

2026-2027

Student Handbook

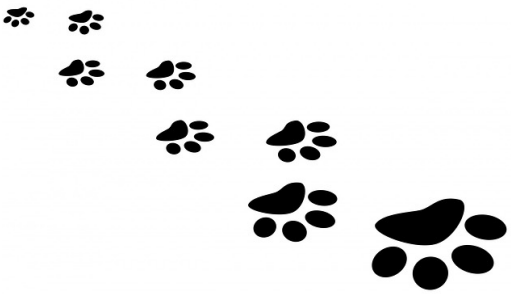
CURLEW SCHOOL DISTRICT MISSION

Students achieving their highest potential

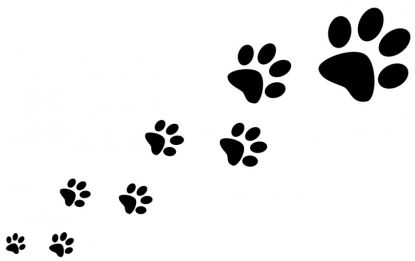
Curlew School Expectations

The goal of Curlew School is to ensure students' safety and to increase responsible behavior by having clearly defined behavior expectations that are taught, practiced, modeled, and reinforced consistently throughout the school by all staff and students.

Our school-wide plan involves four major expectations-



PAWS



Practice Safety
Act Responsibly
Work Hard
Show Respect

SCHOOL INFORMATION

School-wide Behavior Expectations

AFFIRMATIVE ACTION STATEMENT / NONDISCRIMINATION STATEMENT

PAWS	Practice Safety	Act Responsibly	Work Hard	Show Respect
Halls	• Walk facing forward • K-8 stay to the right • Maintain personal space • Keep floors clear of personal items	• Carry a pass • Remain quiet • Keep line orderly	• Give full attention to others and your surroundings	• Close lockers quietly • Leave others property alone
Lunch	• K-6 Line up single file • Walk facing forward • Eat/handle your own food	• Clean-up after self • Place silverware in bin • Empty and stack trays	• Stay seated until released • Be kind to kitchen staff	• Quiet voices and appropriate language • Good manners: please, thank you, chew with mouth closed, etc.
Playground & Campus	• Use equipment correctly • Dress for the season • Walk on paved areas • Listen for safety whistle	• K-5: Leave toys, electronics, etc. in locker • Return equipment • Run on grassy areas only	• Play fair • Use good sportsmanship • Be aware of surroundings and others	• Kind language • Hands/feet/body and belongings to self • Keep tire mulch on ground
Assemblies	• Stay seated • Maintain personal space • Use stairs when climbing bleachers	• Keep feet quiet • Follow directions • Cheer to show appreciation	• Be a good listener • Face forward • Have fun without distracting others	• Devices put away • Enter and exit quietly • Give full attention to presenters
Bus Lines & Bus	• Walk on the sidewalk • Stay in your line • Remain seated • Maintain personal space	• Remember bus notes • Be on time • Keep food and materials in backpack • Use devices appropriately	• Follow bus rules • Walk directly to your bus • Use a quiet voice	• Follow directions • Use appropriate language • Be kind to driver
Restroom	• Wash hands • Keep feet on floor • Walk only • Use facility correctly	• Get in and get out • Use quiet voices • Throw paper towels away in trashcan	• Return to class in a timely manner • Use restroom for intended purposes	• Keep it clean • Maintain privacy • Flush toilet when finished
Classroom	• Maintain personal space • Use classroom equipment appropriately • Walk	• Be prepared to learn • Be on time • Follow directions • Personal devices in locker	• Do your best with pride • Actively participate • Complete assignments on time	• Indoor voices • Learn and let learn • Listen without Interrupting or blurting • Be kind

The Curlew School District affirms that no person, based on sex, national origin, sexual orientation, race or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. Curlew School District #50 complies with all federal and state rules and

regulations and does not discriminate on the basis of race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boys Scouts and other designated groups. This holds true for all students who are interested in participating in educational programs and /or extracurricular school activities. Inquiries regarding compliance, complaints, and /or grievance procedures may be directed to the school district's Civil Rights coordinator: Wyatt Ladiges, Superintendent wladiges@curlewsd.org, Tera Baker, tbaker@curlewsd.org, coordinator for Title IX/RCW 28A.604 officer and/or Section 504/ADAPO, 509-779-4931, Curlew School District #50, PO Box 370 Curlew WA, 99118-0370.

ASSOCIATED STUDENT BODY (ASB)

All members of the Student Council must meet the code of conduct requirements for extracurricular activities in order to remain on the Student Council.

The purpose of Curlew ASB is to provide the opportunity for active involvement of students in the organization and management of student affairs, to promote interest and enthusiasm in school activities, to teach and develop leadership within the student body, and to provide opportunities to help our school reflect spirit, pride, and unity.

Meetings are held on a regular basis and student representatives make up the voting delegation at the meetings.

Through the sale of ASB cards, students are able to attend all school-sponsored activities for a discounted price and the money raised through the card sales helps to finance activities and provide services and equipment for student needs.

ATTENDANCE

Regular attendance is important to every student's success at Curlew School. A parent/guardian needs to report the absence to the office each day of the absence by note, email, or phone call.

Excused absences consist of illness, mental health, injury, medical or legal appointments, family emergency, religious activity, and pre-arranged.

Absences must be excused within 3 school days of return, or they will automatically become unexcused.
It is the student's responsibility to complete all the work missed due to an excused absence. After an enrolled student has accumulated seven unexcused days in a calendar month, or fifteen unexcused days in a school year, the school shall file a petition and support affidavit for a civil action with the juvenile court. (RCW 28A.225.030).

When a student will be absent from school for 2 days, he/she should request the homework from their teachers. If a student is to be absent for 3 or more days, homework may be requested through the office. Please provide the office with as much advance notice as possible.

FAMILY TRIPS

We realize family times are important, and some events come up which cannot be planned when school is not in session. However, we would appreciate you supporting the importance of education by planning family vacations during regularly scheduled school breaks. The principal or his designee may authorize an excused absence for pre-arranged family trips.

ILLNESS AT SCHOOL

When becoming ill at school, a student must report to the office immediately. The office staff will contact your classroom teacher and make the appropriate arrangements for the student to be taken care of.

CLOSED CAMPUS

Curlew School is a closed campus. Students in grades 9-12, whose parents wish to have them eat lunch off campus must file a permission slip (phone calls not accepted) with administration before the school day begins on each day the student is requesting to leave. Students may not travel to lunch with other students unless they are family members, and it is approved by the parent/guardian. All students must check out from the main office. In addition, 7-12 students are not to be in the baseball or softball field, dugouts, storage shed, or elementary playgrounds during school hours.

COUNSELING

A counselor is available to assist you with your academic and personal needs. The counseling office is located in the school library.

DRESS CODE

Curlew School District recognizes that the dress and appearance of students significantly affects students' attitudes toward learning and the educational environment. Students shall be neat, clean, and within the bounds of decency, health, and safety. Dress and appearance are the responsibility of the parent and the student; however, dress and appearance shall not be disruptive to the educational process or learning objectives. A student who wears clothing that disrupts the educational process and does not comply with staff directions to correct the situation will be referred to the administration (see policy #3224).

- Student headwear needs to be worn in a manner that is not disruptive and that allows staff to see the student's eyes. Teachers have the right to require hats to be removed when entering their classrooms or for specific classroom activities.
- Shorts, dresses, and skirts need to extend down to the fingertips when the arm is resting by your side.
- Pajamas are NOT allowed, except during approved school spirit activities.
- Excessively saggy, skimpy, or baggy pants that show the undergarments or bare skin may not be worn.
- Shirts or tops that expose sides, stomach, chest, abdomen or breasts may not be worn.
- Holes, tears, mesh, or other see-through material in garments may not expose inappropriate areas.
- Clothing or jewelry that has any references to drugs, sexual activity, alcoholic beverages, tobacco products, inappropriate language, gang related themes and/or writing, violence or double meanings (innuendo) is not appropriate.
- Footwear appropriate to the activity must be worn at all times. Shoes with wheels are not permitted.

Students who do not follow these guidelines will be asked to change their clothing, cover up, or be sent to the office if necessary. Further disciplinary action may follow for repeated offenses.

DRIVING (LOCATION)

Students may not transport another student during the school day unless it is a family member, and consent has been granted by the students' parent/guardians.

ELECTRONIC DEVICES

All personal electronic devices are the responsibility of the student who brings them to school. Personal electronic devices may only be used before and after school, during the student's lunch period, passing periods, or at times specifically allowed by a staff member. At all other times, these devices must be turned off. Any personal electronic devices being used outside the appropriate times or used for activities not specifically allowed by a staff member will be turned into the office to be picked up after school.

Students may use school-provided electronic devices in the classroom for academic purposes only. Students may NOT use electronic music devices, with or without headphones, during class unless for a specific learning activity that requires the listening as part of the lesson plan. Only with teacher's permission and for academic purposes shall students use Curlew School's Internet services.

Students who violate this policy are subject to disciplinary action, including but not limited to having the device returned to the student's parent/guardian or losing the privilege of bringing a personal electronic device to school. (See policy #3245).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

This act allows parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

- Inspect and review educational records
- Seek to amend educational records

Consent to the disclosure of personally identifiable information from education records except as specified by law.

If you have any questions concerning FERPA, please contact the Curlew School District.

FEES

Students will not be permitted to charge admittance to any activities without prior administration approval.

FINES (BOOK, LIBRARY AND SCHOOL)

Books are to be collected at the conclusion of each year. At that time the teacher is to inspect each book, and levy fines for damage above and beyond normal wear and tear on books. Each student is to be notified of his/ her fine, and a list of all students owing fines, along with the amount of the fine is to be given to the office. It is the student's responsibility to report any book damage to the teacher when first receiving the new books.

FOOD AND BEVERAGES

Students are not to have food or beverages in classrooms (except for special occasions specified by your teacher), the library, or the gym. Water bottles are allowed in the classroom with limited exceptions.

GENDER-INCLUSIVE SCHOOL

In Washington State, all students have the right to be treated consistent with their gender identity at school. As such, Curlew School District, in accordance with **Policy 3211** and **Procedures 3211**:

- Address students by their requested name and pronouns, with or without a legal name change:
- Changes 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;
- Allows students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity;
- Keeps healthy 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; and
- Protects students from teasing, bullying, or harassment based on their gender or gender identity.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please contact Curlew School Districts Counselor Autumn Martin amartin@curlewsd.org or Dean of Students Heather Thompson heathompson@curlewsd.org, by email, phone 509-779-4931, or anonymously using the "Student Voice Box". You may also report to OSPI @ schoolsafety@k12.wa.us or by phone 360-725-6068.

HALL PASSES

To be out of class during class time, a student must have the permission of the teacher. Students must have a signed note or the teacher's pass in their possession when they are out of their scheduled class. These passes are NOT to be given out during the first and last 10 minutes of any class period.

HARASSMENT, INTIMIDATION OR BULLYING

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)
We strive to make our school a safe and inclusive environment 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 explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as "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 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical 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."

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer, our Dean of Students and School Counselor who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form, this form is found on the Curlew School District website (www.curlewsd.org) in the Counselors Corner under forms. The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)

- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision
- If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?
For the student named as the "targeted student" in a complaint:
If you disagree with the school district's decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they've assigned) to review the investigation. They will send you a written decision.

For the student named as the "aggressor" in a complaint: A student found to be an "aggressor" in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?
Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.
For more information about the HIB complaint process, including important timelines, please see the district's *HIB Policy 3207 and Procedure 3207P*.

How do I make a HIB complaint about a staff member?
This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.
Our School Stands Against Discrimination
Discrimination can happen when someone is treated differently or unfairly because of a protected status, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, 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 behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A hostile environment is created when behavior 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 www.curlewsd.org

What is sexual harassment?
Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:
- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education

programs, activities, and employment, as required by Title IX and state law.
To review the district's Sexual Harassment Policy 3210 and Procedure 3210P visit www.curlewsd.org.

What should my school do about discriminatory and sexual harassment?
When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

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 to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:
Civil Rights Coordinator: Heather Thompson, Dean of Students, heathompson@curlewsd.org

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Tera Baker, Athletic Director, tbaker@curlewsd.org
Concerns about disability discrimination:
Section 504 Coordinator: Heather Thompson, Dean of Students, heathompson@curlewsd.org

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Heather Thompson, Dean of Students, heathompson@curlewsd.org

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. 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 so the school district can investigate it promptly. You must submit your complaint within one year of the behavior 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 will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.
When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

What are the next steps if I disagree with the outcome?
If you disagree with the decision about your complaint, you may appeal the decision to the School Board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school 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 be discrimination if it is based on a protected status.

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 address your concerns.

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, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 09.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?
Office of Superintendent of Public Instruction (OSPI)
All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint. 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, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and 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: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

HOME EVENTS/ACTIVITES

Students (6-12) may be signed out during school time to watch a home school event/active-ity only if the parent/guardian is in attendance with them. After regular school hours students in grades (6-12) do not need a parent/guardian present to watch the event, but they still need to follow all school rules.

LOCKERS

Each student in grades 6-12 will be assigned a locker. Gym lockers are also assigned as needed. Students are responsible for cleaning out their locker at the end of the school year (a $25 fine will be assessed for each locker if this is not done). Lockers are the property of the school district and therefore may be searched at any time without prior notice and without reasonable suspicion. If while conducting a search, a school official develops a reasonable suspicion that any container (purse, backpack, coat, etc.) inside the locker contains evidence of a student's violation of the law or school rules, the container may be searched.

MEDICATIONS AT SCHOOL

School officials, nurse, secretary, or principal need to have knowledge of any and all medications in

your possession or taken on school grounds. It is school policy that medications are not allowed at school without a parent and physician consent. This includes over-the-counter medications. Medications must be administered to students by trained staff according to the student's health care plan. See the office for more information regarding student health care plans.

PARKING

All student vehicles shall be parked north of the bus driveway in the main parking lot at all times. After the vehicle has been parked, it shall not be moved until school is dismissed for that day. Any exceptions must have prior approval from the office. The parking lot is off-limits to all students during the school day unless you have permission from the office. Parking privileges may be revoked.

PHONE USE

The office phones are business phones and should be used by students for emergencies only. If you need to use the phone, you may use the phone located in the office with permission only. Parents are asked to refrain from calling students except in cases of real emergencies. Messages will be given to students during passing periods and lunch.

RELEASE/REMOVAL OF STUDENT

Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal or designee shall attempt to reach the student's parent/guardian to inform him/her of the school's actions and to request that he/she come to the school for the child. If a parent/guardian/emergency contact cannot be reached, the student shall remain at school until the close of the school day or may be released to law enforcement in accordance with district policy.

SEXUAL HARASSMENT

Curlew School is committed to a positive and productive education and working environment free from discrimination, including sexual harassment.
Sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

The term "sexual harassment" 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.
- unwelcome requests for sexual favors.
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit.
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

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

STUDENT RECORDS

The Curlew Schools shall maintain current, clear, and accurate records for all students in attendance. Uniform procedures shall govern the collection, maintenance, storage, examination, transmittal, and destruction of all student records.

TOBACCO FREE

Curlew School, by Washington State Law, is a "TOBACCO FREE" campus. This also includes smokeless tobacco as well as vape pins and electronic cigarettes. Also, by state law and district policy,

no student may possess any tobacco product on school district property or school sponsored event at any time. It is also against school policy for any adult to use tobacco products on school property.

TARDIES

Getting to school and to the classroom on time is very important. Students are to be in their seats and ready to learn when the class bell rings. Tardiness creates a substantial disruption to the school and takes valuable time away from student learning. Any student with excessive unexcused tardies may be subject to disciplinary action.

VISITORS

- STUDENT: Curlew students may have a student from another school visit providing the visitor is approved through administration. The host parent(s)/guardian(s) needs to meet with the principal or his designee to discuss the purpose of the visitation. If approved by the administration, the student will need to get a signed permission slip from all his/her teachers as well. All approval needs to be completed at least 24 hours in advance.
- PARENTS/GUARDIANS: The following guidelines are established to permit Parents/Guardians to observe the educational program:
    1. All visitors must register at the office upon their arrival at school.
    2. Parents/Guardians whose purpose is to influence or solicit students shall not be permitted on the school grounds unless the visit furthers the educational program of the district.
    3. If the Parent/Guardian wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher. The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval.
    4. When a parent learns or suspects that his or her child is being bullied in school, he or she must contact the teacher, school counselor, or principal. Adult intervention with children other than ones own and/or retaliation is prohibited, potentially illegal and can lead to district action and/or criminal charges.

WEAPONS

Curlew School, by Washington State Law, is a "WEAPONS FREE" campus. State law mandates that students who bring firearms onto school property be expelled immediately (subject to appeal) "for not less than one year" (RCW 28A.600.010, RCW 9.41.250). In this event the student's parents and local law enforcement will be notified. Bringing any dangerous weapons may also result in expulsion. Toy guns, particularly those that look like real guns, can cause a serious disruption and are therefore prohibited on school property. All knives are prohibited. Bringing a knife to school may lead to school suspension. All weapons will be confiscated and may be either turned over to the student's parent/guardian or to law enforcement depending on circumstances.

WITHDRAWAL FROM SCHOOL

Parents/Guardians must state in writing they are withdrawing their student(s) from school. After obtaining a withdrawal form from the office, the student must obtain all the necessary signatures to show that all obligations for books and equipment have been met and then return the form to the office.

ACADEMIC INFORMATION

GRADING POLICY

The issuance of grades, written progress reports and parent conferences on a regular schedule serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to affect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

GRADUATION CEREMONY

Curlew High School students who have met all state and local graduation requirements will be eligible to participate in graduation ceremonies with their class. Curlew High School students with a preapproved

plan and/or waiver will also be eligible to participate in graduation ceremonies with their class.

HONOR ROLL

Any student in grades 6 through 12 who earns a cumulative grade point average of 3.00 or greater during a quarter will be named to the Honor Roll regardless of any F's, D's, or incompletes as long as the average cumulative GPA is 3.00 or greater. Incompletes will be counted as no grade and not computed. A student must be enrolled full-time or have a have a minimum of 5 graded (letter grades not P/F) classes in order to qualify for the Honor Roll. Running Start grades do count towards honor roll placement but will not always show up on the published honor roll because college quarters end at different times than Curlew School quarters. Student grade point averages will be published unless a student or guardian requests otherwise.

The Honor Roll is figured on the standing point system as follows:

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	E or F = 0.
B = 3.0	C- = 1.7	

INCOMPLETES

Students who receive an incomplete grade at the quarter or semester have two weeks to complete all missing work.

PASS/FAIL GRADING POLICY

Students in the junior or senior year may, with parent/guardian, administration, and student's 5-year plan approval, take courses on a pass/fail basis as long as the courses are above the minimum requirements for entrance into State of Washington four-year institutions of higher learning. This option is limited to courses in math, science, and English. Students must declare their intention at the end of the first quarter of a semester, or earlier. All TA classes are graded as a pass or fail.

PROGRESS REPORTS

Progress reports will be mailed home for students' 6^{th} – 12^{th} at the midpoint of each quarter.

REPORT CARDS

Report cards are issued every nine weeks or four times during the school year. Each teacher will explain his/her grading system. It is wise to keep up on daily work, homework, and prepare often for assessments.

RUNNING START

Juniors and/or seniors who pass the designated test at the community college may choose to participate in the Running Start Program for classes in which they qualify. Contact the school counselor for specifics on this program.

SCHEDULE CHANGES

Class schedule changes can be made, or a course dropped during the first two weeks of each semester. Class schedule changes may be permitted after the first two weeks of a class with a written parental request and administration permission.

VALEDICTORIAN, SALUTATORIAN, and CLASS RANK

Selection of the Valedictorian/Salutatorian and Class Ranking shall be based on the total number of points earned (including concurrent enrollment classes) divided by the number of classes taken in which points can be earned (i.e., excluding pass-fail or non-credit classes); rounded to the nearest hundredth of a point (two decimal places). Each AP and College in the Classroom course will be given an additional 1.0 points to account for the rigor of the course. This weighted grade will also be applied to the student's GPA for consideration of National Honor Society eligibility and extracurricular eligibility. This weighted GPA will only be used for the specific situations outlined in this section. It will not be reported on the student's transcript or on the honor roll.

The Valedictorian will be the student with the highest weighted grade point average (GPA) at the

completion of their seventh semester, unless a tie in cumulative GPA occurs. In the event of a tie in cumulative GPA, co- valedictorians will be named with no salutatorian being named.

For students to be eligible for Valedictorian or Salutatorian a student must be enrolled and regularly attend Curlew High School for a minimum thirty-one (31) weeks of their senior year and must have a minimum
G.P.A. of 3.00 in graduation required courses.

WITHHOLDING OF GRADES, DIPLOMAS AND TRANSCRIPTS

RCW 28A. 87. 120 requires that students must make restitution for all lost or damaged school materials. Failure to do so will result in the school refusing to provide the student with grades, a transcript or a diploma and the student's transcript will not be released to an employer or college until restitution is made.

CURLEW HIGH SCHOOL
GRADUATION REQUIREMENTS

The board shall award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board shall establish graduation requirements which, at a minimum, satisfy those established by the state board of education:

SUBJECT AND CREDIT REQUIREMENTS FOR GRADUATION

The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.

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

C. Three credits in science.
    1. Two science 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.

D. Three credits in social studies.
    1. One social studies credit must be in United States history.
    2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
    3. One-half social studies credit must be in civics.
    4. One 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 credits in world languages or personalized pathway requirements.
    1. "Personalized pathway requirement" means up to three 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 credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.

G. One-half credit in health.

H. One and one-half credits in physical education.

I. One credit in career and technical education.

H. One-half credit in financial literacy.

J. Four one-half elective credits.

Total number of credits required to graduate: 25.

HIGH SCHOOL AND BEYOND PLAN

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.

GRADUATION PATHWAY OPTIONS

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

Note: For more information on Graduation Requirements, please see the counselor or visit the State Board of Education site on Graduation Requirements.

GRADUATION SUPPORT

The district will support students as described in RCW 28A.300.542 to award credit and support on-time grade level progression and graduation of students who are homeless, subject to a dependency proceeding, at-risk youth or children, or have been released from an institutional education facility. Please see the school counselor for more information.

CLASS DETERMINATIONS:

Freshman: 0 - 6 credits
Sophomore: 7- 12 credits
Junior: 13-18 credits
Senior: 19-25+ credits

DISCIPLINE

PROGRESSIVE DISCIPLINE MODEL

Curlew School Staff care about each student and want to provide a safe, wholesome, positive atmosphere for learning. To accomplish this, we cannot allow abusive or disruptive behavior. So that each student and parent understand, the following are examples of the possible consequences that will occur for the listed infractions. A progressive discipline policy is built on the premise that each additional offense leads to the next and more severe penalty, with the total number of offenses accumulating over the course of one's current school year (severe discipline issues will accumulate from year to year). Depending on severity or frequency of the violations, the administration reserves the right to determine the level at which the violations will be handled.

Attendance and discipline files will be kept for each student throughout his/her school year. These files may be used as a reference in determining which corrective action is necessary. A student who repeatedly fails to comply with various school policies, rules, and regulations will be subject to suspension and/or expulsion. Repetitive minor violations can result in stringent disciplinary action. Please note that the seriousness of the violation is not the only criteria for disciplinary action.

The school is legally responsible for students while in school or in transit to or from school. All students shall comply with school rules and regulations and submit to reasonable directions of school authorities. All school staff have the responsibility of acknowledging appropriate behavior and calling out inappropriate behavior of students. Refusal to follow school rules shall constitute cause for discipline, suspension, or expulsion. Such rules shall apply:

A. On the school grounds during and immediately before, or immediately after school hours.
B. On the school grounds at any other time when school is being used by a school group, or off the school grounds at a school activity, function, or event.
C. Off the school grounds when the student is traveling between home and school, including bus stops.

RESPONSES TO BEHAVIORAL RESULTS VIOLATIONS

Curlew School District will use the discipline matrix listed below when responding to student behavioral violations. The following is not a substitute for administrative judgement. The school administration reserves the right to determine the level at which the violation will be handled.

Curlew School District Discipline Matrix[i]

Behavioral Violation[ii] & Severity Level[iii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iv]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[v]
Type Six Firearm[vi]	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral[vii]
Type Five Assault – II[viii]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual assault[ix]	Level G	✓	✓	✓	No K–4	No K–4	Title IX Coordinator referral[x]
Illicit drug distribution[xi]	Level G	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral[xii]
Possession of a weapon[xiii]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Robbery[xiv]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Assault of teacher[xv]	Level G	✓	✓	✓	No K–4	No K–4	Classroom reassignment[xvi] School-based threat assessment referral
Safety – II[xvii]	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Type Four Assault – I[xviii]	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Fighting with major injury[xix]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual harassment[xx]	Level F	✓	✓	✓	No	No	Title IX Coordinator referral
Discriminatory harassment[xxi]	Level F	✓	✓	✓	No	No	Civil Rights Coordinator referral[xxii]
Malicious harassment[xxiii]	Level F	✓	✓	✓	No	No	School-based threat assessment referral

Behavioral Violation[ii] & Severity Level[iii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iv]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[v]
Arson[xxiv]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Marijuana distribution[xxv]	Level F	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol distribution[xxvi]	Level F	✓	✓	✓	No	No	Prevention/intervention referral
Gang intimidation or activity[xxvii]	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Safety – I[xxviii]	Level F	✓	✓	✓	No K–4	No	School-based threat assessment referral
Type Three Bullying[xxix]	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral[xxx]
Fighting without major injury[xxxi]	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use[xxxii]	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Marijuana possession or use[xxxiii]	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol possession or use[xxxiv]	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution [xxxv]	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Theft[xxxvi]	Level E	✓	✓	✓	No	No	
Other – III[xxxvii]	Level E	✓	✓	✓	No	No	
Type Two Destruction of property[xxxviii]	Level D	✓	✓	✓	No K–4	No K–4	
Physical aggression[xxxix]	Level D	✓	✓	No	No	No	
Tobacco possession or use[xl]	Level D	✓	✓	✓	No	No	Prevention/intervention referral

Behavioral Violation[ii] & Severity Level[iii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iv]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[v]
Failure to cooperate[xli]	Level D	✓	No	No	No	No	
Sexually inappropriate conduct[xlii]	Level D	✓	✓	✓	No	No	
Disruptive conduct – II[xliii]	Level D	✓	No	No	No	No	
Other – II[xliv]	Level D	✓	No	No	No	No	
Type One Disruptive conduct – I[xlv]	Levels A–C	No	No	No	No	No	
Dress code[xlvi]	Levels A–C	No	No	No	No	No	
Physical contact[xlvii]	Levels A–C	No	No	No	No	No	
Defiance[xlviii]	Levels A–C	No	No	No	No	No	
Disrespect[xlix]	Levels A–C	No	No	No	No	No	
Academic dishonesty/plagiarism[l]	Levels A–C	No	No	No	No	No	
Property misuse[li]	Levels A–C	No	No	No	No	No	
Inappropriate language[lii]	Levels A–C	No	No	No	No	No	
Other – I[liii]	Levels A–C	No	No	No	No	No	

REFLECTING
Students who don't meet the PAWS behavior expectation will complete a reflection form.

CLASSROOM EXCLUSION
A student may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first.

DETENTION
Any staff member may recommend a student in grades 7-12 receive lunch detention (30 minutes) for Category I Violations.

IN-SCHOOL SUSPENSION (ISS)
In-school suspension shall mean removal of a student from the regular education program in lieu of an out-of-school short-term or long-term suspension. The student is isolated and supervised in an alternate in-school setting. In-school suspension may be assigned for the period or for whole school days (up to 10).

Any student serving in-school suspension will not participate in any school activities, sports practices, games or events (dances, etc.) at any point during the day they serve the suspension.

SUSPENSION (OSS) & EXPULSION
Out of school suspension and expulsion is a very serious consequence reserved for a more serious offense or repeated minor offences. Students serving OSS and expulsions are not to be on campus at any time during the suspension or expulsion, and they may not participate in any school activities, sports practices, games or events (dances, etc.) during the suspension or expulsion.

SHORT-TERM SUSPENSION
Short-term suspension is the denial of attendance for any portion of a calendar day up to and not exceeding 10 consecutive days.

LONG-TERM SUSPENSION
Long-term suspension is the denial of attendance exceeding 10 consecutive school days.

EXPULSION
Expulsion is the denial of attendance for an indefinite period of time.

PROCEDURAL DUE PROCESS
Any student, parent or guardian who is aggrieved by any disciplinary action other than suspension or expulsion shall have the right to an informal conference with the building Principal or his/her designee for the purpose of resolving the matter. At this conference the pupil, parent or guardian shall be subject to questioning by the Principal and shall be entitled to question school personnel involved. If the grievance is not resolved, the student, parent or guardian may appeal to the district Superintendent. In the case that the Superintendent/Principal position is combined the grievance can be appealed straight to the Board of Directors.

Any student, parent or guardian, after exhausting this remedy, shall within two school business days, has the right to make a formal protest, either in writing or in person to the Board of Directors at its next scheduled meeting. The Board of Directors shall notify the student or his/her parent or guardian of its decision within ten school business days.

The employee whose disciplinary action is being grieved shall be notified as soon as reasonably possible. Unless the Principal, Superintendent, or Board of Directors decides otherwise, the disciplinary action may continue during the grievance proceeding.

APPEAL PROCESS FOR LONG-TERM SUSPENSION OR EXPULSION

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.
- 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 a 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.

EMERGENCY REMOVAL/EXPULSION

Notwithstanding any other provision of this handbook, a student may be removed immediately from a class, subject, or activity by a certified teacher or an administrator and sent to the building Principal or a designated school authority; provided, that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, the students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school.

The removal from classes, subjects, or activities shall continue only until:

A. The danger of threat ceases, or
B. The Principal or designated school authority acts to impose discipline, impose a short-term suspension or an expulsion, or impose an emergency expulsion

The Principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case should the student's opportunity for such a meeting be delayed beyond the next school day. Prior to, or at the time any such student is returned to the class (es), subject(s), or activity (ies), the Principal or school authority shall notify the teacher or administrator who removed the student of the action which has been taken or initiated.

In no case shall an excluded student be returned for the remainder of a period or school day without the consent of the classroom teacher.

PROCEDURAL DUE PROCESS RIGHTS--EMERGENCY EXPULSION

A student may be excluded from school prior to a hearing if the Superintendent or his designee reasonably believes the pupil is in immediate and continuing danger to himself/herself, other pupils, teachers, school

administrators or the educational process of the school district. Such emergency expulsion shall continue until the suspending authority reinstates the pupil or until a fair hearing is held and final determination reached. Such an emergency expulsion shall be stayed, whether or not appeal is made to the Board of Directors, unless the hearing officer hearing the case shall find that the student continues to present an immediate and continuing danger to him/her, other pupils, teachers, school administrators, or the educational process of the school district.

The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

1. Written notice of the emergency expulsion shall be sent certified mail within 24 hours of the expulsion.
2. The parents shall have ten school business days after receipt of the notice during which to request a hearing.
3. Upon receiving a parental request for a hearing, the Superintendent or his designee hearing officer will conduct said hearing within 5 school days; and
4. The hearing officer shall render a written decision within one school business day after the conclusion of the hearing.

READMISSION APPLICATION PROCESS

Any student who has been expelled shall be allowed to apply for readmission at any time. If a student desires to be readmitted to the school from which he/she has been expelled, the student shall submit a written application to the principal, who shall recommend admission or non-admission. If a student wishes admission to another school, he/she shall submit the written application to the superintendent. The application shall include:

A. Reasons the student wants to return and why the request should be considered.

B. Evidence which supports the request; and

C. A supporting statement from the parent or others who may have assisted the student.

The superintendent shall, in writing, advise the parent and student of the decision within seven (7) school days of the receipt of such application.

RULES FOR BUS RIDING

These rules apply to field trips and extracurricular trips as well as the daily ride to and from school. To maintain order with student groups, it is necessary to know the standards of behavior required.

1. The driver is in full charge of the bus and students. The students must obey the driver promptly and willingly. (When accompanied by a certificated staff member, that person is responsible for students' behavior and control. However, in matters concerning school bus safety and discipline, the driver is the final authority.)
2. Observe the same conduct rules as in the classroom.
3. Be courteous. Use no profane language.
4. Keep food and drink in backpacks at all times.
5. Keep the bus clean.
6. Cooperate with the bus driver.
7. Do not be destructive.
8. Stay in your seat and wear your seat belt correctly if appropriate.
9. Keep your head, hands, and feet inside the bus and to yourself.
10. Bus drivers are authorized to assign seats.
11. Unless by written permission of school authorities and the student's parent/guardian, no student shall be permitted to leave the bus except at his or her regular stop.
12. Students must cross the highway only in front of the school bus and never behind it.
13. Students must arrive at the bus stop on time and will not stand or play on the roadway while waiting for the bus to arrive.

POLICY GOVERNING SUSPENSION AND/OR EXCLUSION OF STUDENT BUS RIDING PRIVILEGES

Students are suspended or excluded from riding the bus under the following guidelines:

1. Should a serious disciplinary infraction occur, such as fighting or brandishing a weapon, etc., the student may be suspended or excluded after the first offense, pending a joint conference with the student by the Principal or Superintendent.
2. After the first offense of school bus misbehavior, a student will be given a private conference by the bus driver. (Level 1)
3. If school bus misbehavior occurs after Level 1, the student will be reported to the office and have a joint conference with the bus driver, Principal, or Superintendent. After the conference, depending on the seriousness of the bus misbehavior, the student may be suspended from riding the bus for 1 to 3 days. (Level 2)
4. If school bus misbehavior occurs after the Level 2 bus suspension, the following bus suspension will go into effect:
   A. A second joint conference between bus drivers, student and Principal or Superintendent will result in a 3-to-5-day bus riding suspension. Reasonable efforts will be made to contact the student's parents by telephone, or to arrange a parent conference to discuss the bus suspension.
   B. A third joint conference or any successive joint conference between the bus driver, student and Principal or Superintendent will result in a 10-to-30-day bus riding suspension. Prior to re-admission to bus riding privilege the student's parents must arrange a conference with the student, Principal or Superintendent, and bus driver to discuss conditions under which re-admission to bus riding will be accepted. The student, parent(s), bus driver, and Principal will sign a contract drawn up by the parent(s) or Principal that is mutually acceptable. The contract will outline the bus-riding behavioral expectations and list the consequences of failure to abide by these expectations.
   C. Should the above strategies fail to bring about the desired changes in the student's bus riding behavior, the student will be suspended from the bus for the remainder of the school year. Future reinstatement of bus riding privilege will be determined after a conference is held with student, parent(s), bus driver, and Principal to determine if a change in attitude has taken place which assures the bus driver and Principal that the student can be trusted to behave on the bus. Lacking bus driver and Principal confirmation that a positive change in attitude has occurred in the student, the student will be suspended indefinitely from riding the bus.

DISCRIMINATION

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

Civil Rights coordinator Wyatt Ladiges 509-779-4931, wladiges@curlewsd.org
Title IX and Section 504 director Tera Baker 509-779-4931, tbaker@curlewsd.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: www.curlewsd.org

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

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

The term "sexual harassment" 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.
- unwelcome requests for sexual favors.
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit.
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

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

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: www.curlewsd.org

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. *Write Out Your Complaint*

In most cases, complaints must be filed within one year of the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: *School District Investigates Your Complaint*

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: *School District Responds to Your Complaint*

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

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 10 calendar days after you receive the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they receive your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district receives your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI
If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

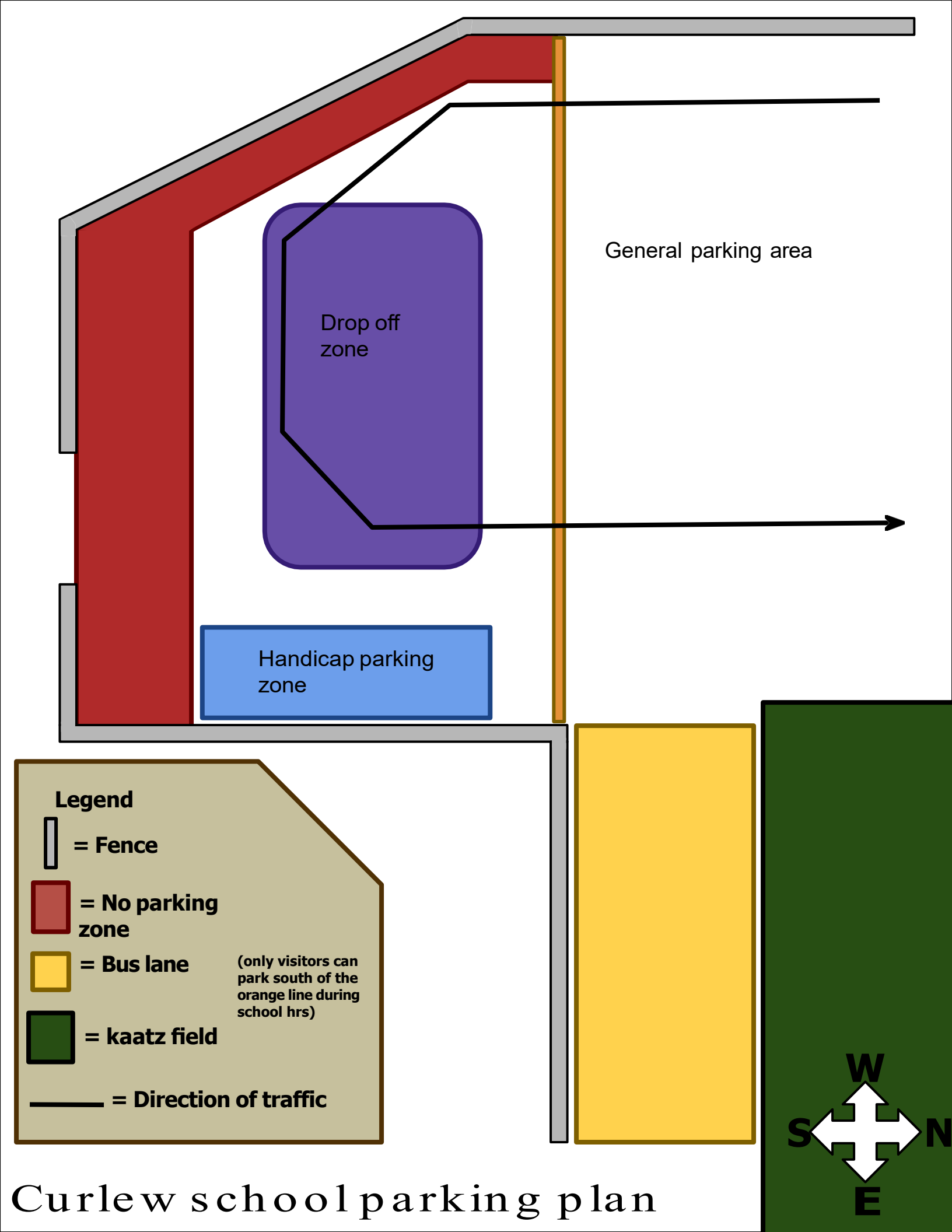
You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | ***Fax:*** 360-664-2967
Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our website, 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.

Other Discrimination Complaint Options
Office for Civil Rights, U.S. Department of Education
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | OCR Website

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | Human Rights Commission Website



Curlew school parking plan

CURLEW SCHOOL DISTRICT 50
Internet Acceptable Use Guidelines

Goals:
The goal of Curlew School District is to promote innovation and excellence within our school district. The internet allows a further means of communication and information source for students and staff. The use of the internet is to assist in the collaboration and exchange of information between and among schools, students, and a wide range of information sources.

Use and Guidelines:
All uses of the internet shall be consistent with the purpose, goals, and missions of the educational setting. It is therefore imperative that users conduct themselves in a responsible, decent, ethical, and polite manner while using the network.

1. Any use of the internet through the Curlew School District computers for illegal, inappropriate, or obscene purposes or in support of such activities is prohibited. Illegal activities shall be defined as a violation of the Curlew student handbook, local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network and/or purpose and goal and can result in disciplinary action. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly owned and operated communications vehicle.
2. All use of the internet through the Curlew School District computers must be in support of public education and must be consistent with the purposes and goals of the Curlew School District.
3. Any use of the internet through the Curlew School District computers for commercial purposes is prohibited.
4. Any use of the internet through the Curlew School District computers for product advertisement or political lobbying is prohibited.
5. No use of the internet through the Curlew School District computers shall serve to disrupt the use of the network by other users.
6. Use of the internet through the Curlew School District computers shall be by the authorized owner of the account for the authorized purpose. Account owners are ultimately responsible for all activity under their account.
7. Under prescribed circumstances non-students or staff use may be permitted, provided such individuals provide evidence that their use furthers the purpose and goals of the Curlew School District.
8. The Curlew School District will review decisions on whether specific uses of the internet are consistent with this policy.
9. Use of the internet system is designated by the School Board as a privilege, not an educational right. Individual privileges may be suspended at any time by administrative action.
10. Students may not use streaming bandwidth to listen to music or watch videos during regular school hours.
11. SAFETY GUIDELINES – to avoid being stalked:
    a. Do not give out your home address.
    b. Do not give out your home phone number.
    c. If you must give a fax number or an address to receive something, consult your teacher responsible for your project.
    d. Do not give out/fill in forms online stating your full name and or email address.

Student & Parent Sign-off Sheet

Each student and parent need to place their **initials** next to each category below if you agree with the statement(s). Also, **sign and date** the bottom of the document. The student needs to return their paper to the teacher that gave it to them. If you have any questions, please contact the school at 779-4931.

Student Initials	Parent Initials	Category
		Internet - I have read the **Curlew School: Internet and Device Acceptable Use Policy (Students/Parents)** and agree to abide by the provisions. I understand that a violation of the use provisions stated in the Internet Acceptable Use Policy may constitute supervision or revocation of INTERNET privileges. The aforementioned document is a supplement to the Curlew School District 2026-2027 Handbook.
		Student Handbook - I have read the Curlew Student Handbook or have had it read to me and agree to support my child and the school in implementing the policies and procedures of Curlew School District.
		Student Photos - From time to time the school publishes pictures in the newspaper or other media to promote school activities or accomplishments. In order to avoid inadvertently publishing the picture of a student against the wishes of the parent/guardian we would like to get your approval at the start of the school year. Please initial and sign below if you give Curlew School District permission to publish your child's picture or to release it to the media to be published for promotion of school events or activities.
		Student-Parent-Teacher Compact - ***Parent/Guardian Agreement:*** *I will do my personal best to:* **believe that my student can and will learn.* **show respect and support for my child and his/her teachers.* **see that my student is punctual and attends school regularly.* **provide a supportive environment for homework.* **communicate regularly with my student regarding school activities.* **communicate regularly with teachers to stay involved with my child's education.* **participate in decision making regarding programs and curriculum at Curlew School.*
		Student Agreement: *I will do my personal best to:* **believe that I can and will learn.* **show respect for adults and classmates.* **attend school regularly and be punctual to all my classes.* **conform to rules of student conduct.* **complete and return homework assignments.*
	Teacher Initials	***Teacher Agreement:*** *I will do my personal best to:* **believe that each student can and will learn.* **show respect for each student and his/her family.* **provide an environment for learning.* **help each student achieve his/her fullest potential.* **provide assistance to parents so they can help with homework.* **offer opportunities for parent involvement.*

Student Signature _____ Date_____

Parent Signature _____ Date _____

Teacher Signature _____ Date _____

Curlew School

Title I Parent-Student-Teacher-School Compact

2026-2027

Learning can take place only when there is a combination of effort, interest, and motivation. Because we are committed to your child's progress in school, we are going to do our best to promote his or her achievement.

Compacts make sure that everyone owns the responsibility of helping children achieve high academic standards. This compact is a promise to work together. We believe that this compact can be fulfilled by a team effort. Together we can improve teaching and learning.

As a Parent/Guardian, I will:

- □ Encourage my child to be independently responsible;
- □ Encourage, listen or read to my child every night;
- □ Communicate regularly with my child's teacher;
- □ Provide a home environment that encourages my child to learn;
- □ Recognize that I am my child's first teacher;
- □ Review my child's progress report;
- □ Strive to develop the skills needed to help my child;
- □ If possible, volunteer in my child's school;
- □ Seek educational opportunities for my child;
- □ Show respect for teachers and school staff members.

Parent's Signature: _____

As a Student, I will:

- □ Be an active participant in school and community services;
- □ Obey school and bus rules;
- □ Show respect for teacher(s) and peers;
- □ Be respectful, responsible, and ready to learn each day;
- □ Come to school prepared with homework and supplies;
- □ Do my best in my work and in my behavior;
- □ Read aloud or silently every day;
- □ Assume responsibility for my actions;
- □ Report bullying.

Student's Signature: _____

As a Teacher, I will:

- □ Believe that each student can learn;
- □ Show respect for each child and his or her family;
- □ Help each child grow to his or her fullest potential;
- □ Provide a safe and productive learning environment;
- □ Provide a flexible scheduling of parent-teacher conferences and review the parent-student-school compact as necessary;
- □ Come to class prepared to teach and learn;
- □ Model professional behavior and a positive attitude;
- □ Ensure fairness and equity in adherence to school, district, and classroom rules;
- □ Send frequent reports to parents and maintain open lines of communication with students and parents;
- □ Provide meaningful and appropriate homework;
- □ Recognize and celebrate the cultural diversity of the students;
- □ Consult and coordinate with other teachers about the specific needs of each child.

Teacher's Signature: _____

As a school, we will:

- □ Provide high quality instruction and research-based curriculum in a supportive and effective learning environment that enables all students to meet the State's academic achievement standards;
- □ Allow parents/guardians reasonable access to staff, opportunities to volunteer and participate in their child's class, and opportunities to observe classroom activities;
- □ Provide parents with appropriate academic resources.

Principal's Signature: _____