

Wahkiakum School District

**J.A. Wendt Elementary
John C. Thomas Middle School
Wahkiakum High School**

Student Handbook 2025-2026



Continuous Nondiscrimination Notification WE ARE AN EQUAL OPPORTUNITY EMPLOYER

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

**Civil Rights Compliance Coordinator
HR Department
500 S 3rd St B398, Cathlamet WA 98612
360-795-3971
wsd-hr@wahksd.k12.wa.us**

**Section 504/ADA Coordinator
HR Department
500 S 3rd St B398, Cathlamet WA 98612
360-795-3971
wsd-hr@wahksd.k12.wa.us**

**Title IX Coordinator
HR Department
500 S 3rd St B398, Cathlamet WA 98612
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wsd-hr@wahksd.k12.wa.us**

Section 1
J.A. Wendt Elementary/John C. Thomas Middle School

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Section 4 - OSPI Model Handbook Language

(Harassment, Intimidation, and Bullying – Discrimination – Gender Inclusive)

Fast Facts

School Begins	8:00 am
Students Dismissed	3:30 pm
Breakfast Served	7:30-8:00 am
School Office Hours	7:30am – 4:30 pm
Elementary/Middle School	360-795-3261
High School (Superintendent)	360-795-3271

Elementary School Bell Schedule

Breakfast	7:30-8:00 in MPR
First Bell	7:55
Tardy Bell	8:00
School Starts	8:30
AM Recess.....	K-2 (10-10:15), 3 rd -5 th (11:00-11:15)
Lunch	K-2 (11:20-12:00), 3 rd -5 th (12:45-1:25)
PM Recess.....	K-5 (2:25-2:45)
Dismissal	3:30

Middle School Bell Schedule

8:00 - 8:28.....	Mule Success
8:31-9:24.....	1st Period (Power Hour)
9:24 - 10:20.....	2nd Period
10:23 - 11:16.....	3rd Period
11:19 - 12:12.....	4th Period
12:12 - 12:42	LUNCH
12:45 - 1:38.....	5th Period
1:41 - 2:34.....	6th Period
2:37 - 3:30.....	7th Period (Electives)

Arrival and Dismissal of Students

The school doors will open at 7:30. Students should arrive **no earlier** than this time for breakfast. There is no supervision prior to this time, which creates an UNSAFE environment for students and we trust you'll help us keep your students as safe as possible. After 7:30 AM, all students will have the opportunity to eat breakfast in the multi-purpose room and/or go to recess with their classmates. At 7:55 AM, students will transition to classrooms. The tardy bell will ring at 8:00. Buses will arrive to school between 7:30-7:50 and will drop students off in front of the elementary school in the designated bus lane.

Our staff will be teaching from bell to bell as we need to use every minute that we have for learning, which means that we will not have students ready to leave until 3:30. This also means that students will not load buses or be out at the pickup area until 3:30. Buses will depart as close to 3:37 as possible. Parents should stay in cars if picking up students and park along the playground fence on S. 3rd Street. No cars will be allowed in the bus lanes during the morning arrival time and afternoon dismissal. Please help us keep everyone safe by driving slowly and following the directions of staff.

If a parent needs to pick a student up during the school day, they should come to the main office and to sign the student out. Class time is valuable, so students will not be pulled out of class prior to the arrival of the parent/guardian picking them up.

School Staff Roster

Principal	Nikki Reese
Secretary	Stacey Wegdahl
Attendance/Asst. Secretary	Sami Olsen
Kindergarten	Karrin Stephens
Kindergarten/First Split.....	Merissa Olsen
First Grade	Kami Gray
Second Grade.....	Jamie Cothren
Second/Third Split	Nicole Wilson

Third Grade.....Lisa Frink
Fourth Grade.....Katie Baker
Fourth/Fifth Split.....Shelley Olsen
Fifth Grade Jamie Brown
Interventionist Janine Davidson
K-5 MusicDarla Mead & Elsa Clark (K & 1)
K-5 Fitness/Art Paul Johns
6th, 7th & 8th ELA Tina Merz
6th-8th Social Studies Eric Hansen
6th-8th Math.....Jade Jennings
6th-8th Science Alice Poulson
6th, 7th & 8th Fitness/Health.....Carrie Badger
6th-8th Band Darla Mead

Specialists and Certificated Support Staff

Prevention SpecialistNikita Hardin
School Based Mental HealthKourtney Peterson
District Nurse Alyssa Gaskill
Title/LAP Intervention..... Nikki Reese & Janine Davidson
Special Education Administrator Chris Bettineski
PsychologistLeanne Felts (remote)
Speech/Language Pathologist.....Marianna Bruneau
Speech/Language Pathologist Assistant.....Erin Attridge
K-5 Special Education..... Shannon Smith
6th-8th Special EducationJoe Strandjord
Alternative Learning (ALE)Elsa Clark

Paraeducators/Classified Support Staff

Custodian Trina Gartski
Custodian Beau Reynolds
Food Service Director Krista Fritzie
Food Services Michelle Wisner
Food Services.....April Peterson
Para ProfessionalHeidi Beyer
Para Professional.....Caitlin Heiner
Para Professional.....Candy Heiner
Para Professional Sadie Mace
Para Professional Gina Marsyla
Para ProfessionalSherry McEneny
Para Professional Kristin McPherson
Para Professional.....Aaron Lester
Para Professional.....Andi Miller
Para Professional Gena Montgomery
Para Professional.....Antoni Ramirez
Para Professional.....Alli Grangroth
Para Professional.....Natalie Sutton
Para Professional Wendy Vasion

School PTO/PTA Officers

President.....Ashley Hilton
Vice PresidentChris Coleman
Secretary.....Lyndsey Hollis
Treasurer Alice Coleman
Book Fair Coordinator..... Chris Coleman
Books for Kids Coordinator Chris Coleman

Wahkiakum School District Administration

Ralph Watkins, Superintendent 360-795-3271
Stephanie Leitz, WHS Principal 360-795-3271
Nikki Reese, JAW/JCT Principal 360-795-3261

Wahkiakum School District Board of Directors

Shawn Merz, Chairman
Patty Anderson
Brian Heston
Sue O'Connor
Bobbie Stefan

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Wahkiakum School District

District Mission Statement: *We strive to provide a quality education that empowers and inspires all students to be productive, confident, contributing and respectful citizens.*

District Vision Statement: *Wahkiakum School District strives to prepare all students to become lifelong learners and responsible citizens ready meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students, both inside and outside the classroom, that help them develop the knowledge, critical thinking skills, and the character necessary to succeed in a technologically advanced world.*

Attendance Policy - BECCA Law

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a powerful signal and leading indicator of equity. It can signal when students might need additional support and areas for system and school improvement. Chronic absenteeism impacts all students—no matter their age. Students that miss just two days a month for any reason are more likely to not read at grade level, and more likely to not graduate.

RCW 28A.225.010 COMPULSORY ATTENDANCE

Parents of a child older than 8 and younger than 18 years of age in the State of Washington shall cause such a child to attend school and such child shall have the responsibility to and therefore attend for the full school session.

RCW 28A.225.030 School Districts are required to file a petition with the juvenile court for attendance violations by a parent or child.

Improving school attendance increases the likelihood that children will be successful in school. Also, improved attendance decreases problems related to inappropriate social behavior.

The legislators, school districts and courts share the common goal of requiring students to attend school on a regular, full-time basis without acquiring unexcused absences.

WAC 392-401-020

Excused absences.

- (1) Absences due to the following reasons must be excused:
 - (a) Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
 - (b) Family emergency including, but not limited to, a death or illness in the family;
 - (c) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 - (d) Court, judicial proceeding, court-ordered activity, or jury service;
 - (e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 - (f) State-recognized search and rescue activities consistent with RCW [28A.225.055](#);
 - (g) Absence directly related to the student's homeless or foster care/dependency status;
 - (h) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW [28A.705.010](#);
 - (i) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400](#) WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#);

(j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;

(k) Absences due to a student's migrant status;

(l) Absences due to an approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and

(m) Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

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

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

(b) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;

(c) Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and

(d) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

(3) Districts may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets the criteria in subsections (1) and (2) of this section and school district policy for an excused absence.

Unexcused Absences: Elementary

Action	Required School District Intervention
After 5 excused absences within any month or 10 cumulative excused absences in a school year	The school will schedule a conference with the parent of an elementary student for the purpose of identifying barriers to attendance and supports/resources available to assist the family. If the student has a 504 plan or IEP, the 504 or IEP team must convene.
Students first unexcused absence	The school attempts to contact the parent by phone or mail regarding the unexcused absence.
Students third unexcused absence	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance and the supports and resources that may be made available to the family and steps to be taken to support the student to attend.
Between 2 nd and 7 th unexcused cumulative	Take data-informed steps to eliminate or

absences in a school year	reduce student's absences. Convene the 504 or IEP team if the student has a 504 or IEP plan. This is required and in addition to the requirement to have a parent conference after 3 unexcused absences.
Not later than 7 unexcused absences in a month	The school will do one of the following: • Enter into an agreement with the student and parent establishing attendance requirements: OR • Refer student to a Community Engagement Board, OR File petition under subsection (1) of RCW 28A.225.030
After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year	The school will file a truancy petition with Juvenile court. Court must stay the position. Refer the parent and child to a community engagement board or other coordinated means of intervention if the referral did not take place before the petition.
Unexpected or excessive absences (for youth who are dependent pursuant to RCW 26A.225.023)	The school will review unexpected absences or excessive absences with a youth who is dependent pursuant to chapter <u>13.34</u> RCW and adults involved with that youth to determine the cause of the absences, considering the unique circumstance of a youth who is dependent.

Unexcused Absences: Middle School & High School

Action	Required School District Intervention
Students 1 st unexcused absence	The school attempts to contact the parent by phone or mail regarding the unexcused absence.
Students 3 rd unexcused absence	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance and the supports and resources that may be made available to the family and steps to be take to support the student to attend.
Between 2 nd and 7 th unexcused cumulative absences in a school year	Must apply WARNS (Washington Assessment of Risks and Needs of Students) or other assessment and take data-informed steps to eliminate or reduce student's absences consistent with the WARNS or other

	assessment results.
Not later than 7 unexcused absences in a month	The school will do one of the following: • Enter into an agreement with the student and parent establishing attendance requirements: OR • Refer student to a Community Engagement Board, OR File petition under subsection (1) of RCW 28A.225.030
After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year	The school will file a truancy petition with Juvenile court. Court must stay the position. Refer the parent and child to a community engagement board or other coordinated means of intervention if the referral did not take place before the petition.
Unexpected or excessive absences (for youth who are dependent pursuant to RCW 28A.225.023	The school will review unexpected absences or excessive absences with a youth who is dependent pursuant to chapter <u>13.34</u> RCW and adults involved with that youth to determine the cause of the absences, considering the unique circumstance of a youth who is dependent.

Students are expected to attend all assigned classes each day. Wahkiakum School District regulations require a student's parent or guardian to either call the school or send a note explaining the reason for student's absence.

1. Students leaving school before the end of the day must check out through the office with a written excuse from the parent or the parent must pick up the child in the office.
2. If the student leaves school without checking through the office, parents will be notified. If the school is unable to notify the parents, the sheriff's office will notified that the student is missing.
3. Make-up assignments must be made available to the students who are absent and request the assignments.
4. Forged notes will be considered insubordination and treated as such.

What to do when absent:

1. Have a parent/guardian write a note giving your name, date, days of absence, reason for the absence, and his/her signature or call the office at 795-3261 to verbally excuse your child.
2. Bring the note to the office as soon as you report to school.
3. Ask all of the teachers for make up work. Assignments not made up will be reflected on your grade. (Each student is responsible for seeing that the make-up work is completed).

4. If there is an upcoming planned absence, such as a family trip, parents/guardians should notify the school prior to the absence. A pre-arranged absence form is available in the office. The teachers will fill out the form giving the assignments that they expect to be completed before, or upon arrival back from the absence. *Pre-arranged absences may not be approved if a student has a history of chronic absences and/or are currently in jeopardy of failing a class.

Unexcused Absence Procedure:

1. Students are expected to attend all assigned classes each day. Teachers and the office will keep accurate record of all absences and tardies in school records.
2. Students who are absent and do not bring a signed note from the parent/guardian upon return, or the office doesn't have record of a call reporting the absence are considered unexcused.
3. It is helpful for parents to call the office if their child is absent to excuse their child's absence preferably before school starts.
4. The office will make phone calls home or send a letter to try to verify your child's absence.

Tardiness:

Promptness is very important to the educational environment of a classroom. Each teacher has rules regarding punctuality. Students arriving late to school disrupt the educational process. Parents will be notified if tardiness become a regular concern.

Early Dismissal and Leaving the School Grounds

We operate a closed campus for grades K-8.

Check out procedure for early dismissal:

1. If a student has to leave school during the school day, he/she must be picked up by the parent/guardian or someone designated by the parent/guardian in a written letter.
2. The office will determine if the early dismissal is to be excused or unexcused.
3. Students leaving school without checking through the attendance office will be considered truant.

Volunteers

Parents must have an approved volunteer packet on file with the superintendent before volunteering in a classroom.

Dress Code

It is our belief that cleanliness, neatness, and appropriateness of the dress and personal grooming by our students are desirable qualities to be encouraged by both parents and school personnel. **School dress codes also apply to school sponsored events.**

1. Students should not wear halter-tops, tank tops with large arm holes or spaghetti straps or low-cut tops. **No bare midriff or visible cleavage** while sitting or standing. Sleeveless tops are permitted but straps must be a minimum of 1" and multiple straps cannot be counted as 1" straps.
2. Hats or head coverings may be worn in the halls, cafeteria and gym, before and after school and at lunch. They may not be worn in classrooms **unless approved by the classroom teacher**. Exceptions will be made for medical or religious reasons.
3. Students are not to wear clothing with inappropriate slogans and graphics printed on them. This includes any material that is lewd, sexual, obscene, profane, gang, drug or alcohol related.
4. Cutoffs may be worn as long as they do not contain inappropriate holes and are reasonable length at mid thigh.
5. Sunglasses are not to be worn in the building or class without permission.
6. Undergarments should not be visible at any time. Sheer clothing or articles with holes must be accompanied with appropriate clothing underneath.
7. Shorts and skirts must be at least as long as the tips of the student's fingers when their hands are held straight down to their side.

Medications at School

In accordance with WSD Policy/Procedure #3416 and the requirements of RCW 28A.210.260, designated school personnel will administer only prescribed oral medication to students if the appropriate paperwork has been completed by the parent and is on file in the office. No over-the-counter medication will be given, except in special circumstances, and will require both parent and Health Care Provider's authorization to administer to the student. The medication procedure is to ensure that students receive only medication at the direction of the student's health care provider and with the knowledge and authorization of the parent/legal guardians. We encourage your cooperation in this process to protect the health and welfare of students.

School Closure/Delayed Start

In the event of severely inclement weather or mechanical breakdown, school may be closed or starting time delayed. The same conditions might make it necessary to close school early. School closing, delayed starting time or early dismissals will be announced on major radio stations. If no report is heard, it can be assumed that school will be in session.

For school closure information you can:

1. Check the school website at www.wahksd@k12.wa.us or District Facebook page for updates related to closures or delays.
2. Check your email for updates through our student information system (Qmlativ).
3. Listen to KBAM 1270 (AM), KEX 1190 (AM), KGW 620 (AM) or 105.5 FM

Whenever school has to be dismissed early during the school day, the residences of the elementary school students will be called as soon as possible to inform them of the early dismissal. If no one answers at the residence, attempts will be made to contact another responsible party.

Grading System and Honor Roll

The evaluation of student achievement is one of the primary functions of the teacher. At the primary level letter grades are not used. At the upper elementary and Middle Schools letter grades are given for academic achievement. Half grades +’s and –’s are issued as well. In the event of an illness, emergency or prearranged absence, a temporary “I” (incomplete) may be given as a grade. An incomplete will turn to an F two weeks after the date of issue if the necessary work is not completed.

A 6-8 grade student who has a grade point average of a 3.2 and above with no F’s or D’s is considered on the honor roll.

8th grade students will receive high school credit upon successful completion of Washington State History.

Grade Percentages:

A – 94% - 100%, A- - 90% - 93.99%, B+ - 87% - 89.99%, B – 84 – 86.99%, B- - 80% - 83.99, C+ - 77% - 79.99%, C – 74% - 76.99%, C- - 70% - 73.99%, D+ - 67% - 69.99%, D – 60% - 66.99%, F – 0% - 59.99%

Permission Slips/School Activities

Students **must** have a signed permission slip in order to be allowed to attend field trips. We will not take a phone call in place of a signed permission slip. Please make sure you sign and return permission slips so that your child will not miss out on fun off-campus activities.

Students will be allowed to participate in extra-curricular activities such as sports, band programs, field trips, etc. provided they have no outstanding fines and/or fees such as sports gear, textbook fines, long overdue library books, etc. Please make sure you are being responsible and taking care of fines as they accrue and returning materials in a timely manner.

Internet Use

Internet use has become a standard part of the educational process. A parent/guardian may request an internet opt-out form in the office if they do not wish their child to use the internet while at school. The students are to use the Internet for research and other classroom activities as directed by the teacher. Misuse of the internet could result in restricting a student’s access to using school technology.

Cell Phones

Students will be expected to keep their cell phone in their locker once they arrive to school and until the end of the school day. Cell phones should not be taken to class for any reason. If a student is found to have a cell phone out during school hours (classroom, hallway, lunchroom), he/she will have it taken and one of three steps will be taken:

1. First offense – the phone will be returned to the student at the end of the day.
2. Second offense – the phone will be turned into the main office and the parent/guardian will be required to pick it up.
3. Third offense - parents will need to pick up the cell phone and students may be asked to no longer have them at school. Elementary students may not use their cell-phones at recesses.

Sexting

Students shall not send, share, view or possess pictures, text messages, emails or other material of a sexually explicit nature in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events, or on school buses or vehicles provided by the district.

Students who violate this policy will be subject to disciplinary action, including suspension or expulsion; and losing the privilege of bringing the device onto school property. In addition, an administrator may confiscate or with reasonable cause search the device, which shall only be returned to the student's parents/guardian. Content or images that violate criminal laws will be forwarded to law enforcement.

By bringing a cell phone and other electronic devices to school or school sponsored events, the student and parents consent to the search of the device when school officials have a reasonable suspicion that such a search will reveal a violation of school rules.

Discipline Policy

Student Discipline: Students will be disciplined in a progressive manner, depending on the frequency, nature and circumstances of the violation. A serious infraction may warrant immediate suspension or expulsion. Discipline measures may include one or more of the following: student conference, parent notification, parent conference, detention, restorative actions, out-of-school suspension and expulsion.

Weapons and Firearms

No weapons are allowed at school. As in District Policy 4210.

Students who bring firearms on school grounds are subject to a minimum of one academic term, with possible case-by-case modification by the superintendent. The District shall also comply with federal protections for disabled students in the application of this policy. Parent(s) or guardian(s) will be notified of the violation, as will law enforcement agencies.

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka-sticks" consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope or other means;

- Any device, commonly known as “throwing stars” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any sling shot, sandbag, or sandclub;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

Nicotine/Alcohol/Drugs

Students, as well as adults, are not allowed to use or possess tobacco/nicotine delivery products (i.e., cigarettes, cigars, vape devices, chewing tobacco, nicotine pouches), alcohol or drugs of any kind on the Wahkiakum School District campus. Progressive disciplinary consequences will be administered to anyone violating this policy.

The following information is provided to meet federal requirements where schools receive money for an intervention/prevention program.

- The Wahkiakum School Board believes that the use of illicit drugs or unlawful possession and use of alcohol by minors is wrong and harmful.
- The Wahkiakum School District has adopted and implemented an age-appropriate, developmentally-based, K-12 drug and alcohol curriculum which stresses abstinence.
- The Wahkiakum School District will attempt to help students and parent/guardians obtain drug and alcohol counseling services and referrals for students who have a

demonstrated need. The school district works closely with Wahkiakum County Mental Health to provide additional counseling.

- Students should review discipline standards and actions for the unlawful possession, use or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

School Bus Rules and Expectations

Riding the school bus is a privilege, not a right. Proper behavior and actions will guarantee this privilege. While riding the school bus your child is governed by Washington State Law.

Students will conduct themselves in a manner which will assure the safety of all involved when waiting for, riding and departing from the school buses. Therefore, disruptive behavior, insubordination, smoking, hanging out of windows, foul language and challenging the authority of the bus driver are prohibited. Actions of these and others which present danger or consistent non-compliance with authority will result in progressive steps of discipline (suspension) for a designated time enforced by the bus driver and supported by the administration. The bus driver is in complete charge of the bus and students are required to obey directions given by the driver. Students who fail to obey school bus rules consistently will be subject to suspension by the administration. Students who come home on the bus should return home on the bus unless they present a note from their parent.

1. The driver is in full charge of the bus and students. The students must obey the driver promptly and willingly.
2. Students shall ride their regularly assigned bus at all times unless permission to do otherwise has been granted by the school authorities. School authorities shall verify with the driver the availability of extra seating space.
3. Unless by permission of school authorities, no pupil shall be permitted to leave the bus except at his or her regular stop.
4. Each student may be assigned a seat in which he/she will remain at all times unless permission to change is given by the school principal and/or driver.
5. Outside of ordinary conversation, classroom conduct must be followed. Students will sit properly in their seats, refrain from throwing objects, keep their hands to themselves, and be courteous to their fellow passengers.
6. Students are to assist in keeping the bus clean by keeping their waste off the floor. Students must also refrain from throwing refuse out of windows. To help keep the bus clean, eating is allowed only if permission is given by the bus driver. Pop is not allowed on regular morning and afternoon runs.
7. No student will smoke or light matches on a school bus.
8. No student shall open a window on the school bus without first getting permission from the school bus driver.
9. No student shall at any time extend his head, hands or arms out of the window whether the school bus is in motion or standing still.

10. Students must see that they have nothing in their possession that may cause injury to another, such as sticks, breakable containers, any type of firearm, or straps or pins extending from their clothing. Animals are not permitted on the bus, except for service animals.
11. Each student must see that his/her books, backpacks, and personal belongings are kept out of the aisle. Special permission must be granted by school authorities to transport any large items.
12. Large radios are not allowed on the bus except in special circumstances with prior approval. Walkmans can be used with earphones. Students will not talk to the driver more than necessary.
13. No student shall sit in the driver's seat, nor shall any student be to the immediate left or right of the driver.
14. Students are to remain seated while the bus is in motion and are not to get on or off the bus until the bus has come to a full stop.
15. Students must leave the bus in an orderly manner. They must not cross the highway until given consent by the school bus driver. When boarding or leaving the bus, the students should be in view of the driver at all times, crossing only in front of the bus.
16. Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop before the bus is due.
17. Self-discipline should be exercised by pupils at the bus loading areas. It may be necessary at times for parents to walk and supervise their child at the bus stop.
18. Students who have to walk some distance along the highway to and from the bus loading area, when practical, should walk on the left-hand side facing the oncoming traffic. This will also apply to students leaving the bus loading zone in the evening.
19. In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.
20. Parents of students identified as causing damage to buses shall be charged with the cost of the incurred damage.
21. Student misconduct shall constitute sufficient reason for suspending transportation privileges.

Bus Discipline In order to maintain and promote safe and required conduct by students on the school buses, it is necessary for all drivers and supervisors to consistently enforce established ridership rules.

Regular Route Students (to and from school) who do not comply with ridership rules will generally be subject to the following progressive discipline, depending on the nature and frequency of the misconduct: 1) reprimand, 2) parent notification, 3) 2 day suspension from bus route, 4) 5 day suspension from bus route, 5) long term suspension from bus route.

Students on Extracurricular Trips who do not comply with ridership rules will generally be subject to the following progressive discipline, depending on the nature and frequency of the misconduct: 1) reprimand and/or parent notification, 2) suspension from next extracurricular trip and parent notification, 3) long term suspension from extracurricular trips.

Promotion/Retention

The board recognizes that the rate of physical, social, emotional and academic growth will vary among individual students. Since each student grows at his or her own rate, these individual growth characteristics shall be recognized in classroom programming.

Grades 6-8

After a student has successfully completed a year of study at a specific grade level (6-8), he/she will be promoted to the next grade. There are five core classes offered at the middle school each year. The classes include PE, language arts, mathematics, science, and social studies. These five classes combined total five credits each year. Each core class is worth .25 credits per quarter.

The staff recognizes that for promotion to the next grade, a student must be passing a minimum of four credits in the core classes. There can be no more than .50 credit failed in any one core class each year. If there are extenuating circumstances, the building principal will have discretionary authority to call for an MDT (Multidisciplinary Team/staff) meeting to review certain grades and determine promotion or retention.

After the first quarter grading period, parents will be notified in the form of a warning letter if their student is failing a class. They will be encouraged to conference with each teacher whose class the student is failing. The same procedures will be followed after the second quarter grading period. At each conference, parents will be advised on how they might assist their student to improve.

After the conclusion of the third quarter grading period, parents will be notified again in the form of a letter as to the academic status of their student. At least two weeks prior to the end of the school year, the parent, principal, and teacher(s) will again meet in a formal conference to review the latest progress. If retention is the decision, parents will be notified immediately. Parents may wish to enroll their students in an accredited summer school program to make up the deficient grades. At the conclusion of the summer school program, the student must show evidence of registration and attendance. Additionally, a transcript must be forwarded to the school officials showing a passing grade in the coursework. If the student passes, he or she can be promoted to the next grade.

Parents of students in special education who fail classes will be contacted throughout the year and advised of academic options. The multidisciplinary team will meet with parents at the direction of the special education coordinator. Based upon the academic plan written in each IEP, accommodations agreed to, and to what is the best interest of the student, the multidisciplinary team will make the final decision on a case by case basis for that student's promotion or retention.

Wahkiakum Athletic / Extra-Curricular Activity Philosophy

John C. Thomas Middle School offers extra-curricular opportunities in numerous sports and other extracurricular activities to promote the physical and social development of each individual student. All students are encouraged to participate. In order to clarify established policy concerning athletics, the school board, the administration, athletic director, and coaches

of John C. Thomas School believe that the accepted rules and obligations of a participant should be made clear.

Participating in an extra-curricular activity is a privilege rather than a right. This privilege can be maintained only by following a common sense approach to training and abiding by all regulations of the extra-curricular program. We want our school to be represented by the type of individual who has enough pride in oneself, the school, and the team activity group to abstain from doing anything which will cause disfavor upon the school.

“Pay to Participate”: The School District has implemented a “pay to participate” policy. Middle school students participating in an extra-curricular activity are required purchase an ASB card (\$25 for the year) and pay \$40 per activity. Payment must be made no later than one day prior to the first game/event in which the athlete is eligible. This payment does not guarantee a student playing time but rather the privilege of being a part of the team.

Academic Eligibility: Students are required to maintain a passing grade in all of their classes. Weekly grade checks will occur each Thursday morning through a Skyward grade report. Athletes who are not passing a class at the time of the Thursday grade check will be ineligible to participate in contests the following week. The student is, however, still required to participate in practices. The ineligible athlete will not be allowed to travel to away contests. If an athlete is found to be ineligible three consecutive weeks, the athlete will no longer be allowed to participate in that activity for the remainder of the season.

Attendance Requirements: An athlete, or other activity participant may not participate in an athletic or activity event or practice on any day that he/she has missed any portion of the school day for an unexcused absence or an illness. Exceptions will include medical appointments (doctor, dentist, vision, etc.). Appointments with doctors require a signed statement by the physician stating the player is safe to participate and/or any limited capacity to participate. Approved pre-arranged absences made with the principal may warrant participation as well.

If an athlete has an illness or injury, which was serious enough to require medical care, the student must secure a physician’s release to resume participation in an athletic activity. This is required before a student may participate in practice.

Physical Appearance: An athlete or activity participant shall maintain the appropriate dress and grooming standards (a minimum standard of the school dress code will be maintained) of the team as determined by the head coach in consultation with his/her immediate supervisor. First offense: verbal warning. Repeated offenses: suspension from the activity for five school days.

Rules pertaining to behavior: Extra-curricular activities are an extension of the classroom and all rules and regulations stated in the student handbook pertaining to behavior and dress code apply to athletics and other extra-curricular activities.

General Regulations

1. Each extra-curricular participant must abide by the rules and regulations of the Washington Interscholastic Activities Association, The Eligibility Code for extra-curricular activities, and regulations and policies set forth by the Wahkiakum School District.
2. All athletes must be covered by accident insurance offered at the school or have a waiver signed by parents attesting to home coverage equal to the W.I.A.A. minimum requirements. This is required before a student may participate in practice and must be submitted at the beginning of each sport season.
3. Each athlete must have passed a physical examination from a licensed physician or physician's assistant certifying that his/her physical condition is adequate for participation in the activity. Physicals may not expire mid-season. This is required before a student may participate in practice.
4. If an athlete has an illness or injury, which was serious enough to require medical care, the student must secure a physician's release to resume participation in an athletic activity. This is required before a student may participate in practice.
5. Participants will return a parental permission slip to the office at the beginning of the school year or before the beginning of his/her first season. This slip also gives the parent some information on the action the coaches will take in case of injury, as well as listing the player's doctor and his/her phone number. This is required before a student may participate in practice.
6. Athletes and Activity Participants shall respect all decisions of officials and abide to all reasonable requests made by their coaches and/or activity advisors.
7. Extra-curricular participants shall be responsible for the care and return of all property issued them. Uniforms and equipment are costly to replace and to a large extent paid for by student fees. Athletic tape and other supplies should not be used unnecessarily or wasted. No athlete will be allowed to turn out for another sport until all equipment and uniforms have been turned in from the previous sport.
8. Athletes and activity participants shall take pride in the appearance of the athletic area and shall strive to maintain a clean appearance in the play area and locker room.
9. Each athlete, cheerleader, and activity participant will purchase an A.S.B. card. This is

required before a student may participate in the first contest.

10. Any student withdrawing from participation in a specific sport or activity during a season shall notify the coach at once. The student will be billed for any equipment not returned.
11. Citizenship Eligibility: Participation in extra-curricular activities is considered a privilege. Students may be required to complete extra tasks as a penalty for being late to or absent from practice and thus letting his/her team down. If a student has consistent problems with absences, tardies, or detention they will need to meet with the principal and/or athletic director to create a plan to correct the problem. If the problem continues, the student can be suspended from competition. If a student becomes involved in serious or consistent discipline problems in the school, or civil offenses, he/she may become immediately ineligible as a penalty for the behavior.
12. It is the responsibility of the athlete, cheerleader, or activity participant to secure and complete all missed assignments. Temporary suspension may occur until missed assignments are completed.
13. Athletes and activity participants will always conduct themselves in an appropriate manner that will not harm or taint the reputation of the school, the group, or teammates. This includes posts and comments on social-media sites.

Extra-Curricular Activity Code

The opportunity to participate in interscholastic athletics and other activities at John C. Thomas Middle School is a privilege granted to all students of the district. Participants in these voluntary programs are expected to conform to specific conduct standards established by the school district 24 hours per day beginning with the first day of the season until the last day of the season according to W.I.A.A.'s calendar of events. A student who is found to be in violation of any rules is subject to disciplinary action, suspension and/or removal from the team. Provisions are made for a student who has allegedly violated one or more of the conduct rules to appeal the suspension and/or expulsion as specified in this code.

Participants shall not possess, use, transmit, be under the influence of, or be suspected of having used any tobacco products, alcoholic beverage, or intoxicant of any kind, narcotic drug or hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, or other illegal drugs or substances, or any like product. Participants will abstain from the use, possession, transmission, or illegal sale of any tobacco product or be suspected of the same or like

products.

Voluntary Treatment If any student realizes they have a drug, alcohol, tobacco, or anabolic steroid problem, and of their own volition, seek treatment for their problem (prior to their first drug, alcohol, or tobacco violation) they may not be subject to disciplinary action for taking this positive step. The student will be disciplined for any subsequent offense according to this code. **Any cost for treatment and/or assessment will be the responsibility of the student and/or the parent/guardian.**

Violation of the extra-curricular activity code: Upon confirmation that a student has violated the extra-curricular activity code of conduct and both the participant and parents/guardians have been notified of the appeal process the following steps will be followed. **Tobacco, and/or Alcohol**, (during the school year)

Tobacco - (possessing, or using tobacco and/or like products or suspicion of same)

Alcohol - (possessing, being under the influence of, or using alcohol and/or like products, or suspicion of same).

First Offense: - (Since the beginning of 7th grade, or 6th grade if they are needed to fill a team.) A participant shall be immediately ineligible for the equivalent of one full season. **(Example:** if a suspension affects 33% of the football games [3 games], then the participant must be ineligible for 67% of the next athletic season in which he/she participates). In order to be eligible to participate after the suspension the participant shall meet with **the School Eligibility Board** (S.E.B.) to request approval to participate. Before a hearing will be held, the student must complete the majority of their interventions with a drug/alcohol counselor. The school eligibility board will recommend to the principal appropriate action to be taken in the student's case. The school principal shall have the final authority as to the student's participation in the extra-curricular program.

Alternate Suspension: Suspension time may be reduced with the agreement of the participant and/or the parent/guardian to comply with the following stipulations:

1. A parent/guardian conference which includes the participant.
2. A pre-assessment and/or formal assessment (if deemed necessary), and
3. A designated education, rehabilitation, or intervention program or similar acceptable program deemed appropriate by a counselor or administration.

Alternate Suspension Time: Football, track - 33% of the contests/games /scheduled events **Basketball, baseball, softball. Wrestling** - 33% of the

contests/games/outings/scheduled events Volleyball - (33%) of the matches/outings/scheduled events. All other extra-curricular activity participants will lose 33% of the activity

Note: In wrestling, volleyball, or other multiple contest events, an outing or scheduled event shall mean any event at one site for that day (example; tournament). The suspension shall effect the highest level of participation (varsity level) and the suspended participant shall not participate in lower games or count lower level games toward the suspension.

Any cost for treatment and/or assessment will be the responsibility of the student and/or the parent/guardian

Second Offense: (During the high school career) The violating participant will be prohibited from participation in all extra-curricular activities for one calendar year from the date of the violation.

Third Offense: The violating participant will be banned from any further extra-curricular activities for the remainder of their high school career.

Re-instatement:

If a participant has offended three times in the areas of tobacco and/or alcohol he/she may request an appeal for a reinstatement of eligibility provided they are willing to comply with the following provisions:

1. A written request will be made to the athletic director asking for the reinstatement procedure to be initiated.
2. Be enrolled and participating in, or have completed a substance abuse program approved by the school district within the last year.
3. Consent to complete 6 U.A.'s over a period of six months.
4. Three letters of recommendation from adults (over 21 years of age and not family members) indicating the character of the participant.
5. A letter from a licensed professional practitioner stating the participant does not have a substance abuse problem

When the participant has satisfied each of the above requirements, the SEB will conduct and interview with the participant and participant's parents/guardians and render a decision within 3 days of this interview. ***The decision of the S.E.B. is final and may not be appealed in this***

process.

Drugs & Legend Drugs - possessing, being under the influence of, or using drugs/legend drugs and/or like products, dealing or under suspicion of same

Legend drugs are defined as those drugs that are legal ONLY through prescription.

First Offense: (Since the beginning of 7th grade, or 6th grade if they are needed to fill a team.) A participant shall be immediately ineligible for the equivalent of one full season. (Example: if a suspension affects 33% of the football games [3 games], then the participant must be ineligible for 67% of the next athletic season in which he/she participates). In order to be eligible to participate after the suspension the participant shall meet with the School Eligibility Board (S.E.B.) to request approval to participate. The school eligibility board will recommend to the principal appropriate action to be taken in the student's case. The school principal shall have the final authority as to the student's participation in the extra-curricular program.

A student who seeks and receives help for a problem with use of legend drugs or controlled substances and controlled substance analogs shall be given the opportunity for assistance through the school and/or community agencies. In no instance shall participation in a school and/or a community approved assistance program excuse a student from subsequent compliance with this regulation. However, successful utilization of such an opportunity or compliance with athletic code by the student athlete may allow him/her to have eligibility reinstated in the extra-curricular program, pending recommendation by the school eligibility authority committee. (***School Eligibility Board -S.E.B.***)

Second Offense: (Since the beginning of 7th grade, or 6th grade if they are needed to fill a team.) A student shall be ineligible for extra-curricular participation for a period of one calendar year from the date of the second violation.

Third Offense: (Since the beginning of 7th grade, or 6th grade if they are needed to fill a team.) A student/athlete who violates for a third time shall be permanently ineligible for extra-curricular participation.

This W.I.A.A. policy applies to all drug offenses while in middle school and high school.

Example: If a student has a first offense at any time during middle school or high school it will be dealt with as the first offense. If a second or third offense occurs at any later date in their middle school or high school years the consequence will be dealt with as

the second or third offense.

In the presence of prohibited substances or activities:

Participants who attend and remain at events and/or places which have prohibited substances or activities may be suspected of participating in training violations and disciplined accordingly:

First Offense:

A participant shall be immediately ineligible for the equivalent of 10% of the season. In order to be eligible to participate after the suspension the participant shall meet with the School Eligibility Board (S.E.B.) to request approval to participate. Before a hearing will be held, the student must complete the majority of their interventions with a drug/alcohol counselor. The school eligibility board will recommend to the principal appropriate action to be taken in the student's case. The school principal shall have the final authority as to the student's participation in the extra-curricular program.

10% suspensions will be rounded up to the nearest whole number

Football, track - 10% of the contests/games /scheduled events

Basketball, baseball, softball, wrestling - 10% of the contests/games/outings/scheduled events

Volleyball - 10% of the matches/outings/ scheduled events

All other extra-curricular activity participants will lose 10% of the activity

Second Offense: - Same as the first offense in tobacco and alcohol violations.

All athletic/activity suspensions must be served while school is in session and only during that portion of the year in which WHS athletics/activities are in active participation.

TRANSPORTATION: All students are expected to use the transportation provided by the school district to get both to and from all athletic events and field trips.

Students may be released from riding home on the bus after extracurricular events or field trips if prior arrangements have been made with the office by the parent, or if the parent or guardian is present and verbally requests the release of their student to the coach, bus driver, or staff supervisor.

Arrangements to be released must be made in a timely fashion to allow the administrator involved time to verify all communication. (By noon the day of the event)

No student will be released to an older sibling, relative, or other adult unless prior arrangements have been made. At no time will a student be released to another student.

Attendance at School: An athlete, cheerleader, or other activity participant may not participate in an activity/contest or practice on any day that he/she has missed any portion of the school day for an unexcused absence or an illness. If the student has received school permission he/she may miss any portion of the day and participate in practice or contests.

Violations of Civil Law: The administration and the Wahkiakum School Board reserve the right to discipline athletes/participants that have been charged with or found guilty of criminal offenses.

Repeated Offenses: If a student repeatedly violates one of the above rules, he/she may be suspended for the sports season. (As an example: if a student is suspended from one spring sport he/she shall not be allowed to participate in another spring sport.)

Appeal Process for Extra-Curricular Suspension

The hearing process is intended to be as expeditious as possible to insure due process for the participant. In the appeal process the participant will remain on suspension from the sport or activity until such time that an appeal decision overrules, upholds, or revises the suspension.

When infractions occur within the extra-curricular activity program the following process may be followed

1. Upon the imposition of penalty for infraction(s) of said rules or regulations and the notification of the student and parent/guardian, any aggrieved student and/or the parent/guardian of said student shall have the right to request an appeal of this decision to the School Eligibility Board (S.E.B.). This appeal must be presented to the Superintendent or Principal in writing requesting a hearing by the School Eligibility Board. If the student and/or the parent/guardian do not make a written request for this conference within three (3) school days of the action grieved, they will have waived their right to the conference and appeal procedure. Before a hearing will be held, the student must complete the majority of their interventions with a drug/alcohol counselor. The S.E.B. will render the decision within 3 days of the conference. The facilitator of the hearing will communicate the decision to the participant and parent/guardian.
2. If the parties are unable to agree with the result of the S.E.B. hearing, the aggrieved parties may appeal to the Board of Directors by presenting the request in writing to the Superintendent or Principal within three (3) days. The board of directors will hear the appeal

as soon as possible, but in any case within ten (10) days. After hearing the case in detail, the Board shall render a decision on the case as quickly as possible, in any case within ten (10) days of the hearing. **This decision shall be final.**

The School Eligibility Board (SEB).

The School Eligibility Board will consist of:

1. Five members chosen by the principal or designee and all participation is voluntary.
2. The principal (or designee) will facilitate these meetings but will not have a vote.
3. The five member board shall consist of:
 - a. two teachers
 - b. one off-season coach from the opposite school of the participant (M.S. or H.S.) two community members.
4. All decisions of this board will be conducted by secret ballot.
5. The outcome of the ballots will be read to the SEB.
6. The principal or designee will inform participant and parents of the SEB's decision

Section 2
Wahkiakum High School

See District Website: wahksd.k12.wa.us

Section 3

Wahkiakum School District Policy 3241

Student Discipline

Introduction/Philosophy/Purpose

The Board of Wahkiakum School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;
- Optional: insert additional district commitments if any, based on district specific data and/or community input.

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.

4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

All certificated staff will participate in SEL professional development biannually.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an actions plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

2121 - Substance Abuse Program

2161 - Special Education and Related Services for Eligible Students

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

3122 - Excused and Unexcused Absences

3210 - Nondiscrimination

3244 - Prohibition of Corporal Punishment

3520 - Student Fees, Fines, or Charges

4210 - Regulation of Dangerous Weapons on School Premises

4218 - Language Access

Legal References:

42 U.S.C. 2000d et seq. Civil Rights Act of 1964

34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964

Chapter 392-400, WAC Pupils

WAC 392-190-048 Access to course offerings – Student discipline

Chapter 28A.320, RCW Provisions applicable to all districts

Chapter 28A.600 RCW, Students

RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties

Chapter 28A.225, RCW Compulsory school attendance and admission

RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

RCW 9A.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

Management Resources:

2023 – July Issue

2019 - April Policy Alert

2018 - August Issue

2016 - July Issue

2014 - December Issue

2014 - August Issue

2010 - June Issue

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Section 4

WAHAKIYAKUM SCHOOL DISTRICT

OSPI Model Handbook Language

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Stephanie Leitz, sleitz@wahksd.k12.wa.us) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- 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 ([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 ([Policy 3210](#)) and Procedure ([3210P](#)) visit [Wahkiakum School District Policy Page](#).

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 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 ([Policy 3205](#)) , ([Policy 3205P2](#)) and Procedure ([3205P](#)), visit [Wahkiakum School District Policy Page](#).

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

Concerns about discrimination:

Civil Rights Coordinator: Patti Phillips, Human Resources, 500 S. 3rd B398, Cathlamet, WA 98612 - pPhillips@wahksd.k12.wa.us, 360-795-3971

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Patti Phillips, Human Resources, 500 S. 3rd B398, Cathlamet, WA 98612 - pPhillips@wahksd.k12.wa.us, 360-795-3971

Concerns about disability discrimination:

Section 504 Coordinator: Patti Phillips, Human Resources, 500 S. 3rd B398, Cathlamet, WA 98612 - pPhillips@wahksd.k12.wa.us, 360-795-3971

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Ric Palmer, Superintendent, 500 S. 3rd B398, Cathlamet, WA 98612 - rpalmer@wahksd.k12.wa.us, 360-795-3971

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

What happens after I file a discrimination complaint?

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

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to Superintendent, Ric Palmer (rpalmer@wahksd.k12.wa.us, 360-795-3271) 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 (Policy 3210) and Sexual Harassment Procedure (3205P).

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

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (Policy 3210)) 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 K- 12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

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

U.S. Department of Education, Office for Civil Rights (OCR)

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

- Website: <https://www.ed.gov>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy ([Policy 3211](#)) and Procedure ([3211P](#)), visit [<https://www.wahksd.k12.wa.us>]. If you have questions or concerns,

please contact the Gender-Inclusive Schools Coordinator: Ric Palmer, Superintendent,
500 S. 3rd B398, Cathlamet, WA 98612 - rpalmer@wahksd.k12.wa.us, 360-795-3971

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 38.