Vision: Success begins here.

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

Mission: Every student will be successful.

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

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

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**Quillayute Valley School District**

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

Bill Rohde, Chair—District #4  374-6650  
Mike Reaves—District #5  327-3849  
Shannon Dahlgren —District #1  374-2439  
Kevin Hinchen—District #2  374-9429  
Ron Hurn – District #3  374-5601
### Important Dates

First Day of School | August 31  
Fall Parent Conferences | Oct. 18-21  
Homecoming Week | Oct. 26—Oct. 30  
End of First Quarter (FMS and FHS) | November 2  
No School—Veterans’ Day | November 11  
No School—Thanksgiving Holidays | November 23, 24 and 25  
End of First Trimester (FES) | November 29  
No School—Winter Break | December 19—Jan. 2  
No School—Martin Luther King Day | January 16  
End of First Semester (FMS and FHS) | January 26  
No School—Semester Break | January 27  
No School—Presidents’ Day | February 20  
End of Second Trimester (FES) | March 13  
Weather Make-up Day #1 | March 17  
Spring Break | April 3-7  
End of Third Quarter | April 11  
No School—Memorial Day | May 29  
Graduation | June 10  
End of Second Semester & Third Trimester | June 14  
Last Day of School | June 14  
Weather Make-up Day #2 | June 15
QVSD School Calendar 2022-23

August
22 Board Meeting (5:30 pm)
17-18 New Teacher Academy
29 District Kickoff Day
30 Professional Development Day
31 Students' First Day of School

September
5 Labor Day
12 Board Meeting (5:30 pm)
26 Board Meeting (5:30 pm)

October
10 Board Meeting (5:30 pm)
18-21 Parent Teacher Conferences
24 Board Meeting (5:30 pm)

November
11 Veteran's Day Observed
14 Board Meeting (5:30 pm)
23-25 Thanksgiving Break
28 Board Meeting (5:30 pm)

December
19 Board Meeting (5:30 pm)
19-30 Christmas Break

January
2 Professional Development Day
(Non Student Day)
9 Board Meeting (5:30 pm)
16 MLK Jr. Day
23 Board Meeting (5:30 pm)
27 Mid-Winter Break

February
13 Board Meeting (5:30 pm)
23 President's Day
27 Board Meeting (5:30 pm)

March
13 Board Meeting (5:30 pm)
17 Snow/Power Make-up Day
27 Board Meeting (5:30 pm)

April
3-7 Spring Break
10 Board Meeting (5:30 pm)
24 Board Meeting (5:30 pm)

May
SBAC Testing
Math and Science EOC Testing
8 Board Meeting (5:30 pm)
22 Board Meeting (5:30 pm)
29 Memorial Day

June
Math and Science EOC Testing
9 Seniors Last Day of School
10 Graduation
14 Students' Last Day of School
15 Snow/Power Make-up Day
19 Juneteenth
26 Board Meeting (5:30 pm)

July
4 Independence Day Observed
10 Special Board Meeting (5:30 pm)
24 Board Meeting (5:30 pm)

20-Day Periods
September 28
October 25
November 29
January 11
February 10
March 13
April 18
May 16
June 14

Quarter End Dates
November 2
January 26
April 11
June 14

Semester End Dates
November 29
March 13
June 14

Calendar Key
New Teachers Begin
Teachers' Meeting
School Begins
School Closes
Seniors' Last Day of School
Learning Improvement Day (LID)
Early Release Day
Half Day
Holiday or Non School Day
Snow Make Up Day, if needed
Board Meeting
Testing
Graduation
Forks Elementary School Bell Schedule
Home of the Puddle Jumpers

Doors open for students 8:00 a.m.
First Bell 8:30 a.m.
Second Bell & Morning Announcements 8:45 a.m.
  Breakfast After the Bell
Morning Instructional Block
  K-1 8:45—10:55 a.m.
  2nd—4th 8:45—10:55 a.m.
  Recess, Lunch, Play First & Eat Second 8:45—11:25 a.m.
    K-1
      Recess 10:55 a.m.—11:25 a.m.
      Lunch 11:35 a.m.—11:55 a.m.
    2nd—4th
      Recess 11:25 a.m.—11:55 a.m.
      Lunch 12:00 p.m.—12:40 p.m.
Afternoon Instructional Block and Specialist
  K-1 12:05 p.m.—3:15 p.m.
  2nd—4th 12:45 p.m.—3:15 p.m.
School Dismissed 3:20 p.m.

Early Release
Student Dismissal 2:15 p.m.

Half Day
Student Dismissal 12:00 p.m.

Principal: Matt Holshouser  360-374-6262, ext 361
301 South Elderberry, Forks, WA 98331

The only place where success comes before work is in the dictionary.
—Vidal Sassoon
# Forks Middle School Bell Schedule

**Forks Middle School Bell Schedule 2022-2023**

<table>
<thead>
<tr>
<th>Start Times</th>
<th>Lunch Times (M/T/TH/F)</th>
<th>Dismissal Times—ALL GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 AM</td>
<td>11:05 AM</td>
<td>3:20 PM REGULAR DAY ENDS</td>
</tr>
<tr>
<td>8:05 AM</td>
<td>12:08 PM</td>
<td>2:15 PM EARLY RELEASE DAY ENDS</td>
</tr>
<tr>
<td>8:10 AM</td>
<td>12:41 PM</td>
<td></td>
</tr>
<tr>
<td>8:20 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doors Open/Breakfast Served</td>
<td>5th &amp; 6th Grade</td>
</tr>
<tr>
<td></td>
<td>'After the Bell Breakfast' Bell</td>
<td>7th Grade Lunch</td>
</tr>
<tr>
<td></td>
<td>Tardy Bell: Announcements</td>
<td>8th Grade Lunch</td>
</tr>
<tr>
<td></td>
<td>Instruction Begins: Grades 5-8</td>
<td></td>
</tr>
</tbody>
</table>

## REGULAR DAY BELL SCHEDULE

<table>
<thead>
<tr>
<th>5th &amp; 6th Grade Schedule</th>
<th>7th Grade Schedule</th>
<th>8th Grade Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-8:59 Period 1</td>
<td>8:10-8:59 Period 1</td>
<td>8:10-8:59 Period 1</td>
</tr>
<tr>
<td>9:02-10:02 Period 2</td>
<td>9:02-10:02 Period 2</td>
<td>9:02-10:02 Period 2</td>
</tr>
<tr>
<td>10:05-11:05 Period 3</td>
<td>10:05-11:05 Period 3</td>
<td>10:05-11:05 Period 3</td>
</tr>
<tr>
<td>11:05-11:38 LUNCH/RECESS</td>
<td>11:08-12:08 Period 4</td>
<td>11:08-12:08 Period 4</td>
</tr>
<tr>
<td>12:14-1:14 Period 5</td>
<td>12:44-1:14 Period 5</td>
<td>12:41-1:14 LUNCH/RECESS</td>
</tr>
</tbody>
</table>

## EARLY RELEASE DAY BELL SCHEDULE

<table>
<thead>
<tr>
<th>5th &amp; 6th Grade Schedule</th>
<th>7th Grade Schedule</th>
<th>8th Grade Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-9:17 Period 2</td>
<td>8:10-9:17 Period 2</td>
<td>8:10-9:17 Period 2</td>
</tr>
<tr>
<td>12:22-1:17 Period 6</td>
<td>12:47-1:17 Period 8/ADV</td>
<td>12:44-1:17 LUNCH/RECESS</td>
</tr>
</tbody>
</table>

## Half Day

**5th—8th Grade**

- **Period 2 and 5 (Alternating)**
- **Period 3 and 6 (Alternating)**
- **Period 4 and 7 (Alternation)**
- **LUNCH (Lunch Pick-Up Times: 5th @ 11:00, 6th at 11:05, 7th @ 11:10, 8th @ 1:15) Dismissal at 12:00 p.m.**

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Principal: Elena Velasquez  
121 South Spartan Avenue, Forks WA 98331  
360-374-6262, ext. 359
# Forks High School Bell Schedule

## Forks Senior High Bell Schedule

### 2022-2023

### Regular Bell Schedule

<table>
<thead>
<tr>
<th>Days</th>
<th>Breakfast After the Bell</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Advisory/Spartan Flex</th>
<th>Period 3</th>
<th>LUNCH</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Advisory M/F & Spartan Flex TU/TH

### Inclement Weather

<table>
<thead>
<tr>
<th>Period</th>
<th>Two Hour late Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:15-10:58</td>
</tr>
<tr>
<td>2</td>
<td>11:01-11:44</td>
</tr>
<tr>
<td>3</td>
<td>11:47-12:30</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>4</td>
<td>1:06-1:48</td>
</tr>
<tr>
<td>5</td>
<td>1:51-2:34</td>
</tr>
<tr>
<td>6</td>
<td>2:37-3:20</td>
</tr>
</tbody>
</table>

### Wednesday Long Advisory/ Early Release

<table>
<thead>
<tr>
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<th>Advisory</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
</table>

### Assembly (AM)

<table>
<thead>
<tr>
<th>Breakfast After the Bell</th>
<th>Period 1</th>
<th>Assembly</th>
<th>Period 2</th>
<th>Period 3</th>
<th>LUNCH</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:15-9:10</td>
<td>9:15-10:00</td>
<td>10:05-11:00</td>
<td>11:05-12:00</td>
<td>12:00-12:30</td>
<td>12:35-1:30</td>
<td>1:35-2:30</td>
<td>2:35-3:20</td>
</tr>
</tbody>
</table>

### Assembly (PM)

<table>
<thead>
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<th>Breakfast After the Bell</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>LUNCH</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>8:15-9:10</td>
<td>9:15-10:10</td>
<td>10:15-11:10</td>
<td>11:15-12:10</td>
<td>12:10-12:40</td>
<td>12:45-1:40</td>
<td>1:45-2:40</td>
<td>2:45-3:20</td>
</tr>
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### Half Day Release

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<thead>
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<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUNCH</td>
<td>11:28-12:00</td>
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</tr>
</tbody>
</table>

### Late Start /Early Release

<table>
<thead>
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<th>Breakfast After</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>10:15-10:45</td>
<td>10:50-11:20</td>
<td>11:25-11:55</td>
<td>12:00-12:30</td>
<td>12:30-1:00</td>
<td>1:05-1:35</td>
</tr>
</tbody>
</table>

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**Principal:** Cindy Feasel  
360-374-6262, ext 356  
**Vice Principal:** Brenda King  
360-374-6262, ext. 507  
**Address:** 261 South Spartan Avenue, Forks WA 98331
District Core Covenants

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

Core Covenants:

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

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

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

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

Academics

**District A, B, C Goals:**

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

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

- **Communication**: Provide timely and accurate information to students, parents, staff, and community.
Student Rights and Responsibilities

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

**Student Rights**

**Educational Opportunity:**

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

**Equal Access:**

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

**Freedom of Speech:**

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

**Right to Assemble and Petition:**

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

**Freedom from Unreasonable Searches:**

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

**Freedom of Religion:**

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

**Student Responsibilities**

**Attend School and Make an Effort:**

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

**Respect Diversity:**

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

**Respect the Rights and Opinion of Others:**

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

**Don’t Disrupt or Interfere with School:**

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

**Leave Inappropriate Items at Home:**

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

**Respect the Religious Rights of Others:**

Students have a responsibility to respect the right of others to practice the religion of their choosing, and may not interfere with or harass others on due to conflicting religious beliefs. Students who practice religion at school must do so in a way that does not disrupt learning.
The information in this handbook is intended to provide students and their parents with an overview of rules and procedures in effect in the Quillayute Valley School District. This handbook is not a complete summary of all rules and procedures — students are also affected by classroom rules, verbal staff directives, school district policy, plus various laws. It is a student’s responsibility to become familiar with the contents of this handbook, and school and classroom rules. When in doubt, ask someone who knows!

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

Alcohol/Drugs/Tobacco/Weapons (Policy No. 3240)
The Quillayute Valley School District supports prevention and intervention programs related to tobacco, alcohol, and other drug usage. Response to problems in the area can be accomplished through cooperation and collaboration with public and private agencies, the families, and schools.

In the interest of students’ health and well-being, and in accordance with the policies of the District, students will not knowingly possess, use, transmit, distribute, sell, be under the influence of, or show evidence of having used any alcoholic beverages, drugs or narcotics not taken at the direction of a physician or dentist or other substances intended to alter mood:
- On school grounds during and immediately before or after school hours.
- On the school grounds at any other time when the school or school grounds are being used for any school activity, function or event.
- Off the school grounds at a school activity, function or event.
Refer to QVSD Board Policy 3240—Student Conduct.

Excused and Unexcused Absences (Policy No. 3122)
It is the policy of Quillayute Valley School District that students are expected to attend all assigned classes each day. Academic excellence is tied to good attendance. When students have good attendance, they do better in school. Good attendance is defined as not missing more than one (1) day of school a month, whether excused or unexcused. The Office of Superintendent of Public Instruction (OSPI) defines chronic absences as missing 18 days a year or two (2) days a month.

Definition of Absence
WAC 392-401-015 states the definition of an absence:
1. A student is absent when they are:
   A. Not physically present on school grounds; and
   B. Not participating in the following activities at an approved location:
      I. Instruction;
      II. Any instruction-related activity; or
      III. Any other district or school approved activity that is Regulated by an instructional or academic accountability system, such as participation in district-sponsored sports or extra-curricular activities.
2. Students will not be absent if:
   A. They have been suspended, expelled, or emergency Expelled pursuant to chapter 392-400 WAC;
   B. Are receiving educational services as required by RCW 28A-600-015 and chapter 392-400 WAC; and
   C. The student is enrolled in qualifying “course of study” activities as defined in WAC 392-121-107.
3. A full day of absence is when a student is absent for fifty percent of more of their scheduled day.
4. A school or district will not convert or combine tardies into absences that contribute to a truancy petition.
A student will be considered absent if he or she is on school rounds but not in his or her assigned setting.

Excused and Unexcused Absences
Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district will inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role of the responsibility of the district in regard to truancy and the resources available to assist the student and their parents or guardians in correcting truancy. The district will also make this information available online and will take reasonable
steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing. School staff will keep a record of absences and tardiness, including documentation of excused absences. Accurate attendance and tardy data will be promptly entered into the student information system to enable accurate and timely reporting.

Excused Absences
Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. The following are valid excuses for absences and tardiness:

- Illness, health condition or medical appointment for the student or a person for whom the student is legally responsible;
- Family emergency including, but not limited to a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding or serving on a jury;
- State recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless status;
- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth (see form -page 42).

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

A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the school; where reasonable, if a student misses a participation-type class, he or she can request an alternative assignment that aligns with the learning goals of the activity missed.

B. An unexcused absence will be verified by a parent/guardian, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care, the student may require that the district keep the information confidential.

Unexcused Absences
1. Any excused absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a grade activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within a month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after two (2) unexcused absences within any month of the current school year.
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
   A. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment;
   B. The Community Truancy Board, in partnership with the school and parents, will determine what steps are needed to eliminate or reduce the student's absences.
C. These steps will include, where appropriate providing an available approved best practice or research-based intervention, or both consistent with WARNS profile or other assessment, if an assessment was applied, adjusting the student's school program or school or course assignment providing more individualized or remedial instruction, providing appropriate career and technical education courses or work experience, referring the student to a community Truancy board, requiring the student to obtain and attend an alternative school or program, or assisting the parent or student to obtain supplementary services that may eliminate the cause for the absence from school.
D. For any student with an existing Individualized Education Plan or Section 504 Plan, these steps must include convening of the student's IEP or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reason for absences.

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

If such action of the Community Truancy Board is not successful or if the student and parent/guardian are not willing to participate in the Community Truancy Board program, the district will file a petition and affidavit with the juvenile court for civil action as provide in RCW 28A.225.035 against the parent of the student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

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

Associated Student Bodies (ASB) — Policy No. 3510
An associate student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district.

Bullying and Harassment
Prohibition of Harassment, Intimidation, and Bullying (HIB) Policy No. 3207
Guillayute Valley School District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation or bullying. As defined in legislation, "Harassment, intimidation or bullying" means any intentional electronic, written verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCS 28A.640.010 and 28A.642.010, or other distinguishing characteristic, when an act:

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

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

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

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

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

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

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

Training:
This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and is to be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention:
The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnership with families, law enforcement, and other community agencies.

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

Student with Individual Education Plans or Section 504 Plans
If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting will occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE, as a result of the harassment, intimidation or bullying incident, the district will provide additional services and support as deemed necessary, such as counseling, monitoring/and or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.
Retaliation/False Allegations
Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, or bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer
The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will participate in at least one mandatory training opportunity offered by OSPI. The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy.

Bus Changes

Yellow Bus Note:
The most efficient way to help insure that students get safely where they need to go after school is to send a note with your student in the morning. The note shall include the following information:
1. Student name
2. Teacher name
3. Name of person or place the student is going
4. The physical address
5. Contact phone number
6. Parent or guardian signature

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

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

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

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

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

Cell Phones (Telecommunication Devices)
Policy No. 3245
Quillayute Valley School District recognizes that technology is a part of modern life. However, the use of cell phones and/or telecommunication devices during the instructional day is disruptive to the learning environment. Cell phones are allowed at school with the following restrictions. We expect students to use proper etiquette to avoid the disruption of learning and teaching. Cell phones and/or telecommunication devices may not be operated during the regular instructional day or period (FES 8:45—3:20, FMS and FHS 8:15 a.m.—3:20 p.m.), unless an emergency situation exists that involves imminent physical danger (as defined by law) or an administrator or designee authorizes a student to do otherwise.
Success is never owned; it is only rented — and the rent is due every day.

— Rory Vaden

Students may use cell phones at lunch and between classes at FMS and FHS. Students may also use cell phones between classes. Students may not use cell phones in a manner that poses a threat to academic integrity or violates confidentiality or privacy rights. Furthermore, cell phones or other telecommunication devices are not to be used in a manner that endangers the safety of others or constitutes harassment, intimidation, or bullying, including but not limited to making harassing calls, sending harassing or bullying text messages, taking unauthorized photos, or making unauthorized recordings.

Non-compliance of this rule will result in cell phones or other telecommunication devices being confiscated by staff and returned at the end of the day. Repeated violations of this rule will result in parents having to pick up cell phones or other communication devices from school and potentially consequences up to and including suspension. See the Forks High School Cell Phone and Personal Electronic Device Acceptable Use Policy/Form (AUP) at the end of this handbook for more specifics pertaining to FHS.

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

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

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

Character Trait Education
(Forks Elementary School)
The Forks Elementary School has adopted a Character Trait program that helps reinforce the traits of responsibility, perseverance, self-discipline, compassion, caring, friendship, respect, honesty and courage. It is our goal to support students in making ethical decisions on campus and in the classroom. We support and reward students who demonstrate these character traits using words, behaviors, and actions. Students are rewarded with High Five slips and monthly classroom awards. In addition, each classroom does a character trait study and students essays are read at monthly celebration assemblies.

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

Honesty
Definition:
- Sincere
- Truthful
- Choosing to do what you know is right
- Trustworthy
- Fairness in the way you behave
- Uprightness of character
- Loyal in all you do and say

Courage
Definition:
- The ability to conquer fear-bravery
- A quality of mind that allows us to do things that are hard or scary

Responsibility
Definition:
- A form of trustworthiness
- Being answerable to someone for something
- Being responsible for one’s own behavior

Generosity
Definition:
- Unselfishness
- Being willing to give of yourself
- Sharing
- Acting generously

Perseverance
Definition:
- Sticking with something that is important to you
- Continuing to try even if something is hard
- It is constant persistence in a course of action or purpose
- Steadfast pursuit of an aim or goal

Respect
Definition:
- To hold in honor
- To show regard or consideration for
- To give someone privacy

Self-Discipline
Definition:
- Practicing self-control
- Setting long range goals and achieving them
- Making good choices

**Friendship**
Definition:
- Sharing ideas and feelings with each other
- Enjoying hobbies and activities together
- Making each other feel special
- Helping each other become the best person he/she can be

**Compassion**
Definition:
- Showing sympathy and concern
- Caring for others
- Being kind and thoughtful
- Helping those in need

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

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

**Integrity:**
- Tell the truth.
- Do the right thing for the sake of yourself.
- Self-report if you mess up.
- Accept responsibility for your actions.
- Report information to the appropriate adult when you see something.
- Stand up for treating each other the way you would like to be treated.
- Do not engage in disruptive or harmful behavior nor encourage it by accepting it.

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

**Closed Campus—Policy No. 3242**
Forks Elementary School (FES) and Forks Middle School (FMS) have a closed campus policy. Once students arrive at school, they are expected to remain on campus for the remainder of the day. Forks High School (FHS) students may leave campus for lunch. Leaving any campus without permission from the office (with the exception of Forks High School during the lunch hour) is considered truancy and will result in disciplinary action. For safety reasons, parents will need to come into the school office to check students, out if the students are leaving before the end of the day.

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

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

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

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

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

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

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

Dress Code—Policy No. 3224
The Quillayute Valley School District believes that students will wear clothing that respects the school as a place of learning and work. Dress can influence attitudes and actions. We request that students do not wear clothing that disrupts the educational process, activities, or distract or offend others.

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

Forks Elementary Guidelines:
Students are expected to dress appropriately for the school setting. Examples of appropriate clothing include but are not limited to the following:

- Clothing that fully covers undergarments.
- Clothing that does not display profanity, sexual innuendos, or advertise for alcohol, tobacco or drugs.
- Clothing that does not demean or ridicule other people.
- Clothing that is not gang-related (including, but not limited to bandanas).

- Clothing that is not plainly offensive or might cause disruption or encourage violence, including racist, gang-related, or hate-group related clothing or symbols — specifically prohibited are bandanas, swastikas, and Confederate flags.
- Clothing may not expose more than two (2) inches of skin below the collar bone, the midsection (when arms are raised above the head), nor the upper portion of the thigh (skirts, shorts must be longer than one (1) inch below outstretched fingers when arms are hanging freely at a student’s side, regardless if lights are worn or not).
- Tank tops must have at least one (1) inch of strap
- Chains, spikes, halter tops, tube tops, swimwear, pajamas (with the exception on a Spirit Day), saggy pants, trench coats/blankets are not allowed.
- Hats, hoods, and sunglasses are not to be worn in the building.
- Sunglasses are not to be worn in the educational setting unless prescribed by a doctor due to safety precautions.

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

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

Displays of Affection

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

District Property—Policy No. 6800

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

Destruction of School Property

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

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

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

Early Dismissal

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

Electronic Devices

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

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

Emergency Procedures—Policy No. 3432

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

Emergency School Closures

In the event of severely inclement weather or mechanical breakdown, school may be closed, starting time may be delayed, or school may be dismissed early. Any decision of this nature will be announced on local radio (KBIS AM 1490 and KBBF FM 103.3) and communicated to KING5, KOMO4, KIRO7 news channels. In addition, notification will be made via the District's automated phone system (Connect Ed). Further, a recorded message may be accessed by calling (360) 374-6292, ext. 4. Please make sure annually that your contact information is accurate in your student records.

Free and Appropriate Public Education and Related Services

The Quillayute Valley District will provide every student with disabilities, aged three (3) through twenty-one (21), a free and appropriate public education consisting of individualized special education and related services, including extended school year services if determined necessary by a student's individualized education program committee.
Food Services

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

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

Notification of the Family Educational Rights and Privacy Act (FERPA) - Policy No. 3231

The Family and Educational Rights and Privacy Act (FERPA) affords parents and students over 18-years-old ("eligible students") certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate designee) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of a student’s education record that the parent or eligible student believes is inaccurate or misleading. If the school decides not to amend the record, as requested by the parent, guardian, or eligible student, the school will notify the parent or eligible student of the decision and advise the parent, guardian, or eligible student of the right to a hearing, regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent of disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff or law enforcement personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official need is to review an education record in order to fulfill his or her professional responsibility.

4. A parent, guardian, or eligible student has the right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

General School Information (Other)

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

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

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

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

Grading Policy—Policy No. 2420

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

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

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

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

C: the grade of “C” certifies average performance with average participation. It indicates that the student has a concept of material covered and with some suggestion can apply basic principles of the course.
D: the grade of "D" certifies minimum performance. It indicated the student cannot apply general principles of the course without constant assistance.

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

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

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

NC: No Credit

P/I/U—FMS for enrichment, advisory and intervention U if less than 60% and P if 60% or greater.

**Graduation Ceremony Guidelines**

Forks High School graduation exercise is the final activity for QVSD students. In order to participate in the graduation ceremony, all QVSD graduation requirements, including state testing (unless students are waiting on state testing results) must be completed. We would like to show the staff, students, parents, and community that the graduating class is truly an outstanding group of young adults. The image many people from the outside of the community will obtain of the senior class will be based on the Forks High School Graduation Ceremony. With this in mind, students are expected to follow these guidelines.

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

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

**Graduation Requirements—Policy No. 2410**

I. PUBLICATION OF GRADUATION REQUIREMENTS

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

II. CREDIT REQUIREMENTS

**Period of Eligibility to Earn Credits**

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

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

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

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

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

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

**Awarding of High School Credit**

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

A. Earning a passing grade according to the district's grading policy;
B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study);
C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
Credits from Other Programs
The principal or designee is responsible for determining which credits will be recognized by the district for student enrolling from another state approved learning program (public school, approved private school, or home school) or from an out-of-state or out-of-country program. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement — or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision.

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

A. Four (4) credits in English

B. Three (3) credits in mathematics
   1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student’s interests and high school and beyond plan.

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

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

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

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

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

C. Three (3) credits in science
   1. Two (2) credits must be in laboratory science.

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

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

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

D. Three (3) credits in social studies
   1. One (1) social studies credit must be in United States History

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

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

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

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

   i. Before substituting the mathematics course, the counselor provides the student and the student’s parent or guardian with written notification of postsecondary consequences due to the substitution;
   ii. The student, the student’s parent or guardian, and the school principal or counselor agree to the substitution;
   iii. The substitution aligns with the student’s high school and beyond plan; and
   iv. The student has not already substituted a third-year mathematics course for a computer science course.
2. One-half (1/2) social studies credit must be in and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

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

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

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

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

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

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

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

I. One (1) credit in career and technical education.
1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

J. Four (4) elective credits.
Total number of credits required to graduate: 24.

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

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

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

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

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

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

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

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

H. The qualifications of instructional personnel;

I. The plans for evaluation of the program; and

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

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

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

A. Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.

B. Speak with the high school counselor to assess credits needed for graduation, and then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes.
Running Start (cont.)

Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student who is enrolled full-time at a college may use .2FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.

C. Obtain a Running Start verification form from the college or their high school counselor. Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.

C. Register for classes via the college’s online registration system. First time Running Start student will need to enroll in the college before completing the registration process. The verification process in “C” needs to occur to ensure state funding for college courses.

D. Work with the school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

Credit for Career and Technical

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

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

College in the High School

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

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

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

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

National Guard High School Career Training

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

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

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

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

Home School Credit

Guidelines for granting high school credit for homeschooling are as follows:

A. To gain credit for a course of study, a student will provide the following:
i. A journal that reflects the actual work completed during a home-study course of study;

ii. Exhibits of any specific projects completed (ex. themes, research papers, art and/or shop projects);

iii. Any such other performance-based exhibits of specific course-related accomplishments.

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

C. Credit is granted for the following approved schools:

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

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

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

High school and beyond plans must be initiated for student during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

A. High school assessment results and junior year course-taking;

B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and

C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP) the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

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

A. Identification of career goals, aided by a skills and interest assessment;
B. Identification of educational goals;
C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school program.
D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
E. A four-year plan for course taking that does the following:

1. Includes information about options for satisfying state and local graduation requirements;
2. Satisfies state and local graduation requirements;
3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
5. Includes information about the college bound scholarship program;

F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of postsecondary program:

1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
2. Application timelines and submission deadlines;
3. The importance of submitting applications early;
4. Information specific to students who have been in foster care;
5. Information specific to students who are, or are at risk of being, homeless;
6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application.
information necessary to complete the application;

7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;

8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and

9. Information on college bound scholarship application and eligibility; and

G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student’s education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

IV. GRADUATION PATHWAY OPTIONS

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

Statewide High School Assessment

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

Dual Credit Courses

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

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

High School Transition Courses

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

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.

1. English language arts courses:
   i. AP courses: English literature and composition, macro-economics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
   ii. International baccalaureate courses: individuals and societies courses or English language and literature courses.
   iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.

2. Mathematics courses:
   i. AP Courses: statistics, computer science, computer science principles, or calculus
   ii. International baccalaureate courses: any international baccalaureate mathematics course.
   iii. Cambridge advanced or advanced subsidiary courses; any Cambridge advanced or advanced subsidiary mathematics course.

B. Achieving the following scores on the following exams:
   1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
   2. Score a four or higher on international baccalaureate Exams in one of the English language arts and one of the mathematics courses identified above.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

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

Combination of Options

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

Armed Services Vocational Aptitude Battery

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

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student’s postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.709.030.

[District note: Districts have discretion in determining which pathway options they will offer to students.]

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.091 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student’s parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the Office of the Superintendent of Public Instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

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

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

VI. STUDENT’S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

The following process will be followed to help a student with an IEP graduate:

A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student’s course of study.

B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student’s individual needs and abilities consistent with the student’s transition plan. Modifications to the district’s standard graduation requirements may include the following:
   1. Attainable alternate classwork or individualized activities substituted for standard requirements;
   2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) cont.

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

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

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

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

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

   1. Passing a foreign language Advanced Placement exam with a score of three or higher;
   2. Passing an International Baccalaureate exam with a score of four or higher;
   3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
   4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
   5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy."

VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

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

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

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

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

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

IX. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma until the student has made restitution for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through community service, the district will release the diploma. When the damages or fines do not exceed $100, the student or his or her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of $100, the appeal
Process for long-term suspension as defined in Policy 3241. Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

If the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Group Skip Day (Forks High School)
Group skips will be treated according to District guidelines for skipping/truancy.

Head Lice
Head lice are tiny insects about the size of a sesame seed at full growth that live on the human scalp. They do not fly or jump; they just crawl. Adult lice deposit eggs or nits with a little "glue" on the hair shaft close to the scalp that hatch in about a week and start feeding on the scalp, causing itchiness. The newborn lice mature to adulthood in about ten (10) days and then start laying their own eggs. If left untreated, head lice can become a major problem and take months to eradicate from the scalp and home.

Our school has a no lice policy, meaning that if your student is found to have a large amount of nits and live lice in his/her hair, he or she will be sent home and a treatment plan will be provided. The quicker a plan to get rid of nits and lice is implemented, the sooner your child may return to school. Students found to have nits and live lice in their hair at school may not return to school until all nits and live lice have been removed from the hair. The treatment plan can take up to three (3) weeks, but once the initial lice killing treatment and thorough picking of the hair has taken place, the student may return to school. For example, if the student's scalp is treated the evening of the day he or she is sent home, and all nits are picked out the next day, the student can return to school the following day. The student would only be missing one full day of school. Students sent home for head lice will be granted a one-day excused absence.

When the student returns to school after being treated for the lice, he or she must come to the nurse's office for another head check to ensure that nits and live lice have been removed. If live lice are still present the student will be sent home. If no live lice are found and nits have been greatly reduced, the student will remain at school. For recurrent head lice cases and with parent(s)' permission, the nurse's office can assist with the treatment by using a special lice zapping comb.

Immunizations—Policy No. 3413
In order to protect children against a number of childhood diseases, Washington law (RCW 28A.210.060) requires that all students (Grade Pre-Kindergarten through 12) admitted to public and non-public schools be immunized against diphtheria, tetanus, pertussis, polio, measles, rubella, mumps, and Hepatitis B. All student must provide proof of immunization, a medical exemption signed by a physician, or a personal/religious exemption signed by a parent or guardian before entering school. All student, regardless of age, are required to conform to the law prior to attending classes.

Mandatory Reporting—Policy No. 3421
All professional staff are legally responsible for reporting all suspected cases of child abuse and neglect. A certified or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the appropriate school administrator. The administrator shall report to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RVW 26.44.030. Under state law staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Medication—Policy No. 3416
Students may not have medications in possession at school. This includes both prescription and over-the-counter (OTC) medications. If a student needs to take medication during school hours, it must be held and given by office staff. In some cases, students may carry medications with the request of a physician. All medications require a doctor's authorization to administer the medication. A student's parent must come to the attendance office and complete a form to authorize prescription medication. Students who use asthma inhalers or Epi-pens for severe allergies should see the nurse and arrange to have a spare inhaler or Epi-pen kept at the school. Violating this policy may result in discipline, suspension, or expulsion.

Nurse
The Quillayute Valley School District is responsible for medications and emergency health plans, but cannot provide regular health care, advice, or the diagnosis of a health condition.
Pets and Animals
Prior arrangements must be made with school administration before ANY pet may be brought into the school. In addition, state law does not allow animals on school buses. Parrots, love birds, parakeets, and other "hook billed" birds will be prohibited in public schools as per WAC 246-100-201.

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

Prohibited Items
Items which may be disruptive to learning or which are dangerous or potentially dangerous are prohibited on school property. The list below is not all-inclusive. Possessing any disruptive or dangerous item may lead to corrective action or discipline, up to and including suspension or expulsion for dangerous items.
- Firearms and look-alike items (air guns, airsoft guns, starter pistols, and paintball guns)
- Knives (including pocket knives) and other sharp tools such as axes, hatchets, etc.
- Dangerous weapons, including switchblade knives, butterfly knives, brass knuckles, throwing stars, etc.
- Stun guns and Tasers devices
- Matches, lighters, torches
- Explosives and fireworks
- Medications, illicit drugs, look-alike drugs, alcohol
- Drug paraphernalia
- Obscene materials, pictures, items
- Lasers including laser pointers
- Hunting weapons including bows, muzzleloaders and hunting paraphernalia (ex. ammunition, shot gun shells, etc.)
- Tobacco products, including electronic cigarettes

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

Registration and Withdrawal
For information about school registration, call 374-6262, Monday through Friday, 7:30 a.m. to 4:30 p.m. during the regular school year. Those students who are new to the District during the summer may register before June 30 or the last week of August from 8:00 a.m.—3:00 p.m.

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

Release of Directory Information—Policy No. 3231
The Quilcayhute Valley School District in pre-kindergarten through the 12th grade would like to remind parents that information relating to students, such as name, address, telephone listing date, and place of birth, course of study, participation in recognized activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent school attended, and other similar information are considered directory information and may be released by the school district. Parents wishing to design that any or all of this information be released only with prior parental consent must, by written request, contact the student's principal before September 30th of each school year.

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

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

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

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

Sexual Harassment—Policy No. 6590
Sexual harassment in educational environment is inappropriate, offensive, and unacceptable. The Quilcayhute Valley School District prohibits sexual harassment of students or employees. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:
- Someone states or implies that submission to the conduct is a condition of your employment or educational program;
- Submitting to or rejecting the sexual harassment is used as the basis for an employment or educational decision affecting you;
- The sexual harassment unreasonably interferes with your work or academic performance;
- The sexual harassment creates an intimidating, hostile, or offensive working or educational environment, or adversely affects the employee's or student's performance, advancement, assigned duties, or any other condition of employment, career development, or educational programs.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Officer. Report of disability discrimination or harassment will be referred to the district Section 504 Coordinator.
District school staff, including employees, contractors, and agents will not provide a recommendation of employment for an employee, contractor or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notice and Training
The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition of sexual harassment. At minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation.

This policy and the procedures, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the district Title IX Coordinator and provide contact information, including the officer’s email address.

Policy Review
The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

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

Student Privacy and Search—Policy No. 3230
Students have the constitutional right to be free of unreasonable searches and seizures. That right is balanced against the duty of the school to maintain a safe and orderly learning environment. When there is reasonable belief that a student has something prohibited by school rules or law on their person or in their belongings, state law (RCW 28A.600.210) allows school authorities to search. This includes electronic devices and student vehicles on school grounds and student belongings at any school event or activity. Lockers and desks are school property, and may be generally searched at any time. Student belongings inside lockers or desks will not be searched without suspicion. School staff may seize items which violate school rules or the law.

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

Senior Trip (Forks High School)
The annual senior trip is considered an extended learning opportunity for seniors who will be graduating from Forks High School. The trip is sched-

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

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

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

Please refrain from these unsportsmanlike behaviors that don’t reflect Spartan spirit and pride:
- Boating or jeering officials or players at any time.
- Applauding errors by opponents or penalties inflicted on them.
- Participating in derogatory chants or cheers.
- Yelling for the withdrawal of any player.
- Using profane language at any time during the game.
- Throwing objects on the field or court.
- Criticizing players or coaches.
Tardy Policy

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

Forks Elementary School:

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

Forks Middle School:

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

Forks High School:

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

Valedictorian and Salutatorian (Forks High School)

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

Valuables and Personal Property

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

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

Visitors/Volunteers

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

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

Weapons and Dangerous Weapons

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

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

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

- All firearms, whether loaded or not
- Switchblade knives and spring-operated knives
- Concealed fixed-blade knives or daggers
- Nun-chucks, throwing stars, and similar items
- Explosives of any kind, including fireworks
- Stun guns or Tasers
- Air Soft or pellet guns
This overview of student discipline is intended to provide students and parents with a broad understanding of discipline philosophies, policies, and procedures at each school in Quillayute Valley School District that is easy to read. More detailed and formal information is contained in the Quillayute Valley School District Policies available on the school district website. If you have any questions about discipline policies or procedures, please contact a school administrator.

**Philosophy and Purpose of Discipline**

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

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

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

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

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

**Forks Elementary**

**High Five All—School Discipline Plan**

As a pro-active teaching model and positive reinforcement, Forks Elementary and Forks Intermediate students who demonstrate one of the following High Fives will be awarded with a High Five Ticket. There will be regular ticket drawings for prizes.

**High Five All-School Discipline**
- Be responsible
- Be there—be ready
- Be respectful
- Follow directions
- Keep hands, feet and objects to self

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

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

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

**Kindergarten Discipline Plan:**

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

Definitions

“Behavioral violation” means a student’s behavior that violates the district’s discipline policies.

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

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

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

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

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

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

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

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

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

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

“School board” means the governing board of directors of the local school district.

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

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

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

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

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

Long-term suspension means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
Engaging with Families and Language Assistance
The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

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

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


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

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

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

Each school within the District will implement best practice and strategies consistent with this policy and procedure and the district's multi-tiered system of supports (MTSS) or positive behavioral interventions and supports (PBIS) framework. In accordance with WAC 392-400-110(1)(e), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:

- Behavior support and monitoring practices
- Restorative justice practices
- Social skills instruction and intervention
- De-escalation
- Trauma-informed approaches
- Notification of families to involve them in the resolution process.

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

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

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

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

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

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

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

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

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

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

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

Classroom Exclusions
After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher’s classroom or instructional or activity area for behavior violations that disrupt the educational process while the student is under the teacher’s immediate supervision in accordance with this policy and procedure and building discipline standards. If the district wants other staff members to have authority to administer classroom exclusion, the district must identify by title. As stated in Policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the required notification and due process outlined in the procedures below.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer other forms of discipline or classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal’s designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the superintendent. Report the behavioral violation that led to the classroom exclusion as “other” is insufficient.

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

When the teacher or other authorized school personnel administers a classroom exclusion because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

(a) The teacher or other school personnel must immediately notify the principal or the principal’s designee; and
(b) The principal or the principal’s designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

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 extracurricular 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.
Grievance Procedures for Classroom Exclusion and Other Forms of Discipline (Cont.)

At such conference, the student and parent 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 opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have 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.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspension and Expulsion – General Conditions and Limitations

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

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

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

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

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

The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 382-400-810; or other law precludes the student from returning to his or her regular educational setting.

Suspension and Expulsion – General Conditions and Limitations

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

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

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of "other" is insufficient.
If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

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

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

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

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

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

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

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

**Long-Term Suspensions and Expulsions**

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above. Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for sparsity misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

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

b. Any of the following offenses listed in RCW 13.04.155, including:
   - any violent offense as defined in RCW 9.94A.030, including
   - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
   - manslaughter;
   - indecent liberties committed by forcible compulsion;
   - kidnapping;
   - arson;
   - assault in the second degree;
   - assault of a child in the second degree;
   - robbery;
   - drive-by shooting; and vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
   - any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
   - any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
   - Unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
Long-Term Suspensions and Expulsions (Cont.)
c.Two or more violations of the following within a three-year period:
i. criminal gang intimidation in violation of RCW 9A.46.120;
ii. gang activity on school grounds in violation of RCW 28A.600.455;
iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
defacing or injuring school property in violation of RCW 28A.635.060; and
d. Any student behavior that adversely affects the health or safety of other students or educational staff.

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

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

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

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

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

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

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

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

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

At the initial hearing, the principal or designee will provide the student:
- Notice of the student’s violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

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

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:
- A description of the student’s behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- The other forms of discipline that the district considered or attempted, and an explanation of the district’s decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee;
f. The right of the student and parent(s) to appeal the suspension or expulsion; and
g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

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

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

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

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

For purposes of determining sufficient cause for an emergency expulsion, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

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

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

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

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

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

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

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

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

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

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

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

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

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.
When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

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

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

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

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

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

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

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

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

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

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

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing. For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

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

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.
Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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

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

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

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

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

- The findings of fact;
- A determination whether (i) the student’s behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

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

Reconsideration of Appeal

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

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

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

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

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.
For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.

- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Petition to Extend an Expulsion

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

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

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

Notice

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

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

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

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

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

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

Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

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

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

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

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

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

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.
Educational Services
The district will offer educational services to enable a student who is suspended or expelled to:
• Continue to participate in the general education curriculum;
• Meet the educational standards established within the district; and
• Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:
• Meaningful input from the student, parents, and the student’s teachers;
• Whether the student’s regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student’s academic achievement; and
• Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

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

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

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:
• Course work, including any assigned homework, from all of the student’s regular subjects or classes;
• Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes; and
• An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:
• Course work, including any assigned homework, from all of the student’s regular subjects or classes;
• An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
• Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends:
  • Coordinate the delivery and grading of course work between the student and the student’s teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student’s regular subjects or classes; and
  • Communicate with the student, parents, and the student’s teacher(s) about the student’s academic progress.

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

Readmission

Readmission Application Process
The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:
• The reasons the student wants to return and why the request should be considered;
• Any evidence that supports the request; and
• A supporting statement from the parent or others who may have assisted the student.

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

Reengagement

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

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

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

**Reengagement Plan**

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

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

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

**Behavior Agreements**

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

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

**Exceptions for Protecting Victims**

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

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

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*The minute you start talking about what you're going to do if you lose, you have lost.*
Quillayute Valley School District - Discipline Matrix

<table>
<thead>
<tr>
<th>Behavioral Violation &amp; Severity Level</th>
<th>Range of potential responses based on conditions, limitations, and interventions</th>
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<td>Best Practices 4</td>
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</tbody>
</table>

**Type Six Firearm**

- N/A
- N/A
- N/A
- N/A
- N/A
- Mandatory
- School-based threat assessment referral

**Type Five Assault - II**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- School-based threat assessment referral

**Sexual assault**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- Title IX Coordinator referral

**Illicit drug distribution**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- Prevention/intervention referral

**Possession of a weapon**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- School-based threat assessment referral

**Robbery**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- School-based threat assessment referral

**Assault of teacher**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- Classroom reassignment
- School-based threat assessment referral

**Safety - II**

- Level G
- Yes
- Yes
- Yes
- No K-4
- No K-4
- School-based threat assessment referral

Policy No. 3241PF
Students
<table>
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<td><strong>Type Four</strong></td>
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<tr>
<td>Assault – I¹⁵</td>
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<td>Fighting with major injury¹⁹</td>
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<td>Sexual harassment²⁰</td>
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<td>Discriminatory harassment²¹</td>
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<td>Arson²⁴</td>
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<td>Marijuana distribution²⁵</td>
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<td>Gang intimidation or activity²⁵</td>
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<td>Safety – F²</td>
<td>Level F</td>
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<tr>
<td><strong>Type Three</strong></td>
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<tr>
<td>Bullying²⁹</td>
<td>Level E</td>
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<td>Fighting without major injury³¹</td>
<td>Level E</td>
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<td><strong>Best Practices</strong></td>
<td>Classroom Exclusion</td>
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<td>Illicit drug possession or use</td>
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<td>Tobacco distribution</td>
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<td>Theft</td>
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<td>Other – III</td>
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<td><strong>Type Two</strong></td>
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<td>Destruction of property</td>
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<td>Failure to cooperate</td>
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<td>Sexually inappropriate conduct</td>
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<td>Disruptive conduct – II</td>
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<td>Other – II</td>
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<td>Disruptive conduct – I⁵⁵</td>
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<td>Physical contact⁷</td>
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<td>Academic dishonesty/plagiarism⁵⁰</td>
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<td>Property misuse⁵¹</td>
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<td>Levels A–C</td>
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<tr>
<td>Other – I</td>
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Policy No. 3241PF
Students
QVSD Network Acceptable Use Guidelines/Internet Safety Requirements

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

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

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

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

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

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

Unacceptable use by district students includes but is not limited to:
- Personal gain, commercial solicitation and compensation of any kind;
- Actions that result in liability or cost incurred by the district;
- Downloading, installing and use of unauthorized games, audio files, video files or other applications (including shareware or freeware, browser plug-ins, media players, messaging software, adware or file sharing utilities) without permission or approval from the IT director or network administrator;
- Support for or opposition to ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools (punishable by federal law);
- Unauthorized access to other district computers, networks and information systems;
- Impersonation of another user by using their account or login name will result in the restriction of the offended and offender accounts. The impersonator will face review for discipline.
- Cyber bullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Use of the system to disrupt others or the normal operation of the system. This includes illegal tampering, destruction of system hardware, altering system software, and unauthorized entry into computers. This type of activity is a crime under state and federal laws.
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

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

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

Student Accounts
Students are expected to use network resources responsibly. Computer accounts and network storage are intended for class-
room assignments and files created for educational purposes only.

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

**School Web Site**

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

**Copyright Materials**

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

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

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

**Ownership of Work**

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

**Internet Safety**

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

**Filtering and Monitoring**

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

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

**CIPA Update/Internet Safety Instruction**

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

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

**Network Security**

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

The following procedures are designed to safeguard network user accounts:

- Use strong passwords and change them regularly;
- Do not use another user’s account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;
- Do not store passwords in a file without encryption;
- Do not use the ‘remember password’ feature of Internet browsers; and
• Lock the screen or log off if leaving the computer. If, at any time, you feel your password may have been compromised, see the Network Administrator immediately to have your password changed.

No Expectation of Privacy
The district provides the network system and Internet access as a tool for education and research in support of the district’s mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:
• The network;
• User files and disk space utilization;
• User applications and bandwidth utilization;
• User document files, folders and electronic communications;
• Internet access; and
• Any and all information transmitted or received in connection with network and e-mail use.

Communications may not be encrypted or hidden in an effort to avoid security review.

No student should have any expectation of privacy when using the district’s network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Archive and Backup
Student files are backed up on district servers regularly. Archived files are retained for one year past student’s withdrawal date. If a student would like to retain files for personal use, a request for a copy may be made to the Network Administrator.

System Care
Students are responsible for proper care and maintenance of computer equipment and peripherals.
• No food or drinks are allowed at any of the computer workstations.
• Students must avoid any activity around their workstation that may result in damage to the computer, printer, software or information.
• No computer hardware, peripherals, or cables may be moved or removed from their current locations without specific authorization from the Network Administrator or his designee.
• No student will attempt to service any hardware without authorization from the Network Administrator or his designee.
• Do not change system or display settings on computers without permission from the Network Administrator.
• Students should report any problems with the equipment to their teacher or lab monitor immediately.

Disciplinary Action
The use of district computers and the use of the Internet are privileges. All users of the district’s electronic resources are required to comply with the district’s policy and procedures (and agree to abide by the provisions set forth in the district’s user agreement). Violation
This notice is made to advise school district patrons of the availability of information related to student progress, staffing information, and expenditures.

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

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

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

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

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

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

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

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

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

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

Integrated Pest Management – Policy No. 6895
All pesticide application (includes insecticides, herbicides, rodenticides, and fungicides) made to Quillayute Valley School District sites will be under the direction of a Washington State Department of Agriculture (WSDA) licensed pest control applicator or
operator (PCO) or a licensed public agency operator. Unauthorized faculty and staff are not permitted to use their own pesticide products at any school site or facility. No applications will be made at times that buildings are occupied. Applications will only be made on weekends or vacation periods when schools are unoccupied.

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

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

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

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

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

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

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

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

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

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

No student participating in any project or program supported by federal funds is required to submit to survey, analysis or evaluation that reveals information concerning:
- Political affiliations;
- Potentially embarrassing mental or psychological problems;
- Sexual behavior and attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
• Critical appraisals of close family members;
• Privileged or similar relationships;
• Religious practices, affiliations, or beliefs of the student or student's parent; or
• Income other than information necessary to establish eligibility for a program without the prior consent of adult or emancipated students, or written permission of parents.

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

Specific activities and surveys covered under this requirement are:
• Collection, disclosure or use of personal information for marketing, sales or other distribution
• Administration of any protected information survey not funded in whole or in part by the US Department of Education.
• Any non-emergency, invasive physical examination or screening as described above.

Prohibition of Harassment, Intimidation and Bullying – Policy No. 3207
The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons; that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:
• Physically harms a student or damages the student's property.
• Has the effect of substantially interfering with a student's education.
• Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
• Has the effect of substantially disrupting the orderly operation of the school.

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

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

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

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

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

Training
This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention
The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

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

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

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer
The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The District's Title IX Coordinator is Kyle Weakley, Assistant Superintendent who may be reached at 360-374-6262, ext. 367. The formal complaint form can be found in this handbook under forms.
The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

**Section 504 Education of Students with Disabilities Program**

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

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

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

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

**Sexual Harassment – Policy No. 3205**

The District is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

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

Under federal and state law, the term “sexual harassment” may include:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- Sexual demands where submission or rejection is a factor in an academic or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit a student’s ability to participate in or benefit from the school’s program. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent or egregious.

**Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take a prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property, at school properties or at school activities will have their access to school property and activities restricted, as appropriate.

**Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.
It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

**Staff Responsibilities**
The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Officer. Further, all staff are responsible for directing complainants to the formal complaint process.

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

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

**Notice and Training**
The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition of sexual harassment. At minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation.

This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the district’s Title IX coordinator and provide contact information, including the officer’s email address.

**Policy Review**
The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

**Title IX, Section 504 (Non-discrimination) Notice – Policies No. 2162 and 3210**
The School Board takes seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendment Act of 1972. Title IX is a federal law, enacted in 1972, which states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX protects people from discrimination based on sex in education programs or activities that receive financial assistance. Under Title IX, discrimination on the basis of sex can include sexual harassment, which is defined as conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on participation in unwelcome conduct;
- Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

**Reporting Harassment/Discrimination**
Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

**Next Steps**
After a report of sexual harassment has been made, the school and/or Title IX Coordinator will reach out to the individual affected by the alleged misconduct, provide supportive measures, discuss the grievance policy, and offer the opportunity for the complainant to file a formal complaint if the behavior meets the definition of sexual harassment. If a formal complaint is filed, appropriate steps will be taken to investigate. Upon completing the investigation, the outcome will be shared with all stakeholders.

**Appeal Procedures**
If a party does not agree with the final determination made by the school or has concerns of noncompliance with Title IX or actions that would be prohibited by Title
IX, he/she may appeal the determination in accordance with School Board Policy 3205.

**Title I, Complaint Procedures within QVSD**

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

**Steps to file a complaint:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Title One Parent Involvement - Policy No. 4130**

The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as cooperative effort among school, parents, and community. The Board expects that its schools will carry out programs, activities, and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

A. Play an integral role in assisting their child’s learning;
B. Are encouraged to be actively involved in their child’s education at school; and
C. Are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

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

A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.

C. Build the school’s and parents’ capacity for strong parental involvement.

D. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction, Preschool Youngsters, State-run preschools;

E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to...
Complaints About Discrimination, Discriminatory Harassment, and Sexual Harassment

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

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

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

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

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

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

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

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

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

Step 2: Appeal to the School District
If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within ten (10) calendar days after you received the school district’s response to your complaint.

The school board will schedule a hearing within twenty (20) calendar days after they receive your appeal notice, unless you agree on a different date for the hearing. At the hearing, you may bring witnesses or other information related to your appeal.

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

Step 3: Complaint to Office of Superintendent for Public Instruction (OSPI)
If you do not agree with the school district’s appeal decision, you may file a complaint with the Office of Superintendent for Public Instruction (OSPI). A complaint must be filed with OSPI within 20 calendar days after you received the school board’s appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

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

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

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

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

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

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

DIRECTORY INFORMATION, SCHOOL DISTRICT PUBLICATIONS/NEWS MEDIA USE

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

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

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

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

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

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

PHOTO RELEASE

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

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

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

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

INTERNET ACCESS FOR LEARNING AT SCHOOL

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

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

**Directory Information, School District Publications/News Media Use**

<table>
<thead>
<tr>
<th>Item</th>
<th>Permission</th>
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<tbody>
<tr>
<td>Quillayute Valley District does not release address and phone number information except as noted in #2 below. If you leave an item blank, we will assume we have your permission to release photos and information.</td>
<td>No</td>
</tr>
<tr>
<td>My student's photo in the school's class photo/yearbook (if the school has one)</td>
<td></td>
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<tr>
<td>My student's photo in QVSD's publications/news media</td>
<td></td>
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<tr>
<td>Directory information about my student for QVSD's publications/news media</td>
<td></td>
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<tr>
<td>My student's name in the school's class photo/yearbook (if the school has one)</td>
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<tr>
<td>My student's name in the school's class photo/yearbook (if the school has one)</td>
<td></td>
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<tr>
<td>My student's name on the District's Website</td>
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<tr>
<td>My student's photo on the District's Website</td>
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</table>

**Directory Information for Military and Colleges (For High School Students Only) Institutes of High Learning**

<table>
<thead>
<tr>
<th>Item</th>
<th>Permission</th>
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<tbody>
<tr>
<td>If you leave an item blank, we will assume we have your permission to release photos and information.</td>
<td>No</td>
</tr>
<tr>
<td>My student's directory information, including address and telephone number (required by law unless you tell us NO)</td>
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<tr>
<td>To military recruiters</td>
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<tr>
<td>To institutions of higher learning</td>
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**Internet Access for Learning at School**

<table>
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<tr>
<th>Item</th>
<th>Permission</th>
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<tbody>
<tr>
<td>If you leave an item blank, we will assume we have your permission to release photos and information.</td>
<td>No</td>
</tr>
<tr>
<td>Students’ use of the Internet at school for learning</td>
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</table>
Within the Forks community, we recognize that all people have dignity and deserve respect. We also recognize it is our obligation as individuals and as a group to create and foster a tone of decency and respect in our schools. Out of respect for myself, my classmates, my teachers and staff members, parents, and school, I agree to do the following:

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

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

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

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

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

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

Please sign and give this page to your advisor.

Student Name (printed): ___________________________ Date: ______________

Student Signature: ___________________________ Date: ______________

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

Address ___________________________ City/State/Zip ___________________________

Phone ___________________________ Date Signed ___________________________
Request for Absence Approval Form

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

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

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

Student’s Name ________________________________________ Grade ______________________________________

Date(s) of Absence ________________________________________

Reason for Absence ________________________________________

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

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

Student Signature ______________________________________ Parent Signature ______________________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Is Student’s Academic Standing Satisfactory?</th>
<th>Teacher Signature</th>
<th>Comments</th>
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<tbody>
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<td>Yes</td>
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For Office Use Only

_____ Approved   _____ Not Approved   _____ Parent Notified

Principal Signature ______________________________________ Date __________________________
Individual User Access Informed Consent Form

QUILLAYUTE VALLEY SCHOOL DISTRICT #402
Individual User Access Informed Consent Form
2022-23

In consideration for the privilege of using the network and in consideration for having access to the public networks, I hereby release the Quillayute Valley School District, Washington School Information Processing Cooperative, other immediate providers, if any, and any institutions with which they are affiliated, from any and all claims and damages of a nature arising from use or inability to use, the network, including, and without limitation the type of damages identified in the Quillayute Valley School District’s Acceptable Use Guidelines. Further, my student and I agree to abide by the District’s Policy Procedures and handbook for Electronic Information Systems pursuant to board policy 2022, which we have reviewed and understand, and acknowledge that failure to comply with the policy and procedures may result in disciplinary action including revocation of network use privileges. My student and I acknowledge and agree that Quillayute Valley School District has the right to review, edit or remove any materials installed, used, stored or distributed on or through the network or District’s system, including email and other electronic messages, and we hereby waive any right of privacy which my student or I may otherwise have in such material.

My students and I acknowledge and agree that any copyright my student may have in material posted on the internet through the school district’s system can be maintained and reproduced provided such use is for non-profit.

<table>
<thead>
<tr>
<th>Signature of User</th>
<th>Signature of Parent/Guardian (Required if user is under age 18)</th>
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<tr>
<th>Printed Name of User</th>
<th>Grade</th>
<th>Printed Name of Parent/Guardian</th>
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<th>Address</th>
<th>Address (If different from user)</th>
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<th>City/State/Zip</th>
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<th>Phone (If different from user)</th>
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Harassment or Discrimination Reporting Form

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

Reporter Name: __________________________________________

Email address: __________________________________________

Phone Number: __________________________________________

Incident Date/Time, if known: ______________________________

Location, if known: ______________________________________

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

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

Name                      Address                      Telephone #
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Signature)              (Date)

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

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