may not interfere with or harass others on due to conflicting religious beliefs. Students who practice religion at school must do so in a way that does not disrupt learning.

General Policies and Information

The information in this handbook is intended to provide students and their parents with an overview of rules and procedures in effect in the Quillayute Valley School District. This handbook is **not** a complete summary of all rules and procedures — students are also affected by classroom rules, verbal staff directives, school district policy, plus various laws. It is a student's responsibility to become familiar with the contents of this handbook, and school and classroom rules. When in doubt, ask someone who knows!

Activity Participation

Students are urged to participate in extra-curricular activities, as they are extended learning activities. Students must be in attendance at school, as outlined in the Quillayute Valley School District Athletic and Activities Handbook to participate.

Alcohol/Drugs/Tobacco/Weapons (Policy No. 3240)

The Quillayute Valley School District supports prevention and intervention programs related to tobacco, alcohol, and other drug usage. Response to problems in the area can be accomplished through cooperation and collaboration with public and private agencies, the families, and schools.

In the interest of students' health and well-being, and in accordance with the policies of the District, students will not knowingly possess, use, transmit, distribute, sell, be under the influence of, or show evidence of having used any alcoholic beverages, drugs or narcotics not taken at the direction of a physician or dentist or other substances intended to alter mood:

- On school grounds during and immediately before or after school hours.
- On the school grounds at any other time when the school or school grounds are being used of any school activity, function or event.
- Off the school grounds at a school activity, function or event.

Refer to QVSD Board Policy 3240—Student Conduct.

Athletic and Activities Handbook (Forks Middle School and High School)

Any student participating in an activity sponsored by the school district must follow the *QVSD Athletic and Activity Handbook.* Copies are available in the main office.

We are what we repeatedly do; excellence then is not an act, but a habit.

— Aristotle

Excused and Unexcused Absences (Policy No. 3122)

It is the policy of Quillayute Valley School District that students are expected to attend all assigned classes each day. Academic achievement and excellence is tied to good attendance. When students have good attendance, they do better in school. Good attendance is defined as not missing more than two (2) days of school a month, whether excused or unexcused. Chronic absences is defined as missing 18 school days a year or two (2) days a month.

Definition of Absence

WAC 392-401-015 states the definition of an absence:

1. A student is absent when they are:
   A. Not physically present on school grounds; and
   B. Not participating in the following activities at an approved location:
      I. Instruction;
      II. Any instruction-related activity; or
      III. Any other district or school approved activity that is regulated by an instructional or academic accountability system, such as participation in district-sponsored sports or extra-curricular activities.

Definition of Absence from Synchronous and Asynchronous Instruction

1. A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting/class.
2. A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity.
3. Evidence of student participation in asynchronous activities must occur daily, within a twenty-four hour time frame of when the participation is planned or expect.

Minimum Time for Being Considered Present

The District has authority to establish thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Presence vs. Participation

Participation, such as turning the video on and participating in dis-

cussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

Absence from Asynchronous Instruction
Similar to local determinations on what constitutes present for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes "evidence of participation." This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

Tardies
The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy position.

Daily Attendance Taking
The District will take daily attendance for all enrolled student whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

Excused and Unexcused Absences
Educators and administrators have the responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district will inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role of the responsibility of the district in regard to truancy and the resources available to assist the student and their parents or guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. 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 absences and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. Absences due to the following reasons are excused:

- Physical health or mental health symptoms, Illness, health condition or medical appointment for the student or a person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointment include but are not limited to, medical illness, counseling, dental optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
- 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, court-ordered activity, or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless or foster care/dependency status;
- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- Absences due to a student's migrant status; and
- An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth (see form –page 42).
- Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

- Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;

See something,
Say something.

Report bullying, harassment, weapons, drugs, or other serious problems to an adult.

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

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the school; where reasonable, if a student misses a participation-type class, he or she can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An unexcused absence will be verified by a parent/guardian, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, 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. Student thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A. 225 015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district will schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least on school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under Section 504 of the Rehabilitation Act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is no required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the student does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within a month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three (3) unexcused absences within any month of the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student.
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
   A. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment;
   B. These steps will include, where appropriate providing an available approved best practice or research-based intervention, or both consistent with WARNS profile or other assessment, if an assessment was applied, adjusting the student's school program or school or course assignment, providing more individualized or intervention, providing appropriate career and technical education courses or work experience, referring the student to a community truancy board, requiring the student to obtain and attend an alternative school or program, or assisting the parent or student to obtain supplementary services that may eliminate or ameliorate the cause for the absence from school.
   C. For any student with an existing Individualized Education Plan or Section 504 Plan, these steps must include convening of the student's IEP or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reason for absences. If necessary, and if consent from the parent is given, a functional behavior assessment will be conducted to explore the function of the absence and a detailed behavior plan will be completed. Time will be allowed for the behavior plan to be initiated and data tracked to determine progress of the student.

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

If such action of the Community Truancy Board is not successful or if the student and parent/guardian are not willing to participate in the community engagement board, the district will file a petition and

affidavit with the juvenile court for civil action as provide in RCW 28A.225.035 against the parent of the student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

The Superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parent(s)/guardian(s) and students annually.

Tardies and Disciplinary Actions

1. Students will not be absent if:
   A. They have been suspended, expelled, or emergency removed pursuant to chapter 392-400 WAC;
   B. They are receiving educational services as required by RCW 29A.600.015 and chapter 392-400 WAC; and
   C. The student is enrolled in qualifying "course of stu dent" activities as defined in WAC 392-121-107. Course of student activities do not include sending homework packets home.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district will not convert or combine tardies into absences that contribute to a truancy petition.

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

Tiered Response System for Student Absences

WAC 392-401A-045 requires:

School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multi-tiered systems of support include:

1. Monitoring daily attendance data for all students who are absent, whether the absence is excuse or unexcused.;
2. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
3. Differentiated supports that address the barriers to attendance and participation that include universal supports for all student and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
4. A process for outreach and re-engagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and re-engagement process must include:
   A. A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
   B. School or district staff assigned to conduct the outreach and attempts at re-engagement in coordination with the community partners or other programs;
   C. Multiple methods of communication and outreaches in a language or mode of communication that the parent understands (phone calls, texts, letters and home visits)
   D. Referral to community-based organizations.
   E. Documentation of the attempts to reach student and family; and
   F. Follow the required steps to address unexcused absences In chapter 28A. 224 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students Dependent Pursuant to Chapter 13.34, RCW

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

Migrant Students

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

Associated Student Bodies (ASB) —Policy No.3510

An associate student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district.

Bullying and Harassment Prohibition of Harassment, Intimidation, and Bullying (HIB) Policy No. 3207

The QVSD Board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members which is free from harassment, intimidation or bullying. As defined in legislation, "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when an act:

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

Nothing in the section requires the affected student to actually pos-

> ***Success is never owned; it is only rented — and the rent is due every day.***
>
> ***— Rory Vaden***

sess a characteristic that is the 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
This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

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

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom and 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 is to 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 partnership with families, law enforcement, and other community agencies.

Interventions:
Interventions are designed to remediate the impact on the targeted student(s), and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Intervention will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Student with Individual Education Plans or Section 504 Plans
If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting 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 additional services and support as deemed necessary, such as counseling, monitoring/and or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

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

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 participate in at least one mandatory training opportunity offered by OSPI. The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy.

Bus Changes

Yellow Bus Note:
The most efficient way to help insure that students get safely where they need to go after school is to send a note with your student in the morning. The note shall include the following information:

1. Student name
2. Teacher name
3. Name of person or place the student is going
4. The physical address
5. Contact phone number
6. Parent or guardian signature

In the event of an emergency, please call the main office by 2:00 p.m. to make verbal bus arrangements and provide all of the required information.

Bus Conduct

Riding the school bus is considered an extension of school and an extended learning opportunity. In addition to specific school bus rules as outlined in *A Safe Ride to School*, students must follow all school behavior expectations, and all school rules apply when riding school busses. Students are expected to treat bus drivers with the same level of respect they give teachers and other staff and follow all directives of the driver. Not following rules may result in loss of bus privileges and/or other school discipline up to and including suspension and expulsion.

Summary of Quillayute Valley School District school bus rules:

- Unacceptable behaviors: scuffling, fighting, horseplay, disruptive behaviors, disrespect to driver, being abusive toward any person, throwing or shooting any object, spitting, profanity or vulgar language or gestures, sticking any body part out windows, opening windows without permission, vandalism of any sort, and eating or drinking anything without driver permission.
- Items not allowed: large items that cannot be held on your lap, aerosol cans, glass or sharp objects, food or gum, open drink containers, balloons, animals, lighters or matches, and anything that is prohibited at school.
- Students must remain seated upright with feet on the floor at all times, face forward while seated, remain in the same seat unless given permission to move, keep isles and emergency exits accessible at all times, and cross only in front of the bus.
- Students will only be dropped off at their regular stop unless the parent has made prior arrangements with the appropriate school office.

Athletic and Activities Bus Regulations:

The following regulations are established for the safety and well-being of chaperones, coaches, advisors, and students:

1. The bus driver has absolute bus authority for rider safety on the bus.
2. The coach/advisor is responsible for student behavior of those under their supervision. Every effort should be made to separate genders when females/males travel together.
3. The head count will be taken by the teacher, coach, advisor before the bus leaves each location.
4. The teacher, coach or advisor will determine the volume of music, if any. If it bothers the driver, the concern should be expressed to the teacher, coach or advisor.
5. Windows will be lowered not more than two (2) notches while the bus is moving.
6. Pillows, blankets, and sleeping bags are all acceptable as long as nothing is in or on them to constitute a hazard.
7. Eating on the bus is acceptable as long as it is orderly. Glass bottles will not be brought onto the bus. Teachers, coaches, or advisors are responsible to make sure the bus is clean at the end of the tip.
8. Stops for rest or food will be determined by the teacher, coach or advisor and the bus driver. The length of the rest should be reasonable.
9. Students may not sleep on the bus floor or place anything on the back window or any other emergency exit.
10. Failure to adhere to these rules may jeopardize the right to ride the bus.

It's hard to beat a person who never gives up.

— Babe Ruth

Career Center (Forks High School)

Our guidance counselor is available to help you with choosing classes, applying to colleges and universities, applying for scholarships, and for helping you with personal problems. Please make appointments before school or during lunch.

Cell Phones (Students and Digital Devices) Policy No. 3245

Students in possession of digital devices and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

A. Digital devices will be turned on and operated only before and after the regular school day, during passing periods and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;
B. Students will not use digital devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others;
C. Students will not send, share, view, or possess pictures text messages, emails, or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school-sponsored events or on school buses or vehicles provided by the district;
D. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;
E. By bringing a cell phone or other electronic/digital devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
F. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school-sponsored events;
G. Students will comply with any additional rules developed by

the school concerning the appropriate use of telecommunication or other electronic devices; and students who violate this policy will be subject to disciplinary action.
H. Students who violate this policy will be subject to disciplinary action.

Cheating and Plagiarism

Quillayute Valley School District believes in success through integrity and honesty. Academic dishonesty is as unacceptable as any other dishonest act. We expect every student to do his or her own work. Cheating on assignments or tests is unacceptable in QVSD and will result in consequences. Any time you turn in work that is not your own effort, or use a cheating device on an assignment or test, you are being academically dishonest. Cheating includes, but is not limited to: wandering eyes, crib sheets, copying assignments, discussing material, sharing notes, and plagiarism.

Plagiarism is taking the ideas or written words from another source (including the Internet) and claiming them as your own work. If you use the words or ideas of another person, they deserve credit by using quotation marks and listing the source. If you paraphrase ideas, the source deserves credit in the form of a citation.

- Cheating on an assignment, test or major assignment will result in a teacher, parent and student conference.
- Academic dishonesty from athletes will be reported to coaches and the athletic director.
- Repeated violations will result in progressive consequences.

Character Trait Education (Forks Elementary School)

The Forks Elementary School uses the Character Strong program to teach and reinforce the traits of respect, responsibility, gratitude, empathy, perseverance, honesty, courage, creativity, and kindness.. It is our goal to support students in making ethical decisions on compass and in the classroom. We support and reward students who demonstrate these character traits using words, behaviors, and actions. Students are rewarded with Ripple Card slips and monthly classroom awards. In addition, each classroom does a character trait study and students are celebrated at monthly assemblies.

These are the nine core Character Traits we study through the course of the school year:

Respect

- Treating people, things, and places the right way—even when no one is watching.

Responsibility

- Doing what you are supposed to do and owning your choices.

Gratitude

- Saying “thank you” and noticing the good things people do for you.

Empathy

- Understanding how someone else feels and caring about their feelings.

Perseverance

- Keep going and trying your best, even when something is hard.

Honesty

- Telling the truth and being real about your actions.

Courage

- Doing the right thing, even when it feels scary or uncomfortable.

Creativity

- Using your imagination to think of new ideas or solve problems in different ways.

Kindness

- Being friendly, helpful, and caring toward others.

Core Covenants: Classroom and School Expectations

Your behavior at school reflects your attitude about yourself and your learning — let your classroom behavior positively reflect your school pride, the value of your education, and your respect for the Forks’ community. Success begins here . . . with you. Never give up on yourself. Your success depends on you and your classmates’ attitudes. Align your actions with our Core Covenants:

Respect:

- Respect and believe in yourself. You can do it!
- Respect your classmates, your teachers, and the adults around you.
- Demonstrate respect for teachers and peers by not talking during classroom presentations.
- Be polite (say thank you and please).
- Avoid the use of profanity.
- Talk in positives about yourself, your classmates, your teachers, your school and Forks.
- Help one another.
- Do not harass, intimidate or bully one another.
- Show your pride for your team or your school by wearing your school colors.

Integrity:

- Tell the truth.
- Do the right thing for the sake of yourself.
- Self-report if you mess up.
- Accept responsibility for your actions.
- Report information to the appropriate adult when you see

something.
- Stand up for treating each other the way you would like to be treated.
- Do not engage in disruptive or harmful behavior nor encourage it by accepting it.

Commitment:
- Be there! Attend school daily.
- Be in class on time with the needed materials.
- Be prepared. Do your homework.
- Pay attention!
- Never give up!
- Ask for help when you need it.

Closed Campus—Policy No. 3242

Forks Elementary School (FES) and Forks Middle School (FMS) have a closed campus policy. Once students arrive at school, they are expected to remain on campus for the remainder of the day. Forks High School (FHS) students may leave campus for lunch. Leaving any campus without permission from the office (with the exception of Forks High School during the lunch hour) is considered truancy and will result in disciplinary action. For safety reasons, parents will need to come into the school office to check students, out if the students are leaving before the end of the day.

Courtesy at Assemblies and Programs

We expect all students to show respect for those who are performing or who lead a school assembly. Assemblies scheduled during the school day are for extended learning and educational value. Therefore, attendance at assemblies is required. Students are expected to conduct themselves in a way that will reflect respect for those speaking or performing.

Communicable Diseases

Please do not send your student to school if you suspect your student may be ill and/or your student has exhibited any of the following signs or symptoms of suspected illness:
- Has a fever of 100 degrees or more within 24 hours.
- Has chills, loss of appetite, unusual fatigue, and/or lingering headache.
- Has a significant amount of untreated nasal discharge, particularly if it is green or yellow.
- Has vomited (due to illness) within the last 24 hours.
- Has had diarrhea (due to illness) within 24 hours.
- Has a significant sore throat.
- Has a significant earache.

Also, if your student has a fever when he/she starts the day, please do not medicate them for the fever and then send him or her to school. Students will be highly contagious even if medicated.

Dances

All district and school policies apply at school-sponsored dances as an extended learning opportunity and extension of the classroom.

Forks Middle School Dances:
Forks Middle School ASB occasionally sponsor dances. Attendance at dances is a privilege. Students must be in attendance or have an excused absence the school day on the day of the dance. School dress code applies.

Forks High School Dances:
The doors to the dance will be closed one hour after the start of the dance. Employed students must make prior arrangements with administration to enter a dance after the doors are closed. Students who leave a dance will not be re-admitted. All students will dance in an appropriate manner, dancing face-to-face. Sexually suggestive dancing (front-to-back, pelvic contact, freak dancing, hands on private areas, or twerking) will not be tolerated. Students who are non-compliant to this will be warned once and on second offense be asked to leave. Non-compliance to other dance rules may result in students being asked to leave and possible school discipline, including restricted from future dances or suspension from school.

Middle school students, non-high school students and anyone 21 or older will not be allowed to attend high school dances, and high school students will not be allowed to attend middle school dances. Students from other high schools must be on a pre-approved guest list and must present identification when entering a dance.

Dress Code—Policy No. 3224

The Quillayute Valley School District believes that students will wear clothing that respects the school as a place of learning and work. Dress can influence attitudes and actions. We request that students do not wear clothing that disrupts the educational process, activities, or distract or offend others.

School administrators will exercise professional judgment in determining what is "school appropriate" clothing. Reasonable accommodations will be made for legitimate religious or medical reasons. Students who do not follow the dress code will receive a warning and will be directed to change their clothing. Inappropriate items may be confiscated. Administrators may contact parents about dress code violations. Repeat violations will result in progressive discipline.

Forks Elementary Guidelines:
Students are expected to dress appropriately for the school setting. Examples of appropriate clothing include but are not limited to the following:
- Clothing that fully covers undergarments.
- Clothing that does not display profanity, sexual innuendos, advertisements for alcohol, tobacco or drugs.
- Clothing that does not demean or ridicule other people.
- Clothing that is not gang-related (including, but not limited to bandanas).
- Clothing that is not plainly offensive or might cause disruption or encourage violence, including racist, gang-related, or hate-group related clothing or symbols — specifically prohibited are bandanas, swastikas, and Confederate flags.
- Clothing may not expose more than two (2) inches of skin below the collar bones, the midsection (when arms are raised above the head), nor the upper portion of the thigh (skirts, shorts must be longer than one (1) inch below outstretched fingers when arms are hanging freely at a student's side, regardless if tights are worn or not).
- Tank tops must have at least one (1) inch of strap

- Chains, spikes, halter tops, tube tops swimwear, pajamas (with the exception on a Spirit Day), saggy pants, trench coats/or blankets are not allowed.
- Hats, hoods, and sunglasses are not to be worn in the building.
- Sunglasses are not to be worn in the educational setting unless prescribed by a doctor due to safety precautions.

Forks Middle School

- Clothing must fully cover undergarments and midriff.
- Clothing must not display profanity, sexual innuendos, references to alcohol, tobacco or drugs.
- Clothing must not demean or ridicule other people to include racist, gang-related or hate-group related clothing or symbols—specifically prohibited are swastikas and Confederate flags.
- Clothing must not be gang-related, cause disruption or encourage violence.
- Dresses, skirts and shorts must be worn at appropriate length even if the student is wearing tights underneath. The length of the bottom of the hem will not be shorter than a hand length above the knee. Pant rips may not reveal skin above the mid upper thigh.
- Tank tops must have at least one (1) inch of strap.
- Chains, spikes, halter tops, tube tops, swimwear, and sagging pants are not allowed.

Forks High School/Alternative School

- Clothing with alcohol, drugs, tobacco, direct or indirect sexual references displayed or advertised will not be allowed at school or during school activities (including, but not limited to hats, shirts, pants, coats, "doo-rags" or hairnets, or any attire determined by the administration to be gang related).
- Clothing (or clothing with images) that is plainly offensive, derogatory or might cause disruption or encourage violence, including racist, gang-related, or hate-group related clothing or symbols — specifically prohibited are bandanas, swastikas, and Confederate flags.
- Tank tops must have at least one (1) inch minimum width shoulder strap.
- Halter tops, spaghetti straps, bare midriffs, sagging pants, and swimwear are not acceptable.
- Clothing that reveals underclothing is not acceptable.
- Sleep attire will not be permitted at school.
- Dresses and shorts, including PE clothing, must be worn at appropriate length even if the student is wearing tights underneath. (Appropriate length is defined as: the student's fingertips will align with the hem edge of the garment when standing with hands at one's side.)
- Hats and other head coverings are discouraged in the building. Teachers may ask for hats to be removed in the classroom.
- Sunglasses are not to be worn in the educational setting unless prescribed by a doctor due to safety precautions.

Displays of Affection

Students are expected to exercise self-control, proper judgment, and respect for the reputation of themselves and others. Inappropriate public displays of affection can be embarrassing and disrespectful to adults and other students. The school building, school grounds, or school activities are inappropriate places for public displays of affection. Embracing and kissing are not permitted on school property. Students who do not follow this expectation are subject to disciplinary action, including parent contact.

District Property—Policy No. 6800

The Quillayute Valley School District believes District property belongs to the taxpayers and community of Forks. All students are expected to respect and care for all property, including but not limited to building facilities and school grounds/athletic fields and gymnasiums, desks, whiteboards, Smart Boards, Chromebooks, computers, books, toilets, lockers, all classroom materials and equipment issued by QVSD, textbooks and other curriculum materials (electronic spell checkers and calculators) issued by QVSD, library-issued books, vehicles (including school buses), and extra-curricular equipment (musical instruments, athletic gear, etc.). In the event a student damages

Destruction of School Property

Staff will ensure that buildings, grounds, equipment, school issued property and furniture are not abused. Students and nonstudents who abuse school property may be disciplined and required to pay for the damages incurred.

District property or loses school-issued property (such as a textbook, library-issued book, etc.), the appropriate school representative who issued the property (book, uniform, etc.) will collect the fee for loss of damages. Damages include the defacing, tagging or marking of District property with graffiti. Willful destruction or defacement of school district property will result in appropriate consequences.

All fines will be communicated to the parent by the teacher, coach, advisor and/or applicable office assistant or designee. When students or parents/guardians are unable to pay for damages, a program of volunteer work for the student may be provided in lieu of monetary payment. Fines will be resolved by the end of the school year for each school and/or department. The superintendent will establish procedures for the investigation and reporting of damages or loss and will initiate action to collect for damages. A student's official grades, transcript and diploma may NOT be withheld until restitution is made.

Early Dismissal

When requesting that students be dismissed early, please request dismissal prior to 2:00 p.m. on regular school days and prior to 1:00 p.m. on Early Release days. Please understand that many important activities take place in the last part of the day. Also, the end of the day is often the busiest time in the office. The persons listed as parent or emergency contact on the student's emergency form are the only ones authorized to sign a student out.

Electronic Devices

Hand-held electronic devices, including but not limited to the following: I-phones, Smart phones, Smart Watches, I-Watches, ear-pods, MP3 players, and electronic games are considered disruptive to the learning environment if used during the instructional day without permission from a teacher or designee.

Electronic devices are disruptive to the learning environment and may not be turned on and/or operated inside the school building during the regular school day (FES 8:45 a.m.—3:20 p.m., FMS 8:15 a.m. —3:20 p.m. and FHS 8:15 a.m.—3:15 p.m.); they must be turned off and stowed away, unless an administrator or designee (teacher) authorizes a student to do so otherwise. Students may use cell phones at lunch at FMS and FHS. An administrator or designee (teacher) may authorize students to use electronic devices for educational purposes during the regular instructional day.

Emergency Procedures—Policy No. 3432

Throughout the year, all school will be practicing various types of emergency procedures with the students, as required by state law; however, these are practice for the safety of your student in the event of a real emergency. The schools will keep you informed of unusual emergency drills to allow you to also inform your student of our focus for safety.

Emergency School Closures

In the event of severely inclement weather or mechanical breakdown, school may be closed, starting time may be delayed, or school may be dismissed early. Any decision of this nature will be announce on QVSD website. In addition, notification will be made via the District's automated Thrillshare Further, a recorded message may be accessed by calling (360) 374-6262, ext. 4. Please make sure annually that your contact information is accurate in your student records .

Free and Appropriate Public Education and Related Services

The Quillayute Valley District will provide every student with disabilities, aged three (3) through twenty-two (22), a free and appropriate public education consisting of individualized special education and related services, including extended school year services if determined necessary by a student's individualized education program committee.

Food Services

The Quillayute Valley School District participates in the Community Eligibility Provision (CEP) through the federal government as authorized by Congress as a part of the Healthy, Hunger-Free Kids Act of 2010. This program allows school in high poverty areas to provide free breakfast and lunch to all students.

Students access free nutritious meals and spend less time in cashier lines. The purpose of the CEP is to stream line meal service operation, reduce paperwork and administrative costs, and improve program integrity to provide more nourished students ready to learn and grow.

Student Records - Policy No. 3231

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for which they have legitimate educational interests. When information is released in compliance with state and federal law, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading, or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district, permitting prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

The superintendent or designee will establish procedures governing the content, management, and control of student records.

General School Information (Other)

Accidents: Any accident occurring during regular scheduled school hours, on school property, and during scheduled school activities/events sponsored by the District (whether on or off school property) must be reported to the person in charge and to the appropriate school office.

Fire Drills/Earthquakes/Lockdown Drills: Fire drills, earthquake drills and lockdown drills are scheduled at regular interval as required by state law and are an important safety precaution. Classroom procedures will be reviewed and posted by individual teachers in their classrooms.

Insurance: Student insurance is available at a nominal cost and is optional. (Insurance is required for athletic participation). Applications and claim forms are distributed at the main office in each school. This is a service provided by the District; therefore, the District assumes no responsibility or liability for student injuries and subsequent services provided by the insurance carrier.

Watch your thoughts, they become words.
Watch your words, they become actions.
Watch your actions, they become habits.
Watch your habits, they become your character.
Watch your character, they become your destination.

- Unknown

Lockers:
All lockers are considered school property, and according to Washington State Law (RCW 28A.600.220), school lockers are subject to search and seizure of inappropriate materials and/or decorations at any time.

Grading Policy—Policy No. 2420

Grades are an indicator of student achievement toward the student learning objectives which are based on the State's standards in each grade level and subject. Forks Middle School and Forks High School follow a standard A-F grading system using the following grading scale:

A = 100—94%	A- = 93 to 90%	
B+ = 89 to 87%	B = 86 to 83%	B- = 82 to 80%
C+ = 79 to 77%	C = 76 to 73%	C- = 72 to 70%
D+ = 69 to 68%	D = 67 to 65	F = 64 or below

A: the grade of "A" certifies superior performance, extraordinary class participation and application of subject matter. It indicates a very high degree of initiative and originality.

B: the grade of "B" certifies high performance with better than average preparation. It indicates that the student can work successfully and independently of others.

C: the grade of "C" certifies average performance with average participation. It indicates that the student has a concept of material covered and with some suggestion can apply basic principles of the course.

D: the grade of "D" certifies minimum performance. It indicated the student cannot apply general principles of the course without constant assistance.

F: the grade of "F" certifies the student has not completed work sufficiently in this subject.

I: Incomplete. The grade must be made up or completed within six weeks unless there are unusual circumstances. Otherwise the grade becomes an "F" if course requirements are not completed.

P: Pass. Indicates credit earned for the course, but does not count in calculating grade point average.

NC: No Credit

P/F—FMS for enrichment, advisory and intervention **U** if less than 64% and **P** if 64% or greater.

Graduation Ceremony Guidelines

Forks High School graduation exercise is the final activity for students who are enrolled in Quillayute Valley School District. In order to participate in the graduation ceremony, all QVSD graduation requirements, including state testing or a graduation pathway must be completed. We would like to show the staff, students, parents, and community that the graduating class is truly an outstanding group of young adults.

The image many people from the outside of the community will obtain of the senior class will be based on the Forks High School Graduation Ceremony. With this in mind, students are expected to follow these guidelines.

1. Each participating student must attend the graduation ceremony rehearsal.
2. Each student will be expected to cooperate with the class advisor.
3. Each student who participates in all parts of the graduation ceremonies will purchase the proper cap and gown as designated by the school administration.
4. Caps and gowns will be worn in the proper manner, as designated by the school administration.
5. Students will wear appropriate and respectful clothing underneath their gowns.
6. Students will not wear sunglasses.
7. Any additional attire and or decorating of caps must follow the Forks High School dress code and have prior approval by administration.
8. If a student owes fees (i.e. unreturned/damaged textbooks, overdue library books, shop fees, etc.), students must pay on senior check-out day. Students will not receive an official diploma until all fees are paid.
9. All school rules apply for senior events, including the Senior Trip, Graduation Ceremony and Senior Safe Night. Students who do not follow the rules may not be allowed to march or walk with their classmates.

The purpose of these guidelines is to make the graduation ceremony an event that students and parents can look back on with pride.

Graduation Requirements—Policy No. 2410

I. PUBLICATION OF GRADUATION REQUIREMENTS

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

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

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

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

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

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

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

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

Awarding of High School Credit

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

A. Earning a passing grade according to the district's grading policy;

B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study);

C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

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

Subject and Credit Requirements for Graduation
The following are the subject and credit requirements that a student must meet to graduate:

A. Four (4) credits in English
B. Three (3) credits in mathematics

1. The three mathematics credits must include Algebra 1 or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.

2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribe on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit from them may use those credits to meet his or her graduation requirement.

3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:

i. Repeat the course or courses for credit in high school; or
ii. Earn three (3) credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or inte grated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

4. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics as long as:.

i. Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences due to the substitution;
ii. The student, the student's parent/guardian, and the school principal and counselor agree to the substitution;
iii. The substitution aligns with the student's high school and beyond plan; and
iv..The student has not already substituted a third-year science course for a computer science course.

C. Three (3) credits in science

1. Two (2) credits must be in laboratory science.

2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement..

3. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:

i. Before substituting the mathematics course, the counselor provides the student and the student' parent or guardian with written notification of postsecondary consequences due to the substitution;
ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
iii. The substitution aligns with the student's high school and beyond plan; and
iv. The student has not already substituted a third-year mathematics course for a computer science course.

D. Three (3) credits in social studies.

1. One (1) social studies credit must be in United States History

2. One-half (1/2) social studies credit must be in and world problems. Courses in economics, sociology, civics, political science, international relations, ore related courses with emphasis on contemporary world problems may be accepted as equivalencies.

3. One-half (1/2) social studies credit must be in civics.

4. On (1) social studies credit must be in an elective course or courses.

5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.

E. Two (2) credits in world languages or personalized pathway requirements.

1. "Personalized pathway requirement" means up to three (3) credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.

F. Two (2) credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.

G. One-half (1/2) credit in health.

H. One (1) and one-half (1/2) credit in physical education.

I. One (1) credit in career and technical education.
   1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.

   2. A student who earns credit through a career and technical education course determined by the district or the Office of the Superintendent of Pubic Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the non career and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of cred its required for graduation remain unchanged, and the student will need to earn an additional elective credit.

J. Four (4) elective credits.

Total number of credits required to graduate: 24.

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

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

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

C. The objective(s) of the program or planned learning experience;

D. The state learning goals and related state learning standards are part of the program or planned learning experience;

E. A description of how credits will be determined in accordance with WAC 180-51-050(1).

F. The content outline of the program and/or major learning activities and instructional materials to be used;

G. A description of how student performance will be assessed;

H. The qualifications of instructional personnel;

I. The plans for evaluation of the program; and

J. How and by whom the student will be supervised.

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

Running Start
The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term. Students earn college credit, which is also converted and applied to their high school transcript.

The district will provide general information about the Running Start program to students in grades ten, eleven, and twelve and parents or guardians of those students.

In order to enroll in the Running Start program, students need to do the following:
A. Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.
B. Speak with the high school counselor to assess credits needed for graduation, and then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes.
C. Obtain a Running Start verification form from the college or their high school counselor. Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.
D. Register for classes via the college's online registration system. First t time Running Start student will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
E. Work with the school counselor to ensure transmission of the authorization form to the college prior to established deadlines to en sure continued enrollment.

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

A. The district will supervise the work program.
B. The work experience will specifically relate to the student's school program.
C. The work experience will represent growth in the student, and the type of work will have definite educational value.
D. The work experience will provide a varied job experience.
E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
F. The work experience may be a planned part of the credit given for a school subject (ex. sales training class).
G. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
H. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.

K. The program standards and procedures align with the state career and technical work-based learning standards.

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program. Additionally, applicable information regarding students in the program includes the following:

1. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.

2. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the District, then an administrator will determine who many credits the student will receive for the course. Such a determination will be issued in writing by an administrator prior to the student beginning the course.

3. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

National Guard High School Career Training

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

A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.

B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on the MIL Form 115 or an equivalent form.

C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit
Guidelines for granting high school credit for homeschooling are as follows:

A. To gain credit for a course of study, a student will provide the following:

i. A journal that reflects the actual work completed during a home-study course of study;
ii. Exhibits of any specific projects completed (ex. themes, research papers, art and/or shop projects);
iii. Any such other performance-based exhibits of specific course-related accomplishments.

B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80% of the objectives of the course. Such testing will be available as an ancillary service of the district, if it is regularly available to all students. If not, the parent may engage in district-approved personnel to conduct such an assessment at a cost determined by the such personnel.

C. Credit is granted for the following approved schools:

1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington; and
2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

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

A. Plan Development
Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and second and postsecondary goals.

By the ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230. 097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy , assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both designed to enable students to meet all high school graduation requirements. The parents or legal guardians will be notified about those opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually unitl the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and student's parents or legal guardians in a language the student and student's parents or legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will begin to provide this information beginning in the sixth grade. The district will provide this information in accordance with the district's language access policy.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary

and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to Individual student's high school and beyond plans.

B. **Components of the High School and Beyond Plan**

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

1. Identification of career goals and interests, aided by a skills and interest assessment;
2. Identification of secondary and postsecondary education and training goals;
3. An academic plan for course taking that:
    a. Informs students about course options for satisfying state and l local graduation requirements;
    b. Satisfies state and local graduation requirements;
    c. Aligns with the student's secondary goals, which can include education, training and career preparation;
    d. Identifies available advanced course sequence per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
    e. Informs students about the potential impact of their course selection on postsecondary opportunities;
    f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
    g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
    h. If applicable, identifies opportunities for credit recover and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and graduation per RCW 28A.320.192.
4. Evidence that the student has received the following information on federal state financial aid programs that help pay for the costs of postsecondary program:
    a. The college bound scholarship program established in Chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
    b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and the importance of submitting applications early;
    c. Information specific to students who are or have been subject Of a dependency proceeding pursuant to Chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;
    d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815; and
    e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280.
5. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, extracurricular activities, and any community service, including how the school district has recognized the community services.

IV. GRADUATION PATHWAY OPTIONS

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

The district will provide annual notice, in a way that conforms with Board Policy 4218– Language Access

Statewide High School Assessment

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

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

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

Before course scheduling or course registration for the next school term, the district will provide the following information to students in grades nine through twelve and their parents; information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will be translated into the primary language of each parent or legal guardian.

High School Transition Courses

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

Advanced Placement (AP), Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below in the Advanced Placement (AP), International Baccalaureate. And Cambridge International Courses in English Language Arts or mathematics that the State Board of Education designates as eligible to be::

A. Earning high school credit with a grade of C+ or higher in each term in the Advanced Placement, International Baccalaureate, or Cambridge International Courses, in English Language Arts or mathematics courses; or
B. Earning at least the minimum score of three on Advanced Placement exams, four on standard-level and higher-level international baccalaureate exams, or scores of E or higher on A and AS level Cambridge International exams for the corresponding courses.

SAT or ACT Scores

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

Performance-based Learning Experience
Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English Language Arts and mathematics. The performance-based learning experience may take a variety of forms, sch as a project, practicum, work-related experience, community service or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the State Board of Education.

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

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

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

Districts have discretion in determining which pathway options they will offer to students.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA
A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements.

To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

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

The following process will be followed to help a student with an IEP graduate:
A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include the following:
1. Attainable alternate classwork or individualized activities substituted for standard requirements;
2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches t twenty-one years of age.

C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine the following;
1. The projected date by which all graduation requirements will be met; and;
2. The projected date and conditions under which the student will participate in the graduation ceremony.

D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY
To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and

B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:

1. Passing a foreign language Advanced Placement exam with a score of three or higher;

2. Passing an International Baccalaureate exam with a score of four or higher;

3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or

5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy."

VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. The principal or designee of Forks High School will provide students and parents or legal guardians with a final cut-off date for completing all graduation requirements. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 22 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

Any home school student who is not enrolled in the Quillayute Valley School District is not eligible to participate in graduation ceremonies. If a home school student (not enrolled in the district) notifies the district of enrollment in a Running Start program, the student must fil an intent to enroll form. The intent form will identify whether the student is intending to enroll in the district as a Running Start student or remain as a home school student. If the student enrolls in the school district as a Running Start student, and the student wishes to participate in graduation ceremonies, the student must meet all state and local graduation requirements.

The district will allow students to wear an item or object of cultural significance with or attached to their gown at high school commencements and other official graduation ceremonies and events. "An item or object of cultural significance" may include multiple items or objects if they are traditionally worn or used together. Items or objects worn in accordance with the Procedure must be befitting of the ceremony or event and adhere to the district's applicable decorum requirements. The school district has the discretion and authority to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with a high school commencement or other official graduation ceremony or evet, and to determine the conduct for graduation ceremonies as describe below.

Graduation ceremonies will be conducted in the following manner:

A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will be provided with a proper cap and gown as designated by the school administration and the class advisor, and will be returned to the school following the ceremony.

B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.

C. Students who participate will use good taste in their choice of accessories for their attire.

D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.

E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

IX. AWARDING DIPLOMAS POSTHUMOUSLY

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

A. Was enrolled in a public school in the district at the time of the death.

B. Was deemed on-track to graduate before the time of death; and

C. Died after matriculating into high school.

X. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3250—Student Fees, Fines or Charges.

Any student discipline will be in accordance with Board Policy 3241—Student Discipline. Student discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Group Skip Day (Forks High School)

Group skips will be treated according to District guidelines for skipping/truancy.

Immunizations—Policy No. 3413

In order to protect children against a number of childhood diseases, Washington law (RCW 28A.210.060) requires that all students (Grade Pre-Kindergarten through 12) admitted to public and nonpublic schools be immunized against diphtheria, tetanus, pertussis, polio, measles, rubella, mumps, and Hepatitis B. All student must provide proof of immunization, a medical exemption signed by a physician, or a personal/religious exemption signed by a parent or guardian before entering school. All student, regardless of age, are required to conform to the law prior to attending classes.

Mandatory Reporting—Policy No. 3421

All professional staff are legally responsible for reporting all suspected cases of child abuse and neglect. A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the appropriate school administrator. The administrator shall report to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RVW 26.44.030. Under state law staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Medication—Policy No. 3416

Students may not have medications in possession at school. This includes both prescription and over-the-counter (OTC) medications. If a student needs to take medication during school hours, it must be held and given by office staff. In some cases, students may carry medications with the request of a physician.

All medications require a doctor's authorization to administer the medication. A student's parent must come to the attendance office and complete a form to authorize prescription medication. Students who use asthma inhalers or Epi-pens for severe allergies should see the nurse and arrange to have a spare inhaler or Epi-pen kept at the school. Violating this policy may result in discipline, suspension, or expulsion.

Non-Discrimination —Policy No. 3210

The Quillayute Valley School District does not discriminate activities on the basis of race, color, national origin, sex, sexual orientation, gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. QVSD is committed to creating and maintaining environments in which students, faculty, staff and visitors can work, study and recreate free from all forms of prohibited discrimination and discriminatory harassment. If you have experienced an act of discrimination or harassment, including sexual harassment, please contact QVSD's Section 504 Coordinator, Title IX Office, and compliance coordinator for state civil rights laws, Kyle Weakley at 411 South Spartan Avenue, Washington 98331 (360) 374 -6262 X367 or at kyle.weakley@qvschools.org.

Nurse

The Quillayute Valley School District is responsible for medications and emergency health plans, but cannot provide regular health care, advice, or the diagnosis of a health condition.

Pets and Animals

Prior arrangements must be made with school administration before ANY pet may be brought into the school. In addition, state law does not allow animals on school buses Parrots, love birds, parakeets and other "hook billed" birds will be prohibited in public schools as per WAC 246-100-201.

Pledge of Allegiance / National Anthem

Washington law requires that the flag of the United States be displayed in classrooms and the Pledge of Allegiance be recited in each classroom at the beginning of the day and at the opening of all school assemblies. When the Pledge of Allegiance is recited, a student may choose to stand and participate or maintain a respectful silence. The Pledge of Allegiance or national anthem will also begin each school assembly and athletic event.

Prohibited Items

Items which may be disruptive to learning or which are dangerous or potentially dangerous are prohibited on school property. The list below is not all-inclusive. Possessing any disruptive or dangerous item may lead to corrective action or discipline, up to and including suspension or expulsion for dangerous items.

- Firearms and look-alike items (air guns, air-soft guns, starter pistols, and paint ball guns)
- Knives (including pocket knives) and other sharp tools such as axes, hatchets, etc.
- Dangerous weapons, including switchblade knives, butterfly knives, brass knuckles, throwing stars, etc.
- Stun guns and Taser devices
- Matches, lighters, torches
- Explosives and fireworks
- Medications, illicit drugs, look-alike drugs, alcohol
- Drug paraphernalia
- Obscene materials, pictures, items
- Lasers including laser pointers
- Hunting weapons including bows, muzzleloaders and hunting paraphernalia (ex. ammunition, shot gun shells, etc.)
- Tobacco products, including electronic cigarettes

If you find you mistakenly have a prohibited item in your possession and you come forward voluntarily to the administration, in most cases you will not be disciplined. Prohibited items will be confiscated, and in most cases will only be returned to parents. Illegal items will be turned over to the police.

Registration and Withdrawal

For information about school registration, call 374-6262, Monday through Friday, 7:30 a.m. to 4:30 p.m. during the regular school year. Those students who are new to the District during the summer may register before June 30 or the last week of August from 9:00 a.m.—3:00 p.m.

Prior to a student being withdrawn from school, a parent/guardian must notify the school office in writing or in person, and a withdrawal form must be completed by the student prior to departure. Once this has been completed and all outstanding fines have been paid, the school office will furnish records to the new school upon the school's request.

Release of Directory Information—Policy No. 3231

The Quillayute Valley School District in pre-kindergarten through the 12th grade would like to remind parents that information relating to students, such as name, address, telephone listing date, and place of birth, course of study, participation in recognized activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent school attended, and other similar information are considered directory information and may be released by the school district. Parents wishing to designate that any or all of this information be released only with prior parental consent must, by written request, contact the student's principal before September 30th of each school year.

Reporting Student Progress

Forks Elementary School: There are three (3) student progress report periods during the year. During the first trimester, a parent/teacher conference will be scheduled. All parents are encouraged to attend at all times to communicate with their student's teacher. We believe in a partnership with parents to ensure the success of every student. Other reports will be hand carried home by your student throughout the school year.

The marks and comments on the report cards reflect your student's performance on the District's benchmarks which are closely tied to the state standards. Please take time to talk with your student about his or her progress. Sign your student's report card (and feel free to make comments in the "parent comment" section). Then return the report card to your child's teacher. If you have any questions, please contact the teacher.

An important Forks Elementary goal is to help students become strong, independent, and life-long learners. Turning in top quality work on time is a goal for all students. Using class time for daily work, projects, and to start homework assignments is required. Individual help is always available from the teachers; all students should be sure to ask whenever help is needed.

Forks Middle and Forks High School: The school year is divided into quarters. Midterm progress reports and report cards will be mailed home. In addition, at Open House each year, parents will be provided with instruction, a login, and a password for Skyward Family Access so that they may access student grades online at any time throughout the year. Parents without computer access may request weekly progress reports be sent home with their student. To help ensure student success, parents are encouraged to monitor student academic progress on a frequent basis.

Sexual Harassment of Student Prohibited—Policy No. 3205

The 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 school training held elsewhere.

Definitions

For the purpose of this policy, sexual harassment means unwelcome conduct or communication of 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 district students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" may include"

- 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;
- 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 students' 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, egregious.

Investigation and Response

If the district knows, or reasonably knows, 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 as required by law. 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 sex-based 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, at school properties or at school activities will have their school 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 and Training

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 complaints or written complaints about sexual harassment is responsible for informing the District Title IX or Civil Rights Compliance Officer. Further, all staff are responsible for directing complainants to the formal complaint process.

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

District/school staff, including employees, contractors, and agents will not provide a recommendation of employment for an employee, contractor or agent that the district/school, or the individual acting on behalf of the district/ school, knows or has probably cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

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 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 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 officer'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.

If you are being sexually harassed, you can file a complaint with an administrator or Kyle Weakley, Title IX Coordinator. All complaints and allegations will be investigated and a finding made within five school days. Email address: kyle.weaklely@qvschools.org.

Senior Trip (Forks High School)

The annual senior trip is considered an extended learning opportunity for seniors who will be graduating from Forks High School. The trip is scheduled during the seniors' last week of school. Any senior who is not passing all core classes or classes needed to graduate, who has outstanding discipline consequences (including Spartan Service) or who has a fine will not be permitted to attend the trip.

Skateboards, Skates, and Scooters

Riding skateboards, riding scooters, and using inline skates or scooters is prohibited on school district property at all times. If you use these items at school, they will be confiscated and returned only to parents. Multiple violations will result in further progressive disciplinary action.

Sportsmanship

Quillayute Valley School District is proud of our athletes and teams, and we show respect for them and visiting athletes by promoting good sportsmanship. We have a tradition of modeling good sportsmanship that we expect you to uphold.

Please follow these guidelines for positive sportsmanship:

- Consider the visiting teams, fans, and officials as **guests** of the Quillayute Valley School District and treat them as such.
- Respect the rights of all spectators.
- Show respect for officials by accepting their calls and decisions as final.
- Respect the rights of all spectators.
- Show respect for officials by accepting their calls and decisions as final.
- Support the cheerleaders with enthusiasm!
- Consider it a privilege and duty to encourage everyone to embody the spirit of fair play and sportsmanship
- Display appropriate respect to the flag, during the national anthem, and at associated ceremonies.
- Be modest in victory and gracious in defeat.

Please refrain from these ***unsportsmanlike*** behaviors that don't reflect Spartan spirit and pride:

- Booing or jeering officials or players at any time.
- Applauding errors by opponents or penalties inflicted on them.
- Participating in derogatory chants or cheers.
- Yelling for the withdrawal of any player.
- Using profane language at any time during the game.
- Throwing objects on the field or court.
- Criticizing players or coaches

Student Privacy and Search—Policy No. 3230

Students have the constitutional right to be free of unreasonable searches and seizures. That right is balanced against the duty of the school to maintain a safe and orderly learning environment. When there is reasonable belief that a student has something prohibited by school rules or law on their person or in their belongings, state law (RCW 28A.600.210) allows school authorities to search. This includes electronic devices and student vehicles on school grounds and student belongings at any school event or activity. Lockers and desks are school property, and may be generally searched at any time. Student belongings inside lockers or desks will not be searched without suspicion. School staff may seize items which violate school rules or the law.

Administrators will inform a student of the cause of their suspicion when asking a student to submit to a search. Refusing to consent to a reasonable search is assumed as an admission a student has contraband. Refusal to consent to a reasonable search will result in disciplinary action, suspension, or expulsion depending on the circumstances. Strip searches and invasive searches by school officials are prohibited by law.

Tardy Policy

Student show commitment to their learning when they arrive on time and are prepared for the their daily assignments. The following information describes each school's tardy procedures and definitions:

Forks Elementary School:

Up to thirty (30 minutes) missed in the morning after the late bell at 8:45 a.m. is determined as a tardy. Any point after the first thirty (30) minutes of instruction is considered a half-day absence in the morning. Leaving up to an hour before the end of school day is determined as an early dismissal and will reflect a tardy in the afternoon. Any absence prior to an hour earlier than the dismissal bell in the afternoon is considered a half-day absence. Tardies are classified as excused or unexcused.

Forks Middle School:

Forks Middle School is committed to increasing student time on-task and to reduce the disruptions of the classroom learning. We expect students to be in class and prepared to begin at the scheduled start of each class.

Forks High School

Students will be considered tardy to a class if they are not in the classroom (including advisory period) when the tardy bell rings. A student will receive a referral on the fourth (4th) tardy to an individual class and a referral for each

Valedictorian and Salutatorian (Forks High School)

The Quillayute Valley School District recognizes hard work, effort, commitment and dedication to academics. QVSD also appreciates the sacrifices made by its top students during their time at Forks High School. It is believed that those students who enroll in Forks High School no later than the first quarter (1st) of their 12th Grade Year should be considered for the honor of being the Valedictorian or Salutatorian of their graduating class. Valedictorian and Salutatorian will be selected on the basis of their class rank at the end of the 3rd Quarter of their senior year. This includes students who enroll and participate in Running Start.

Valuables and Personal Property

The Quillayute Valley School District will not be responsible for loss, damage to, or theft of personal items. Cell phones, cameras, expensive watches, electronic devices, large sums of money, and/or other similar items should not be brought to school. Found personal items will be held in the office or the lost and found area. Items not claimed may be donated to charity. Items of value brought to school for academic purposes such as projects should be locked in a teacher's cabinet or secured in the office.

If students are in possession of items which are prohibited, illegal, disruptive, distracting, or otherwise inappropriate, the items may be confiscated by any staff member. Confiscated items are normally held in the office, and may be released to either the student or the parent. Illegal items will not be returned and will be given to the police. Quillayute Valley School District will not be responsible for confiscated items not picked up within five business days.

Visitors/Volunteers

Parents and guardians are encouraged to take an active role in their student's education and are welcome at school. A visitation is defined as observing in a classroom or activity, and volunteering is defined as working with students or supervising students. In order to volunteer in a classroom, on a field trip or at a school-sponsored events, parents and guardians must complete the volunteer registration packet.

Classroom visitation must be scheduled in advance through the classroom teacher. Visitations (observing only) do not require the completion of a volunteer packet and background check. In order to better serve our parents, as well as ensure the safety of all students, all visitors or adults are expected to enter through the school's main entrance and to sign in at the main office at the appropriate school prior to going into classroom. visitors will wear a badge. Student visitors are not permitted.

Weapons and Dangerous Weapons

All property of the Quillayute Valley School District is a weapons-free zone. Possession or use of weapons or dangerous weapons by students is prohibited by school rules, state law, and federal law.
Possession includes items in your vehicle. Because of tragic events like Columbine, state and federal laws mandate harsh discipline for students who possess firearms or dangerous weapons at school. Please make sure you are not carrying or transporting items that could be considered weapons. Use common sense, and leave all potentially dangerous items at home.

Weapons include those items that are used, threatened, or intended to be used to inflict harm or cause fear of harm. Administrators must use reasonable judgment to determine whether an item is intended to be a weapon, and the circumstances of each case will affect their decision for appropriate consequences.

In some cases, state and federal law define certain items as "dangerous weapons." Possession of these items is a crime and will result in referral to the police as well as school discipline, up to and including expulsion. These items are specified as dangerous weapons or illegal for students to have at school by state law:

- All firearms, whether loaded or not
- Switchblade knives and spring-operated knives
- Concealed fixed-blade knives or daggers
- Nun-chucks, throwing stars, and similar items
- Explosives of any kind, including fireworks
- Stun guns or Tasers
- Air Soft or pellet guns

Quillayute Valley School District
Student Discipline Philosophy and Overview

This overview of student discipline is intended to provide students and parents with a broad understanding of discipline philosophies, policies, and procedures at each school in Quillayute Valley School District that is easy to read. More detailed and formal information is contained in the Quillayute Valley School District Policies, available on the school district website. If you have any questions about discipline policies or procedures, please contact a school administrator.

Philosophy and Purpose of Discipline

We believe that success begins here! The goal of the Quillayute Valley School District staff is for every student to be successful in life and college or career ready. Part of the experience in Quillayute Valley School District includes learning how to successfully function in society and in a workplace, which includes following expectations of the Core Covenants and appropriate standards of behavior.

The District believes the following:

1. Respect, integrity and commitment guide our behaviors.
2. The school and the home in partnership share the responsibility of success.
3. All students are expected to be respectful of themselves, every student, every adult, and school property at all times.
4. The behavior we receive from students is the behavior we model for them as adults.
5. Consistency within each school (developmental and age appropriate) and the transitions between each school are important to the development of appropriate student behavior.
6. Pro-active teaching of our expectations for every student will result in student success.
7. The classroom teacher is the person most closely associated with the student and will directly be involved with the student and his/her family.

Successful adults ultimately follow rules, abide by the law, and comply with the norms of society. State law and district policy compels students to follow school rules and directives of teachers, staff, and administrators. Students who do not comply with rules and expectations at each school in the Quillayute Valley School District are subject to corrective discipline.

The purpose of student discipline is to teach and to ensure student success. It is the District's expectation that students will follow school rules and behavioral expectations, with the goal that students become ***self-disciplined***. When consequences are imposed because of misbehavior, those consequences are intended to ***discourage*** the student from repeating the misbehavior. Teachers and administrators have guidelines for imposing appropriate consequences. The general philosophy of discipline, however, is for District staff to be pro-active and teach specific expectations for student success.

Consequences in most cases are *progressive* — that is, they increase in severity if lesser discipline does not change the unwanted behavior.

Forks Elementary
Big Three Expectations—School Discipline Plan

As a pro-active teaching model and positive reinforcement, Forks Elementary students who demonstrate one of the following Big Three behaviors will be awarded with a Ripple Card. There will be regular ticket drawings for prizes.

<u>Big Three Expectations</u>

- Be safe.
- Be respectful.
- Be responsible.

The Forks Elementary believes in a positive reinforcement system and will use best practices of the Big Three Expectations and the Positive Behavior Intervention System (PBIS).

All teachers will publish and communicate their classroom expectations and consequences to students and parents within the first week of school.

The Forks Elementary also believes in progressive discipline consequences (age appropriate) when a student's behavior does not meet the expectations of the Big Three.

Kindergarten Discipline Plan:

A student's first year of school is full of new experiences, excitement and learning. A student in Kindergarten is learning about school rules or how to deal with others in a socially appropriate manner. Because this is an ongoing process, discipline for Forks Elementary School Kindergarten students will be dealt with on an incident-by-incident basis and age-appropriate consequences will be assigned. When a student seems to be in greater need, the team of adults involved with the student will make the decision in regard to following the discipline measures outlined for all students.

Quillayute Valley School District
Student Discipline 3241—Board Procedure

Introduction

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

Definitions

"Behavioral violation" means a student's behavior that violates the district's discipline policies.

"Classroom exclusion" means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:

- A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- The student remains under the supervision of the teacher or other school personnel during such brief duration.

"Culturally responsive" has the same meaning as "cultural competency" in RCW 28A.410.270, which states "culturally competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

"Discipline" means any action taken by the school district in response to behavioral violations.

"Disruption of the educational process" means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

"Emergency expulsion" means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392 -400-510 through 392-400-530.

"Expulsion" means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-510 through 392-400-530.

"Length of an academic term" means the total number of school days in a single trimester or semester, as defined by the board of directors.

"Other forms of discipline" means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

"Parent" has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as a child's parent, or authorized to make educational decisions for the student, but no the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparents stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parents is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make an educational decision on behalf of a child, then that person or persons will be determined to be the parent for purposes of this policy and procedure.

"School board" means the governing board of directors of the local school district.

"School business day" means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.

"School day" means any day or partial day that students are in attendance at school for instructional purposes.

"Suspension" means the denial of attendance in response to a behavioral violation from any subject or class, or for any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to, or entry upon, real and personal property that is owned, leased, rented or controlled by the district.

In-school suspension means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Short-term suspension means suspension for in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Long-term suspension means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392 -400-475.

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

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

Supporting Students with Best Practices and Strategies
The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:

https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies

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

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:
- Focus on prevention to reduce the use of exclusionary discipline practices;
- Allow the exercise of professional judgement and skill sets; and;
- May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practice and strategies consistent with this policy and procedure and the district's multi-tiered system of supports (MTSS) or positive behavioral interventions and supports (PBIS) framework. In accordance with WAC 392-400-110(1)(e), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:
- Behavior support and monitoring practices
- Restorative justice practices
- Social skills instruction and intervention
- De-escalation
- Trauma-informed approaches
- Notification of families to involve them in the resolution process.

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

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

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

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

See Policy 3141F – Quillayute Valley School District Discipline Matrix.

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

Staff Authority and Exclusionary Discipline
District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interfere with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. If the District wants other staff members to

to have exclusionary discipline authority, the procedure must identify by title. The Superintendent designates disciplinary authority to impose in-school suspension and short-term suspension to school principals or assistant principals, to impose long-term suspension to school assistant principals, principals, and Assistant Superintendent; to impose expulsion to school assistant principals, principals, Assistant Superintendent; and to impose emergency expulsion to school assistant principals, principals and Assistant Superintendent.

Exclusion from Transportation or Extra-Curricular Activities and Detention

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

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

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

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

Classroom Exclusions

A teacher may exclude a student from the teacher's individual classroom and instructional or activity area while the student is under the teacher's immediate supervision. Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A classroom exclusion does not include actions that result in missed instruction for a brief duration when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavior expectations.
2. The student remains under the supervision of the teacher or other school personnel during the brief duration.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible.

The principal or principal's designee must also meet with the student and administer discipline, when appropriate.

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

Informal Grievance Procedure

Any parent/guardian or student who is aggrieved by the administration of discretionary or nondiscretionary discipline, including discipline that excludes a student from transportation or extra-curricular activities and detentions, has the right to an informal conference with the principal for resolving the grievance. At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavior violation.

Students who are suspended, expelled, or emergency removed may appeal those actions as described in this procedure.

Suspension and Expulsion –
General Conditions and Limitations

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

The district will provide the parent(s) the opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392-400-61. The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

1. The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480.
2. The change of setting is to protect victims under WAC 392-400 -810.
3. Other law precludes the student from returning to his or her regular educational setting.

In-School Suspension and Short-term Suspension –
Conditions and Limitations

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

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

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

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

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

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

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

a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;

b. Any of the following offenses listed in RCW 13.04.155, including:

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

c. Two or more violations of the following within a three-year period:

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

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

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

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

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

In accordance with RCW 28A.600.240, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

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

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

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

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

Suspensions and Expulsions - Initial Hearing
Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student the opportunity to contact their parent(s), or, in the case of a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

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

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

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

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

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

Emergency Removals – Conditions and Limitations
The district may immediately remove a student from the student's current school placement, subject to the following requirements:

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

- An immediate and continuing danger to other student's presence poses;
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the education process" means the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day.

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

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

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

All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

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

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

Hearings

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

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

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

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

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

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

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

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

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

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

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

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

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

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;

- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

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

Reconsideration of Appeal

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

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

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

In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

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

The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

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

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

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

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

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

- Whether the school board (or discipline appeal council) affirms or reverses the school district's decision that the student's presence posed (1) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted.

Petition to Extend an Expulsion

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

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;

- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

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

Notice

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

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

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

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

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

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

Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion.

The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

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

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

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

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

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

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

Educational Services

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

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

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

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

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include home-school setting with school personnel support, or online learning. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

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

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

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

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

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

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

Readmission

Readmission Application Process

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

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

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

Reengagement

Reengagement Meeting

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

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

The reengagement meeting must occur:

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

Reengagement Plan

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

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

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

Behavior Agreements

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

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

Exceptions for Protecting Victims

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

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

It is a misdemeanor for an individual to physically or verbally abuse, intimidate, or interfere with an employee of this school within the performance of such employee's duties. If student willfully or maliciously damage or destroy school or employee property, their parents and guardians will be held liable for such damage.

The minute you start talking about what you're going to do if you lose, you have lost.

Quillayute Valley School District - Discipline Matrix[1]

Behavioral Violation[2] & Severity Level[3]	Range of potential responses based on conditions, limitations, and interventions						
	Best Practices[4]	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols[5]
Type One							Redirect with positive behavior Re-direct with classroom strategies Conference with student Parent Conference/Contact (Two-way) Office Referral
Disruptive conduct – I[6]	Levels A–C	No	No	No	No	No	
Dress code[7]	Levels A–C	No	No	No	No	No	Conference with student Parent Contact (Two-way) Office Referral
Physical contact[8]	Levels A–C	No	No	No	No	No	Re-direct with classroom strategies Conference with student Parent Conference/Contact (Two-way) Office Referral
Defiance[9]	Levels A–C	No	No	No	No	No	Re-direct with classroom strategies Conference with student Parent Conference/Contact (Two-way) Office Referral
Disrespect[10]	Levels A–C	No	No	No	No	No	Re-direct with classroom strategies Conference with student Parent Conference/Contact (Two-way) Office Referral
Academic dishonesty/plagiarism[11]	Levels A–C	No	No	No	No	No	Re-direct with classroom strategies Conference with student Parent Conference/Contact (Two-way)

Behavioral Violation[2] & Severity Level[3]	Range of potential responses based on conditions, limitations, and interventions						
	Best Practices[4]	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols[5]
							Office Referral
Property misuse[12]	Levels A–C	No	No	No	No	No	Re-direct with classroom strategies Conference with student Parent Conference/Contact (Two-way) Office Referral
Dress code[13]	Levels A–C	No	No	No	No	No	Conference with student Parent Contact (Two-way) Office Referral
Type Two Destruction of property[14]	Level D	✓	✓	✓	No K–4	No K–4	Office Referral
Physical aggression[15]	Level D	✓	✓	No	No	No	Office Referral
Tobacco possession or use[16]	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate[17]	Level D	✓	No	No	No	No	Office Referral
Sexually inappropriate conduct[18]	Level D	✓	✓	✓	No	No	Office Referral
Disruptive conduct – II[19]	Level D	✓	No	No	No	No	Office Referral
Other – II[20]	Level D	✓	No	No	No	No	Office Referral

Behavioral Violation[2] & Severity Level[3]	Range of potential responses based on conditions, limitations, and interventions						
	Best Practices[4]	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols[5]
Type Three							
Bullying[21]	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral[22]
Fighting without major injury[23]	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use[24]	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Marijuana possession or use[25]	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol possession or use[26]	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution[27]	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Theft[28]	Level E	✓	✓	✓	No	No	Office Referral
Other – III[29]	Level E	✓	✓	✓	No	No	Office Referral
Type Four							
Assault – I[30]	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Fighting with major injury[31]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual harassment[32]	Level F	✓	✓	✓	No	No	Title IX Coordinator referral
Discriminatory harassment[33]	Level F	✓	✓	✓	No	No	Civil Rights Coordinator referral[34]
Malicious harassment[35]	Level F	✓	✓	✓	No	No	School-based threat assessment referral

Behavioral Violation[2] & Severity Level[3]	Range of potential responses based on conditions, limitations, and interventions						
	Best Practices[4]	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols[5]
Arson[36]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Marijuana distribution[37]	Level F	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol distribution[38]	Level F	✓	✓	✓	No	No	Prevention/intervention referral
Gang intimidation or activity[39]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Safety – I[40]	Level F	✓	✓	✓	No K–4	No	School-based threat assessment referral
Type Five Assault – II[41]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual assault[42]	Level G	✓	✓	✓	No K–4	No K–4	Title IX Coordinator referral[43]
Illicit drug distribution[44]	Level G	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral[45]
Possession of a weapon[46]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Robbery[47]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral

Behavioral Violation[2] & Severity Level[3]	Range of potential responses based on conditions, limitations, and interventions						
	Best Practices[4]	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols[5]
Assault of teacher[48]	Level G	✓	✓	✓	No K–4	No K–4	Classroom reassignment[49] School-based threat assessment referral
Safety – II[50]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Type Six Firearm[51]	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral[52]

[1] Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.
[2] "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.
[3] Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

[4] "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.
[5] Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.
[6] "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.
[7] "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.
[8] "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.
[9] "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.
[10] "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
[11] "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.
[12] "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
[13] "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including "protective hairstyles" such as afros, braids, locks, and twists.
[14] "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
[15] "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.
[16] "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
[17] "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.
[18] "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.
[19] "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.
[20] "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[21] "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

[22] "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.
[23] "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).
[24] "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.
[25] "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.
[26] "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.
[27] "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.
[28] "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.
[29] "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
[30] "Assault – I" refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.
[31] "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
[32] "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.
[33] "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.
[34] "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.
[35] "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).
[36] "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.
[37] "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.
[38] "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.
[39] "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
[40] "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.
[41] "Assault – II" refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
[42] "Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).
[43] "Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.
[44] "Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.
[45] "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

[46] "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.
[47] "Robbery" refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.
[48] "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
[49] RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision "when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned."
[50] "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) but that does not constitute a *Type Five* behavioral violation under any other category.
[51] "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); RCW 28A.600.420(1).
[52] "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

Computer & Internet Policy

QVSD Network Acceptable Use Guidelines/Internet Safety Requirements

District Policy

This policy is written to promote positive and effective digital citizenship among our students. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that *information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career*. Expectations for student behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices

No personally owned computers or electronic devices are allowed to connect to the network. QVSD is not responsible for any damage or theft of non-district owned equipment.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network. All use of the network must support education and research and be consistent with the mission of the district.

General Use

No person will have access to the district network without a signed Individual User Access Informed Consent form on file. Students under the age of 18 must have the approval of a parent or guardian. This form is found on Page 45 of this handbook.

Diligent effort must be made to conserve system resources. Users should frequently delete unused files and email and refrain from storing excessive personal documents or media. All equipment must be properly shut down at the end of each day.

Acceptable network use by district students include:

- Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- Participation in blogs, wikis, bulletin boards and the creation of content for podcasts, classroom e-mail and web pages that support education and research;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately.

Unacceptable network use by district students includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Actions that result in liability or cost incurred by the district;
- Downloading, installing and use of unauthorized games, audio files, video files or other applications (including shareware or freeware, browser plug-ins, media players, messaging software, adware or file sharing utilities) without permission or approval from the IT director or network administrator;
- Support for or opposition to ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools (**punishable by federal law**);
- Unauthorized access to other district computers, networks and information systems;
- Impersonation of another user by using their account or login name will result in the restriction of the offended and offender accounts. The impersonator will face review for discipline.
- Cyber bullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Use of the system to disrupt others or the normal operation of the system. This includes illegal tampering, destruction of system hardware, altering system software, and unauthorized entry into computers. **This type of activity is a crime under state and federal laws.**
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

While in classroom instruction or in a lab setting, computer and technology privileges are limited by the instructor or lab monitor. Each student is expected to use the technology in compliance with the instructor. No use of email or internet activity is allowed unless the instructor has authorized such use in the classroom. Each academic lab may impose additional rules, not explicitly covered in this Acceptable Use Policy. Failure to comply will be an infraction of the Computer Use policy.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Student Accounts

Students are expected to use network resources responsibly. Computer accounts and network storage are intended for classroom assignments and files created for educational purposes only.

- Storage of unauthorized games, computer programs, media downloads, or copyrighted materials are not permitted.
- Use school appropriate file and folder names.
- Never attempt to conceal or encrypt files on the network.
- Students will not access, read, delete or tamper with any file that is not theirs.

School Web Site

- The district computer system may be used to create and edit home pages for the schools, departments, school organizations/clubs and home pages for faculty, staff, administration and board members. No other home page can be hosted on the district's system without specific permission from the IT Director.
- Students who post, create or build any web site linked to Quillayute Valley School District without the district's webmaster's knowledge or permission will be subject to possible disciplinary action. All such sites will be reviewed for purpose, nature and content.
- No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy.

Copyright Materials

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited.

Students must not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

Material posted on the District's web site through the Internet is not protected for individual copyright. All users must waive their copyright interest in their materials posted on-line through the district's system.

Ownership of Work

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Internet Safety

- Students should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- Students should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.
- Students should immediately report to school personnel any personal attacks made by others.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

- Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content) and will result in disciplinary action;
- The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- Users should immediately report inappropriate sites accessed or not filtered.

CIPA Update/Internet Safety Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

- Age appropriate materials will be made available for use across grade levels.
- Training on online safety issues and materials implementation will be made available for administration, staff and families.

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- Use strong passwords and change them regularly;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;

Annual Notifications

Annual School District Report Card – Policy No. 2004
This notice is made to advise school district patrons of the availability of information related to student progress, staffing information, and expenditures.

The data for the annual report is collected by the State and can be viewed by visiting the Office of Superintendent of Public Instruction (OSPI) website at reportcard.ospi.k12.wa.us. The annual report is found at the Washington State Report Card page, by choosing the 'Search by School' option, entering Quillayute Valley School District in the search field, and selecting the QVSD school you are specifically interested in seeing. If you do not have Internet access, contact your child's school office, and a hard copy can be provided.

Asbestos Hazard (AHERA)
Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, Congress enacted the Asbestos Emergency Response Act primarily to require school districts to identify asbestos containing materials (ACM) in their school buildings and take appropriate actions to control the release of asbestos fibers.

In 1987, the U.S. Environmental Protection Act (EPA) finalized a regulatory program which enforces the AHERA. In compliance with the AHERA regulations, Quillayute Valley School District facilities were inspected by an EPA accredited building inspector. During the inspection, samples were taken of building materials suspected of containing asbestos. The results of the inspection and laboratory analysis of the samples have confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that does not pose an imminent health threat to students, faculty or employees.

With confirmation of the presence of an ACM, an Asbestos Management Plan was developed for our schools by an EPA accredited management planner. The Asbestos Management Plan includes inspection and physical assessment reports, a training program for our custodial and maintenance personnel, plans and procedures to be followed to minimize disturbance of the ACM's and a program for regular surveillance of the ACM. Every three (3) years, a re-inspection by an accredited inspector must be conducted on all friable or non-friable known or assumed asbestos-containing building materials (ACBM) to determine whether the condition of the ACBM has changed and to make recommendations on managing or removing the ACBM. Since 1994, we have conducted periodic surveillance inspections every six (6) months to check the condition of the remaining asbestos and to determine if any action is needed.

For further details on the locations of the remaining ACBM or the asbestos-related activities, you are welcome to review a copy of the Asbestos Management Plan in our administrative offices during regular business hours. Bill Henderson is our designated asbestos program coordinator and all inquiries regarding the plan should be directed to him at 360-374-6262, ext. 109.

Child Nutrition Program – Policy No. 6700
Quillayute Valley School District's Food Service program operate under the Community Eligibility Program (CEP) where breakfast is served to every student after the bell and is free. Lunch is also available for every student as free under the CEP guidelines. Each school and the central office have a copy of the policy, which may be reviewed by any interested party.

Confidentiality (FERPA) – Policy No. 3231
This annual notice is to inform parents or eligible students of Quillayute Valley School District of their rights in accordance with Section 99.7 of the Federal Regulations titled Family Education Rights and Privacy Act (FERPA). If the parents or eligible students have a primary or home language other than English, the district will effectively notify them of their rights under this Section. Parents and eligible students will also be notified of their FERPA rights annually by publication in the local newspaper at the beginning of each school year.

The parent or eligible student has the right to: 1) inspect and review student's education records; 2) request an amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy rights; 3) consent to disclosures of personally identifiable information contained in the student's education records except to the extent that the Act and the Regulations in this part authorize disclosures without consent; 4) file with the U.S. Department of Education a complaint under Section 99.64 concerning alleged failures by the agency to comply with the requirements of the act and this part; 5) obtain a copy of the policy adopted under Section 99.6.

A copy of this policy is available by request at the Quillayute Valley School District Administration Office located at 411 South Spartan Avenue, Forks, WA 98331or on the district website at http://www.qvschools.org. This notice is intended to comply with the applicable requirements in 34 CFR Part 300, 34 CR Part 99 and WAC 392-172-404.

Education of Homeless Children and Youth – Policy No. 3115
Homeless children and youth have equal access to the same free, appropriate public education and comparable services as provided to other children residing in the district. The District will disseminate the educational rights of homeless children and youth to places where homeless services are provided (family shelters, etc.).

Integrated Pest Management – Policy No. 6895
All pesticide application (includes insecticides, herbicides, rodenticides, and fungicides) made to Quillayute Valley School District sites will be under the direction of a Washington State Department of Agriculture (WSDA) licensed pest control applicator or

operator (PCO) or a licensed public agency operator. Unauthorized faculty and staff are not permitted to use their own pesticide products at any school site or facility. No applications will be made at times that buildings are occupied. Applications will only be made on weekends or vacation periods when schools are unoccupied.

Each site has a registration system to notify parents, staff and students who express an interest of proposed pesticide applications. Notice will be given to registered individuals; either 48 hours in advance of application, or on the day preceding application during a weekend or vacation period. No notices will be sent when tamper-resistant insect or rodent bait stations crack or crevice treatments are used. Pre-notification requirements do not apply to any emergency application for control of any pest that poses an immediate human health or safety threat, such as an application to control stinging insects

When an emergency application is made, notification consistent with the registration system shall occur as soon as possible after the application. For further details on IPM you are welcome to review a copy of the Integrated Pest Management Policy in our administrative offices during regular business hours. Bill Henderson is the designated district IPM coordinator and all inquiries regarding the plan should be directed to him at (360) 374-6262, ext. 109.

Federal and/or State Funded Special Instruction Programs (Title 1) - Policy No. 2104 (Parent Involvement Policy No. 4130)
Several state and Federal programs provide additional resources and services to our students. Funds are used to supplement the instructional program to better serve student needs. Programs include Title I—A, Title I—C, Migrant, Title II, Title II, State Bilingual, Learning Assistance Program, Title VII and McKinney-Vento Homeless. Under the No Child Left Behind Act, parents have the right to know about professional qualifications of a student's teachers and, if appropriate, any information about schools identified for improvement. Parent involvement is important for student success and parents are valuable partners in their student's education. Further information is available on the district website or from the Assistant Superintendent's Office.

Internet Access
In the past few years our district has been able to add many computers to our schools, and is using them for student learning activities such as going to an Internet site that has extra math learning materials; completing research projects; and finding materials in our library card catalog located on our district server. If a parent or guardian checks NO in section 3, the child will not be able to use the Internet for learning activities.

Military & Institutions of Higher Learning
The military and institutions of higher learning request high school students' directory information. We provide that information after October 1 to those groups. If a parent or guardian checks NO in section 2 on the release form and we receive the form by October 1, we will not release the student's directory information. If the student's form is returned after October 1, be aware that we may have already released the student's information.

Because of a recent federal law, we must also release a high school student's telephone number and address to military recruiters and institutions of higher learning unless a parent or guardian tells us not to by checking NO in the appropriate box of section 2 on the release form.

Non-Discrimination Policy
Quillayute Valley School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the present of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

Nondiscrimination and Equal Rights – Career and Technical Education
The Quillayute Valley School District does not discriminate on the basis of sex, race, color, national origin, disability, or age in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. The Quillayute Valley School District offers classes in many career and technical education program areas (culinary arts, automotive tech, technology, business and industrial arts) under its open admissions policy. For more information about CTE course offerings and admissions criteria, contact Principal Brenda King, Forks High School, 261 S. Spartan Avenue, Forks, Washington 98331 (360) 374-6262 ext. 356 brenda.king@vschools.org. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Kyle Weakley, Assistant Superintendent, 411 South Spartan Avenue, Forks, Washington 98331 (360) 374-6262 ext. 367 kyle.weakley@qvschools.org. Grievance procedures are also available at any school, the school district office or on the District website at http//:www.qvschools.org.

Parent and Student Rights in Administration of Surveys, Analysis or Evaluations: Protection of Pupil Rights Amendment (PPRA) – Policy No. 3232
The district is committed to protecting students' personal information, and makes arrangements to protect student privacy during the administration of surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

All instructional materials, including supplementary materials and teachers manuals, used with any survey, analysis or evaluation in a program or project supported by federal funds are available for inspection by parents and guardians.

No student participating in any project or program supported by federal funds is required to submit to survey, analysis or evaluation that reveals information concerning:

- Political affiliations;
- Potentially embarrassing mental or psychological problems;
- Sexual behavior and attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of close family members;

- Privileged or similar relationships;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income other than information necessary to establish eligibility for a program without the prior consent of adult or emancipated students, or written permission of parents.

The Board of Directors of Quillayute Valley School District has developed and adopted policies regarding these rights, as well as assured arrangements to protect student privacy in the administration of protected information. The district will provide an opportunity for the parents of students scheduled to participate in the specific activities noted below to opt his or her child out of participation. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement are:

- Collection, disclosure or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by the US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Prohibition of Harassment, Intimidation and Bullying – Policy No. 3207

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons; that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional 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 student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

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

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

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

Behaviors/Expressions

This policy recognizes that "harassment," "intimidation," and "bullying are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors.

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

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

Section 504 Education of Students with Disabilities Program

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 and 21 years old.

The district ensures that students who are disabled within the definition of Section are identified, evaluated, and provided with appropriate educational services. Students may be disabled under this policy even if they are not eligible for services under the Individuals with Disabilities Education (IDEA) legislation.

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 District's HIB Compliance Officer is Diana Reaume, Superintendent who may be reached at 360-374-6262, ext. 350. The formal complaint form can be found in this handbook under forms.

The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy.

The district complies with federal policies that require free appropriate public education, child find, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

Inquiries regarding compliance and/or grievance procedures may be directed to the district's Title IX/RCW 28A.640 officer Kyle Weakly at (360) 374-6262, ext. 367.

Title I, Complaint Procedures within QVSD

One of the local school system requirements, as we provide services to eligible Title I children, is a "Complaint Procedure."
Quillayute Valley School District has established the following avenues for responding to complaints. Every effort is made to resolve issues and to answer inquires at the most direct and immediate level. This resolution is facilitated through regular contact between district staff and participating school representatives. If an issue cannot be satisfactorily resolved in this manner, a formal complaint procedure may be implemented. This complaint procedure is for students, parents, community members, or staff.

Steps to file a complaint:

1) A parent, student, employee, or district stakeholder who has a complaint regarding the use of federal Every Student Succeeds Act funds and is unable to resolve the issue may address the complaint in writing to the District's Assistant Superintendent, Kyle Weakley, kyle.weakley@qvschools.org, in writing.

2) The District's Assistant Superintendent will investigate within one week the circumstances of the complaint and render a decision within two weeks, after receipt of the complaint.

3) The District's Assistant Superintendent will notify the complainant in writing of the resolution/decision.

4) The complainant will be allowed one week to respond to the decision before it becomes final.

5) The complainant will either accept or reject the decision and will provide such acknowledgment in writing, addressed to the District's Assistant Superintendent.

6) If the issue is not resolved by the District's Assistant Superintendent, the complaint will be forwarded to the Superintendent, who will investigate the circumstances of the complaint and will render a decision within two weeks of receiving the complaint.

7) The Superintendent will notify the complainant and the District's Assistant Superintendent in writing of the resolution/ decision. The complainant will be allowed one week to respond to the decision in writing, addressed to the District's Superintendent.

8) If the issue is not resolved with the superintendent, the complaint will be forwarded to the District's School Board for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the decision including the rights of the parent, guardian, or youth to appeal the decision.

9) Homeless Students - Disputes addressing the enrollment, transportation, and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process by contacting the district's District Special Services Office, traci.hurn@qvschools.org Quillayute Valley School District, 411 S. Spartan Avenue Forks, Washington, 98331.

a. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school's decision including the rights of the parent, guardian, or youth to appeal the decision.

b. Students must be provided with all services for which they are eligible while disputes are resolved.

With the Office of the Superintendent of Public School (OSPI)

The OSPI page that provides an overview of the citizen complaint process described fully in Chapter 392-168 WAC Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

Citizen Complaint Against a School District, ESD or Other School Service Provider

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

1. Anyone can file a citizen complaint.
2. There is no special form.
3. There is no need to know the law that governs a federal program to file a complaint

Title One Parent Involvement - Policy No. 4130

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 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:

A. Play an integral role in assisting their child's learning;
B. Are encouraged to be actively involved in their child's education at school; and
C. 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.

The board of directors adopts as part of this policy the following guidance for parent involvement. The District will:

A. Put into operation programs, activities and procedures for the involvement of parents in all of its 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.
B. 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.
C. Build the schools' and parents' capacity for strong parental involvement.
D. 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, State-run preschools;
E. 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 child; and
F. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent involvement are spent.

Complaints About Discrimination, Discriminatory Harassment, and Sexual Harassment

What is discrimination? Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

What is a protected class? A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include, sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

How do I file a complaint about discrimination?
If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district's nondiscriminatory procedure visit http://www.qvschools.org/pages/Quillayute_Valley_SD_402 or contact the school district at 360-374-6262. Before filing a complaint, you may wish to discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Coordinator. The form is also available in this handbook in the form section.

Kyle Weakley
360-374-6262 x367
kyle.weakley@qvschools.org

Step 1: Complaint to the School District

In most cases, complaints must be filed within one (1) year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator.

When the school district receives your complaint, the Compliance Coordinator will give you a copy of the district's discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

The school district must respond to you in writing within thirty (30) calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

1. A summary of the results of the investigation;
2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
3. Notice of your right to appeal, including where and to whom the appeal must be filed; and
4. Any corrective measure determined necessary to correct any noncompliance.

Step 2: Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within ten (10) calendar days after you received the school district's response to your complaint.

The school board will schedule a hearing within twenty (20) calendar days after they receive your appear notice, unless you agree on

a different date for the hearing. At the hearing, you may bring witnesses or other information related to your appeal.

The school board will notify in writing of their decision to your hearing within thirty (30) calendar days of the hearing. The school board's decision will include information about how to file a complaint with Office of Superintendent for Public Instruction (OSPI).

Step 3: Complaint to Office of Superintendent for Public Instruction (OSPI)

If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent for Public Instruction (OSPI). A complaint must be filed with OSPI within **20 calendar days** after you received the school board's appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

E-mail: **Equity@k12.wa.us**
Fax: (360) 664-2967
Mail: OSPI Equity and Civil Rights Office, PO Box 47200
Olympia, Washington 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

For more information, visit www. K12.wa.us/Equity/Complaints.aspx or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/ TTY: (360) 664-3631 or by e-mail at equity@k12.wa.us.

Coming together is a beginning.
Keeping together is progress.
Working together is success.

Henry Ford

Opt-Out of Directory Information, Photo Release and/or Internet Access for Learning at School

The Federal Family Educational Rights and Privacy Act (FERPA) allows school districts to release "directory information" and /or your child's photo to the media and others ***unless*** you request that information ***not*** be released. When members of the public (example: media reporters, military recruiters, and institutions of higher learning) request directory information it will be released unless the parent or student (if the student is 18 years or older) has requested annually in writing that the information not be released.

Please return the attached form by October 1 to your student's school; a separate form is required for each student. It is important that you complete and return this form if you do not want photos or information released about your student, and/or if you do not want your student to use the Internet at school. Quillayute Valley School District will assume we have our permission to release information or photos for any box that is left blank, ***or*** if you do not return this form.

DIRECTORY INFORMATION, SCHOOL DISTRICT PUBLICATIONS/NEWS MEDIA USE

Directory information for elementary and middle school students is defined as student's name, height and weight for members of athletic teams, date of birth, participation in activities and sports, dates of attendance, awards received, current and the most recent school attended. For high school students, directory information includes the above, plus the student's major field of study and the addresses and names of parents.

When your child wins an award or is working on an exciting project, we may want to write about it and use your child's photo or show your child's work in a district publication or tell the news media about your child's achievement.

If you check NO for an item on this form, we cannot and will not release the information specified by you. When we are asked for "directory information" about a student, we release only the information needed by the particular story or purpose and *never* knowingly release information for commercial purposes. We do not give out students' addresses or phone numbers *unless the request comes from the military or an institution of higher learning* (as explained below). Unless the student is on a sports team, we usually only release the student's name, which school he/she attends, and dates attended. Last names of students are not given in photos or video used on the District Website.

DIRECTORY INFORMATION FOR MILITARY AND COLLEGES (FOR HIGH SCHOOL STUDENTS ONLY)

The military and institutions of higher learning request high school students' directory information. We provide that information *after October 1* to these groups. If you check NO in section two of the opt-out form and we receive your form by October 1, we will not release your student's directory information. If your student's form is returned after October 1, be aware that we may have already released your student's information.

Because of a recent federal law, we *must* also release your high school student's telephone number and address to military recruiters and institutions of higher learning unless you tell not to by checking NO in the appropriate box of section two on the opt-out form.

PHOTO RELEASE

Digital imagery is playing an increasingly important role in the life of our school. Essentially every group within our school (teachers, staff, yearbook, development, communications, etc.) is using digital technology to enhance its efforts both within and outside the classroom.

In particular, digital imagery enhances the value all our publications; included in those "publications" are the website, individual faculty web pages, and any other form of electronic communication. By using digital imagery on our website, we can celebrate student achievement in ways much more powerful than we could only a few short years ago. Similarly, we can promote the benefits of our school much more effectively.

In it is in that light that we request that you grant us permission to use images of your students) on our website or other electronic means of communication as appropriate. Your child will not be identified by name, and the images will not be used for any non-school related purposes.

If you are willing to grant us that permission, you do not need to fill out the line for photo opt-out in the attached form. If, however, you are not willing to grant us that permission, please respond by checking NO in the space provided after the question.

INTERNET ACCESS FOR LEARNING AT SCHOOL

Our district uses many computers for student learning activities, and students could access an approved Internet site at school for such reasons as finding extra math learning materials or completing research projects. If you check NO in section 3, your child will not be able to use the Internet for learning activities.

The form can be found on the following page in the student handbook. If you have questions regarding the opt-out form, please call Quillayute Valley School District at 360-374-6262.

Opt-Out of Directory Information, Photo Release and/or Internet Access for Learning at School

Quillayute Valley School District

Directory Information, School District Publications/News Media Use	
Quillayute Valley District does not release address and phone number information except as noted in #2 below. If you leave an item <u>blank</u>, we will assume we have your <u>permission</u> to release photos and information.	**No**
My student's photo in the school's class photo/yearbook (if the school has one)	
My student's photo in QVSD's publications/news media	
Directory information about my student for QVSD's publications/news media	
My student's name in the school's class photo/yearbook (if the school has one)	
My student's name in the school's class photo/yearbook (if the school has one)	
My student's name on the District's Website	
My student's photo on the District's Website	

Directory Information for Military and Colleges (For High School Students Only) Institutes of High Learning		
If you leave an item <u>blank</u>, we will assume we have your <u>permission</u> to release photos and information.		**No**
My student's directory information, including address and telephone number (required by law unless you tell us NO)	**To military recruiters**	
	To institutions of higher learning	

Internet Access for Learning at School	
If you leave an item <u>blank</u>, we will assume we have your <u>permission</u> to release photos and information.	**No**
Students' use of the Internet at school for learning	

Quillayute Valley School District

Acknowledgement of Student Responsibilities and Expectations
Forks Middle School and High School

Within the Forks community, we recognize that all people have dignity and deserve respect. We also recognize it is our obligation as individuals and as a group to create and foster a tone of decency and respect in our schools. Out of respect for myself, my classmates, my teachers and staff members, parents, and school, I agree to do the following:

- Be respectful and polite at all times
- Have a positive attitude about myself and my school
- Respect the rights of my peers to learn and my teachers to teach
- Strive to reach my goals
- Be a leader, not a follower
- Be proud of my school, my community and of myself
- Come prepared to learn
- Treat others in the way I'd like to be treated
- Never give up

The way I dress reflects my attitudes about school and myself. I understand the dress code helps me create a sense of self-respect both internally and externally. I understand that:

- Sunglasses should not be worn in the classroom during the school day.
- Dress that interferes with learning or that is a safety hazard is prohibited.
- Clothing or jewelry that displays or exploits illegal or immoral actions or items including alcohol, drugs, gangs, sexuality, or violence are not to be worn.
- Outfits which are too revealing or suggestive are not appropriate. Pajamas and sleepwear are not appropriate for school.
- Electronic devices are to be turned off and put away during the school day.

I will respect the rights of others to learn and of teachers to teach. Therefore, I will stay out of the hallways during class time. I commit to being cooperative with students, staff and administrators. I realize that I am required to identify myself when asked by an adult and will follow all reasonable directions.

Out of respect for myself and my school, I recognize harassment, hazing, bullying, intimidation, and fighting are completely inappropriate behaviors. I also realize it is my obligation to create a tone of decency and respect within the community. Therefore, I will not harm or judge anyone else because of his or her race, color, age, sex, religion or national origin.

I will respect diversity and I will demonstrate through my actions and words that each of us deserves understanding, respect and common decency. I will work to make Forks High School and my community a better place. My printed name and signature indicate that I have read and understand the responsibilities, the obligations, and the expectations of being a student at Forks High School as outlined in the student handbook.

Please sign and give this page to your advisor.

Student Name (printed): _____ Date: _____

Student Signature: Grade: _____ Date: _____

_____ _____
Signature of Parent/Guardian* Parent/Guardian (Printed)

_____ _____
Address City/State/Zip

_____ _____
Phone Date Signed

Request for Absence Approval Form

Approval for a pre-approved absence will be granted for special family travel or other pertinent need if your child's academic performance is satisfactory. This will be determined by the principal through consultation with each classroom teacher.

If the absence is approved, it is the responsibility of the student to meet with each teacher regarding assignments and due dates for missed work. If the approval for the absence is denied, the absence will be considered unexcused. For older students an unexcused absence may have a potential impact on grading. Please refer to the Student/Parent Handbook.

Please complete this form and return it to the Attendance Office at least one day prior to a planned absence. After a decision has been made, you will be notified. If absence goes beyond pre-approved dates, the additional absences will be unexcused unless the building principal has been contacted to extend the absence.

Student's Name _____ Grade _____

Date (s) of Absence _____

Reason for Absence _____

Student: *(All teachers whose classes you will miss must sign this form and it must be turned in to the Attendance Office prior to your absence. Failure to return a completed form may result in an unexcused absence.)* I understand that the absence may have a negative impact on my progress for that class, since it is impossible to make-up class discussions, lectures, audio-visual presentations, laboratory demonstrations, guest speakers and other one-time events in the educational process. I understand that I may have additional work to complete upon my return to school. I will complete this work and turn it in to my teachers within the agreed upon time frame. I am aware that failure to do so may result in academic regression.

Parent: I agree to minimize the detrimental effect of the absence by having my child complete assignments. I am aware that failure to do so may result in academic regression. I realize my child may have additional work to complete upon his/her return to school.

Student Signature _____ Parent Signature _____

Subject	Is Student's Academic Standing Satisfactory?	Teacher Signature	Comments
_____	Yes No	_____	_____
_____	Yes No	_____	_____
_____	Yes No	_____	_____
_____	Yes No	_____	_____
_____	Yes No	_____	_____
_____	Yes No	_____	_____
_____	Yes No	_____	_____

For Office Use Only

____ Approved ____ Not Approved ____ Parent Notified

Principal Signature _____ Date _____

Harassment and Discrimination Reporting Form

Harassment or Discrimination Reporting Form

The Quillayute Valley School District policy prohibits discrimination on the basis of sex in any educational program or activity. If you believe you have been subjected to harassment or discrimination, please complete this form or submit a letter with the same information.

Reporter Name: _____

Email address: _____

Phone Number: _____

Incident Date/Time, if known: _____

Location, if known: _____

Primary Concern (Required), please explain as clearly and neatly as possible, what happened and when, why you believe it happened, and the harassment/discrimination that occurred. Please indicate who was involved and any other persons. Please use additional sheets if necessary:

_____
_____
_____
_____
_____
_____
_____
_____

Persons involved, please list any persons whom we may contact for additional information to support or clarify your report:

Name Address Telephone #

_____
_____
_____
_____
_____ _____

(Signature) (Date)

Please submit to Quillayute Valley School District, Title IX Coordinator Kyle Weakley by mail, email, phone, or fax: 411 S. Spartan Avenue, Forks, WA 98331- (360)374-6262 x367, Fax (360)374-6990, kyle.weakley@qvschools.org or file the complaint with any school level administrator.

Please Note: This form is not reviewed after hours, on weekends, or during school holidays or breaks.

Protect Students from Harassment, Intimidation & Bullying

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

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

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB(QVSD HIB Reporting Form 1 QVSD HIB Reporting Form 2) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Diana Reaume, diana.reaume@qvschools.org, 360-374-6262 x350) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

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

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed

Washington Office of Superintendent of PUBLIC INSTRUCTION

Protect Students from Harassment, Intimidation & Bullying

- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:
If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's *HIB Policy [3207] and Procedure [3207P]*.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's Nondiscrimination Policy [3210] and Procedure [3210P], visit [https://www.qvschools.org/o/qvsd/page/board-policies].

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P1] [3205P2], visit [https://www.qvschools.org/o/qvsd/page/board-policies].

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

Protect Students from Harassment, Intimidation & Bullying

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:
Civil Rights Coordinator: Kyle Weakley, Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Kyle Weakley, Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)

Concerns about disability discrimination:
Section 504 Coordinator: Kyle Weakley, Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Kyle Weakley, Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

Protect Students from Harassment, Intimidation & Bullying

Who else can help with HIB or Discrimination Concerns?

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

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

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

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

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

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: https://www2.ed.gov/about/offices/list/ocr/index.html
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit https://www.qvschools.org/o/qvsd/page/board-policies. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Kyle Weakley, Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)

Protect Students from Harassment, Intimidation & Bullying

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.