Quileute Tribal School

Student Parent Handbook

2026/2027

FINAL VERSION



Wolf Dancer, Keith Penn 2022

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Quileute Tribal School
Kʷoʔliyóʹtilo Òćhiyólit Kʷolhawísti

est. 1978

Motto	Children are our heritage…students are our future.		
Mascot	Home of the Wolves - **Lawatsákilti** 		
Social Media	**Official Webpage** www.quileutetribalschool.org **Official Facebook Page** https://www.facebook.com/quileute.tribalschool.3 **Official Language and Culture App** Type Quileute into App Store or Google Play		
Address	Physical: 12181 La Push Road, La Push, WA 98350 Mailing: PO Box 39, La Push, WA 98350		
Main Phone #	360.963.4100	**Fax #**	Reception: 360.963.4088 Business: 360.963.4089
Reception #	360.963.4101	**Home Liaison & Registrar #**	360.963.4102
Administrative Assistant #	360.963.4103	**Business Office #**	360.963.4115

OFFICE HOURS: QTS offices are open for business from 8:00 am to 4:00 pm daily Monday through Friday, during the regular school year, except holidays and school closures. Typically, changes are posted online on the school webpage, through social media and automated phone calls.

What Guides Us

Our Vision	QTS is a positive place to learn, grow and develop into a productive citizen with the global skills needed for an ever-changing world and society.
Our Mission	Our students will gain and retain the knowledge and skills necessary to make them responsible, productive, citizens. They will develop problem solving skills, communication skills, and self-sufficiency skills that will allow them to interact at all levels of society. They will protect, preserve, and enhance the Quileute Language and Culture for future generations.
Our Future	Our educational program establishes high expectations of all our students. We work tirelessly to provide equal access to a quality education in a positive, caring, learning environment. We promote cultural awareness, pride, and lifelong skills to all students from kindergarten through high school.

RESPECT AND PROTECT

Traditional Quileute stories, **kixíʔ**, explain how things came to be in the world… for example, the way we should behave. The following have been established to protect the health, safety and enjoyment of the school and provide for the stewardship of the culture, language and our school.

- Being generous is better than being selfish.
- Working hard often pays off.
- Being true to yourself is more important than trying some copycat shortcut.
- Often bragging will result in getting put in your place.
- Hospitality is highly valued.
- Be kind to others.
- Playing tricks can cause your family to suffer.
- Be empowered by your **taxílit** *(personal guardian spirit)* by staying clean, generous, grateful and avoiding waste.

SCHOOL DESCRIPTION

HISTORY

The Quileute Tribe has lived and hunted in this area for thousands of years. Although the village of La Push is only about one square mile, the tribe's original territory stretched along the shores of the Pacific from the glaciers of Mount Olympus to the rivers of rain forests. Much has changed since those times, but Quileute Elders remember **tałáykila,** "back in the days'', when the old people dared challenge **ḵʷáƛ̓ɬa**, the mighty whale, and recounted the story of how **Ḵ̓ʷa̲ti,** the Transformer, placed the sun in the sky.

THE COMMUNITY

As of spring 2026, Quileute Tribal School averages between 110-120 children, 70+ of whom are enrolled Quileute, with 50+ of the students living on the Quileute Reservation. The Quileute Tribal School has seen a significant increase in student enrollment since signing the Tribal Compact (2016) with the Washington State Office of Superintendent of Public Instruction. The increase is attributed to the small class sizes, the quality of the instructional staff, the curriculum, and improvements in the school's culture and language program.

The old school through the 2021-22 school year was located entirely within the Tsunami Inundation Zone on the Pacific Ocean, and within the flood zone of the Quillayute River (NOAA, Washington State Dept. of Natural Resources). In 2012, the Tribe received 785 acres from the Olympic National Park, and the Tribe has been able to relocate the school to Higher Ground (https://www.youtube.com/watch?v=HglJFXwQZ5Q). The new school site construction project broke ground in July of 2020 and was completed in August 2022, now located on higher ground, safe from the threat of a Tsunami. Students entered the building in the Fall of 2022. We honor the individuals involved in this project over the course of the past ten years.

GOVERNANCE

The Quileute Nation Tribal Council established the Quileute Tribal School as per Resolution 78-A-38 in 1978 for the purpose of planning for, operation and maintenance of the Tribal School, including all educational programs, staff, facilities, and other operations. The Quileute Nation Tribal Council updated the 1978 resolution with Resolution 92-A-62 giving sole authority to the Quileute Tribal School Board to operate as a Non-Profit Incorporated Public Body. The Quileute Tribal School Board typically meets monthly for its business meeting. (Date and time TBD as of this document's publication. Please contact the front office at 360.963.4101 for current information.) Visitors are welcome to attend. Those wishing to address the Board are asked to contact the Superintendent 3-5 days in advance to be placed on the agenda.

SCHOOL HOURS

STUDENT ARRIVAL AND DISMISSAL

Students are encouraged to arrive between 7:50 am and 8:15 am to get breakfast and be in class by 8:35 am every day. The end of the school day is 3:10 pm Monday, Tuesday, Thursday and Friday. Wednesdays are early release days, and the school day ends at 2:00. Students not involved in after-school activities are expected to leave campus promptly when school is dismissed.

VISITORS/ VOLUNTEERS

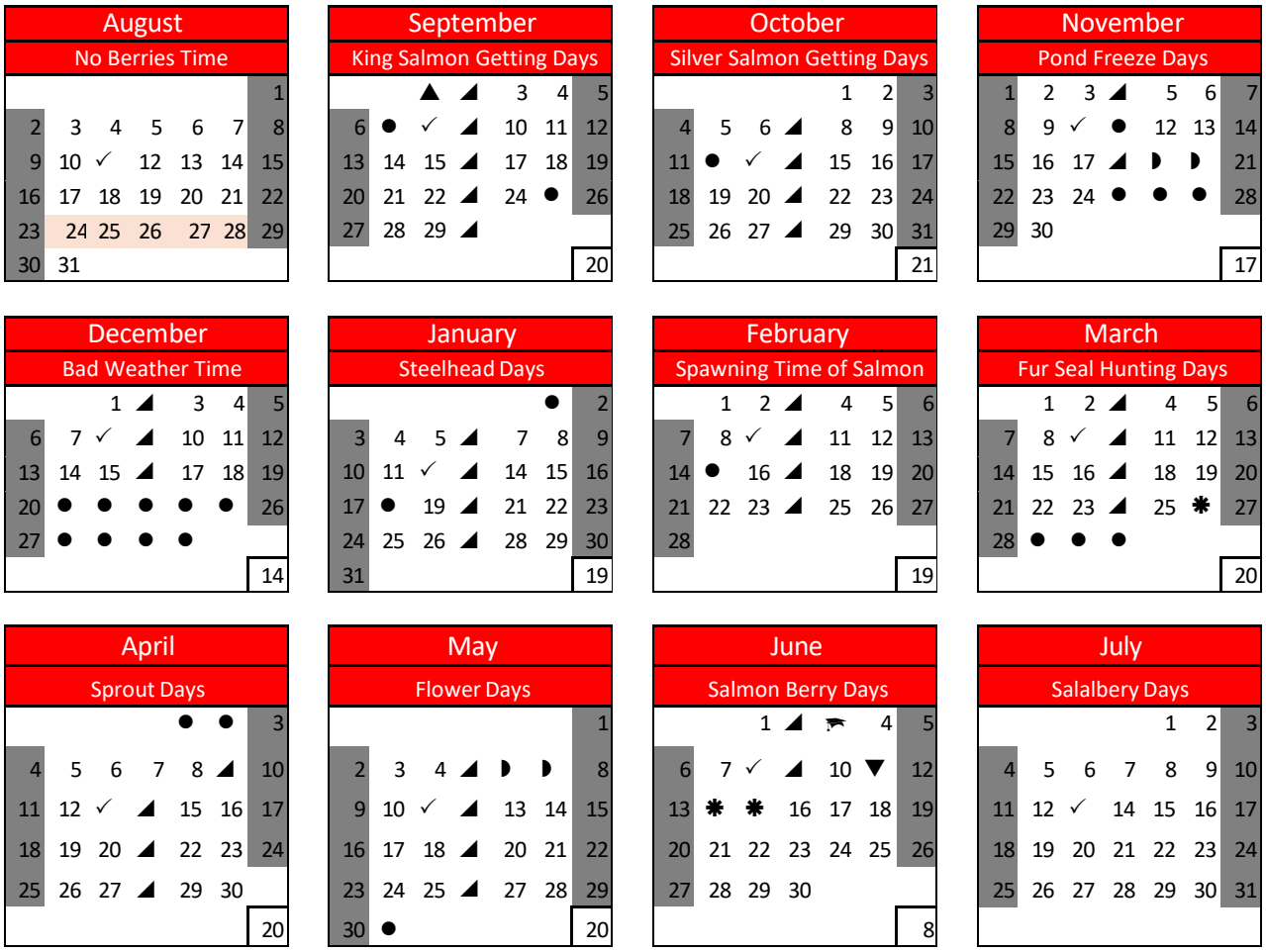
All campus visitors must check in at the front desk at the school's front doors. All visitors will receive a Visitor's Pass before entering the classrooms or touring the campus. Parents and guardians are encouraged to take an active role in their students' education and are welcome at school. A visitation is defined as observing in a classroom or activity without significant interaction with students, and volunteering is defined as participating in an activity and working with students or supervising students.

In order to volunteer in a classroom, on a field trip, or at school-sponsored events, parents and guardians must complete a volunteer registration packet, which is available at the front desk.

Classroom visitation must be scheduled at least 24 hours 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 prior to going into the classroom. Visitors will wear a badge while on campus.

Because QTS is a closed campus, QTS will not allow unsupervised student visitors. We welcome elders! **Tíwaʾ, abáʾ!**

Quileute Tribal School District
August 2026 - July 2027



August
24-28 Staff returns to QTS

February
15 Presidents Day - No School

Quarter End Dates
November 3
January 26
April 12
June 11

September
1 First Day of School
7 Labor Day - No School
25 Native American Day - No School
30 Picture Day

March
26 Snow Make up Day
29-31 Spring Break

April
1-2 Spring Break (continued)
9 Welcoming the Whales
12 Third Quarter Ends

Calendar Key
- ▲ School Begins
- ▼ School Closes
- ◢ Early Release Day
- ◗ Half Day
- ● Holiday or Non School Day
- ✱ Snow Make Up Day, if needed
- ✓ Board Meeting
- Testing
- Gradutation
- Staff Return to QTS

October
12 Indigenous People's Day - No School

November
3 First Quarter Ends
11 Veteran's Day - No School
19-20 Parent Teacher Conferences - Half Days
25-27 Thanksgiving Break

May
6-7 Parent Teacher Conferences - Half Days
28 Elder's Week
31 Memorial Day-no school

June
3 Senior Graduation
7 Kindergarten and 8th Grade Graduation
11 Last Day of School
14-15 Snow Make up Days

December
21-31 Winter Break

January
1 Winter Break (continued)
18 MLK Jr. Day - No School
26 Second Quarter Ends

DAILY LIFE AND ROUTINE PROCEDURES

DAILY SCHEDULE

The daily schedule is viewable on the School Webpage: www.quileutetribalschool.org.

Time	Description
7:45 am	School Doors open for Student Arrival. All students and visitors enter the front door and are greeted by the receptionist and attendance personnel.
7:50- 8:33 am	Breakfast begins at 7:50 in the cafeteria. Students **may not** take meals to class.
8:36 am	Class begins
10:45-11:15 am	**LUNCH**: Grades K - 2
11:15-11:45 am	**LUNCH:** Grades 3 - 6 (Closed Campus)
12:00-12:30 pm Wed. - 12:20pm	**LUNCH:** Grades 7-12 (Closed Campus)
12:36 pm Wed. - 12:50pm	Classes **resume** for Grades 7-12
3:15 pm Wednesday – 2:05 pm	Buses Depart
4:00 - 6:00 pm	After School Programs as available **NO After School Programs on Wednesdays**

SHOES: Gym shoes are required. No street shoes on the gym floor.

BICYCLES & SCOOTERS: Racks are in the front of the school for students and staff to secure their bicycles and scooters.

7-12th Quileute Tribal School Bell Schedule
2026-2027



Regular Bell Schedule
M TU TH F

Buses Arrive	8:00 -	8:05
Breakfast.	8:00 -	8:27
Period 1	8:33 -	9:25
Period 2	9:28 -	10:16
Period 3	10:19 -	11:07
Period 4	11:10 -	11:58
Lunch	12:03 -	12:33
Period 5	12:36 -	1:24
Period 6	1:27 -	2:15
Period 7	2:18 -	3:10

Inclement Weather
Two-hour late arrival

Buses Arrive	10:00 -	10:05
Breakfast	10:00 -	10:27
Period 1	10:30 -	11:02
Period 2	11:05 -	11:37
Period 3	11:40 -	12:12
Period 4	12:15 -	12:47
Lunch	12:50 -	1:20
Period 5	1:20 -	1: 52
Period 6	1:55 -	2:27
Period 7	2:30 -	3:02

Early Release Schedule/ Wednesdays

Buses Arrive	8:00 -	8:05
Breakfast	8:00 -	8:27
Advisory	8:30 -	9:25
Period 1	9:28 -	10:00
Period 2	10:03 -	10:35
Period 3	10:38 -	11:10
Period 4	11:13 -	11:45
Period 5	11:48 -	12:20
Lunch	12:20 -	12:50
Period 6	12:53 -	1:25
Period 7	1:28 -	2:00

K-6th Quileute Tribal School Bell Schedule
2026-2027



Regular Bell Schedule K-2
M TU TH F

Buses Arrive	8:00 -	8:05
Breakfast	8:00 -	8:27
Morning Instruction	8:30 -	10:45
Lunch	10:45 -	11:15
Recess	11:15 -	11:45
Afternoon Instruction	11:48 -	3:10

Regular Bell Schedule 3-6th
M TU TH F

Buses Arrive	8:00 -	8:05
Breakfast	8:00 -	8:27
Morning Instruction	8:30 -	11:00
Recess	11:00 -	11:15
Lunch	11:15 -	11:45
Afternoon Instruction	11:28 -	3:10

Early Release Schedule K-2

Buses Arrive	8:00 -	8:05
Breakfast	8:00 -	8:27
Morning Instruction	8:30 -	10:45
Lunch	10:45 -	11:15
Recess	11:15 -	11:45
Afternoon Instruction	11:48 -	1:56

Early Release Schedule 3-6th

Buses Arrive	8:00 -	8:05
Breakfast	8:00 -	8:27
Morning Instruction	8:30 -	11:00
Recess	11:00 -	11:15
Lunch	11:15 -	11:45
Afternoon Instruction	11:28 -	1:56

Inclement Weather Schedule K-2
Two Hour Late Arrival

Buses Arrive	10:00 -	10:05
Breakfast	10:00 -	10:27
Morning Instruction	10:30 -	11:50
Lunch	11:50 -	12:10
Recess	12:10 -	TBD
Afternoon Instruction	12:43 -	3:02

Inclement Weather Schedule 3-6th
Two Hour Late Arrival

Buses Arrive	10:00 -	10:05
Breakfast	10:00 -	10:27
Morning Instruction	10:30 -	11:50
Recess	11:50-	12:10
Lunch	12:10 -	12:40
Afternoon Instruction	12:43 -	3:02

ACADEMICS

Quileute Tribal School follows traditional grade bands: K-6 (elementary), 7-8 (middle school), and 9-12 (high school).

Students and parents are able to follow their student schedule, grades and attendance through the Skyward App on their personal devices.

STUDENT GRADES

Updated grades are available in Skyward with a username and password. Students and parents needing assistance may contact the front office for assistance. Teachers update grades every 10 business days throughout the school year. At any time, parents and students may access those grades and attendance via Skyward. Contact the teacher directly for questions concerning any grade-related issues.

GRADE MARKS AND COMMENTS

GRADES K-4:

1: Developing	**2: Basic**	**3: Proficient**	**4: Advanced**
Little progress toward grade level expectations. Meets few or no grade level expectations.	Progressing toward grade level expectations. Meets some grade level expectations.	Consistently meets grade level expectations.	Consistently performs above grade level expectations.

NOTE: Parents and students can expect a number and a running record (comments) of student progress by the teacher.

GRADES 5-12:

Performance Level	Description of Student Performance
"A" Level Performance 90-100 3.6 – 4.0	The student's work exceeds all the basic requirements of the challenge/task at a very high level of competence. It is clear, carried out with unusual precision and skill, and demonstrates an in-depth understanding and analysis of the content and the challenge itself. The work is presented in an original and creative manner that communicates either new insights or intriguing perspectives.

"B" Level Performance 80-89 3.0 – 3.5	The student's work exceeds all the basic requirements of the challenge/task at a high level of competence. It is complete, has no significant errors, and demonstrates a thorough grasp of the content and the challenge/task itself. In addition, the work is well presented, and facts and ideas have been combined to generalize or explain conclusions and interpretations of the ideas and concepts studied.
"C" Level Performance 70-79 2.0 – 2.9	The student's work satisfies the basic requirements of the challenge/task at an acceptable level of competence. It shows the required grasp of key ideas and concepts, is presented in an adequate manner, and conveys the key ideas of the challenge/task itself. Work at this level meets only the minimum level of performance and should be considered the point from which improvement should begin.
"D" Level Performance 60-69 1.0 – 1.9	The student's work does not satisfy the basic requirements of the challenge/task and must show improvement. This work demonstrates a minimal understanding of key ideas and concepts, lacks clarity and precision in its presentation, and demonstrates little understanding of the challenge/task itself. This work meets only the minimum level of competence for granting credit.
"F" Level Performance Below 60	The student has not met the basic requirements for "D Level Performance" in the course. All strategies and/or time available to satisfy this academic requirement have been exhausted, and "No Credit" will be awarded for this course work.
Honor Roll	To qualify for the honor roll, a student must earn a 3.0 grade point average (GPA) for the semester.

CONFERENCES

Conferences are conducted over two school days in the Fall and two school days in the Spring. Grades K-6 have 1:1 parent conferences. Grades 7-12 have student-led conferences with their student's class advisor. Parents wishing to conference outside of these set time frames may arrange directly with their student's teacher.

KINDERGARTEN READINESS ASSESSMENT AND PLACEMENT POLICY

Purpose

Quileute Tribal School is committed to ensuring that every child enters kindergarten prepared for academic success and positive social-emotional development. As a Tribal Compact School that receives both state and federal funding, the school must balance varying eligibility requirements while maintaining high academic expectations and supporting the individual needs of each student.

In alignment with the Washington State Office of Superintendent of Public Instruction (OSPI) emphasis on kindergarten readiness and early learning success, Quileute Tribal School utilizes a Kindergarten Readiness Assessment as part of the enrollment and placement process. OSPI's kindergarten readiness framework recognizes that early identification of student strengths and areas of need supports successful educational outcomes and helps schools provide appropriate instruction and interventions.

Assessment Requirement

All prospective kindergarten students shall participate in the Quileute Tribal School Kindergarten Readiness Assessment prior to final kindergarten placement. The assessment may evaluate age-appropriate skills in the areas of:

- Early literacy and language development
- Number sense and early mathematics
- Fine motor development
- Social-emotional readiness
- Communication skills
- Ability to participate in a classroom learning environment

Purpose of the Assessment

The Kindergarten Readiness Assessment is intended to:

1. Identify each student's readiness for the academic expectations of kindergarten.
2. Support appropriate educational placement decisions.
3. Ensure students receive instruction at a level that promotes success.
4. Reduce the likelihood of academic frustration and future retention.
5. Assist families and school staff in developing individualized support plans when needed.

Placement Determinations

Assessment results will be reviewed by school administration and instructional staff. Placement decisions will consider multiple factors, including assessment results, developmental readiness, prior educational experiences, family input, and applicable state, federal, and tribal requirements.

Students who do not demonstrate readiness for kindergarten expectations may be recommended for an alternative placement, transitional program, additional preschool services, or other educational supports designed to strengthen foundational skills before entering kindergarten.

Appeal Process

Parents or guardians may request a review of a placement determination by submitting a written request to the Principal within ten (10) school days of receiving notification of the decision. The review team shall consider all relevant information and provide a final determination.

Authority

This policy is established under the educational authority of Quileute Tribal School and is informed by Washington State kindergarten readiness initiatives, including the Washington Kindergarten Inventory of Developing Skills (WaKIDS), which emphasizes the importance of assessing children's readiness across developmental domains to support successful school entry and long-term academic achievement.

QTS GRADUATION REQUIREMENTS

Students must pass state-mandated assessments in English Language Arts, Math, and Science (or the assessments administered in their place) to receive a diploma. Students who earn credits but do not meet the state-mandated requirements may be eligible for a Certificate of Academic Achievement. Students will have to earn all their required course credits and meet the graduation requirements as stated by the Washington State Board of Education to receive a diploma at graduation ceremony.

Classes	**Credits**
English	4
Mathematics	3
Science	3
Social Studies	3
Arts	2
Health and Fitness	2

Career and Technical Education	1
Electives	4
World Language or Personalized	2
Total Credits	**24**

RECEIVING CREDIT

In order to receive credit for a course, the student must earn a grade of 60% or higher during the marking period. There are rare occurrences that might require a student to need extra time to make up a credit. These will be handled on a case-by-case basis.

QUILEUTE TRIBAL SCHOOL MASTERY/COMPETENCY CREDIT

Students may obtain mastery-based credit for up to 1 full credit in any of the Core Subjects by passing a district-created or approved assessment that is aligned to state learning standards and course equivalency requirements adopted by the Office of Superintendent of Public Instruction (OSPI). Students do not need to have attempted and failed a course before being eligible for these options. These include:
• Locally created written or oral test;
• Written report by the student;
• Student-designed portfolio of work;
• Student presentation or oral defense of their learning in the course;
• Hands-on demonstration of knowledge and skills;
• A combination of assessment approaches, as defined by the district; or the use of approved assessment tools including but not limited to the SBAC, the Accuplacer, Edgenuity post-tests or final exams, the SAT or ACT.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in Math or English if the student achieves a B or higher grade in the next-higher level course

TRIBAL COMPETENCY-BASED CREDIT

Tribal Competency Credit is a way for students to earn high school credit for having demonstrated mastery of a particular set of competencies or skills, even if those skills were acquired outside of traditional classroom instruction.

Many of our high school students are actively participating in cultural events and work outside of the school day that are aligned with some of these content specific standards, such as Canoe Journeys, drum circles, crabbing and fishing. Beginning in a student's 9th grade year, they may begin to collect documentation attesting to time spent participating in cultural activities, events, and work aligned with content specific standards, with 45 hours equating to .25 credit earned.

During the student's senior year, Tribal Competency-Based Credits will be applied to a student's transcript as appropriate and approved by the principal and counselor.

STUDENT ASSESSMENT

QTS believes it is important to offer students a variety of assessment opportunities. Assessments are included as a part of every class; however, students are also measured through a variety of alternative methods including portfolios, demonstrations, presentations, and collaborative projects. This variety of assessments allows students and teachers to identify strengths and problem areas and respond to them promptly. When problem areas are identified, teachers can develop strategies to address them.

Formal assessments administered at Quileute Tribal School include:

- iReady at All Grade Levels (Diagnostic Formative Assessment)
- WaKids Inventory of Developing Skills: Kindergarten students.
- SBA: Washington Smarter Balanced Assessment of ELA and Math in grades 3 – 8 & 10.
- Washington Comprehensive Assessment of Science (WCAS) in grades 5, 8 and 11.
- ACT: Administered to grades 11 and 12 as needed for college readiness.
- ASVAB: Administered to grades 10, 11, and 12 on voluntary basis (military readiness).
- Optional Assessments administered as needed or upon request.
- All standardized assessments are subject to change to meet state and federal requirements.

RELEASE OF STUDENT RECORDS AND INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that governs the maintenance of student education records. Under that law, parents of students, or students themselves if they are at least 18 years of age ("eligible students"), have both the right to inspect education records kept by the school about the student and the right to correct inaccuracies or misleading information in the record. Access to these records by other than the parents or the student is limited and generally requires prior consent by the parent or the student.

Access to education records is limited to: parents of students under 18; parents of students over 18, if such student is dependent as defined in the Internal Revenue Code; the eligible student; officials of this school district who have a legitimate educational interest; federal, state, and local officials to whom information is required to be reported; certain test organizations; accrediting organizations; appropriate persons in connection with an emergency, pursuant to subpoena or court order; to any person, with the written consent of the parent or eligible student.

INTERDISTRICT TRANSFER POLICY

An interdistrict transfer is needed when parents/guardians wish to enroll their student(s) at a different school. Quileute Tribal School (QTS) and Quillayute Valley School District (QVSD) mutually agree that in order to provide our students with consistency and best possible academic outcomes:

- Transfers between QTS and QVSD will be available to parents/guardians at quarterly intervals, in alignment with grading periods;
- Transfers will occur within five school days of the new grading period;
- Discipline, truancy, and any other concerns will be shared with the receiving school;
- Requests for transfers outside of the grading periods will be avoided unless there are extenuating circumstances. In this case, the principals at QTS and QVSD will discuss the rationale of the request prior to making a decision regarding the transfer.

ATTENDANCE AND ABSENCES

Students who attend school regularly and attend classes on time afford themselves more learning opportunities than those who are frequently absent or tardy. Regular and prompt attendance helps students experience continuity in lessons, make connections to other work, and develop a strong work ethic.

Families (parents/guardians) are responsible for contacting the school to inform the school of the student's absence. It is the student's responsibility to make up any schoolwork during absences.)

Excusing Absences - To request that an absence be excused, the parent or legal guardian may call or send a handwritten note signed by the parent/guardian stating the:

- Date of the absence
- Student's name
- Reason for the absence (as listed below).

Partial Absence - Parents/guardians should contact the office to excuse a partial day absence, prior to the absence.

WAC 392-401-020 Excused Absences- Absences due to the following reasons must be excused:

- Doctor / counseling appointment

- Illness (A doctor's note may be required after the third consecutive absence or for excessive absences as determined by the administration)
- Death in the family
- Family emergency
- Religious activity
- Diagnostic testing
- School sponsored activity
- Participating in a school- or tribe-sponsored cultural event
- Extenuating circumstances, as agreed by the school administration prior to the absence.

Note: Students who are emancipated (or are at least eighteen [18] and have provided a statement signed by the student and parent/legal guardian that parental approval is not required to excuse a student's absence from school are required to obtain approval from the school. The administrator may require documentation or other verification to confirm the student's reason for the absence. A doctor's slip for any excused absences longer than 3 days may also be requested.

Excessive Absences- If a student has an excessive number of excused absences, the principal may require documentation from a medical professional.

School-Related Absences – In accordance with state guidelines, students will be granted a maximum of seven (7) absences per semester for school-related activities provided appropriate documentation is provided to the administration. Students are responsible for all work missed during school-related absences. Seniors are allocated two additional days for college visits.

Pre-arranged Absences From School - Parents requesting extended absences (five days or more) for family needs must have prior principal permission and obtain homework from teachers for an extended period. Completed homework must be returned as per teacher specifications.

Unexcused Absences – An unexcused absence is defined as an absence for which no contact has been made by the parent to the school that explains the student's absence or in which no appropriate excuse is given by the student's parent/legal guardian. A student with excessive unexcused absences may lose credit for the impacted classes and may be subject to disciplinary action.

WAC 392-401-030 Unexcused Absences- Any absences including, but not limited to:

- Sleeping in
- No ride
- Missing the bus
- Student employment (that is not considered a school work-study program)
- Arriving to class more than 10 minutes late
- Missing school to work on homework
- Intentionally not following the class schedule and skipping a class period

QTS will:

- Inform the child's custodial parent/guardian in writing or by telephone when the child has failed to attend school after **one (1) day <u>or</u> a total of seven (7) periods of** unexcused absence within any month.
- Request a conference with the custodial parent/guardian and student **after three (3) days (21 periods) and five (5) days (40 periods) of unexcused absences <u>or</u> a total of forty (40) periods of unexcused absences** within any month during the current school year.
    - Between 3 - 6 unexcused absences in any month a student will enter the QTS Multi-Tiered System of Support (Tier 1, Tier 2, Tier 3 interventions) with progress monitoring with the Home Liaison and Child Study Team.
- File a truancy petition with the County or Tribal Juvenile Court not later than the seventh (7^{th}) unexcused absence by a student within any month during the current school year or not later than the tenth (10^{th}) unexcused absence by a student within the current school year.

Note: *A health care provider's verification of illness will be required whenever a student is absent for a total of ten (10) or more days in a semester whether these absences are excused, unexcused, or a combination of both. Note: Washington State Law (RCW 28A.225.020, RCW 28A.225.025)*

TRUANCY – Truancy includes skipping all or part of a class, unauthorized absences from school, leaving school without permission and checking out, or absences with forged notes.

TARDY POLICY – Students arriving 10 minutes or more after the beginning of school will report directly to the office and will be counted as unexcused for that class period. Students are expected to be in class, ready to begin work, when the bell rings. Consistent tardiness may result in a disciplinary referral.

RECORDING ATTENDANCE AND ABSENCES – A digital list of absences and tardies is maintained for every student. Parents who would like a copy of their child's attendance may request a copy from the front office staff.

EARLY DEPARTURES - QTS is a closed campus, students are not allowed to exit campus and re-enter campus without permission. Students leaving before the end of the school day need to bring a note to the office or have a parent call the school office.

TRANSPORTATION RULES

- All bus change requests must be created by 1 PM daily including early release.
- Contact the receptionist at 360.963.4101.
- Once the bus has left campus, we cannot contact the driver to make a route change.
- Students that miss their stop will be returned to the school for pickup by guardians.
- Kindergarteners must have a guardian (not older siblings) at the stop.
- On early release or half-day schedules, run times will be communicated ahead of time.

See Discipline for Student Infractions on the School Bus page 30.

MEDICAL AND HEALTH CONCERNS

Students may not have medication in their possession at school. This includes both prescription and over-the-counter 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 at the request of a physician. All medications require a doctor's authorization to administer the medication. A student's parent must come to the 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.

HEALTH AND WELLNESS

No medicine, either prescription or over the counter, may be carried by the student on campus. There are two exceptions. A metered-dose asthma inhaler and emergency injections for severe allergic reactions may be carried by the student only if the appropriate forms completed by both the doctor and parent are on file in the office.

Students caught in possession of either prescription or over-the-counter medications during the school day may be subject to disciplinary actions. Students who either give or sell prescription drugs, over-the-counter medications or "look-a-likes" to other students on campus will be subject to disciplinary actions under selling, distributing or exchanging an illegal substance. Such behavior is subject to police referral. It is imperative to understand that both over-the-counter and prescription drugs have different effects on individuals and could cause great harm or even death when given to someone it was not intended for.

Medications will not be kept year-to-year. Parents must pick up the medications in the health office by the last day of school. Medications will be discarded if left in the health office at the end of the year. All permission forms expire at the end of the school year.

QTS follows the state guidelines regarding immunizations. Students must have their medicaitons up to date in order to register for school and to remain at school. If you have questions about this, please call the office.

ADDITIONAL THINGS YOU NEED TO KNOW

PARENT CONTACT

Except for purposes of access to student records, QTS will contact and/or seek permission of the parent(s) of a student who has reached the age of 18 for emergency and other reasons set out in this Handbook, unless a statement signed by parent/legal guardian is on file.

LEGAL FORMS

Parents with legal documentation such as court custody orders and restraining orders need to leave a copy of the executed document at the main office. These papers will be kept in confidence.

CODE OF CONDUCT AND STUDENT CONSEQUENCES

A major goal of the Quileute Tribal School is to provide a high-quality education to all students in a safe environment free of disruptions that interfere with the educational process. In pursuit of this goal, the following Code of Conduct has been adopted:

1. Students are expected to abide by all rules and directives of teachers, staff, and administrators.

2. Students and staff are expected to treat all others with civility and courtesy. This includes using appropriate and respectful language and gestures.

3. Students are expected to refrain from any activity that interrupts teaching and learning in the classroom or other designated site.

4. Students and staff are expected to be safe, responsible, and respectful always.

Violations of this code are subject to disciplinary actions. QTS employs a progressive discipline system as outlined in WAC 180 – 40, in which the consequences of misbehavior will increase with the severity of the infraction and the number of repeat offenses.

Infractions of this Code of Conduct are grouped into three levels based on the severity of the infraction, and each violation of the code may have from one to three levels of consequences.

Reflection Time	Refocus Room	In-School Suspension ISS or Out-Of-School Suspension (OSS)
Students needing to take a time-out will visit the designated safe place for reflective time for minor infractions. The student will complete a safe place (or an active calming activity) until they are ready to rejoin the class.	TBD by administration Options might include Counselor, Resource Room K6, Resource Room 7-12. Staff and Principal to work out.	TBD by administration

CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS, AND CONSEQUENCES

QTS believes that the goal of any disciplinary system is to teach students to self-regulate their behavior in order to increase learning opportunities for all. In pursuing this goal, behavior expectations will be taught, modeled, and enforced by all staff at QTS.

Classroom management is the first step in fostering a safe and productive learning environment. It is the responsibility of each teacher and begins with setting clear behavior expectations and consequences for misbehavior. It is therefore expected that most corrective actions will take place in the classroom. However, some infractions may be considered exceptional misconduct and warrant interventions outside the classroom.

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 and how to deal with others in a socially appropriate manner. Because this is an ongoing process, discipline for QTS kindergarteners 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.

For more information on student discipline definitions, please go to the OSPI website: Student Discipline (ospi.k12.wa.us).

District Continuum of Discipline Responses

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
    - Consider restorative justice practices and other forms of discipline
    - Consider behavior agreement
    - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
    - Follow mandatory school referrals and protocols
    - Attempt or consider restorative justice practices and other forms of discipline
    - Consider behavior agreement
    - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
    - Follow mandatory school referrals and protocols
    - Attempt restorative justice practices and other forms of discipline
    - Consider behavior agreement
    - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support

- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
    - Use school referrals and protocols as appropriate
    - Attempt restorative justice practices and other forms of discipline
    - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Adoption Date: 09/27/21
Classification: **Encouraged**
Revised Dates: **;**

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QTS DISCIPLINE MATRIX

Behavioral Violation[i] & Severity Level[ii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iii]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[iv]
Type Six							
Firearm[v]	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral[vi]
Type Five							
Assault – II[vii]	Level G	YES	YES	YES	No K–4	No K–4	School-based threat assessment referral
Sexual assault[viii]	Level G	YES	YES	YES	No K–4	No K–4	Title IX Coordinator referral[ix]
Illicit drug distribution[x]	Level G	YES	YES	YES	No K–4	No K–4	Prevention/intervention referral[xi]
Possession of a weapon[xii]	Level G	YES	YES	YES	No K–4	No K–4	School-based threat assessment referral
Robbery[xiii]	Level G	YES	YES	YES	No K–4	No K–4	School-based threat assessment referral
Assault of teacher[xiv]	Level G	YES	YES	YES	No K–4	No K–4	Classroom reassignment[xv] School-based threat assessment referral
Safety – II[xvi]	Level G	YES	YES	YES	No K–4	No K–4	School-based threat assessment referral
Type Four							
Assault -– I[xvii]	Level F	YES	YES	YES	No	No	School-based threat assessment referral
Behavioral Violation[i]& Severity Level[ii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iii]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[iv]
Type Four (cont.)							

Fighting with major injury[xviii]	**Level F**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**School-based threat assessment referral**
Sexual harassment[xix]	**Level F**	**YES**	**YES**	**YES**	**No**	**No**	**Title IX Coordinator referral**
Discriminatory harassment[xx]	**Level F**	**YES**	**YES**	**YES**	**No**	**No**	**Civil Rights Coordinator referral[xxi]**
Malicious harassment[xxii]	**Level F**	**YES**	**YES**	**YES**	**No**	**No**	**School-based threat assessment referral**
Arson[xxiii]	**Level F**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**School-based threat assessment referral**
Marijuana distribution [xxiv]	**Level F**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**Prevention/intervention referral**
Alcohol distribution[xxv]	**Level F**	**YES**	**YES**	**YES**	**No**	**No**	**Prevention/intervention referral**
Gang intimidation or activity[xxvi]	**Level F**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**School-based threat assessment referral**
Safety – I[xxvii]	**Level F**	**YES**	**YES**	**YES**	**No K–4**	**No**	**School-based threat assessment referral**
Behavioral Violation[i]& Severity Level[ii]	**Range of potential responses based on conditions, limitations, and interventions**						
	Best practices[iii]	**Classroom exclusion**	**ISS**	**OSS short**	**OSS long**	**Expulsion**	**School referrals and protocols[iv]**
Type Three							
Bullying[xxviii]	**Level E**	**YES**	**YES**	**YES**	**No**	**No**	**HIB Compliance Officer referral[xxix]**

Fighting without major injury[xxx]	**Level E**	**YES**	**YES**	**YES**	**No**	**No**	**School-based threat assessment referral**
Illicit drug possession or use[xxxi]	**Level E**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**Prevention/intervention referral**
Marijuana possession or use[xxxii]	**Level E**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**Prevention/intervention referral**
Alcohol possession or use[xxxiii]	**Level E**	**YES**	**YES**	**YES**	**No**	**No**	**Prevention/intervention referral**
Tobacco distribution [xxxiv]	**Level E**	**YES**	**YES**	**YES**	**No**	**No**	**Prevention/intervention referral**
Theft[xxxv]	**Level E**	**YES**	**YES**	**YES**	**No**	**No**	**Office Referral**
Other – III[xxxvi]	**Level E**	**YES**	**YES**	**YES**	**No**	**No**	**Office Referral**
Behavioral Violation[i]& Severity Level[ii]	**Range of potential responses based on conditions, limitations, and interventions**						
	Best practices[iii]	**Classroom exclusion**	**ISS**	**OSS short**	**OSS long**	**Expulsion**	**School referrals and protocols[iv]**
Type Two							
Destruction of property[xxxvii]	**Level D**	**YES**	**YES**	**YES**	**No K–4**	**No K–4**	**Office Referral**

Physical aggression [xxxviii]	**Level D**	**YES**	**YES**	**No**	**No**	**No**	**Office Referral**
Tobacco possession or use[xxxix]	**Level D**	**YES**	**YES**	**YES**	**No**	**No**	**Prevention/intervention referral**
Failure to cooperate[xl]	**Level D**	**YES**	**No**	**No**	**No**	**No**	**Office Referral**
Sexually inappropriate conduct[xli]	**Level D**	**YES**	**YES**	**YES**	**No**	**No**	**Office Referral**
Disruptive conduct –II[xlii]	**Level D**	**YES**	**No**	**No**	**No**	**No**	**Office Referral**
Other – II[xliii]	**Level D**	**YES**	**No**	**No**	**No**	**No**	**Office Referral**
Behavioral Violation[i]& Severity Level[ii]	**Range of potential responses based on conditions, limitations, and interventions**						
	Best practices[iii]	**Classroom exclusion**	**ISS**	**OSS short**	**OSS long**	**Expulsion**	**School referrals and protocols[iv]**
Type One							

Disruptive conduct -– I[xliv]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with positive behaviors** **Redirect with classroom strategies** **Conference with student** **Parent Contact (Two-way)** ***Office Referral- office referral leads to level 2: Failure to Cooperate***
Dress code[xlv]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Conference with student** **Parent Contact (Two-way)** ***Office Referral- office referral leads to level 2: Failure to Cooperate***
Physical contact[xlvi]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies** **Conference with student** **Parent Contact (Two-way)** ***Office Referral- office referral leads to level 2: Failure to Cooperate***
Defiance[xlvii]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies** **Conference with student** **Parent Contact (Two-way)** ***Office Referral- office referral leads to level 2: Failure to Cooperate***
Disrespect[xlviii]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies** **Conference with student** **Parent Contact (Two-way)** ***Office Referral- office referral leads to level 2: Failure to Cooperate***
Behavioral Violation[i]**& Severity Level**[ii]	**Range of potential responses based on conditions, limitations, and interventions**						
	Best practices[iii]	**Classroom exclusion**	**ISS**	**OSS short**	**OSS long**	**Expulsion**	**School referrals and protocols**[iv]
Type One (cont.)							

Academic dishonesty/ plagiarism[xlix]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies Conference with student Parent Contact (Two-way) *Office Referral- office referral leads to level 2: Failure to Cooperate***
Property misuse[l]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies Conference with student Parent Contact (Two-way) *Office Referral- office referral leads to level 2: Failure to Cooperate***
Inappropriate language[li]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies Conference with student Parent Contact (Two-way) *Office Referral- office referral leads to level 2: Failure to Cooperate***
Unauthorized use of electronic devices[54]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies Conference with student Parent Contact (Two-way) *Office Referral- office referral leads to level 2: Failure to Cooperate***
Other – I[lii]	**Levels A–C**	**No**	**No**	**No**	**No**	**No**	**Redirect with classroom strategies Conference with student Parent Contact (Two-way) *Office Referral- office referral leads to level 2: Failure to Cooperate***

[i] "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.

[ii] 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.

[iii] **"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.**

[iv] **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.**

[v] **"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).**

[vi] **"School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.**

[vii] **"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.**

[viii] **"Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).**

[ix] **"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.**

[x] **"Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.**

[xi] **"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.**

[xii] **"Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.**

[xiii] **"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.**

[xiv] **"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.**

[xv] **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."**

[xvi] **"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.**

[xvii] **"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.**

[xviii] **"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.**

[xix] **"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.**

[xx] **"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.**

[xxi] **"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.**

[xxii] **"Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).**

[xxiii] **"Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.**

[xxiv] **"Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.**

[xxv] **"Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.**

[xxvi] **"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.**

[xxvii] **"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.**

[xxviii] **"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.**

[xxix] **"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.**

[xxx] **"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).**

[xxxi] **"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.**

[xxxii] **"Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.**

[xxxiii] **"Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.**

[xxxiv] **"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.**

[xxxv] **"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.**

[xxxvi] **"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.**

[xxxvii] **"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.**

[xxxviii] **"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.**

[xxxix] **"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.**

[xl] **"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.**

[xli] **"Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.**

[xlii] **"Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.**

[xliii] **"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.**

[xliv] **"Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.**

[xlv] **"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.**

[xlvi] **"Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.**

[xlvii] "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.
[xlviii] "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
[xlix] "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.
[l] "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
[li] "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.
[lii] "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* 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.
[54]See Cell phone policy.

DISCIPLINE FOR STUDENT INFRACTIONS ON THE SCHOOL BUS

Riding the bus is a privilege. Students must follow all school behavior expectations and understand that all school rules apply when riding school buses.

A meeting will be scheduled with the student's parents in any case in which the student will lose bus privileges. The right to ride the bus is not absolute. Any student may have these privileges removed at any time. The school bus is an extension of the school when dealing with disciplinary guidelines.

The following types of infractions will result in:

Loss of bus privileges for up to 5 days (1st offense will be parent contact and student contact).

- Disrespect, profanity, or public displays of affection • Standing while the bus is in motion • Throwing trash while on the bus or throwing items at others • Getting off at the incorrect stop without prior authorization by parent and administration.

Loss of bus privileges for up to 10 days and may include other school discipline procedures.

- Verbal harassment or intimidation • Failure to ride the appropriate assigned bus route • Smoking or vaping • Throwing items out the bus window • Entering or exiting the bus through the back door • Passing or walking behind the bus • Using bus equipment without authorization.

Loss of bus privileges for up to 15 days, or removal from the bus for the remainder of the semester and/or year.

- Theft or vandalism – restitution is mandatory • Sexual harassment or misconduct, including indecent exposure • Gang signs • Written or verbal threats to a passer-by (pedestrian or in a vehicle) • Starting a fire or lighting matches • Failure to follow directives of bus driver, administrator or adult supervisor • Verbal harassment/profanity directed toward bus driver • Intimidation of peers on the bus or at any bus stop • Habitual behaviors (2 or more bus referrals).

Loss of bus privileges for an indefinite period of time, with possible hearing.

- Use or possession of illegal substance • Threat or physical harassment/assault toward the driver or a peer • Possession of a weapon • Throwing items out of the bus at a person or object.

OTHER THINGS YOU NEED TO KNOW ABOUT DISCIPLINE AND BEHAVIOR

Discipline Referral Procedure.

Purpose
This policy outlines the Quileute Tribal School's approach to handling student discipline referrals in alignment with the Student Handbook and the Behavioral Facilitator's responsibilities. The goal is to ensure that behavior concerns are addressed using positive interventions, consistency, and culturally responsive support before reaching the principal.

This procedure applies to students in grades 4–12 only. Students in grades K–3 will continue to follow the existing process and will be handled directly by the principal. This separation ensures age-appropriate handling and maintains appropriate boundaries between younger and older students.

1. **Guiding Principles**

- Discipline is an opportunity for learning, reflection, and restoration.
- All staff share responsibility for reinforcing positive behaviors.
- The Behavioral Facilitator serves as the primary contact for behavioral concerns and interventions before administrative involvement.
- The process follows the District Continuum of Discipline Responses: Levels A, B, and C.

2. Roles and Responsibilities

Teachers and School Staff

- Address and document Level A and Level B behaviors using classroom interventions.
- Notify parents/guardians and engage the student in restorative conversation.
- Use strategies such as reteaching expectations, positive redirection, and problem-solving conferences.
- Contact the Behavioral Facilitator if interventions are unsuccessful or if behaviors repeat.

Behavioral Facilitator

- Serves as the first point of contact for referrals prior to administrative involvement.
- Collaborates with staff to review documentation and provide next-step supports.
- Implements positive behavior interventions and models respectful, responsible, and safe behavior.
- **Manages In-School Suspension (ISS):**
    - Students assigned to ISS are expected to work on academic assignments either provided by the teacher who sent the work or by logging into Skyward to check and complete assignments.
    - ISS is **not a place to sleep**, and students are expected to actively work on schoolwork during their time in the room.
    - Students in ISS do **not attend the cafeteria for lunch**. Lunch will be delivered to the ISS room by a designated staff member, coordinated between the Behavioral Facilitator and kitchen staff.

    - Students will **fill out a reflection sheet** while in ISS.
    - The parent/guardian will be contacted to inform them why the student is in ISS.
    - If a student **leaves ISS before completing the full day**, they are required to make up the remaining time upon returning to school.
- Works closely with the Principal to interpret and enforce the Student Handbook and discipline policies.

Principal

- Handles Level C or repeated/serious incidents referred by the Behavioral Facilitator.
- Supports restorative planning, family communication, and district-level documentation.
- Ensures equitable and consistent discipline procedures across the school.

3. Discipline Referral Procedure

Classroom Intervention (Level A or B):

- Staff documents incident and attempts interventions.
- Parent contact is made (two-way communication encouraged).
- If behavior persists or escalates, proceed to Step 2.

Referral to Behavioral Facilitator:

- Staff completes the Discipline Referral Form and submits it to the Behavioral Facilitator.
- The facilitator meets with the student, reviews prior interventions, and applies appropriate responses (e.g., ISS, restorative meeting, behavior plan).
- Follow-up with staff and family is documented.

Referral to Principal (Level C):

- Occurs only if the behavior continues after facilitator intervention or involves a major incident (e.g., safety threat, habitual disruption, or disrespect requiring administrative action).
- Principal reviews documentation and determines appropriate consequences or supports.

4. Example of Discipline Continuum

Level	Type of Behavior	Staff Response	Referral Path
A	Disruption, dress code, defiance, minor disrespect, phone misuse	Reteach expectations, student conference, parent contact, document	None (handled by teacher)
B	Repeated Level A behavior, property misuse, inappropriate language	Reteach, document, parent contact, behavior conference	Behavioral Facilitator
C	Repeated Level B behavior, habitual disruption, physical aggression, unsafe actions	Administrative intervention, possible suspension, restorative meeting	Principal

5. Vape Alerts and Substance-Related Incidents (Level E)

- When a vape alert is triggered, the appropriate staff are notified via alert.
- The Behavioral Facilitator will respond first to determine if the alert is valid and begin the student check process.
- If a student is found to have or has used a vape, tobacco product, or any controlled substance, the following steps occur:
    1. Student is escorted to the office for investigation and safety check.
    2. The Principal notifies the parent/guardian of the incident.
    3. A Prevention Intervention referral is initiated in alignment with district policy.
    4. The student may be assigned ISS, behavior agreement, or short-term suspension, depending on the nature of the violation.
    5. The incident is documented in Skyward, and a restorative conversation is scheduled before the student returns to class.
- Repeated vape alerts or confirmed possession incidents may lead to progressive discipline, including extended ISS or suspension, while continuing to provide prevention and support services.
- All staff are expected to respond calmly and respectfully during vape alerts to ensure student safety and confidentiality.

6. Restorative Approach

- Encourage accountability and reflection rather than punishment alone.
- Use restorative circles, conversations, and agreements when appropriate.
- Focus on repairing harm and restoring relationships within the school community

SEARCHES

For the protection and security of individuals and property on the QTS's campus, Board policy authorizes the search of individuals, including students, their personal effects, lockers, desks and vehicles on school property, as permitted under federal and state law. Such searches may be conducted without prior parental consent or the presence of a parent. In certain circumstances random searches of personal effects, district property (such as lockers, backpacks, jackets, desks and vehicles on campus may occur, including random searches with the assistance of canines. Any illegal or unauthorized objects found in any search are subject to seizure.

ELECTRONIC DEVICES (Student Telecommunication and Electronic Devices)

Regarding cell phones, earbuds, AirPods, smart watches, and all other electronic devices: all devices must be **off and away** and secured in a YONDR pouch during the entire instructional school day, including passing time and lunch. Devices are not to be visible or accessible at any time while on campus during school hours.

Students are responsible for obtaining a YONDR pouch at the front entrance each morning, securing their devices in the pouch, and locking it in the presence of school staff. Students are responsible for ensuring this process is completed correctly and on time. Tardiness resulting from failure to comply with this procedure is the responsibility of the student.

If a device cannot be properly secured or is not placed in a YONDR pouch, it must be immediately surrendered to school staff or administration.

Headphones, earbuds, AirPods, smart watches, and any similar wearable technology must also remain **off and away** during instructional time.

Quileute Tribal School is not responsible for loss, theft, or damage of any personal electronic device.

Inappropriate use of a cell phone, camera, or any electronic device on school property will result in disciplinary consequences.

If there is a family emergency requiring a student to have access to communication during the school day, the parent/guardian must contact the Main Office prior to the start of the school day. Administration may issue an emergency phone pass. Students approved for an emergency pass must keep their device secured and silenced and may only access it with staff permission.

Confiscation

Students who are observed in possession of, using, or accessing a cell phone or electronic device during the instructional school day (including during passing time or lunch) will have the device immediately confiscated by school staff or administration.

Confiscated devices will only be released to a parent or guardian, who must retrieve the device from the Main Office during business hours (Monday–Friday, 8:00 AM–4:00 PM).

Any violation will result in **automatic In-School Suspension (ISS)** and may require a mandatory parent/guardian conference with administration.

Additional consequences are outlined in the school Discipline Matrix.

YONDR Pouch Responsibility

YONDR pouches are school-issued and considered school property. Students are responsible for proper use, care, and return of the pouch. Damage, alteration, loss, or misuse of a YONDR pouch will result in consequences, including a $30 replacement fee.

Emergency Protocol

In the event of a school emergency, students are expected to follow all safety procedures as directed by staff. Parents/guardians will be notified through the school's emergency communication system.

In the event of a medical emergency, school administration and/or the school nurse will contact parents/guardians directly.

Parents/guardians needing to reach a student during the school day must call the Main Office at **360.963.4100**.

SKATEBOARDS/ROLLERBLADES/SCOOTERS

Because of concerns for safety and security, skateboards, roller-shoes, rollerblades and shoes considered a possible safety hazard are not to be used on campus. Bicycles shall be dismounted once on campus and secured to one of the bike racks provided. QTS is not responsible for any loss or damage of skateboards, rollerblades, bicycles, etc. brought onto campus. Skateboards are not allowed on buses. Students wishing to ride a skateboard to school can leave it in the office or with a staff person upon arrival at school and then pick it up after the last bell.

HABITUALLY DISRUPTIVE BEHAVIOR

Habitually disruptive behavior can be defined as a student who fails to comply with consequences or is a disruption in the classroom, on school grounds, in school vehicles, at school activities or events at least 5 times during the school year for behavior which is initiated, willful and overt and which requires attention of school personnel to deal with the disruption. Consequences are listed in the Discipline Matrix.

PUBLIC DISPLAY OF AFFECTION (PDA)

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, school bus, 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.

STUDENT DRESS CODE

A. Quileute Tribal School students are to come to school dressed appropriately and ready to learn. The dress code is designed to provide a safe and healthy environment that promotes positive behavior and learning.

B. Students are to dress in a manner that will not:

- Interfere with classroom instruction
- Be a safety hazard to self or others (including inappropriate P.E. shoes such as flip flops or sandals)
- Embarrass self or others

C. Wearing sagging clothing below the hips is not permissible. Pants are to fit at the waist.

D. Sunglasses are not to be worn indoors. Sunglasses are inappropriate in school. If a student must use sunglasses for medical reasons he/she must have a note signed by the administrator for the day they are to be worn.

E. Graphics on clothing, extra-long belts and other items of clothing that have been determined to be gang related by the Quileute Police Department are not allowed. Clothing should not exhibit drug, alcohol, and/or cigarette messages or emblems, illegal substances and other inappropriate symbols as determined by administration.

D. Quileute Tribal School administration reserves the right to prohibit the wearing of any clothing or accessory (I.e. colors, styles, logos, etc.) that is considered gang-related or counter-productive to a positive learning environment.

E. Should a student come to school wearing prohibited clothing, the principal or designee may:

- Take the prohibited items (i.e. headgear, sunglasses, T-shirts, etc.) and store it in the principal's office to be picked up at a later time and taken home:
- Give the student an appropriate article of clothing to wear during the school day, which he/she can return on the following day;
- Have a conference with the student and the parent to discuss appropriate clothing standards.

F. If any student continues to violate the above dress codes, the principal or designee may deem this as defiance of Board policy and can refer to the disciplinary policy for further disciplinary actions.

BEVERAGE POLICY

Power or energy drinks such as Red Bull, Monster, etc. are always prohibited on campus during the school day.

SCHOOL ACTIVITIES

- **Field Trips:** Students must be present at school on the day of the event to participate in the activity. Attendance, behavior, and grades may impact a student's ability to attend. All parent volunteers are required to have a current background check depending on the activity / event.
- Sp**orts:** Students must be present at school on the day of the event to participate in the activity. If students miss part of the day because of a medical appointment, a note from the doctor must be brought to the attendance office before the students will be allowed to perform. To participate, students must have acceptable attendance, behavior and grades according to the QTS handbook. Students will be held accountable to the code of behavior for the WIAA requirements upheld by Quillayute Valley School District.

GRIEVANCE PROCEDURES FOR CLASSROOM EXCLUSION AND OTHER FORMS OF DISCIPLINE

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

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

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Student Discipline for Students with Disabilities

School Year 2026–2027

Purpose

Students with disabilities are expected to follow the same school rules and behavioral expectations as all students. Consistent with the Individuals with Disabilities Education Act (IDEA) and 34 CFR §300.530, Quileute Tribal School provides additional procedural protections to ensure that disciplinary actions do not deny a student access to a Free Appropriate Public Education (FAPE).

Short-Term Removals

Students with disabilities may be removed from their current educational placement for up to ten (10) cumulative school days in a school year without the removal constituting a change of placement. During these removals, educational services are not required unless such services are provided to students without disabilities under similar circumstances.

The school will document all removals, including the date, duration, reason for removal, and cumulative number of days removed.

Educational Services

Once a student has been removed for more than ten (10) cumulative school days during a school year, the school will provide educational services that enable the student to continue participating in the general education curriculum and make progress toward meeting the goals outlined in the student's Individualized Education Program (IEP).

Change of Placement

A disciplinary removal constitutes a change of placement when:

1. The removal exceeds ten (10) consecutive school days; or
2. A series of removals creates a pattern because the removals total more than ten (10) school days in a school year and are substantially similar in nature, length, frequency, or proximity to one another.

Manifestation Determination Review (MDR)

When a disciplinary action may result in a change of placement, the school will conduct a Manifestation Determination Review (MDR) within ten (10) school days of the decision.

The parent/guardian and relevant members of the IEP Team will review all relevant information, including:

- The student's IEP;
- Evaluation and assessment data;
- Teacher observations; and
- Information provided by the parent/guardian.

The team will determine whether the conduct in question:

1. Was caused by, or had a direct and substantial relationship to, the student's disability; or
2. Was the direct result of the school's failure to implement the student's IEP.

Behavior Determined to Be a Manifestation

If the behavior is determined to be a manifestation of the student's disability:

- The student will return to the original placement unless the parent/guardian and school agree to a different placement or special circumstances apply;
- The school will conduct or review a Functional Behavioral Assessment (FBA); and

- The IEP Team will develop, review, or revise a Behavior Intervention Plan (BIP), as appropriate.

Behavior Not Determined to Be a Manifestation

If the behavior is not determined to be a manifestation of the student's disability, the school may apply disciplinary consequences in the same manner as for students without disabilities. However, the student must continue to receive educational services necessary to participate in the general education curriculum and progress toward IEP goals.

Interim Alternative Educational Setting (IAES)

The school may place a student in an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days, regardless of whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries or possesses a weapon at school, on school premises, or at a school function;
- Knowingly possesses, uses, sells, or solicits the sale of illegal drugs or controlled substances at school or a school function; or
- Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function.

Parent Notification and Procedural Safeguards

Parents/guardians will be notified on the same day a decision is made to implement a disciplinary removal that constitutes a change of placement. The school will provide parents/guardians with written notice of procedural safeguards and their rights under IDEA.

Parents/guardians have the right to participate in meetings, request evaluations, review educational records, and appeal disciplinary decisions as provided by federal and state law.

Students Not Yet Identified as Eligible for Special Education

A student who has not yet been identified as a student with a disability may be entitled to IDEA disciplinary protections if the school had prior knowledge that the student may have a disability before the behavior occurred.

If an evaluation is requested during disciplinary proceedings, the evaluation will be conducted as expeditiously as possible. Pending the results of the evaluation, the student will remain in the disciplinary placement determined by school administration.

Documentation

The school will maintain records of all disciplinary actions involving students with disabilities, including:

- Incident reports;
- Dates and duration of removals;
- Cumulative days removed;
- Educational services provided during removals;
- Manifestation Determination Review outcomes; and
- Any related behavioral assessments or intervention plans.

These records will be maintained in accordance with applicable federal, state, and tribal recordkeeping requirements.

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 request to use our district's HIB reporting form to share concerns about HIB 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 principal 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 principal 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 principal 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
- 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 webpage or 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 and Procedure, visit our web page at qtschools.org.

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 and Procedure, visit our web page at qtschools.org.

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.

WHAT CAN I DO IF I'M CONCERNED ABOUT DISCRIMINATION OR HARASSMENT?

Talk to the principal 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:

If you have concerns about Civil Rights, sex discrimination- including sexual harassment, Title IX, Concerns about disability discrimination, Section 504, discrimination based on gender identity, or

Gender-Inclusive Schools, please reach out to the principal or superintendent, via phone or email with those concerns.

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 or district superintendent. 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 Superintendent will give you a copy of the school district's discrimination complaint procedure. The Superintendent 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 Superintendent 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 [identify the decision maker on appeal identified in board policy (e.g., 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 Superintendent. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully resolve your complaint.

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

K12 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: orc@ed.gov

• Phone: 800-421-3481

OUR SCHOOL IS GENDER-INCLUSIVE

In Washington, all students have the right to be treated consistently 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 and Procedure, visit our web page at qtschools.org. If you have questions or concerns, please contact the superintendent.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 36.

Links to Mandatory State Required Policies and Procedures:

Sexual Harassment of Students Prohibited

Informal Complaint Process

Formal Complaint Process

Training and Orientation

Anti-Discrimination Complaint Process

Complaint/Concern Against A Staff Member

Superintendent Policy and Procedure Review

Computer and Internet Policy

District Policy

Use of Personal Electronic Devices

No personally owned computers or electronics are allowed to connect to the network. QTS is not responsible for any damage or theft of non-district owned equipment. Please reference the Quileute Tribal School's cell phone policy.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and internet content. The district reserves the right to prioritize the use of, and access to, the network. All use of the network must support education, research, and be consistent with the mission of the district.

General Use

No person will have access to the district network without a signed agreement (from the Student Handbook), Acceptable Use Policy, and Google Consent Form on file. Students under the age of 18 must have the approval of a parent or guardian.

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:

- Students must follow staff instructions when using devices and online tools
- 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 email 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.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be professional! Be polite!
- Only use approved school software and websites.

- Use school email responsibly and professionally.

Unacceptable network use by district students:

- 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).
- 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 monitor 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 or obscene jokes and remarks.
- Information posted, sent or stored online that could endanger oneself or others
- User 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 the state and federal laws.
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material
- Attaching unauthorized devices to the district network. Any such device will be confiscated, and additional disciplinary action may be taken.
- Playing games is prohibited unless specifically authorized by a staff member for instructional purposes.

While in classroom instruction or in a lab setting, computer and technology privileges are limited by the teacher. 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 damage suffered by any user, including but not limited to loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by students' 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 internet.

Device User & Care

Use of and access to student devices are a privilege. The School is committed to providing our students with the best educational opportunities. The use of Chromebooks is one of these opportunities. Students and guardians should be aware that it is a privilege and not a guaranteed right. For this reason, it is especially important that students and guardians read this policy and use their devices in a manner that is consistent with this policy. In that way, all students will have the opportunity to learn, thrive, and be safe in a technology rich environment.

3rd-12th Classrooms

Each classroom will have a set of Chromebooks that students can use in that class. Teachers will determine how Chromebooks are assigned and used in each class. While students are using a Chromebook, they are responsible for the use and care of the device.

K-2nd Classrooms

All K-2nd use iPads in the classroom. Each classroom will be assigned an iPad charging station at the beginning of the year. Classrooms will have enough devices for the students in the class.

General Use

- Handle devices with care. Do not damage, deface, or tamper with school devices.
- Cords, cables, and USB drives must be inserted carefully into the device.
- Keep food and drinks away from computers and tablets.
- Report any lost, stolen, or damaged devices to a staff member immediately
- Cellphones and personal devices are not allowed per the Cell Phone policy
- Devices will have district tags/stickers on them for identification purposes. Do not remove or tamper with them.
- Tampering with the device, including the asset tag, can result in discipline actions.

Check-Out

As a rule, Chromebooks and other devices are not available for check-out. Exceptions may be granted only in special or extenuating circumstances, subject to administrative approval.

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.

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 holder is generally prohibited.

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

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. If under an agreement with the district, their work will be considered the property of the district. Staff members must obtain a student's permission prior to distributing students' work to individuals or entities 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 media.
- Students should not reveal personal information about another individual on any electronic media without first obtaining permission.

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 Quileute Tribal School decision. This filter also logs user activity, including those websites accessed by the users.

- 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 their use of the network and internet and avoid objectionable sites.

- Any attempts to defeat or bypass the School'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

CIPA Update/Internet Safety Instruction

All students will be informed 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 will be made available for administration, staff, and families.

Student Access and Password Policy

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 accounts.

The following procedures are designed to safeguard network user accounts:

- Passwords are created and maintained by the Administration

- Website passwords may be stored in Google Chrome's web browser's password manager.

- Do not share passwords with other students.

- Do not use another user's account.

- Do not leave your account signed into a device where someone else can (knowingly or unknowingly) use your account.
- Do not insert passwords into e-mail or other communication.
- If the user account password is written down, keep it in a secure location.
- If access to your account is suspected, report it to staff member immediately.
- Reach out to the teacher or IT department for forgotten passwords.

Upon unenrolling, transferring, leaving, or graduating, the student's access will be revoked within 3 business days. Students or guardians can contact the school if there is any need to re-access the account. Permission to do so will be evaluated by the administration and facilitated by the IT department.

Student instructional data (cloud storage and email) will be retained for 1 year after a student graduates or leaves the school.

Equipment Loss and Damage

If the device is damaged, broken, or fails to work properly, report the situation to a staff member immediately.

- Do not take Quileute Tribal School’s device to an outside computer service for any type of repairs or maintenance.
- Do not attempt to repair the device yourself
- Tampering with the device, including the asset tag, can result in punishment.

Repair or Replacement

If the equipment is damaged, a reasonable effort will be made by the district IT department to repair the equipment. In some cases, the parent/guardian may be responsible for the full replacement cost.

Equipment fines (subject to annual increase):

- Damage: $25 per incident
- Lost device: $200
- Lost charger: $25

The student/parent/guardian has read the Quileute Tribal School District Technology Acceptable Use Policy (AUP)

Consequences

Breaking any policies, guidelines or rules outlined in this document may result in discipline and/or revocation of device privileges.