

WAHAKIAKUM HIGH SCHOOL

Today's decisions create tomorrow's successes!
*All students will graduate from Wahkiakum High School with the tools and skills necessary
to persevere in their pursuit of a successful life.*



Student Handbook

Success is not an action, but a habit!

Go MULES!
2024-25

Wahkiakum School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Section 2

Wahkiakum High School

Today's decisions create tomorrow's successes!

All students will graduate from Wahkiakum High School with the tools and skills necessary to persevere in their pursuit of a successful life.

Table of Contents:

	Page
Policy	
Staff	3
District Goals	5
Graduation Requirements	6
Explanation of Grades	9
Attendance Policy	12
Rules and Regulations Regarding Student Conduct	18
Dress Code	19
Cell Phones	20
General Rules of Conduct	21
Tobacco, Alcohol and Illegal Drug Policy	23
Dangerous Weapons	25
Activities	27
Bus Transportation	28
Extra-Curricular Activity Code	30
Appeal Process for Sports Season Suspension	37
Course Descriptions	39
Complaints Concerning Staff or Programs	47

Section 3 - Athletic Handbook

Section 4 - OSPI Model Handbook Language

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

Section 5 - OSPI Model Handbook Language

Wahkiakum High School



Home of the Mules

All students will graduate from Wahkiakum High School with the tools and skills necessary to persevere in their pursuit of a successful life.

HS Information

School Begins..... 8:00 am
Students Dismissed 3:30 pm
Breakfast Served..... 7:30-8:10 am
School Office Hours..... 7:30am - 4:30 pm
School Phone..... 360-795-3271
Email for Attendance..... hohrberg@wahksd.k12.wa.us

School Bell Schedule

First Bell..... 7:55 am
Mule Success..... 8:00 - 8:30 am
1st Period 8:35 - 9:25 am
2nd Period..... 9:30 - 10:20 am
3rd Period..... 10:25 - 11:15 am
4th Period..... 11:20 - 12:10 pm
Lunch 12:15 - 12:45 pm
5th Period..... 12:50 - 1:40 pm
6th Period..... 1:45 - 2:35 pm
7th Period..... 2:40 - 3:30 pm
Dismissal..... 3:30 pm

School Staff Roster

Principal..... Stephanie Leitz
Secretary..... Haannah Ohrberg
Athletic Director, Fitness, MathRob Garrett
CTE Director, Science, Ag Mechanics.....Kyle Hurley
Special Ed, Student Support, Social Studies.....Kayli Hurley

English..... Audrey Petterson
 Math.....Kaitlyn Kincaid
 Spanish, Math, Science.....Tiffany Niemeyer
 Science, Math, Social Studies..... Ross Lofstrom
 Art, Math, ALE..... Elsa Clark
 History/Music..... Darla Mead
 Leadership.....Stephanie Leitz
 Traffic Safety..... Mary Moonen

Specialists and Certificated Support Staff

Prevention Specialist..... Nikita Hardin
 School Based Mental Health..... Kourtney Peterson
 District Nurse..... Sarah Cortez
 Title/LAP Intervention..... Stephanie Leitz & Tiffany Niemeyer
 Cybrarian..... Debbie Hansen
 Special Education Administrator Chris Bettineski
 Psychologist..... TBD
 Speech/Language Pathologist..... Marianna Bruneau
 9-12 Special Education..... Kayli Hurley
 Alternative Learning (ALE)..... Elsa Clark

Paraeducators/Classified Support Staff

College & Career Specialist.....Rory Heywood
 Lead Food Service..... Krista Fritzie
 Food Services..... Megan Neves
 Nighttime Custodian.....Marjorie Watkins
 Para-Professional Marlena Silva
 Para-Professional.....Josh Miller
 Para-Professional Denise Peek

Wahkiakum School District Administration

Ric Palmer, Superintendent..... 360-795-3271
Stephanie Leitz, WHS Principal..... 360-795-3271
Nikki Reese, JAW/JCT Principal..... 360-795-3261

Wahkiakum School District Board of Directors

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

Continuous Nondiscrimination Notification WE ARE AN EQUAL OPPORTUNITY EMPLOYER

Wahkiakum School District complies with all federal rules and regulations and does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/Section 504-ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642 RCW: Patty Phillips, 500 S. Third Street, P.O. Box 398 – Cathlamet, WA 98612, (360) 795-3271, pPhillips@wahksd.k12.wa.us

Wahkiakum School District

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

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

Each student has the right to a free education. The district provides the best learning opportunities possible within the resources available. In addition to a full instructional program, those opportunities include a wide range of student activities to stimulate the athletic, artistic and creative skills of students.

In exchange for these opportunities both students and their parents assume substantial responsibilities. In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and instructions of staff. Corrective action shall be fairly and moderately used, primarily to modify behavior rather than to punish students. Parents are encouraged to inquire about the successes and problems of their students and to reinforce their learning at home by showing an active interest in their students' development.

Graduation and Diplomas

Wahkiakum High School issues a diploma which meets the requirements and recommendations of the State of Washington and the Wahkiakum School District. Foreign Exchange students will

be issued a Certificate of Attendance as a verification of their attendance at Wahkiakum High School. Below is listed a summary of the graduation requirements. A student will earn a .50 credit for successfully passing each class each semester or 1.0 credit for the entire year.

*A student, with the approval of the administration, may elect to repeat a passed course but receives **elective credit** only upon successful re-completion of the class. The requirements for each category must be fulfilled by passing different classes in succession, not merely repeating the same class previously completed for credit. For example, if a student chooses to repeat a passed math class to increase skill levels, one math credit will be granted for the original passed class and one credit of elective credit will be granted for the second time the same class was passed.*

Wahkiakum High School Graduation Requirements

Students in the class of 2020 and beyond must complete a total of 24 credits to earn a Wahkiakum High School diploma.

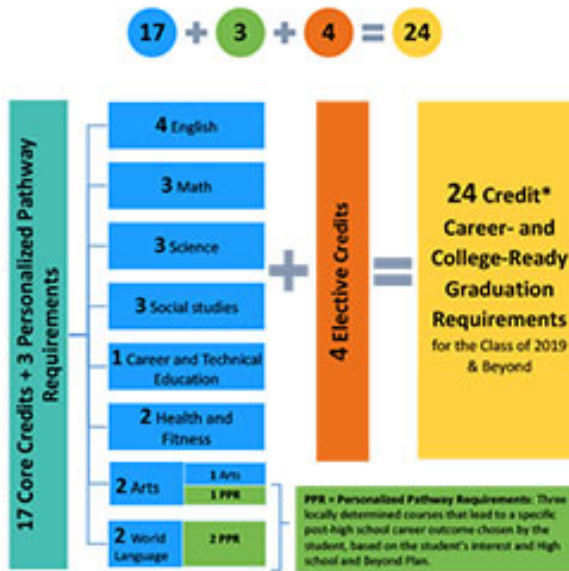
<u>Course # of credits (or years)</u>		<u>Course # of credits (or years)</u>	
English	4.0	Science	3.0**
Mathematics	3.0*	Occupational Ed.	2.0
U. S. History	1.0	Health	0.5
History Elective	1.0	Fine Art	2.0
CWP/Civics	1.0	P.E.	2.0
Elective	2.5	World Language/PP	2.0***

*Students must take Algebra I, Geometry, and a third year of either Algebra II/Industrial Math or an approved alternative math class that teaches to HS standards. This alternative must be approved by parent/guardian and be addressed by the High School & Beyond Plan.

** Two of the three science credits must be lab-science as approved by Wahkiakum School District.

*** PP is a Personalized Pathway. PPs are courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan. that may include Career and Technical Education and are intended to provide a focus for the student's learning.

24-Credit Career- and College-Ready Graduation Requirements:
How Do the 24-Credit Graduation Requirements Add Up?



If prior arrangements are made, credit may be given for classes taken at the college level, in correspondence programs or other similar programs like Running Start or Open Doors.

Other State & District Graduation Requirements

- Complete one semester of Washington State History. This requirement can be met in middle school.
- Complete a **High School and Beyond Plan**. Students must detail their strategies to earn a high school diploma and outline their post-graduation plans (i.e. college, trade school, military, workforce, etc). This plan is placed in the student's portfolio and is completed during advisory/Mule Success.
- Complete a College/Career Portfolio and Senior Presentation
- Complete a Graduation Pathway for English and Math

Graduation Pathways

Washington students show their readiness for their next step after high school through various pathways. Building off the High School and Beyond Plan and quality instruction across core academic areas, along with completing a [graduation pathway](#) helps prepare students for success after graduation. It also signals to employers and postsecondary education/training institutions a student's readiness for that step. WHs students will need to meet one of the following graduation pathways that is aligned to their High School and Beyond Plan. The wording is taken directly from the graduation requirements page of the Office of Superintendent of Public Instruction website found at: [Graduation Pathways](#)

Smarter Balanced Assessment

Students meeting this graduation pathway need to earn at least the following scores on the high school English Language Arts (ELA) and math Smarter Balanced Assessment (SBA) of:

- Score on ELA - 2548
- Score on Math – 2595

The WA-AIM Assessment is designed for students with the most significant cognitive disabilities. Students [participating in the WA-AIM](#) may meet the graduation pathway requirement. The graduation scores identified by the State Board of Education for the WA-AIM are:

- Score on ELA - 104, Score on Math – 103

ACT/SAT/AP/IB Exams

Students may use scores on college admissions (ACT, ACT with Writing, SAT, SAT with Essay), and specified Advanced Placement (AP) or International Baccalaureate (IB) tests, to show they possess the knowledge and skills expected of high school graduates.

Dual Credit Courses

A student who completes a dual credit course in English language arts or mathematics in which the student has the potential to earn college credit may use passage of the course as a graduation pathway.

Transition Courses

Passage of the Bridge to College course in English language arts or math may be used as a graduation pathway. School districts with current Articulation Agreement(s) for an indicated English language arts or math course. By passing the course indicated in the agreement (resulting in 100 level or higher college level course placement), the course may be used as a graduation pathway.

Armed Services Vocational Aptitude Battery (ASVAB) Test

For a student who takes the ASVAB while in high school and earns at least the minimum score (31) on the Armed Forces Qualification Test (AFQT) portion of the test, the ASVAB may be used to meet the graduation pathway. Students may also attain an AFQT score through the Pending Internet Computerized Adaptive Test (PiCAT). PiCAT scores must be validated at a Military Entrance Processing Stations (MEPS). For more information on the PiCAT steps, please visit the [State Board of Education Website \(link is external\)](#).

Career and Technical Education (CTE) Course Sequence

For a student who earns a minimum of 2 high school CTE credits in the same program area it may be used to meet the graduation pathway. A Local CTE Graduation Pathways designed by districts that includes at least 2 high school CTE credits from differing program areas if the sequence is approved by the local school board, school board designee, or local advisory committee, and receive final approval by OSPI.

Explanation of Grades

Explanation of Letter Grades: Report cards will be issued at the end of each semester. Each student receives a grade from each teacher in whose class he/she is enrolled. The report cards are not to be returned.

Grade Percentages:

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

G.P.A. Equivalents:

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	F = 0.0
B = 3.0	C- = 1.7	

NC – No credit is given to a person who does not meet minimum standards. This grade receives no credit and does not impact the student's GPA.

P – Pass “P” grades are given to a person who works to ability but cannot meet minimum standards. This grade does not affect G.P.A. (This grade is also used for teacher assistants and credit recovery.)

I - An incomplete grade can be given to a student who has not finished the class requirements due to extenuating circumstances. The student will have two weeks from the end of the semester to complete the necessary work, unless special arrangements have been made with the teacher and principal. (Incomplete grades can have an effect on the posting of honor roll.)

Credits: Each eighteen weeks (one semester) a student will receive .5 or 1/2 of a credit provided that the student receives a passing grade (D or above). The semester grades will be placed on transcripts and determine credit for graduation requirements.

Progress Reports: Progress reports will be mailed for all students at the quarter and individual students who are failing or at risk of failing any time a teacher feels it is important to communicate with a parent about a student's unsatisfactory progress. Students are also encouraged to take responsibility for knowing their own status in all classes. Skyward Family Access is available for families to access student grades, assignments, attendance and various other items of interest. See the office for login information.

Attendance and Grades: As stated in RCW 28A.600.030 it is permissible for a teacher to consider a student's attendance when determining his/her grade. In case of excused absences, a student will, in most cases, be given the opportunity to make up the missed portion of the grade. However, if the class is designed such that participation is required, an excused absence may also result in the loss of a portion of the student's grade. See attendance policy below for more information.

Honor Roll: At the end of each semester an examination of class records is made. All students whose G.P.A. is 3.25 or above are listed on the Honor Roll. A student must be enrolled full time to be considered and be eligible to receive credit in all classes. It should be noted that due to different grading schedules, Running Start Students will not be able to be recognized.

Honors at Graduation: Honor cords will be presented to graduates to be worn during the graduation ceremony based upon their grade point average during all four years of high school. Students with a G.P.A. between 3.25 and 3.49 will be given a single chord and the students with a G.P.A. greater than 3.49 will be given two chords.

Honor Society: Election to Honor Society is an honor conferred on a student by a majority vote of the faculty council. Each potential recipient who meets the academic requirements is evaluated on the basis of leadership, character, and service and must receive the majority vote of the council in all three areas in order to be elected to membership.

Guidance and Counseling: Guidance and counseling materials and services are available for students from the school office.

Teacher Assistants: Juniors and Seniors may enroll as teaching assistants (TAs) with the approval of the principal and teacher involved. Seniors will be given priority. Students who have failed required classes and/or are not on track to graduate will not be considered. A Pass/Fail will be given for credit, or in some cases, a letter grade. If the student is taking the class for a letter grade, the teacher and student must determine this along with specific grading criteria. Students will be required to follow all regular school rules and complete assignments as requested by the teacher.

Waiver: When the school district deems it in the best interest of an individual student, specific requirements may be waived by the School Board upon recommendation of the high school principal and/or superintendent, provided the request is not prohibited by State Statutes.

College Bound Students: Students should remember that these minimum requirements for high school graduation do not necessarily meet all requirements for entrance into a particular

college, technical school or trade school. If one has a particular college in mind, the student should check the college website or admissions counselor so that a proper program can be planned. Websites can also provide information on entrance requirements.

It is standard for colleges to require two years of a foreign language, at least one year of algebra-based science class (Chemistry and/or Physics), and at least three years of math. Four years of math is strongly recommended.

Graduation: To be awarded senior status, students must have at least 15 credits prior to the start of the school year. No senior will be permitted to participate in graduation ceremonies or receive a diploma if he/she does not pass all of his/her required courses, has fines or fees, unserved detention time, or fails to meet other necessary requirements established by the School Board.

Running Start Students: Any student who has been accepted and enrolled in the Running Start program will earn credit towards graduation and college credit at the same time. After the college course has been completed and the school has received a copy of the student's transcripts, the grade and credit will be entered on their high school transcript. In most cases, students will not be allowed running start status until they have reached junior status at Wahkiakum High School. Junior status means that all courses normally completed by the end of the second year of high school; including two credits each of Math, Science, English, one credit of History, at least one credit of P.E., and one-half credit each of Ag Science and Health are completed. In addition, a total of one half of the total graduation requirements must have been attained. It is the responsibility of the student to inform the high school of any changes in status while enrolled in the running start program. It should be noted that due to different grading schedules, Running Start students will not be recognized for Honor Roll. Running start students will have diplomas held until the high school receives their final college transcript. Students must be enrolled full time to participate in extracurricular activities.

Wahkiakum High School Attendance Policy

Regular and punctual attendance is an essential part of the education process. The daily experiences gained in the classroom cannot be substituted for or regained in their entirety through make-up work. It is the direct responsibility of the students and parents to ensure regular and punctual attendance in school.

A student's attendance may be considered by a teacher in determining a student's overall grade when attendance and/or participation is related to the instructional objectives or goals of a class and has been identified as such by the teacher and communicated to the student. Students with excused absences or short-term suspensions will be permitted to make up both the work they have missed, with the exception of participation classes. Students with unexcused absences will not be given the opportunity to make up their missed work or their absences. A student's grade will not be adversely affected by attendance while participating in an approved school sponsored activity.

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

RCW 28A.225.010 COMPULSORY ATTENDANCE

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

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

Improving school attendance increases the likelihood that children will be successful in school. Also, improved attendance decreases problems related to inappropriate social behavior. The legislators, school districts and courts share the common goal of requiring students to attend school on a regular, full-time basis without acquiring unexcused absences.

WAC 392.401.020 STATEWIDE DEFINITION OF EXCUSED ABSENCES

The following are valid excuses for absences:

(1) Absences due to the following reasons must be excused:

- (a) Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
- (b) Family emergency including, but not limited to, a death or illness in the family;
- (c) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- (d) Court, judicial proceeding, court-ordered activity, or jury service;

(e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;

(f) State-recognized search and rescue activities consistent with RCW [28A.225.055](#);

(g) Absence directly related to the student's homeless or foster care/dependency status;

(h) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW [28A.705.010](#);

(i) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400](#) WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#);

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

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

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

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

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

(a) Absences related to the student's illness, health condition, or medical appointments due to communicable diseases;

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

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

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

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

The principal has the authority to determine if an absence meets the above criteria for an excused absence.

Action	Required School District Interventions
Student's 1st unexcused absence	The school attempts to contact the parent by phone or mail regarding the unexcused absence.
Student's 3rd unexcused absence	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance and the supports and resources that may be made available to the family and steps to be take to support the student to attend.
Between 2 nd and 7 th unexcused cumulative absences in a school year	Must apply WARNS (Washington Assessment of Risks and Needs of Students) or other assessment and take data-informed steps to eliminate or reduce student's absences consistent with the WARNS or other assessment results.
Not later than 7 unexcused absences in a month	<p>The school will do one of the following:</p> <ul style="list-style-type: none"> ● Enter into an agreement with the student and parent establishing attendance requirements: OR ● Refer student to a Community Engagement Board, OR <p>File petition under subsection (1) of RCW 28A.225.030</p>
After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year	<p>The school will file a truancy petition with Juvenile court. Court must stay the position.</p> <p>Refer the parent and child to a community engagement board or other coordinated means of intervention if the referral did not take place before the petition.</p>
Unexpected or excessive absences (for youth who are dependent pursuant to RCW 28A.225.023	The school will review unexpected absences or excessive absences with a youth who is dependent pursuant to chapter <u>13.34</u> RCW and adults involved with that youth to determine the cause of the absences, considering the unique circumstance of a youth who is dependent.

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

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

Leaving School Early: Any pupil who for any reason wishes to be dismissed early from school must first report to the office. If a pupil has sufficient reason to leave early, his/her request will be granted. When teachers send pupils off the school grounds for certain duties, pupils will first provide the office with written teacher approval and have a parent authorization on file in the office. **Students must check out in the office before leaving.** The office reserves the right to refuse to allow the student to leave the school grounds.

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

Make up work: It is the student's responsibility to ascertain make-up work and complete it within the stated time. For each day of absence, the student generally has one day in which to make up work, or a reasonable time limit established by the appropriate teacher(s).

On Time: Students will be on time to every class, every day. When a student arrives at school after classes have started the student is expected to go to the office and check in. A tardy will be treated like absences in terms of considering viable excuses. Students who are tardy at the start of a class or absent at the end of a class in excess of 10 minutes will be counted absent for the period. An unexcused tardy may incur detention time and/or a parent meeting and plan. Students will receive a warning for the first two times they are tardy each quarter. For any subsequent tardy parents will be notified and a plan of improvement will be created. Habitual tardiness may be referred to administration.

Senior Skip Days – Wahkiakum High School does not sponsor or support skip days. Every school day is important to a student's education. If a student is absent for a skip day, the absence will be treated like all other unexcused absences and the attendance policy will be followed.

Withdrawal from School: No student will be allowed to withdraw from school without confirmed consent by their parent/guardian. Students wishing to withdraw from school must first check in at the office and pick up a withdrawal slip. This slip must be presented to all of the student's teachers, along with the textbook for each class. When signed by all of the teachers on the student's schedule, the slip is then returned to the office for refunds or payment of any fines.

SCHOOL PROCEDURES

Accidents and Illnesses: Accidents which occur on the school premises should be reported to the office immediately. In case a student becomes ill, the student should report to his/her teacher and then to the high school office if necessary. **A student should never leave the school grounds without permission from the principal or someone in the office.**

Library: The library is a resource center for student convenience to be used for research and study. Students should be respectful of the library staff. Students will keep the privilege of using books, materials, and the library facilities by taking proper care of them.

1. Return checked-out materials promptly so that other students can use them.
2. No fines for late books will be assessed, but replacement fines will be charged for lost material or replacement with other materials of like value with library approval.
3. Books are to be checked out for two weeks and can be renewed two times.
4. Return all borrowed materials to the book drop at the circulation desk.
5. Respect furniture, book shelves and other materials.
6. Food and drink are not allowed in the library without permission from staff.

Fire Drill: In order that our fire drills may be orderly and that the building may be vacated in the shortest time possible, a few simple rules are necessary.

1. The signal for a fire drill or actual fire will be a continuous blast of the fire bell.
2. Students will leave each room immediately upon hearing the signal. Students will exit the building according to the plan in each classroom and assemble in areas designated by the teacher.
3. Students in the band room will use the exit door on the South side of the building.
4. Teachers will see that all windows and doors are closed, lights turned off and they should take their daily attendance and/or grade books out of the building with them.
5. Re-enter the building only after an all-clear signal has been given. **All students and staff will gather on the football field/track at the back of the building to account for all students and to hear instructions or procedural information.**

Emergency Evacuation and Intruder Drills will be discussed by staff and drilled monthly.

Lockers: Students will be issued lockers at the beginning of each school year if requested. Students must stay with assigned partners and are expected to keep their lockers clean and orderly. The school is not responsible for items taken from lockers as locks are available in the high school office and it is recommended that lockers be locked. While privacy is an important right of each individual, the school is the owner of the lockers, and therefore maintains the right to search any locker at any time. Any lock or locker that does not function properly should be reported to the office so repairs can be made. **Only school appropriate decorations will be allowed on lockers**

ALL LOCKER CHANGES MUST BE CLEARED THROUGH THE OFFICE.

Telephone: The telephone outside the high school office is there for student use. Students may use the phone during before/after school, during passing periods, lunch, and with permission from a teacher or other staff member.

Assemblies: School assemblies are an integral part of the school's government and spirit. Whether it is the regular student body meeting, a pep rally, or a special program assembly, the whole student body will take part either as participants or as members unless excused by the principal or designee. **All students are expected to be respectful during all assemblies and may be removed if judged to be disrespectful.**

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

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

1. Check the school website at www.wahksd@k12.wa.us
2. Get an automated call from the school messenger system – if you do not get these calls please call the office to update your contact information. This message goes to the number you have identified as your primary contact number in Skyward.
3. Listen to KBAM 1270 (AM), KEX 1190 (AM), KGW 620 (AM) or 105.5 FM
4. Watch Portland television stations for updates

Permission Slips/School Activities

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

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

Internet Use

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

WHS Guidance for Student Conduct

Student Conduct: The Board acknowledges that conduct and behavior are closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The Board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

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

Detention Policy: Students are expected to serve detention time for violations of classroom policies with the assigning teacher. The teacher will schedule the detention time with the student. When a teacher assigns detention, parents/guardians will be notified by phone or email.

Detention can also be given by any school official for repeated violations of school policy. Detentions of this type will be issued in 15 or 30 minute increments and served after school or at lunch if approved by the principal. Students are to serve detention at the next scheduled detention time. Parents/guardians will be notified about assigned detentions.

Prohibition of Harassment, Intimidation, Bullying: The Wahkiakum School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. The District is committed to a safe and civil educational environment for all students that is free from harassment, intimidation or bullying. Our 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. This includes posts and comments on social media sites. ***HIB forms are available online and at the office.*** (See Section 3 of the handbook for OSPI Model Language.)

WHS Dress Code

The following dress code was created by WHS ASB and approved by staff. The dress code is in place to prepare students for the professional world while maintaining their own individuality.

1. All clothing must be respectful and may not display any school inappropriate content or phrases (obscene, profane, sexual, violence, drug, alcohol, and/or marijuana related).
2. All tops must have straps going over the shoulders. Chest, torso and back must be covered so that no skin is exposed from the bottom of the armpit to the end of the rib cage.
3. Sheer clothing or tops with holes must be worn with appropriate clothing underneath. Undergarments may not be worn as regular clothing.
4. All bottoms and dresses must reach at least mid-thigh, and holes are permitted as long as they do not expose any undergarments. The mid-thigh rule applies to shorts, skirts, dresses, slits in dresses or skirts, and any other garments.
5. Hats, hoods and/or sunglasses may not be worn in the classroom or library during school hours unless approved by the classroom teacher. Hats and hoods are permissible in the hallway before school, between classes, during lunch and after school. Exceptions will be made for medical or religious reasons. Additionally, head coverings worn for hair protective reasons do not qualify as a dress code violation.
6. The student council (ASB) encourages students to self-monitor themselves and their classmates.
7. All dress codes for extracurricular activities are the coach/advisor's jurisdiction.
8. Staff approved exceptions may be made for dances, spirit week days, and student sections.

Clothing shall be suitable to the activity in which the student is engaged and help maintain a safe and healthy school environment. Dress or grooming that constitutes a health or safety hazard, disrupts the general school environment, or disrupts the optimum learning atmosphere is unacceptable. Such dress includes clothing displaying messages determined by administration to be libelous, obscene, profane, or demeaning to any race, religion, sex, or ethnic group, sexual orientation, or disability, or which advocate the violation of the law. The dress and appearance of students is the direct responsibility of the students and parents. When a student's dress is inappropriate, the staff and principal will work with the student to correct the issue.

Cell Phones & Personal Electronic Devices

Students are expected to be responsible users of cell phones and other devices. This means:

- **Students may only use their cell phones before school, after school and at lunch.**
- All electronic devices brought into the classroom will be turned off and stored in a teacher designated area during class time unless permission is given by the teacher to use/have them. This includes Cell Phones, Tablets, Headphones, etc.
- No cell phone or headphone use during class time without teacher approval. This includes the hallway, bathroom, Mule Cafe and library.
- If students need to be reached during class time, please call the office or email your student.

If a student is found in violation of this policy the student will be asked to turn in their phone or device and the incident may be reported to the office as a discipline issue. The confiscated phone/item will be returned at the end of the period for the first offense, and the end of the school day for the second offense. Subsequent violations will result in loss of phone for the remainder of the school day. If there is a third violation, the phone will be confiscated and the student's parent will be asked to come to school to pick up the phone. The behavior will be treated as insubordination. We want our students to learn to use technology in a positive and responsible way without interrupting the educational process.

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

Plagiarism/Cheating: Cheating in any form on tests, quizzes, homework, etc. will not be tolerated at Wahkiakum High School. Cheating includes plagiarism - knowingly submitting the work of others as a student's own. Students are also prohibited from assisting or facilitating cheating by other students. No student should have another student's paper in his/her possession at anytime. If a student is caught in any form of cheating the student may lose credit for that assignment and parents will be contacted. Continued offenses may result in increased consequences. **Remember to site your sources!**

General Rules of Conduct

The following list represents some of the general rules for which disciplinary action may be taken. This list is not intended to be a complete list of all possible infractions.

1. Students will not disrupt the educational process. A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance or any other conduct cause the substantial and material disruption or obstruction of any lawful mission, process or function of the school. Neither shall any student urge other students to engage in the same. A student shall not participate in any illegal act such as arson, theft, gambling, harassment or sexual harassment, vandalism, possession of controlled substances or dangerous weapons.
2. Gym: Only approved gym shoes will be allowed on the gym floor. No food or open drink in the gym. Water bottles and sports drinks with lids are allowed.
3. Building Hours: Students are not expected to arrive at school in the morning before 8:00 am unless a special class has been scheduled or under the supervision of a staff member. Students are to leave the school building after the last class of the day unless involved in an extracurricular activity and/or under the supervision of a teacher.
4. Transportation: All students are expected to use the transportation provided by the school district to get both to and from all events and field trips. Students may be released from riding the bus after events or field trips if prior arrangements have been made with the office by the parent (at least by noon the day of the event) or if the parent or guardian is present and verbally requests the release of their student to the coach, or supervisor. Arrangements to be released must be made in a timely fashion to allow the administrator involved time to verify all communication. No student will be released to an older sibling, relative, or other adult unless prior arrangements have been made in writing. At no time will a student be released to another student.
5. Horseplay: It is important that an academic, business-like environment be maintained in the halls and library as well as in the classroom. Running, yelling, throwing paper or objects, rough-housing or the use of noise makers are not permissible.
6. Video Games/Music: Student engagement is a priority at WHS. Students will not play video games or music on devices during class time without teacher permission. Students should have phones, headphones and other electronic devices off and put away during school time - including passing periods. Students are free to use these items before school, during lunch or after school.
7. Food - As a general rule, students are not to eat or drink beverages in the library or the

classroom during class. Water, chewing gum, etc. is left to the discretion of the teacher.

8. PDA - Inappropriate display of affection such as, but not limited to, embracing and kissing is considered inappropriate while on school premises and/or at school functions.
9. Respect - Any action or behavior that disrupts or undermines an orderly education process will not be permitted. All students are to respect persons in authority, and each other's individual rights and welfare. Insubordination will not be tolerated.
10. Language - Profane and obscene language and gestures are inappropriate and will not be tolerated. If disruptive, disciplinary action will be taken.
11. Fighting - Students shall refrain from fighting. Violent acts will likely involve the notification of law enforcement. Encouraging, attending, texting plans or videoing fights is not permitted and will also result in consequences. Fighting is disruptive to the educational process and will not be tolerated.
12. Student First - No student may participate in a club or class activity (such as drama, music or FFA.) that occurs during the school day or after school hours when the student has missed any portion of the school day for an unexcused absence or an illness. Students who are failing classes will not be allowed to attend club or class activities that involve missing any part of the school day. In special situations, by request of the advisor, the principal and teachers may waive this policy if all involved are in agreement.
13. Fire - No matches or lighters shall be in a student's possession on school properties.
14. Lasers - Lights or laser pointers will not be allowed on school grounds or on school buses unless approved for a school project.
15. Valuables - Students must take reasonable care to secure their valuables. P.E. lockers and hallway lockers should be locked and secured. Personal articles are not to be left in the rest rooms or on the floor in the hallway. Any lock or locker that does not function properly should be reported to the office so repairs can be made.
16. Hallways/Library/Mule Cafe - Students are not allowed in the hallways without teacher permission. All students in the library or Mule Cafe must have prior approval. Cell phones and headphones are not allowed in these areas.
17. Parking - Students who drive to school are required to park their vehicles in the parking bays of the parking lot. Vehicles parked on school property are subject to search by administration if there is reasonable suspicion of illegal activity.
18. Sexting - Students shall not send, share, view or possess pictures, text messages, emails or other material of sexually explicit nature in electronic or any other form on a cell phone or other electronic device while a student is on school grounds, at school-sponsored events, or on school buses or vehicles provided by the district. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion and losing the privilege of

bringing the device onto school property. In addition, an administrator may confiscate or with reasonable cause search the device, which shall only be returned to the student's parent/guardian. Content or images that violate criminal laws will be forwarded to law enforcement.

19. Pop Machine: Pop is not to be purchased during the day except before school, after school or during lunch. Beverages other than water are not allowed in the classrooms or library, unless authorized by individual teachers. Only beverages in plastic, screw-top bottles are allowed in the gym.

Tobacco, Alcohol, and Illegal Drugs

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

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

1. The Wahkiakum School Board believes that the use of illicit drugs or unlawful possession and use of alcohol by minors is wrong and harmful.
2. The Wahkiakum School District has adopted and implemented an age-appropriate, developmentally-based, K-12 drug and alcohol curriculum which stresses abstinence.
3. The Wahkiakum School District will attempt to help students and parent/guardians obtain drug and alcohol counseling services and referrals for students who have a demonstrated need. The school district works closely with Wahkiakum County Mental Health to provide additional counseling.
4. Students should review discipline standards and actions for the unlawful possession, use or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Any cost associated with a recommended procedure or to reduce the penalty or suspension for these offenses are the sole responsibility of the student or parent/guardian.

USE/POSSESSION OF TOBACCO/NICOTINE ON SCHOOL PROPERTY

Smoking or any use of tobacco products by anyone, shall be prohibited on school district property. This shall include all district buildings, grounds and district-owned vehicles. Students are subject to discipline for violations of this policy.

Tobacco/Nicotine: Possession, using or suspicion of using tobacco products or look-alike products on school grounds at any time, during the school day, or at any school sponsored activity is prohibited. Students found using look-alike tobacco products, as well as students using genuine products may be disciplined in the same manner. All discipline includes confiscation and may include law enforcement action.

First Offense: Parent conference or contact, referral to counselor and 1 day suspension with completion of home school tobacco education packet or 5 day suspension

Second Offense: 2 day suspension with completion of home school tobacco education packet and/or referral to a tobacco cessation program or 5 day suspension

Third Offense and Subsequent Offenses: 5 day suspension

USE/POSSESSION OF ALCOHOL, ILLEGAL DRUGS, AND PARAPHERNALIA

Alcohol and Illegal Drugs: Students are prohibited from possessing, being under the influence of, or using alcohol or illegal drugs while they are in school, on school grounds, or at any school sponsored activity. Students suspected of violating this policy will also be disciplined. Students, if found using look-alike products, such as non-alcohol beer, as well as students using genuine products may be disciplined in the same manner. Student possession of drug paraphernalia or look-alike paraphernalia also fall under this section and therefore students may be disciplined using the discipline below. Offenses listed below may include confiscation and notification of law enforcement. Any use of prescribed drugs that are not disbursed by the office is considered an illegal use of drugs.

As per district policy, if a student appears to be under the influence of a controlled substance(s) they shall be referred to the administration. If they have reason to believe that it is more likely than not that the student is under the influence of a controlled substance, the student will be subject to the disciplinary action and rehabilitative consequences outlined below. The student's locker and/or personal belongings may be searched by the school official if there is reason to believe the search is warranted. **To potentially avoid the consequences below by showing a negative test, the student or his/her parent/guardian may request for the student to provide a urine sample according to district policy.**

First Offense: 2 day suspension with parent notification, pre-assessment and its follow through and completion of phase 1 of alcohol and other drug education program or 10 day suspension

Second Offense: 5 day suspension with parent notification, formal assessment and its follow through and completion of phase 2 of alcohol and other drug education program or

suspension for the remainder of the semester or 30 days whichever is longer

Third Offense and Subsequent Offenses: Long term suspension to expulsion

Alcohol and Illegal Drugs (Dealing or Selling or Distributing)

First Offense: Notification of law enforcement, emergency expulsion and/or long term suspension -completion of drug education program may reduce the long term suspension

Second Offense: Expulsion

All offenses include confiscation and notification of law enforcement.

The school district reserves the right to change the sequence or severity of discipline depending on the nature and circumstance of the offense.

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

For additional assistance, students and parents may contact the Wahkiakum County or Cowlitz County Drug and Alcohol Center for intervention and counseling services.

Dangerous Weapons

Weapons and Firearms: No weapons are allowed at school. According to RCW 9.41.280, it is illegal for anyone to bring any firearm or "dangerous weapon" (as defined in the statute) onto public or private school grounds, school transportation, or areas used exclusively by schools, and any student found in violation of this law is subject to disciplinary action.

As stated in School District Policy 4210 - Students who bring firearms on school grounds are subject to a minimum of one academic term, with possible case-by-case modification by the superintendent. The District shall also comply with federal protections for disabled students in the application of this policy. Parent(s) or guardian(s) will be notified of the violation, as will law enforcement agencies.

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka-sticks" consisting of two or more length of

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

Cumulative Violations: Students who consistently violate various school policies, rules and regulations may be subject to suspension. An accumulation of minor violations can be equally as disruptive to the education process as a violation of a major type. Therefore, the seriousness of the violation is not the only criteria for disciplinary action. The frequency of disruptions must also be considered an important criterion.

Activities

Approval/Scheduling: All social functions, (parties, dances, dinners, etc.) must have the approval of the class or club advisor, the student council and the principal. Best effort should be made for approval to be completed at least ten school days prior to the event.

Dances: The class or club sponsoring the dance is responsible for getting three adults (preferably parents of high school students) to serve as chaperones at least one must be a High School staff member. The Wahkiakum County Sheriff's Office/Resource Officer should be notified. Other requirements will be explained in a dance request form. All dances will be no more than 3 hours in length and will conclude prior to midnight. The ending time and duration may be changed with the principal's approval.

Admittance to dances is open to students enrolled in Wahkiakum High School, a home-school student registered with Wahkiakum School District or a student from a nearby high school, if he or she has an active student body card and an invitation from a W.H.S. student signed by the principal. Other guests or patrons may be admitted at the discretion of the principal or a designee. All guest passes must be presented to the principal no later than the Thursday prior to the event. Admission to all dances is limited to students in grades 9-12, with the following exceptions: Alumni may attend Homecoming and exceptions may be made for Prom.

All doors to the dance will be closed to admission one hour after the official opening time. No one will be allowed to enter after that time except by permission of the advisor in charge. Once a person leaves the dance premises he/she will not be permitted to re-enter.

Students using the facilities for dances or other activities shall leave the area as clean as it was before the event, or they will be charged a clean-up fee.

Activity Money: The student body treasurer, the ASB financial secretary and principal will handle all ASB. funds. This includes money from all classes, clubs and athletics. All expenditure requests must have authorization of the class or club advisor and two officers to make a purchase. All bills coming to the ASB must include the signature of the purchaser and name of the organization to which the amount is to be billed. An ASB requisition form and a purchase order will be used in most instances. Records of approval by activity or organization members must be kept for all expenditures. Copies of monthly minutes reflecting approval of all expenditures from each activity must be turned into the ASB Executive Council. It is not considered appropriate to pay cash for items and expect to be reimbursed with student body funds. Bills incurred without approval could be the responsibility of the purchaser.

School and Student Insurance: A student accident insurance plan is available to all students for a minimal fee. This plan covers the student in all sports and activities (with the exception of

football) and any accident that may occur during the school day while the student is under the supervision of a staff member. A special rate is charged for all students participating in tackle football. A dental accident insurance program is also available.

Volunteers: All volunteers must have an approved volunteer packet on file with the superintendent before volunteering.

Bus Transportation: The driver is in full charge of the bus and students. The students must obey the driver promptly and willingly.

1. Students shall ride their regularly assigned bus at all times, unless permission to do otherwise has been granted by school authorities. School authorities shall verify with the drivers the availability of extra seating space.
2. Unless by permission of school authorities, no pupil shall be permitted to leave the bus except at his or her regular stop.
3. Each student may be assigned a seat in which he/she will remain at all times.
4. Outside of ordinary conversation, classroom conduct must be followed. Students will sit properly in their seats, refrain from throwing objects, keep their hands to themselves and be courteous to their fellow passengers.
5. Students are to assist in keeping the bus clean by keeping their waste off the floor. Students must also refrain from throwing refuse out of windows. To help keep the bus clean, eating is allowed only if permission is given by the bus driver. Pop is not allowed on regular morning and afternoon runs.
6. No student will smoke or light matches on a school bus.
7. No student shall open a window on the school bus without first getting permission from the school bus driver.
8. No student shall at any time extend his head, hands or arms out of the windows when school bus is in motion or standing still.
9. Students must see that they have nothing in their possession that may cause injury to another, such as sticks, breakable containers, any type of firearm or straps or pins extending from their clothing.
10. Animals are not permitted on the bus, except for service animals.
11. Each student must see that his/her books, backpacks and personal belongings are kept out of the aisle. Special permission must be granted by school authorities to transport any large items.
12. Large speakers are not allowed on the bus except in special circumstances with prior approval. Phones/ipods can be used with earphones. Students will not talk to the driver more than necessary.
13. No student shall sit in the driver's seat, nor shall any student be to the immediate left or right of the driver.
14. Students are to remain seated while the bus is in motion and are not to get on or off the bus until the bus has come to a full stop.
15. Students must leave the bus in an orderly manner. They must not cross the highway until given consent by the school bus driver. When boarding or leaving the bus, the students should be in view of the driver at all times, crossing only in front of the bus.
16. Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop before the bus is due.

17. Self-discipline should be exercised by pupils at the bus loading areas. It may be necessary at times for parents to walk and supervise their child at the bus stop.
18. Students who have to walk some distance along the highway to and from the bus loading area, where practical, should walk on the left-hand side facing the oncoming traffic. This will also apply to students leaving the bus loading zone in the evening.
19. In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.
20. Parents of students identified as causing damage to buses shall be charged with the cost of the incurred damage.
21. Student misconduct shall constitute sufficient reason for suspending transportation privileges.

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

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

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

Wahkiakum Athletic / Extracurricular Activities

Wahkiakum High School offers extra-curricular opportunities in numerous sports and other extracurricular activities to promote the physical and social development of each individual student. All students are encouraged to participate. In order to clarify established policy concerning athletics, the school board, the administration, athletic director, and coaches of Wahkiakum High School believe that the accepted rules and obligations of a participant should be made clear.

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

“Pay to Participate”: The School District has implemented a “pay to participate” policy. High school students participating in an extra-curricular activity are required to pay \$60 per activity. Payment must be made no later than one day prior to the first game/event in which the athlete is eligible. This payment does not guarantee a student playing time but rather the privilege of being a part of the team.

Academic Eligibility: At a minimum, WHS athletes and participants are required to be passing all subjects and achieve a minimum GPA of 1.75 each quarter. If he/she does not do so, he/she will be placed on academic suspension. These regulations apply to anyone associated with a sport or an activity in any capacity. Any student athlete or activity participant, who is placed on academic suspension, will be ineligible during the suspension period.

Suspension Period for Anyone Failing a Class at the End of a Quarter or Not Achieving at least a 1.75 GPA at the end of a Quarter: This suspension period will be for five weeks. If, at the end of the suspension period, the student is passing all classes and has a GPA of 1.75 or higher, the student will be reinstated for interscholastic competition. If the student has not met the minimum standard by the end of the suspension period, he/she will be ineligible for the remainder of the quarter.

Suspension Period for Anyone Failing a Class at Mid-Term of a Quarter: This suspension period will be for one week. If, at the end of the suspension period, the student is passing all classes, the student will be reinstated for interscholastic competition. If he/she is not, the student will remain ineligible for another week, when another grade check will be done. If, at the end of the second week of this suspension period, the student is passing all classes, the student will be reinstated for interscholastic competition. If he/she is not, the student will be ineligible for another week. If after the third week the student has NOT shown improvement they will become ineligible for the remainder of that quarter. If a student is showing improvement after the third week he/she will remain ineligible but still have the opportunity to gain back eligibility on a weekly basis.

The Principal and the Athletic Director may take into consideration special and/or extenuating circumstances as it relates to students.

Definition of a Week as it Relates to Suspensions: Each student is eligible on Monday of the week following the suspension week. Three or more teaching days shall constitute a week.

Right to a Hearing: The student athlete or activity participant has the right to a hearing whenever the participant feels that he/she has been unfairly suspended from participation. If a student is ineligible because of having one or more "Fs" or "NCs" but the teacher(s) who issued the grade agrees that the student is working to ability then the student will be allowed to participate only if the student's GPA is at least a 1.75.

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

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

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

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

General Regulations

1. Each extra-curricular participant must abide by the rules and regulations of the Washington Interscholastic Activities Association, The Eligibility Code for extra-curricular activities and regulations and policies set forth by the Wahkiakum School District.
2. All athletes/cheerleaders must be covered by accident insurance offered at the school or

have a waiver signed by parents attesting to home coverage equal to the W.I.A.A. minimum requirements. This is required before a student may participate in practice and must be submitted at the beginning of each sport season.

3. Each athlete/cheerleader must have passed a physical examination from a licensed physician or physician's assistant certifying that his/her physical condition is adequate for participation in the activity. Physicals may not expire mid-season. This is required before a student may participate in practice.
4. If an athlete/cheerleader has an illness or injury, which was serious enough to require medical care, the student must secure a physician's release to resume participation in an athletic activity. This is required before a student may participate in practice.
5. Participants will return a parental permission slip to the office at the beginning of the school year or before the beginning of his/her first season. This slip also gives the parent some information on the action the coaches will take in case of injury, as well as listing the player's doctor and his/her phone number. This is required before a student may participate in practice.
6. Athletes, Cheerleaders and Activity Participants shall respect all decisions of officials and abide to all reasonable requests made by their coaches and/or activity advisors.
7. Extra-curricular participants shall be responsible for the care and return of all property issued them. Uniforms and equipment are costly to replace and to a large extent paid for by student fees. Athletic tape and other supplies should not be used unnecessarily or wasted. **No athlete/cheerleader will be allowed to turn out for another sport until all equipment and uniforms have been turned in from the previous sport.**
8. Athletes, cheerleaders and activity participants shall take pride in the appearance of the athletic area and shall strive to maintain a clean appearance in the play area and locker room.
9. Each athlete, cheerleader and activity participant will purchase an A.S.B. card. This is required before a student may participate.
10. Any student withdrawing from participation in a specific sport or activity during a season shall notify the coach at once. The student will be billed for any equipment not returned.
11. Citizenship Eligibility: Participation in extra-curricular activities is considered a privilege. Students may be required to complete extra tasks as a penalty for being late to or absent from practice and thus letting his/her team down. If a student becomes involved in serious

or consistent discipline problems in the school, or civil offenses, he/she may become immediately ineligible as a penalty for the behavior.

12. It is the responsibility of the athlete, cheerleader or activity participant to secure and complete all missed assignments. Temporary suspension may occur until missed assignments are completed.
13. Athletes and activity participants will always conduct themselves in an appropriate manner that will not harm or taint the reputation of the school, the group or teammates. This includes posts and comments on social-media sites.

Extra-Curricular Activity Code

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

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

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

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

Violation of the extra-curricular activity code: Upon confirmation that a student has violated the extra-curricular activity code of conduct and both the participant and parents/guardians have been notified of the appeal process the following steps will be followed:

Tobacco and/or Alcohol – During the School Year

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

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

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

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

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

Alternate Suspension Time: Football, track - 33% of the contests/games /scheduled events

Basketball, baseball, softball, wrestling - 33% of the contests/games/outings/scheduled events

Volleyball - (33%) of the matches/outings/ scheduled events. All other extra-curricular activity participants will lose 33% of the activity **Note:** In wrestling, volleyball, or other multiple contest events, an outing or scheduled event shall mean any event at one site for that day (tournament). The suspension shall be for the highest level of participation (varsity level) and the suspended participant shall not participate in lower games or count lower level games toward the suspension.

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

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

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

Re-instatement:

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

comply with the following provisions:

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

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

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

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

First Offense: (since the beginning of 7th grade)

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

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

Second Offense: (since the beginning of 7th grade) -

A student shall be ineligible for extra-curricular participation for a period of one calendar year from the date of the second violation.

Third Offense: (since the beginning of 7th grade) -

A student/athlete who violates for a third time shall be permanently ineligible for extra-curricular participation.

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

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

In the presence of prohibited substances or activities:

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

First Offense:

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

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

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

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

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

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

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

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

TRANSPORTATION: All students are expected to use the transportation provided by the school district to get both to and from all athletic events and field trips. Students may be released from riding home on the bus after extracurricular events or field trips if prior arrangements have been made with the office by the parent, or if the parent or guardian is present and verbally requests the release of their student to the coach, bus driver, or staff supervisor.

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

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

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

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

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

Appeal Process for Extra-Curricular Suspension

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

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

1. Upon the imposition of penalty for infraction(s) of said rules or regulations and the notification of the student and parent/guardian, any aggrieved student and/or the parent/guardian of said student shall have the right to request an appeal of this decision to the School Eligibility Board (S.E.B.). This appeal must be presented to the Superintendent or Principal in writing requesting a hearing by the School Eligibility Board. If the student and/or the parent/guardian do not make a written request for this conference within three (3) school days of the action grieved, they will have waived their right to the conference and appeal procedure. The School Eligibility Board will hear the appeal within three (3) school days of the

request. The S.E.B. will render the decision within 3 days of the conference. The facilitator of the hearing will communicate the decision to the participant and parent/guardian.

2. If the parties are unable to agree with the result of the S.E.B. hearing, the aggrieved parties may appeal to the Board of Directors by presenting the request in writing to the Superintendent or Principal within three (3) days. The board of directors will hear the appeal as soon as possible, but in any case within ten (10) days. After hearing the case in detail, the Board shall render a decision on the case as quickly as possible, in any case within ten (10) days of the hearing. **This decision shall be final.**

The School Eligibility Board (SEB).

The School Eligibility Board will consist of:

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

Course Descriptions

Course Description herein described will not necessarily be offered every year at Wahkiakum High School.

Some courses at Wahkiakum High School are designated as “College in the High School” or “Tech Prep” courses, meaning college credit is available. See the instructor for details. These classes will be labeled with a “CHS” or “TP”.

CTE

Agricultural Mechanics/Advanced Metal Fabrication - Students will receive classroom and shop instruction in the following areas: arc welding, oxyacetylene welding and cutting, electricity, cold metal work, concrete work, plumbing, carpentry, and equipment repair and maintenance. Student skill displays and projects will be required. Tech-Prep Credit available through Lower Columbia College. (TP)

Ag Science - This is an introductory course recommended before taking other AG courses. Students will explore: FFA/Leadership development, animal science, plant science, forestry, and record keeping one semester. The second semester will focus on beginning AG mechanics skills including safety, sketching and drawing, arc welding, oxyacetylene welding, rope work, fasteners, tap and drilling, tool identification and use, and plumbing. "TP"

Honors Natural Resources/Natural Resources – Students will explore the following: dendrology, regeneration and protection of natural resources. This class consist of students working part time in the classroom, while the other half using the environment for their lab. Students will gain knowledge about a wide array of local and non-local animals. The students will be working with some of the most up to date trail cameras to track and locate different predator and prey relationships. Not only will they learn about wildlife on land, but they will be studying aquatic organisms all the while becoming familiar with the Columbia River tidal structure. This class is a lab science that follows the Next Generation Science Standards. The honors class digs deeper into concepts and requires additional independent projects that incorporate the NGSS.

Food Science/Nutrition - Planning healthy meals and cooking healthy foods are the main emphasis of this class. Students will work independently and as teams on problem solving-activities in the areas of menu planning, kitchen management and nutrition.

Leadership/Career Choices – Students learn life-long leadership skills, and work in the field, community and classroom. Students will be given the opportunity to explore a variety of career paths and learn from individuals working in vocational related areas. The students will also be using new technological tools while building projects in and out of the classroom working environment.

Environmental Science – This course is a field-based study of stream ecology and watershed science with an emphasis on how people and the environment interact in aquatic ecosystems.

Robotics – This course introduces you to Robotics and provides a comprehensive study of engineering concepts including programming, mechanical systems and electrical and electronic systems. You will have the opportunity to design, build and program robots through class activities and projects. There will be an opportunity to compete with completed robots. This course is considered a lab science.

English

Intro to Literature (9th) – Intro to Literature extends first-year students' critical reading, writing, and inquiry to a high school level. Individual and collaborative practices, including use of technology, will provide students with tools for analysis of various genres of literature and informational readings. Writing will be used extensively to build vocabulary, thinking skills, and reflection. The writing process will be used to hone clear, formal essays.

Sophomore World Literature (10th) - World Literature builds on the base established in students' first year, continuing to build critical reading, writing, and inquiry. Text sets reflecting a variety of cultures and values will build students' world view as well as skills.

Honors Freshmen/Sophomore World Literature (9th/10th) - Honors World Literature offers sophomores increased rigor in their critical reading, writing, and inquiry. Students will extend beyond the text sets used in Sophomore World Literature, synthesizing ideas from additional texts through individual and collaborative practices, including extensive writing. This class is recommended for students pursuing Honors English in 11th and 12th grade.

American Literature (11th/12th) - This course explores the diverse literary themes and ideas that reflect the United States, including those of our immediate community. As in previous years, students will practice critical reading, writing, and inquiry, now extending to a higher level. Individual and collaborative practices, including use of technology, will provide students with tools for analysis of and response to American literature and documents. Writing will be used extensively to build vocabulary, thinking skills, and reflection.

World Literature (11th/12th) - Upper-level World Literature draws extensively from the British tradition, but also includes works from a variety of global perspectives. As in previous years, students will practice critical reading, writing, and inquiry, now extending to a higher level. Individual and collaborative practices, including use of technology, will provide students with tools for analysis of and response to world literature and documents. Writing will be used extensively to build vocabulary, thinking skills, and reflection.

AP English Language and Composition (CHS)

AP English Language and Composition is a college-level class for 11th and 12th grade high school students. First-year college writing skills are utilized, including thesis discovery, development, support, organization, sentence correctness, diction, style, and final editing of narrative, informative, and argumentative essay writing. Extensive reading, discussion, and presentation develop critical reading

and speaking skills. MLA documentation will be practiced. In general, this class will prepare students to critically read, view, and listen to the world around them, enabling them to understand others' viewpoints and advance their own.

Students who register through Lower Columbia College (LCC) and earn at least a C will receive LCC English 101 credit for this class. Coursework will also prepare students to take the AP Language and Composition test. Students who earn a 3,4, or 5 on this test often earn college credits at institutions that may not accept LCC credits.

Fine Art

Art/Advanced Art - This course will start with the basic fundamentals of drawing elementary shapes and forms freehand. As the skill level improves, students will be guided through projects designed to introduce them to composition, perspective, medium usage, etc. The amount of material covered varies with the ability of the student.

Band - The high school band is both an academic and an activity class. Emphasis is placed on improving personal skills on individual instruments, ensemble playing, music theory, and community service. The class does not have a large amount of written homework, and in lieu of this students are expected to perform with the band at various band activities throughout the year. These include a minimum of two concerts per year, playing at all home football games, and playing at one basketball game per week (during the season). Additional events may include performances at Massed Band Festivals, Contests, or performance tours. Students with an excused absence from class or activity will be given the opportunity to do other work outside of class time to make up grade points missed due to non-participation.

Choir - In this class the student will learn breathing techniques, scales, different ranges, reading music, and performing in front of an audience.

Annual/Yearbook Design (Instructor permission required) – This independent study course will work closely under the advisement of the Yearbook Advisor. Students will work to create the yearbook using applicable software, photography, and will coordinate with staff and the various student body groups for a final product. _Occupational ed credit

Foreign Language

Spanish I - Students will begin to express themselves in a second language, and be able to understand Spanish when spoken. Students will be required to be active in the learning process. They will write and act out short stories, as well as learn Spanish songs to gain fluency. Students will also gain an understanding and appreciation for Spanish culture and customs.

Spanish II - Students will continue to enrich their vocabulary and mastery of the Spanish language by writing and acting out short stories in a second language. The second year will focus on using past, future, and conditional tenses. This will give students the knowledge base they need to have a better

understanding of important grammar concepts.

Leadership

Student Leadership – The purpose of this class is to develop individual and group leadership skills. This class is open to all class and club officers and any students who wish to be involved in creating a positive school climate, planning school activities, promoting school spirit, and developing leadership skills. All ASB Officers are required to attend. This class meets before school during zero period.

Mathematics

Algebra I - Students in this course will study basic principles of algebra including operations with algebraic expressions, characteristics and behaviors of important functions, manipulating and solving linear and quadratic equations, graphing, and some topics and probability and statistics. Topics in this course aim to support students in meeting standard on the current End-Of-Course (EOC) state assessment required for graduation.

Geometry – Students in this course will study topics including logical arguments and proofs, lines and angles, two and three-dimensional figures, geometry in the coordinate plane, and geometric transformations. Success in this course depends on a solid understanding of topics from Algebra 1. Topics in this course aim to support students in meeting standard on the current End-Of-Course (EOC) state assessment required for graduation.

Algebra II - Students in this course will study topics related to operations with algebraic expressions, quadratic, exponential, and logarithmic functions and equations, and more sophisticated statistical topics. Algebra II is a college preparatory course and successful completion should help students become prepared for college-level mathematics.

Financial Literacy – Students will apply what they have learned in previous math classes to their personal finances. Topics include financial planning, budgeting, paying taxes, managing credit, and investing. Some time may be spent on business finance if time allows and students express interest. Students who complete Financial Literacy should be prepared to manage their own personal finances.

Statistics – An introductory class to real world statistics offered through Lower Columbia College. Students will receive 5 college credits in addition to a high school math credit.

Pre-Calculus - An introductory class in Calculus which is a branch of mathematics that deals with continuously changing quantities.

AP Calculus/MA 153, 154 (CHS) – This is a College in the High School course for advanced students who

have completed math through pre-calculus. It is the study of limits, derivatives to find slopes, and integrations to find areas and volumes under a curve. College credit is available through Central Washington University.

Physical Education and Health

Life Fitness - This course will include a wide variety of physical activities. Particular time and attention will be devoted to individual skill development, strength and conditioning and the ability to maintain a lifetime of physical fitness.

Weight Training - Weight training will enhance student physical fitness through exercise by means of weight lifting and related activities. Students will learn of the lasting benefits of such training and the safe and successful procedures for this class. Students will be expected to perform physical fitness warm-ups, and exercises to prepare themselves to begin lifting.

Health – A graduation requirement for Washington State – in this class, students will demonstrate an understanding of nutrition and wellness practices that enhance individual and family well-being across a life span.

Science

Biology/Honors Biology - A science which emphasizes the study of living things in their various forms.

Physical Science - Students will study the composition and properties of matter and energy with a focus on the exploration of basic physics and chemistry concepts. Students will explore these topics through the use of laboratory experiments and problem-solving exercises.

Environmental Science – This course is a field-based study of stream ecology and watershed science with an emphasis on how people and the environment interact in aquatic ecosystems.

Robotics – This course introduces you to Robotics and provides a comprehensive study of engineering concepts including programming, mechanical systems and electrical and electronic systems. You will have the opportunity to design, build and program robots through class activities and projects. There will be an opportunity to compete with completed robots. This course is considered a lab science.

Computer Science - Students will be introduced to the foundational concepts of computer science and challenged to explore how computing technology can impact the world. Topics include the transfer of digital information, computer programming and programming languages, and management of big

data.

Engineering – An introductory course to the world of engineering.

Physics - The study of forces (mechanical, electrical, and atomic) and their impacts. Conservation, mass/energy, wave motion, and atomic theory are included. The force of gravity and Newton's Laws of Motion are foundational. Physics is offered every other year.

Chemistry- The study of chemistry includes the following topics: the periodic chart, various ways of expressing a mole, pressure, volume and temperature relationships; models, atomic theory, conservation of mass-energy, kinetic molecular theory; light, color and atomic structure, molecular structure of gases, liquids and solids; chemical reactions, rates, equilibrium and energy changes; nuclear chemistry and environmental concerns. At least one day per week will be in the lab. Chemistry is offered every other year.

Social Studies

U.S. History – This course will explore the following subjects: Discovery and colonization of the “New World” and conflict over it; the American Revolutionary and Constitutional Period; Growth of Democracy; Politics in America (national and sectional); Abolitionism and Slavery; Civil War and Reconstruction Era; Westward Expansion and Native Americans; Industrialization and Immigrations of America; Cultural development and changes.

World History – This course will explore the following: ancient and classical world civilizations (rise and fall); the Byzantine Empire; the Medieval World, Dark Ages, Feudalism, Religious Institutions, etc.; Renaissance and Reformation; Rise of absolute Monarchies and growth of Nation states; French revolution and Napoleon; Age of Empires in Asia Africa, and the Americas; Commercial Revolution; Growth of Democracy and Revolutions; Age of Reason and Exploration; Growth of Nationalism and Unification; Scientific Revolution; and the Age of Enlightenment.

Civics & Government – This course will explore the following subjects: Global Decision making, Trade issues, foreign markets, International organizations. Nuclear Proliferation and Arms Race; Conflict management and resolution; Environmental issues, deforestation and pollution; population growth and demands on resources, food issues and poverty; war and terrorism; family issues; suicide; World AIDS crisis and other health issues; discrimination and prejudice; genocide and human rights; justice and crime, etc., as time allows.

Sociology - This class focuses on many different aspects of human behavior and life. The class covers how ethics vary in different cultures, groups and societies, the cultural trends that affect how society

operates, and how to work well with people from different backgrounds.

Human Geography - The study of the interrelationships between people, places and the environment, and how these vary spatially and temporally across and between locations.

Technology Education

Microsoft IT Academy - Become Microsoft Certified in Word, Excel or PowerPoint. Work with Microsoft programs and gain skills that will give you the edge in today's competitive job market.

Graphics Communication – This course is the study of information and skills relative to communications using tools, materials, and processes pertaining to the printing/graphic video communication industry. Students progress through the course assembling a portfolio to be used as an example for future employment opportunities.

Robotics - This course introduces you to Robotics and provides a comprehensive study of engineering concepts including programming, mechanical systems and electrical and electronic systems. You will have the opportunity to design, build and program robots through class activities and projects. There will be an opportunity to compete with completed robots.

Computer Science - Students will be introduced to the foundational concepts of computer science and challenged to explore how computing technology can impact the world. Topics include the transfer of digital information, computer programming and programming languages, and management of big data.

Learning Lab

Learning Lab English - This class is offered for students who qualify for assistance in English. Topics that are covered include: Grammar and its usage, sentence patterns, real life English skills, basic writing, reference skills, filling out forms and reading everyday materials.

Learning Lab Math - This class is offered for students who qualify for assistance in math. Topics that are covered include: Basic math functions and skills, consumer math covering shopping, food skills, banking skills, wages and traveling.

Learning Lab Life Skills - This class is offered for students who qualify for assistance in life skills. Areas that are covered include: home AND FAMILY skills, hygiene, social skills, health and wellness skills

and community interaction skills.

Advisory/College & Career Readiness

This four-year class credit (.25 credit each year) is based on the planning and reflection needed to set life goals and fulfill Wahkiakum School District and Washington State graduation requirements. Each year, class reflection and career exploration will enable students to update their High School and Beyond Plans and individual portfolios. Portfolios will be shared with parents at least annually. By the end of senior year, four years of scaffolding will culminate in students' Senior Presentations and final portfolio submissions.

Online Classes

WHS offers a variety of online courses for both credit recovery and enrichment. If you are interested in exploring the options, talk with Mr. Niemeyer or Mr. Leitz. To enroll in an online class, you must fill out an online class application.

Alternative Learning Experience (ALE)

WHS provides access to a wide range of online classes that students can take at school if approved through an application process. Students must do all course work at school in the library. Attendance will be taken daily. This option gives priority to 11th -12th grade students with schedule conflicts. Students must maintain passing grades throughout the year to remain in the program. Online course grades must also meet the minimum athletic eligibility requirement of passing at mid-terms in order to prevent academic suspension. It is an expectation that online classes are completed within the semester they are taken. Given that the district pays around \$300 per semester, per online class, this fee will be passed on to any student who chooses to drop or stop taking their online course for any reason. Online courses dropped within the first ten days of the start date are issued a fee of 25% of the course cost. After the first ten school days, all dropped courses are assessed a fee of 100% of the course cost.

Complaints Concerning Staff or Programs

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and shall act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member shall be referred to the superintendent for investigation.

The superintendent shall develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner suggested by Policy 2311. (Selection and Adoption of Instructional Material)

Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with the citizen and the staff member.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

1. If the problem is not satisfactorily resolved at the building level, the citizen should file a written complaint which describes the problem and a suggested solution. The superintendent should send copies to the principal and staff member.
2. The staff member shall respond to the superintendent in writing or in person.
3. The superintendent shall then attempt to resolve the matter through a conference with the citizen, staff member and principal.
4. If the matter is still not resolved, the superintendent shall present the issue to the board. If the complaint is against a staff member, the complaint shall be handled in executive session in the presence of the staff member. The board shall attempt to make a final resolution of the matter. Any formal actions by the board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the board shall give written notice to the staff member of his/her rights to a hearing.

Section 3

Student Discipline

Wahkiakum School District Policy 3241

Introduction/Philosophy/Purpose

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

The purposes of this policy and accompanying procedure include:

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

Rights and Responsibilities/District Commitment

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

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

- Optional: insert additional district commitments if any, based on district specific data and/or community input.

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

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

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

Development and review

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

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

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

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

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

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

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

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

All certificated staff will participate in SEL professional development biannually.

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

Discipline data must be disaggregated by:

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

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

The District will support each school to:

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

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

Distribution of policies and procedures

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

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

Application

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

Cross References:

2121 - Substance Abuse Program

2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122 - Excused and Unexcused Absences
3210 - Nondiscrimination
3244 - Prohibition of Corporal Punishment
3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access

Legal References:

42 U.S.C. 2000d et seq. Civil Rights Act of 1964
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
Chapter 392-400, WAC Pupils
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 28A.320, RCW Provisions applicable to all districts
Chapter 28A.600 RCW, Students
RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
Chapter 28A.225, RCW Compulsory school attendance and admission
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

Management Resources:

2023 – July Issue
2019 - April Policy Alert
2018 - August Issue
2016 - July Issue
2014 - December Issue
2014 - August Issue
2010 - June Issue
Adoption Date: 04.19 Classification: Essential Revised Dates: 02.21; 07.23
© 2020-2025 Washington State School Directors' Association. All rights reserved

Section 4

WAHKIAKUM SCHOOL DISTRICT

OSPI Model Handbook Language

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

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

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

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

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

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

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

HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's [HIB webpage](#) or the district's ([Policy 3207](#)) and Procedure ([3207P](#))

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's Nondiscrimination Policy ([Policy 3210](#)) and Procedure ([3210P](#)) visit [Wahkiakum School District Policy Page](#).

What is sexual harassment?

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

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

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

To review the district's Sexual Harassment Policy ([Policy 3205](#)) , ([Policy 3205P2](#)) and Procedure ([3205P](#)), visit [Wahkiakum School District Policy Page](#).

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

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

Concerns about sex discrimination, including sexual harassment:

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

Concerns about disability discrimination:

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

Concerns about discrimination based on gender identity:

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

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

What happens after I file a discrimination complaint?

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

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to Superintendent, Ric Palmer (rpalmer@wahksd.k12.wa.us, 360-795-3271) and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (Policy 3210) and Sexual Harassment Procedure (3205P).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

Washington State Governor's Office of the Education Ombuds (OEO)

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

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

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

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

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

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy ([Policy 3211](#)) and Procedure ([3211P](#)), visit [<https://www.wahksd.k12.wa.us>]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Ric Palmer, Superintendent, 500 S. 3rd B398, Cathlamet, WA 98612 - rpalmer@wahksd.k12.wa.us, 360-795-3971

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