Orcas Island
High School and Middle School
Student Handbook
2019-2020

Empowering all students for tomorrow!

715 School Road
Eastsound, WA 98245
(360) 376-2287

Principal: Kyle Freeman
Counselor: Nancy Wrightsman
Office Manager: Janna Carter
Office Clerk: Marian O’Brien
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NOTICES and FORMS

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Welcome!!!

The staff and administration at Orcas Island High School and Middle School welcome you to OIHS and OIMS for the 2019-2020 year. We hope that this will be a successful and enjoyable school year for you. Our primary goal is to provide you with a nurturing environment for you to work and learn in and to provide you with a positive middle and high school experience.

The material in this Student Handbook is designed to inform you and your parents of school policies and procedures and provide you with information that will assist you in having a successful year at OIHS and OIMS. Please take the time to review the information in the sections that follow and become familiar with its contents. As a student, you will be responsible for being aware of the information contained here.

Sections may be added as the year progresses or parts may be changed as required by circumstances. We make changes in the handbook as required by changes in school policy and state law; and at the suggestion of students, staff, and community members. If parts of the handbook are in disagreement with school district policy or Washington State law those superseding policies/law will be applied/followed. As you work with this book this year, think about information it should contain or information that should be expanded or rewritten. You may find errors that should be corrected in the next edition. Please take time to make notes on your copy and share these with your student officers, and/or with school staff members.

In order to assist you with personal organization, daily planners are available for purchase in the school office. We encourage all HS students to purchase and use a planner. Middle School students will be expected to use a planner. Your planner can be an important tool to keep track of class assignments, activities, and due dates for homework and long term assignments.

We truly hope that this will be a wonderful year for you. If there is anything that we can do to help you through the school year, please let us know. Don’t forget to stop by the office to say “Hi.”

The Mission and Vision of Orcas Island Middle and High School

Mission

Empowering all students for tomorrow!

Vision

We will empower all students to be independent learners who strive to maximize their potential.
Equal Educational Opportunity

The Orcas Island 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. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator
Title IX coordinator
Orcas Island School District Superintendent
557 School Road
Eastsound, WA 98245
360-376-2284
ewebb@orcas.k12.wa.us

Section 504/ADA Coordinator
Don Johnston
Special Education Director
557 School Road
Eastsound, WA 98245
360-376-1562
djohnston@orcas.k12.wa.us
# High School and Middle School Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Ext. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS &amp; MS Principal</td>
<td>Freeman, Kyle</td>
<td><a href="mailto:kfreeman@orcas.k12.wa.us">kfreeman@orcas.k12.wa.us</a></td>
<td>1517</td>
</tr>
<tr>
<td>OASIS Principal, Sp Ed Director</td>
<td>Johnston, Don</td>
<td><a href="mailto:djohnston@orcas.k12.wa.us">djohnston@orcas.k12.wa.us</a></td>
<td>1562</td>
</tr>
<tr>
<td>HS &amp; MS Office Manager</td>
<td>Carter, Janna</td>
<td><a href="mailto:jccarter@orcas.k12.wa.us">jccarter@orcas.k12.wa.us</a></td>
<td>1516</td>
</tr>
<tr>
<td>HS &amp; MS Office Clerk</td>
<td>O’Brien, Marian</td>
<td><a href="mailto:mobrien@orcas.k12.wa.us">mobrien@orcas.k12.wa.us</a></td>
<td>1515</td>
</tr>
<tr>
<td>HS &amp; MS Counselor</td>
<td>Wrightsman, Nancy</td>
<td><a href="mailto:nwrightsman@orcas.k12.wa.us">nwrightsman@orcas.k12.wa.us</a></td>
<td>1518</td>
</tr>
<tr>
<td>Psychologist</td>
<td>Kopet, Tim</td>
<td><a href="mailto:tkopet@orcas.k12.wa.us">tkopet@orcas.k12.wa.us</a></td>
<td>1594</td>
</tr>
<tr>
<td>SAFE Advocate</td>
<td>Pinardi, Julie</td>
<td><a href="mailto:jpinardi@orcas.k12.wa.us">jpinardi@orcas.k12.wa.us</a></td>
<td>1553</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>Wilson, Ryan</td>
<td><a href="mailto:rwilson@orcas.k12.wa.us">rwilson@orcas.k12.wa.us</a></td>
<td>1548</td>
</tr>
<tr>
<td>HS Science</td>
<td>Alperin, Elisabeth</td>
<td><a href="mailto:lalperin@orcas.k12.wa.us">lalperin@orcas.k12.wa.us</a></td>
<td>1526</td>
</tr>
<tr>
<td>HS English, OASIS</td>
<td>Austin, Maurice</td>
<td><a href="mailto:maustin@orcas.k12.wa.us">maustin@orcas.k12.wa.us</a></td>
<td>1525</td>
</tr>
<tr>
<td>HS Spanish</td>
<td>Parish, Rebecca</td>
<td><a href="mailto:rparish@orcas.k12.wa.us">rparish@orcas.k12.wa.us</a></td>
<td>1536</td>
</tr>
<tr>
<td>HS &amp; MS Math</td>
<td>Kennedy, Ryan</td>
<td><a href="mailto:rkennedy@orcas.k12.wa.us">rkennedy@orcas.k12.wa.us</a></td>
<td>1534</td>
</tr>
<tr>
<td>MS English &amp; Social Studies</td>
<td>Carter, Phil</td>
<td><a href="mailto:pccarter@orcas.k12.wa.us">pccarter@orcas.k12.wa.us</a></td>
<td>1541</td>
</tr>
<tr>
<td>HS Math</td>
<td>Clancy, Vicki</td>
<td><a href="mailto:vclancy@orcas.k12.wa.us">vclancy@orcas.k12.wa.us</a></td>
<td>1527</td>
</tr>
<tr>
<td>HS Social Studies, HS Leadership</td>
<td>Comito, Phil</td>
<td><a href="mailto:pcomito@orcas.k12.wa.us">pcomito@orcas.k12.wa.us</a></td>
<td>1528</td>
</tr>
<tr>
<td>HS &amp; MS Band</td>
<td>Dix, Darren</td>
<td><a href="mailto:ddix@orcas.k12.wa.us">ddix@orcas.k12.wa.us</a></td>
<td>1533</td>
</tr>
<tr>
<td>MS PE</td>
<td>Wilson, Rachel</td>
<td><a href="mailto:rachelwilson@orcas.k12.wa.us">rachelwilson@orcas.k12.wa.us</a></td>
<td>1567</td>
</tr>
<tr>
<td>HS PE and Health</td>
<td>Wilson, Ryan</td>
<td><a href="mailto:rwilson@orcas.k12.wa.us">rwilson@orcas.k12.wa.us</a></td>
<td>1521</td>
</tr>
<tr>
<td>6th Grade and 8th Grade Math</td>
<td>Freeman, Kimberly</td>
<td><a href="mailto:kimfreeman@orcas.k12.wa.us">kimfreeman@orcas.k12.wa.us</a></td>
<td>1523</td>
</tr>
<tr>
<td>OASIS Office Manager</td>
<td>Wlaysewski, Katie</td>
<td><a href="mailto:kwlaysewski@orcas.k12.wa.us">kwlaysewski@orcas.k12.wa.us</a></td>
<td>1598</td>
</tr>
<tr>
<td>HS &amp; MS Study Skills, K-12 Truancy</td>
<td>Hardee, Rebekah</td>
<td><a href="mailto:rhardee@orcas.k12.wa.us">rhardee@orcas.k12.wa.us</a></td>
<td>1532</td>
</tr>
<tr>
<td>HS English, HS Social Studies</td>
<td>Hellar, Val</td>
<td><a href="mailto:vhellar@orcas.k12.wa.us">vhellar@orcas.k12.wa.us</a></td>
<td>1535</td>
</tr>
<tr>
<td>HS/MS English Language Learners</td>
<td>O’Brien, Allison</td>
<td><a href="mailto:aobrien@orcas.k12.wa.us">aobrien@orcas.k12.wa.us</a></td>
<td>1505</td>
</tr>
<tr>
<td>HS/MS Physics and Applied Physics, CTE</td>
<td>McFarland, Brett</td>
<td><a href="mailto:bmcfarland@orcas.k12.wa.us">bmcfarland@orcas.k12.wa.us</a></td>
<td>1545</td>
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<tr>
<td>HS Special Education</td>
<td>Davis, Melissa</td>
<td><a href="mailto:medavis@orcas.k12.wa.us">medavis@orcas.k12.wa.us</a></td>
<td>1532</td>
</tr>
<tr>
<td>MS Science</td>
<td>Tidwell, Laura</td>
<td><a href="mailto:ltidwell@orcas.k12.wa.us">ltidwell@orcas.k12.wa.us</a></td>
<td>1537</td>
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<tr>
<td>HS English, HS Culinary Arts, MS Math</td>
<td>Towne, Paula</td>
<td><a href="mailto:ptowne@orcas.k12.wa.us">ptowne@orcas.k12.wa.us</a></td>
<td>1554</td>
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<tr>
<td>HS Computer Ed</td>
<td>Waage, Chris</td>
<td><a href="mailto:cwaage@orcas.k12.wa.us">cwaage@orcas.k12.wa.us</a></td>
<td>1530</td>
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<tr>
<td>MS Special Education</td>
<td>Walstrom, Nancy</td>
<td><a href="mailto:nwalstrom@orcas.k12.wa.us">nwalstrom@orcas.k12.wa.us</a></td>
<td>1513</td>
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<tr>
<td>HS Art, Yoga, Yearbook</td>
<td>Wiscomb, Corey</td>
<td><a href="mailto:cwiscomb@orcas.k12.wa.us">cwiscomb@orcas.k12.wa.us</a></td>
<td>1544</td>
</tr>
<tr>
<td>HS &amp; MS Strings/Music</td>
<td>Wright, Pamela</td>
<td><a href="mailto:pwright@orcas.k12.wa.us">pwright@orcas.k12.wa.us</a></td>
<td>1589</td>
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ASB Officers for 2019-2020

**Associated Student Body (ASB) Executive Officers:**
Douglass Ha  
Ewan Lister  
Emma Rodgers  
Lyndsey Simpson  
Leonai Van Putten  
**Advisor:** Phil Comito

**Senior Class Officers:**
President: Arla Sutton  
Vice President: Zoe Lewis-Shunk  
Treasurer: Charlie Bigbee  
Secretary: Maia Lewis-Shunk  
**Advisor:** Val Hellar

**Junior Class Officers:**
President: Hazel Moe  
Vice-President: Alanna Lago  
Secretary: Grace Gustafson  
Treasurer: Thian Armenia  
**Advisor:** Chris Waage

**Sophomore Class Officers:**
President: Uma McMurray  
Vice-President: Tayla Malo  
Secretary: Emalyne Babcock  
Treasurer: Kai Ross  
**Advisor:** Liz Alperin

**Freshman Class Officers:**
President: Isabella Evans  
Vice-President: Finn Rubottom  
Secretary: Fallon Willis  
Treasurer: Mona Evans  
**Advisor:** Ryan Kennedy

**Middle School ASB Executive Officers:**
Secretary: Cat Moore  
Treasurer: Orion Meskew  
**Advisor:** Phil Carter

**8th Grade Class Officers:**
Bethany Carter  
Hayden Shaefer  
Theo Vaccarella  
**Advisor:** Laura Tidwell

**7th Grade Class Officers:**
Forest Frausto  
Kristian Freeman  
Calvin Saxe  
**Advisor:** Phil Carter

**6th Grade Class Officers:**
Jiles Mahoney  
Angelo Vaccarella  
Lola Walker  
**Advisor:** Kim Freeman
Co-Curricular Activities

All students participating in co-curricular activities, which include music and club programs, are required to conduct themselves as role models, to demonstrate good citizenship, and to comply with all rules and regulations of the Orcas Island School District. Coaches and club/activity advisors may apply further reasonable and necessary rules unique to the particular activity for which they have responsibility and which have been approved by the school administration. For further information regarding athletic activities see the Athletic Handbook or the rules for the specific club or team.

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<td>Yearbook (Desktop Course)</td>
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<tr>
<td>Ecology/Environmental Club</td>
<td>Brett McFarland</td>
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<td>Maurice Austin</td>
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<td>Chris Waage</td>
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Athletics

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<td>Ryan Wilson</td>
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<td>Rachell Wilson</td>
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<td>Terry Turner</td>
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<td>Cross Country</td>
<td>Michael Kulper</td>
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<tr>
<td>Girls Soccer</td>
<td>Chama Anderson</td>
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<td>Boys Basketball</td>
<td>Corey Wiscomb</td>
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<td>Girls Basketball</td>
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<td>Kathy Morris</td>
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<td>Phil Carter</td>
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<tr>
<td>MS Girls Basketball</td>
<td>Sada Ashcraft</td>
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<td>Ryan Wilson</td>
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<td>1 8:30-10:25 (115)</td>
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<td>3 10:35-11:30 (55)</td>
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<td>Lunch 12:30-1:05 (35)</td>
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<td>5 1:10-2:05 (55)</td>
<td>3 1:10-3:05 (115)</td>
</tr>
<tr>
<td>6 2:10-3:05 (55)</td>
<td>Advisory 1:15-2:05</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6 Period Days:**

*Schedules may be adjusted for specific activities and needs, please see the weekly bulletin for special schedules.
Orcas Island Middle School Daily Bell Schedules

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday  (1 hour early release)</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:30-9:25 (55)</td>
<td>8:30-9:25 (55)</td>
<td>8:30-9:25 (55)</td>
<td>8:30-9:25 (55)</td>
<td>8:30-9:25 (55)</td>
</tr>
<tr>
<td>2</td>
<td>9:30-10:25 (55)</td>
<td>9:30-10:25 (55)</td>
<td>9:30-10:25 (55)</td>
<td>9:30-10:25 (55)</td>
<td>9:30-10:25 (55)</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30-1:05 (35)</td>
<td>Lunch 12:30-1:05 (35)</td>
<td>Lunch 12:30-1:05 (35)</td>
<td>Lunch 12:30-1:05 (35)</td>
<td>Lunch 12:30-1:05 (35)</td>
</tr>
<tr>
<td>5</td>
<td>1:10-2:05 (55)</td>
<td>1:10-2:05 (55)</td>
<td>1:10-2:05 (55)</td>
<td>1:10-2:05 (55)</td>
<td>1:10-2:05 (55)</td>
</tr>
<tr>
<td>6</td>
<td>2:10-3:05 (55)</td>
<td>2:10-3:05 (55)</td>
<td></td>
<td>2:10-3:05 (55)</td>
<td>2:10-3:05 (55)</td>
</tr>
<tr>
<td></td>
<td>PLC</td>
<td>2:30-3:30 Teacher professional learning time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Schedules may be adjusted for specific activities and needs, please see the weekly bulletin for special schedules.*
<table>
<thead>
<tr>
<th>PM Assembly Schedule</th>
<th>Noon Release 3 Period Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8:30-9:20</td>
<td>1 or 4 8:30-9:35</td>
</tr>
<tr>
<td>2 9:25-10:15</td>
<td>3 or 5 9:40-10:45</td>
</tr>
<tr>
<td>Break 10:15-10:25</td>
<td>Break 10:45-10:55</td>
</tr>
<tr>
<td>3 10:25-11:15</td>
<td>3 or 6 10:55-12:00</td>
</tr>
<tr>
<td>4 11:20-12:10</td>
<td></td>
</tr>
<tr>
<td>Lunch 12:10-12:45</td>
<td></td>
</tr>
<tr>
<td>5 12:50-1:40</td>
<td></td>
</tr>
<tr>
<td>6 1:45-2:35*</td>
<td></td>
</tr>
<tr>
<td>Assembly 2:35-3:05</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AM Assembly Schedule</th>
<th>Noon Release Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8:30-9:20*</td>
<td>1 8:30-9:00</td>
</tr>
<tr>
<td>2 9:55-10:45</td>
<td>3 9:40-10:10</td>
</tr>
<tr>
<td>Break 10:45-10:55</td>
<td>4 10:15-10:45</td>
</tr>
<tr>
<td>3 10:55-11:45</td>
<td>Break 10:45-10:55</td>
</tr>
<tr>
<td>4 11:50-12:35</td>
<td>5 10:55-11:25</td>
</tr>
<tr>
<td>Lunch 12:35-1:10</td>
<td>6 11:30-12:00</td>
</tr>
<tr>
<td>5 1:15-2:10</td>
<td></td>
</tr>
<tr>
<td>6 2:15-3:05</td>
<td></td>
</tr>
</tbody>
</table>

*Students are to be brought to the assembly by their teacher from the period before the assembly and should be in the gym or commons at the designated start time for the assembly.
**Wednesday Alternating Week Schedule:**

**A: 1st, 2nd, 3rd**

**B: 4th, 5th, 6th**

<table>
<thead>
<tr>
<th>Date</th>
<th>Classes</th>
<th></th>
<th>Date</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3 (noon)</td>
<td>A (First Day)</td>
<td>9/5, 9/6</td>
<td>2/5</td>
<td>A</td>
</tr>
<tr>
<td>9/4</td>
<td>B</td>
<td>2/12</td>
<td>2/12</td>
<td>B</td>
</tr>
<tr>
<td>9/11</td>
<td>A</td>
<td>2/19</td>
<td>2/19</td>
<td>A</td>
</tr>
<tr>
<td>9/18</td>
<td>B</td>
<td>2/26</td>
<td>2/26</td>
<td>B</td>
</tr>
<tr>
<td>9/25</td>
<td>A</td>
<td>3/4</td>
<td>3/4</td>
<td>A</td>
</tr>
<tr>
<td>10/2</td>
<td>A (Futures Fair)</td>
<td>3/11</td>
<td>3/11</td>
<td>B</td>
</tr>
<tr>
<td>10/9</td>
<td>B</td>
<td>3/18 (noon)</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>PSAT</td>
<td>3/25</td>
<td>3/25</td>
<td>B</td>
</tr>
<tr>
<td>10/23</td>
<td>A</td>
<td>4/1</td>
<td>4/1</td>
<td>A</td>
</tr>
<tr>
<td>10/30</td>
<td>B</td>
<td>4/8</td>
<td>4/8</td>
<td>B</td>
</tr>
<tr>
<td>11/6</td>
<td>A</td>
<td>4/22</td>
<td>4/22</td>
<td>A</td>
</tr>
<tr>
<td>11/13</td>
<td>B</td>
<td>4/29</td>
<td>4/29</td>
<td>B</td>
</tr>
<tr>
<td>11/20</td>
<td>A</td>
<td>5/6</td>
<td>5/6</td>
<td>A</td>
</tr>
<tr>
<td>12/4</td>
<td>B</td>
<td>5/13</td>
<td>5/13</td>
<td>B</td>
</tr>
<tr>
<td>12/11</td>
<td>A</td>
<td>5/20</td>
<td>5/20</td>
<td>A</td>
</tr>
<tr>
<td>12/18</td>
<td>B</td>
<td>5/27</td>
<td>5/27</td>
<td>B</td>
</tr>
<tr>
<td>1/8</td>
<td>A</td>
<td>6/3</td>
<td>6/3</td>
<td>A</td>
</tr>
<tr>
<td>1/15</td>
<td>B</td>
<td>6/9-6/11</td>
<td>FINALS</td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>A</td>
<td>6/12</td>
<td>6/12</td>
<td>Last Day</td>
</tr>
<tr>
<td>1/29-1/31</td>
<td>FINALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SNOW...ICE...NO ELECTRICITY...EMERGENCY SCHOOL CLOSURE

In case of a school district closure you will be notified via School Messenger. It is important that all phone numbers are up to date in the school office. Updated information will also be posted on the school website. School closure or late start announcements will also be made on the Orcas Island School District FACEBOOK page and the following radio and television stations:

RADIO KGMI AM 790 Bellingham - KOMO Channel 4 TV – KING 5 TV Channel 5.

School Busses will not be stopping at the following: Buckhorn Road, Killebrew Lake Road, Dolphin Bay Road, Obstruction Pass, End of North Beach Road, Mt. Baker Road, Spring Point (across the bridge), Enchanted Forest Road and West Beach.

Music Competition/Trips

Students who participate in school music programs for instruments or choir may be invited to participate in competitions or trips with the group. Only students who are participation in the music program, which means the student has high school class in music, will be able to participate in competitions or trips. For further information, please contact music teachers Darren Dix or Pamela Wright.

Breakfast & Lunch Program

Students may bring lunch or purchase lunch in the cafeteria. Lunch and breakfast costs may be paid at the cafeteria, or on the district website. Free and reduced lunch meals are available to eligible students; applications may be obtained in the office. You can also complete your application online at: https://www2.nwrdc.wa-k12.net/scripts/cgiip.exe/WService=worcass71/fwemnu01.w

Breakfast is available before school and at the designated break time between classes.

Food Service Charge Policy:

- Orcas Island School District recognizes that there is a link between a healthy diet and a student’s ability to learn effectively and achieve high standards in school.
- School meals will be provided at a reasonable and affordable rate to all students.
- Families qualifying for Free or Reduced assistance are encouraged to apply for this program at any time during the school year.
- At no time will a student be denied access to a healthy and nutritious meal.
- Students will not be denied breakfast or lunch meals due to a negative balance.
- Students whose food service account balance is negative will not be allowed to purchase ala carte, snack items or beverages.
- All efforts will be made to contact the family of students with a negative balance using the Skyward notification system, phone calls and/or mail.
- Families in need of temporary financial assistance should contact the food service director, school administrator or school family advocate for assistance.
The food service program will work in cooperation with families to eliminate any negative balance through either a payment plan or other available assistance.

Families who qualify for the Free or Reduced breakfast and lunch program will be assisted in completing their application.

All negative food service balances must be settled prior to the end of each semester in order for students to receive final grades or records.

**High School Lunch**

No high school students should expect to be served during the middle school break or lunch times or at any time other than the designated times for high school break and lunch. Please remember to treat your school, and each other, with respect and dignity wherever and whenever you are eating. Students are welcome to eat in the cafeteria or in and around the High School, but generally not in the Middle School courtyard or in any location that is in view or noise range of middle school classrooms.

Wherever you eat, you are expected to clean up after yourself. In the cafeteria or around the school you need to leave the space clean. Be sure that you dispose of your trash and, in the cafeteria, use the sponge provided to wipe the table before you leave. If someone at your table or in your area forgets to clean up their own mess, do it for them.

**Middle School Lunch and Breaks**

At the end of the lunch time, all tables must be neat and clean for the next group of students. Clear your own trash and wipe your own place with the sponges provided. If someone at your table forgets to clean his/her place, clean it for them. Generally, students who purchase a school lunch eat in the cafeteria. However, all students are invited to eat in the courtyard. Of course, students who eat outside are expected to keep the courtyard looking neat and free of litter.

Usually, during lunch time, middle school students can be in the courtyard, or in the middle school commons or in the library or in the old gym. Sometimes one or more of these options is closed to students because of events being held in the space or because of some problem that has occurred. Middle school students are also allowed to play on the open space between the buildings or behind the old gym. Middle school students are not to be in Buck Park except with the permission and under the supervision of a staff member. When students are given a class break, teachers will specify the areas that are open for students. At no time is there to be running or chasing around in the courtyard. There are too many people walking or sitting in the area for running or chasing to be a safe activity. At no time are students to play tackle football or other physically rough games or activities. Such rough activities could result in injuries to the participants. When available, a supervisor will take students to the field, playground or gym.

**Lunch and Breakfast Cost**

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Reduced Cost</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$1.75 MS / $2.00 HS</td>
<td>$0.00</td>
<td>$2.25</td>
</tr>
</tbody>
</table>
Counseling, Guidance and Academics

Guidance services are available for every student in the school. These services include assistance with educational planning (courses, colleges, etc); interpretation of test scores; occupational/career information; help with home, school and/or social concerns; or any topic a student would like to discuss with the school counselor. We encourage all students and parts/guardians to see the counselor any time they have a concern relating to class programs, academic progress, or any area relating to school. Stop by the office at any time to schedule an appointment. Parents wishing to contact the counselor may make an appointment by calling 376-1518.

ACADEMICS

Skyward Online Grading Program

All teachers at OIHS and OIMS utilize the Skyward Online Grading Program, that is available via the school district's “family access” system, to post student grades online. The use of the online grade posting system provides students and parents with student assignment/grade information throughout the school year.

The family access system provides students and parents with the ability to track student progress as well as the opportunity to monitor attendance and other student records. The goal is for each student to take responsibility for his/her learning. Students need to remain focused on their learning and not only their grades. Learning is a process. We encourage and support ongoing improvement, not just the current level of performance.

Staff members at OIHS are committed to have our student online grades up to date on our posted progress report dates and at mid-term & end of semester. Between the progress report, mid-term and semester reports, student grades will be updated on a teacher-by-teacher basis as work is completed, evaluated and the individual grades posted.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>100% - 93%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>92.99% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89.99% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86.99% - 83%</td>
</tr>
</tbody>
</table>
Report Card Dates

Report cards are issued four times a school year, one per quarter. Semester grades reflect a student’s final grade for a course. Quarter grades are provided as a progress report for HS Students. Report cards will be mailed home approximately one week after the end of each quarter:

End of Quarters:
- 1st Quarter: November 6th
- 2nd Quarter/1st Semester: January 31st
- 3rd Quarter: April 10th
- 4th Quarter/2nd Semester: June 12th

If you do not receive your report card shortly after the above dates, please check with the school office.

Academic Honesty

Honesty is a compelling principle by which we operate all aspects of student and school life. Academic honesty is highly valued at OIHS and OIMS. Student should not cheat or plagiarize, nor should they tolerate such among fellow students. Students do not receive credit for work that is not their own. Cheating is defined as an attempt to earn credit or receive a grade for coursework in a manner other than defined as acceptable by the teacher. Plagiarism is taking of language, ideas or thoughts from another person or resource without acknowledging the source. Students who use plagiarized papers or projects or are involved in any other form of cheating will be subject to reduction in grades and/or disciplinary action for a first offense. Because of the serious nature of academic honesty, violations of this code may result in loss of credit for the assignment with a recorded failing grade. It may also entail loss of credit for the course with a recorded failing grade, removal from the course with a failing grade, and or additional appropriate disciplinary action.

Academic Awards and Recognition

High School award assemblies are held each semester and Middle School each quarter. Class grades are

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>2.7</td>
<td>82.99% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>79.99% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>76.99% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>72.99% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>69.99% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>66.99% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>59.99%-0%</td>
</tr>
</tbody>
</table>
averaged to obtain a Grade Point Average (GPA) for each semester. GPAs are based on a 4.0 scale. Only full-time students (5 or more credits) are eligible for honor roll. Students must also have all grades completed by the end of the grading period. Except in extraordinary cases, students will not be considered for inclusion in the Honor Roll if they have an incomplete in any class at the time of grading. No student will be considered for Honor Roll with a grade of Unsatisfactory in any class.

**Honor Roll:** 3.25 - 3.49 Grade Point Average.

**High Honor Roll:** 3.5 or above Grade Point Average.

*High Honors Cards* for discounts or other special recognition at local merchants are awarded to students who achieve a 3.5 or above GPA for that semester (High School) / quarter (Middle School). High Honors Cards are given to both Middle and High School students.

**Valedictorian and Salutatorian Calculation and Award**

The Valedictorian (highest GPA) and Salutatorian (second highest GPA) for the graduating class will be determined as follows:

Students overall **OIHS GPA** (only courses taken at OIHS will be counted toward this calculation) will be calculated at the end of the 1st semester, along with the exception that AP courses will be weighted on a 5 point scale, for determining class rank for the graduating class valedictorian and salutatorian. GPA calculation for Graduation awards will be calculated to the nearest hundredth. In the event of a tie the award will be shared between the recipients. Students must have attended OIHS for their Junior and Senior year to be eligible for the Valedictorian and Salutatorian Award.

**Celebration of Success**

The high school staff sponsors an assembly on the Friday before graduation to celebrate the accomplishments of students and for the awarding of local scholarships to graduating seniors.

**Service to School and Community**

All students are encouraged to contribute time and energy to make their school and community a better place. Students will have opportunities to participate in service activities through many groups at school. All students are encouraged to participate in at least 5 hours of service each quarter and to keep track of their volunteer service activities. Key Club and National Honor Society provide their members with many opportunities to perform service as well as a way to track the number of hours performed during the school year.

**Middle School Service to School and Community**

A Builders’ Club operates at the middle school to provide opportunities for service to our school and to the community. Builders’ Club is the younger branch of Kiwanis which also sponsors the Key Club at the high school. All middle school students are encouraged to participate in volunteer service to their school and to their community. Students are encouraged to complete 4 hours of service to their school or to the community each quarter.
Exploratory Program

Middle school students participate in a program of special interest classes called Exploratory. For these classes, students will choose from such offerings as art, foods, sailing, student assistants, etc.

National Honor Society

The purpose of National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of Orcas Island High School.

Membership in the National Honor Society is both an honor and a responsibility. Membership is open to those students in the 10th grade who have maintained a 3.5 cumulative grade point average and to only those who are viewed by the faculty as prospective students who will enhance the chapter as a whole. Students who qualify on grades will be invited to join the NHS at the beginning of their 10th grade year. Performance in areas of leadership, service, and character will be taken into consideration.

For further information please review the National Honor Society Bylaws.

High School Course Credits

A student who successfully completes a semester’s work receives one-half (.5) credit toward graduation. No credit is given if a student:

1. Receives a grade of F in a course.
2. Is removed from/or drops a class after the fourth week of the semester.

Students must successfully complete required courses and accumulate a minimum of 24 credits in order to be eligible for graduation from Orcas Island High School.

REQUIRED CREDITS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>2 (one may be PPR*)</td>
</tr>
<tr>
<td>Vocational</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 or 2 PPR*</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 24

*Beginning with the class of 2019, students will be required to complete 24 credits for graduation. Students will be required to complete 2 credits of either world language or 2 credits in a Personalized Pathway Requirement (PPR).

PPR are related courses that lead to 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.
Graduation Requirements

In 2019, the legislature passed HB1599, which updated graduation requirements for the Class of 2020. All public high school students are required to meet statewide graduation requirements in order to earn a diploma. The goal is that more students will be better prepared to meet 21st-century demands in their working and personal lives.

Within these pages, families, students and educators can learn more about each of the new requirements, including what each requirement is designed to do and how students will be supported.

To earn a high school diploma, a student must:
- Complete a High School and Beyond Plan
- Earn high school credits
- Complete a Graduation Pathway

OSPI has created several resources, including a graduation toolkit and graduation checklists, to help educators and families understand state graduation requirements. These resources are updated when changes occur.

The Washington State Board of Education establishes minimum credit requirements and the High School and Beyond Plan.

High school transcript criteria are established by WAC 392-415.

New Graduation Requirements

The Washington k-12 system is beginning a transition to new assessments and new graduation requirements that will be effective for the graduating Class of 2019. The State Board of Education sets graduation requirements that are intended to be high, meaningful, and fair, that every student can meet. The new assessments and credit graduation requirements are part of a statewide effort to prepare our graduates for careers and college. The goal is that all students leave secondary education ready to succeed in their next steps.

Resources:
- WEBSITE - The State Board of Education has added information on the SBE website to help explain the new graduation requirements for each year through 2019: http://www.sbe.wa.gov/graduation.php.
- VIDEO - A short video summarizes and explains the changes: http://www.youtube.com/watch?v=qiMQckltv0U&list=PLSmSZchUG6M0UgFXrbYmHalmMnJirvgKo
Graduation Pathways

Class of 2020 & 2021
Students in these classes will need to meet one of the following graduation pathways that is aligned to their High School and Beyond Plan.

Graduation Pathways

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 Course (Bridge to College)
Passage of the Bridge to College course in English language arts or math may be used as a graduation pathway.

Armed Services Vocational Aptitude Battery (ASVAB) Test
More information to come

Career and Technical Education Sequence of courses and Industry Recognized Credential or College Credit
More information to come

Orcas Island High School Graduation Requirements

In addition to earning the 24 required credits that are outlined above, students must fulfill the state and school requirements for earning a diploma. These include successful completion of a High School and Beyond Plan and a Culminating Project and acceptable scores on the required state tests.

Participation in the graduation commencement shall be limited to those students who have completed all Orcas Island High School graduation requirements by the announced deadline date prior to the ceremony. A student with an extraordinary circumstance beyond their control may request of the Principal an exception from this requirement. Students desiring to receive a diploma from Orcas Island High School shall meet the following requirements: Complete (pass) all required credits, earn all credits from an accredited educational institution, completion of High School and Beyond Plan, pass all required state assessments, completion of the Culminating Project and the student's entity (status of enrollment) must be Orcas Island High School at the time of graduation. Students must participate in all graduation rehearsal events in order to participate in the commencement ceremony.
High School and Beyond Plan

The High School and Beyond Plan is a state graduation requirement. As students complete 8th grade or as they enter high school, they will work with our counselor to complete the High School and Beyond Plan, also known as the Five Year Plan. Students revise the plan through high school as their goals and plans change. A plan usually includes the student's goals, which may be work, military service, two or four year college, apprenticeship or other training programs or technical school. The student's post high school goal helps them decide on their high school courses. Four year colleges, for example, have specific entry requirements that students will need to meet in order to be admitted. In Advisory Classes, students will work with their High School and Beyond Plan to research and plan the best options after graduation from high school.

The Culminating Project

The Culminating Project, also known as the Senior Project, is completed in the student’s final year of high school. There are two components to this requirement. Students will be required to complete a paper as part of their first semester Contemporary Issues course. This paper will ask the student to take a position on a current world issue, complete research on this topic and present their position to the school and community. The second aspect of the Culminating Project will be completed as part of the Civics and Government course. Students will engage in a project that provides a learning stretch and also a community service.

Details of these are worked out with the supervising teacher, student and parent. There are forms and guidelines and supports to help each student keep on track and successfully complete the project.

Both elements of the Culminating Project will be completed as part of the course of study in the Contemporary Issues and Civics and Government courses. Students must register for these courses in-order to complete this graduation requirement.

Other Standardized Tests for Planning and Beyond High School

In addition to state tests required for a diploma, students and parents have options for other assessments to help guide the student’s future plans. Most parents and students are aware of the SAT or ACT tests that most colleges require as a part of the application process for entrance. Most colleges will take either of these tests as a part of the application process. Students usually take these tests in their junior year of high school. Timelines are important when dealing with the college application process. Most four year college applications are submitted by December of the student’s senior year of high school.

To help students plan for the future and prepare for success on the SAT or ACT, we offer the pretests for the ACT and the SAT at district expense to our 10th and 11th graders. These are optional tests; no one is required to take them. Both tests are usually offered in mid October. Note that these tests must be taken on the date and at the time assigned.
Scholastic Aptitude Test (SAT)

The SAT is used by colleges for admissions purposes. Students should take this test in the spring of their junior year (recommended) or fall of their senior year. The test is administered at OIHS and can be registered for online at www.collegeboard.com. This test can be taken at alternative sites as well. OISD does not cover the expense of the SAT.

SAT Subject Tests

Some competitive colleges require the SAT subject test in addition to the SAT Reasoning Test. The test is used as part of the admissions process. Colleges may require two or three subject tests. See college websites or catalogs for specific requirements.

American College Test (ACT)

The ACT is similar to the SAT. Some colleges require it in lieu of the SAT. Most colleges accept either the SAT or ACT. ACT offers an optional writing test. Students should check with prospective colleges to see what they recommend. Register for the ACT at www.act.org

PLAN

All 10th graders are invited to take the pre-ACT test, the PLAN. This test comes with an interest inventory which students often find useful as they think about how their interests may match with a career. For more information about the PLAN test: http://www.act.org/plan/

PSAT

All 11th graders are invited to take the pre-SAT test, the PSAT. This is the qualifying test for the National Merit Scholarship Program. For more information about the PSAT test: http://www.collegeboard.com/student/testing/psat/about.html

ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is another test that students have found helpful in planning for their future. All of the branches of the military use the results of this voluntary test for career and training placement. Students who want more information about their skills and interests or who are considering a career in the military should plan to take the ASVAB. This test is often given by a representative of the military and there is no charge for test. It is a three-hour test identifying a student’s vocational aptitudes and strengths. For more information contact a military recruiter, our school counselor, or see: http://official-asvab.com/

Advanced Placement Exams (AP)

AP exams are offered annually in May to give high school students opportunities to demonstrate college-level achievement. Each university has its own policy regarding college credit based upon a five-point scale.
**Credits**

Students shall be expected to earn a total of 24 credits in order to complete graduation requirements for Orcas Island High School.

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school shall be accepted to the extent the credit matches a district graduation requirement, or may be counted as elective credit. Credits from accredited programs or home schools shall be evaluated as described in school board policy of home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

**Waiver of Graduation Requirements**

All state requirements must be satisfied except that Washington history and government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of Washington state constitution through an alternative learning experience approved by the principal.

Additionally, physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent/guardian pursuant to the following policy:

It is the policy of Orcas Island High School that physical education is a central component of a school's overall environment. The school has developed a physical education waiver policy to meet Washington State statutes related to health and physical education requirements:

Pursuant to RCW 28A.230.050 a student may only waive .5 credit of physical education per semester of their senior year and the student must demonstrate competency/proficiency of a fitness assessment and/or Fitness Plan/Portfolio. Waiver application forms are to be completed and returned to the appropriate designee within the first ten days of the start of the semester. Applications received after deadline for the semester will be denied.

Allowable reasons for requesting a physical education waiver per RCW 28A.230.050

1. Physical Disability- must provide verification from doctor or healthcare professional indicating that participation in a physical education class will be detrimental to a student's health.
2. Employment* - must provide verification from an employer including dates and times of employment.
3. Religious Belief- provide a note from a parent/guardian if religion does not allow for participation in physical education
4. Directed Athletics*- Students must complete participation in a school district extracurricular athletic program in good standing.
5. Military Science & Tactics*
6. Other Good Cause*

*Exclusions that do not meet the criteria for a physical education waiver:
- Position as a Teacher’s Aide or Office Assistant
- Use of an Open Period (eg late arrival, early dismissal)
- Previous failure of a high school physical education class
Rational: Meeting a high school graduation requirement has a higher priority over serving as a teacher’s aide, office assistant, use of an open period.

Directions for Requesting a Physical Education Waiver:

**Step 1:** Complete and Submit Physical Education Waiver Form A to the building principal.

**Step 2:** Receive notification from the principal regarding the request.

**Step 3:** If approved, contact the principal for student materials and High School Waiver Physical Education Waiver Form B. If request is denied register for a a Physical Education course.

A student may only waive .5 credit of physical education per semester. The following procedures will be followed in order to ensure compliance with RCW 28A.230.050 and the demonstration of proficiency/competency required.

<table>
<thead>
<tr>
<th>First Waiver  (0.5 PE Credit)</th>
<th>Must meet proficiency/competency at 70% or higher in one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OSPI-developed fitness assessment: <em>Concepts of Health and Fitness</em></td>
</tr>
<tr>
<td></td>
<td>District-approved fitness assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Waiver  (0.5 PE Credit)</th>
<th>Must meet proficiency/competency at 70% or higher in one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OSPI-developed fitness assessment: <em>Fitness Planning</em></td>
</tr>
<tr>
<td></td>
<td>District-approved fitness assessment</td>
</tr>
</tbody>
</table>

**SUMMARY OF CLASSES TO MEET GRADUATION REQUIREMENTS FROM ORCAS ISLAND HIGH SCHOOL**

(Number of credits required is noted in parenthesis after each subject.)

Classes taken for one semester (.5) are noted. Others are taken for a full year. In addition to the classes listed here, online courses are also available.

<table>
<thead>
<tr>
<th>English (4)</th>
<th>Mathematics (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing for High School</td>
<td>Algebra 1*</td>
</tr>
<tr>
<td>Advanced Writing for High School</td>
<td>Geometry*</td>
</tr>
<tr>
<td>English Lit</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>British Literature**</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>American Literature</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Applied Math</td>
</tr>
<tr>
<td>Mythology</td>
<td>Personal and Business Finance</td>
</tr>
<tr>
<td>Speech and Communication</td>
<td>Pre-Algebra</td>
</tr>
<tr>
<td>Theater as Literature</td>
<td></td>
</tr>
<tr>
<td>AP English</td>
<td></td>
</tr>
<tr>
<td>Film as Literature</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science (3, 2 must be lab)</th>
<th>Career and Technical Ed. (1)</th>
<th>Health and Fitness (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Woodworking</td>
<td>PE: Racquet Sports</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Computer Applications</td>
<td>PE: Life Time Sports</td>
</tr>
<tr>
<td>Physics</td>
<td>Digital Design</td>
<td>PE: Strength and Conditioning</td>
</tr>
<tr>
<td>Applied Physics</td>
<td>Basic Programing</td>
<td>PE: Fitness for Life</td>
</tr>
<tr>
<td>AP Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Chemistry**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marine Science**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forensic Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24
TOTAL CREDITS REQUIRED FOR GRADUATION:  24

(One semester of a class equals .5 credit. Two semesters equal 1 credit)

Additional credits are available via online courses
*  Required for graduation.
**  Not offered during the 19-20 school year.

Chart of Course & Credit Requirements/Recommendations

(One semester of a class equals .5 credit. Two semesters equals 1 credit)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Minimum Number of Credits Required</th>
<th>Recommended Number of Credits for College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3*</td>
</tr>
<tr>
<td>Science</td>
<td>3 (2 lab)</td>
<td>3 (2 lab)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
<td>2-3*</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>1-2</td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General Electives</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
Course and credit requirements represent “minimum” requirements. College bound students are encouraged to exceed the number of credits required to obtain a high school diploma. We encourage all students to pursue the “recommended” number of credits for graduation.

*Many colleges recommend 3 to 4 years.* College bound students should refer to their selected colleges admissions site.

The class of 2019 and beyond students will be required to complete 24 credits for graduation. Students will be required to complete 2 credits of either world language or 2 credits in a Personalized Pathway Requirement (PPR). PPR are related courses that lead to 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.

**Incompletes**

A student who receives an Incomplete must make arrangements with the teacher to complete the coursework. The teacher and student must submit a signed contract outlining the work to be completed and a completion date to the Counseling Office. A final grade will be assigned in accordance with the terms of the contract. Students who fail to comply with the terms of the contract or do not submit a contract within two weeks of the end of the semester will receive an F.

**Schedule Changes**

Students may come in or call the office to change the schedule at any time before school begins in September. The earlier students request changes the more likely they are to get their request. Classes fill up quickly.

After the semester begins, students have two weeks to change classes as space allows. Remember it is always difficult to miss the first days of any class, so it is best to make changes before school begins. Students may not add classes after the first two weeks. Students may drop a class any time during the first four weeks of the semester without any penalty. The class will not appear on the student’s transcript.

After four weeks, students who drop classes will receive a grade of F in the class. Additionally, no money or fees may be refunded after four weeks into the semester. The principal or counselor may waive the rule of receiving a grade of F, if, in their professional judgement, there are medical reasons or other extenuating circumstances and this waiver is in the best interest of the student and the school.

**Repeating Courses**

The transcript (the student’s official record) will reflect grades for all courses taken. For example, for a student who fails a class and then repeats it, the transcript will show both grades but only the improved or most current grade will factor into the student’s GPA.
Online Classes and OASIS Enrollment

In order to expand the curriculum that is available to students at Orcas Island High School, we accept some credits earned through OASIS High School and state approved online classes. Before enrolling in any alternative credit system (OASIS, Online, or another school) students should consult the school counselor to ensure that the credit will be accepted toward OIHS graduation requirements. Not all credits granted by another school (including OASIS) or institution meet the standards for credit at OIHS. Per OASIS/OISD policy all students enrolled in OASIS High School must be .6 FTE or higher.

The following guidelines have been created for Online Courses:

1. If the course already exists in the course offerings at Orcas Island High School, students are expected to take this course at Orcas Island High School (baring schedule conflict). See #4 for non-school funded courses.
2. Generally only online classes approved through the Digital Learning Department https://digitallearning.k12.wa.us will be accepted for credit at Orcas Island High School. See the counselor for more information.
3. Each student at Orcas Island High School will be provided the opportunity to enroll in one online course approved through the Washington State DLD for credit at the expense of the school (based on available funding) during their academic career.
4. Students may enroll in more courses at their own expense. (See #6 below for credit limits)
5. Priority in scheduling for Online courses will be given to students who have schedule conflicts and who are attempting to earn credits that are mandated for graduation.
6. Students who do not pass an online class will be accountable for the cost of the course, as per the online course agreement.
7. Students who complete an online course with a passing grade may be eligible to enroll in another online class the following year at the expense of the school, for a maximum of 4 credits (at the school's expense) during their academic career.
8. A total of 2 credits per year (up to a total of 6 credits) may be earned off-site and applied toward completion of the graduation requirements. (School Board Policy #2410)

Withdrawal from School

A student withdrawing from school must have authorization from parent/guardians or guardian. The student will then be given a withdrawal form, which will be used in checking out. The withdrawal form is to be brought back to the office. All fees and fines must be paid before an official transcript will be forwarded.

Permanent Records

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records in which they have legitimate educational interests. When information is released in compliance with state and federal law, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.
The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State found at: www.sos.wa.gov/archives/recordsretentionschedules.aspx. Student records are the property of the district but will be available in an orderly and timely manner to students and parents. “Parent” includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student’s transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law. A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student’s records, but the student has an outstanding fee or fine, only records pertaining to the student’s academic performance, special placement, immunization history and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

**Records Access**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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

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

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. Parents or eligible students have a right to inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.
4. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions which permit disclosure without consent are: disclosure deemed by the district as necessary to protect the health or safety of the student or other individuals and disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue S.W.
   Washington, D.C. 20202

ATTENDANCE POLICIES

Attendance

Good attendance is essential to school success. Attending Orcas Island High School and Orcas Island Middle School is a right and responsibility of all students. State law and School Board Policies require daily attendance. The family and the student both hold full responsibility for attendance. Failure to attend class may result in loss of credit, failure, or removal from class/and or school. State law requires referral to juvenile court for excessive absences.

When a student is absent from school, a parent/guardian should call the school office. If this is not convenient, a note from a parent/guardian should accompany the student when he/she returns to school. The office must have written or telephone or email verification of the reason for the absence within two school days, or the absence will be considered unexcused and appropriate action will be taken. Remember, it is the student’s responsibility to clear up any “no notes” within two days or the absence will become unexcused or truant.

When a student returns to school following an absence, he/she must collect an admit slip from the office and present this to each of his/her teachers in the classes he/she missed. If a student does not have an admit slip to show to his/her teachers, the student is likely to be assigned detention.
Students must check out with the office before leaving campus for an appointment or to go home before the end of their day. If the student has not checked out of the office, the absence will automatically be considered unexcused.

If a student is absent from class for five times for any reason, except school approved events, the student may have to petition for permission to remain in the class. This requires a signed attendance contract and usually requires a meeting with parents, staff and student. Any student who is absent from class 10 or more times (excluding school events) will lose credit for the class.

Definition of Absence:

WAC 392-401-015

Definition of absent or absence.

(1) A student is absent when they are:
   (a) Not physically present on school grounds; and
   (b) Not participating in the following activities at an approved location:
       (i) Instruction;
       (ii) Any instruction-related activity; or
       (iii) Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

(2) Students shall not be absent if:
   (a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
   (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
   (c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.

(3) A full day absence is when a student is absent for fifty percent or more of their scheduled day.

(4) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

“Absences due to illness or a health condition; a religious observance, when requested by a student's parent(s); school-approved activities; family emergencies; and, as required by law, disciplinary actions or short-term suspensions shall be excused. The principal may, upon request by a parent, grant permission in advance for a student's absence providing such absence does not adversely affect the student’s educational progress.” (School board Policy 3122)

WAC 392-401-020

Excused absences.

Absences due to the following reasons must be excused:
(1) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
(2) Family emergency including, but not limited to, a death or illness in the family;
(3) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
(4) Court, judicial proceeding, court-ordered activity, or jury service;
(5) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
(6) State-recognized search and rescue activities consistent with RCW 28A.225.055;
(7) Absence directly related to the student's homeless or foster care/dependency status;
(8) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
(9) 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;
(10) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
(11) Absences due to a student's migrant status; and
(12) 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.

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

In other words, personal illness, family illness or an emergency which requires a student to remain home or with the parent; dental or medical appointments that cannot be made at a time other than school hours will all be considered excused. Other absences may be excused (by the principal) at the request of a parent, usually when permission is requested in advance and is in accordance with the above policy.

**An unexcused absence occurs when a student is absent from school for any other reason.**

**WAC 392-401-030 Unexcused absences.**
Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-015.

A student can be denied permission to make up work missed during an unexcused absence, and three unexcused absences in any class may result in being dropped from that class with a loss of credit. Students with unexcused absences will earn detention at the minimum rate of one hour for each unexcused absence. The parent or principal may clear unexcused absences from the student's record. However, usually this will only clear the student's attendance record; it does not necessarily allow the student to make up missed work or avoid detention.

In accordance with Washington State RCW 28.225.010 and Orcas Island School Board Policy #3122, students will be referred to juvenile court when other actions have not been successful in reducing the student's absences from school. The school district may file a petition with the juvenile court if the student has at least five or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year. Under this policy and RCW, one unexcused absence is defined as a whole day of absence that is unexcused or three separate unexcused class periods.

**Attendance Discipline:**
Truancy equaling less than ½ of a student's school day:
1st Unexcused: 60 minutes detention per class missed
2nd Unexcused: In School Suspension
3rd Unexcused: In School Suspension and parent meeting
4th Unexcused: In School Suspension, parent meeting and Attendance Contract
5th Unexcused: Parent Meeting and possible loss of credit

Truancy equaling ½ of a student's school day or more:
1st Unexcused: In School Suspension
2nd Unexcused: In School Suspension and parent meeting
3rd Unexcused: In School Suspension, parent meeting and Attendance Contract
5th Unexcused: Parent Meeting and possible loss of credit
7th Unexcused: Begin truancy petition with Prosecutors office

Eighteen-year-old Excused Absences

Students, eighteen years of age and older are allowed by law to sign their own excuses for illness, medical appointments, or court appointments only. Eighteen-year-old students wishing to excuse their own absences will be required to fill out a special form available in the office to declare their intent to take personal responsibility for their schooling and attendance.

Tardies

“BUT I WAS ONLY A FEW MINUTES LATE!”

Students are expected to be on time for every class, every minute of instruction is valuable time. Arriving late not only negatively impacts you but can also impact your peers and your teacher. If a student arrives more than 5 minutes late for any class during the school day, the student needs to report to the office for an admit slip. Students who are 20 or more minutes late to any class will be considered absent.

There are two categories of tardies: excused and unexcused.

An **excused** tardy will be given for serious problems such as car accidents, illness, bad weather, late bus, etc.

**Unexcused tardies** will be given for all other excuses such as the alarm did not go off, I forgot this was a school day, the phone rang, etc. Detention time will be assigned for unexcused tardies. Three unexcused tardies may result in suspension from the class until a parent/teacher/student conference is held or until an attendance contract has been signed. Continued problems with tardiness may result in being dropped from the class with loss of credit. The principal is the only person who can excuse a tardy that would otherwise be unexcused. If you are have an unexcused tardy that you believe should be excused, you will need to see the principal and explain the situation. The principal may or may not excuse the tardy.

Middle School Closed Campus

Students in grades 6-8 have a closed campus. All middle school students should be on campus all day; part time students should be here during the time that they have classes. No student should be in the commons.
area during class time without permission. The high school commons area is closed to all middle school students unless a student has business in the office. Likewise, the middle school commons area is closed to high school students.

**High School Open Campus/Leaving School Grounds**

Students in the High School have an open campus. When a student does not have a class, he/she may leave campus. Students are expected to conduct themselves with appropriate good manners on and off campus and are expected to return on time for every class. If either of these expectations are not met, individual students may lose their privilege to leave campus during the school day. Open campus allows students to leave during their regular non-class times. Students may leave during break, lunch or during times when they do not have an assigned class. Students leaving campus during other times must be checked out at the office. Students who leave campus are to use this time productively and responsibly. Students are not to loiter in the parking lot, Buck Park, or other areas around the school campus.

Students needing to be excused for doctor or dentist appointments need a note stating the time, date and doctor they are seeing. All students, K-12, must check out of the office before leaving school. Upon returning to school students must report to the office before going back to class.

**Students must check out with the office before leaving campus for an appointment or to go home before the end of their day. If the student has not checked out with the office, the absence will automatically be considered unexcused.**

Parents picking up students before the end of the school day are asked to check their student out through the office.

**Illness/Injury**

If a student becomes ill or is injured during the school day, he/she must report to the main office. A parent/guardian must be contacted before the student goes home or to a physician. If a student leaves campus without following the proper checkout procedure, he/she will be considered truant from class. All students who visit the nurse's office/health room during class time must report to the office before returning to class.

**Make-up Work**

Students are responsible for all work missed while they are absent from school. Students should plan ahead and obtain the contact information for another student in the same class, or of the teacher, to stay informed of work assigned. Many teachers also post their assignments on the Internet. Make-up work is generally due on the second class meeting after the student’s return. For example, if a student were absent on Wednesday and the class met again on Friday, the work would be due Monday, which is the second class meeting after the student's return.

In other words, students have one day to meet a class before make-up work is due. In the case of longer illness, other arrangements may be made. Students who miss work while attending school activities: drama, athletics, or other field trips do not have extra time to make up work. When on a school-sponsored trip,
students are expected to get the assignments ahead of time. The work will be due on the day of the student’s return.

The only exception to this is in the case of labs or other hands-on activities that can only be completed at school. These must be arranged with the teacher. All absences for school-sponsored activities require the permission of the instructor whose class will be missed. The form which must be signed by the teachers before the student can leave are available in the office or from the sponsor of the activity. Do not let this wait until the morning of the event. Several teachers work part-time and may not be available on the day of the trip.

**Extended/Long-Term Absences**

The staff of Orcas Island High School and Middle School does not feel that extended absences (absences of 3 or more days) are generally in the best interest of the student. However, if the parent and student find it imperative, the administration will consider releasing the student based on the student’s academic and attendance record as well as the reason for the absence. Approval frees the student from truancy status, but does not give him/her preferred stats such as early testing or an extension of time before the grade award. Teachers may provide advanced/make-up work, but are not obligated to do so, unless the absence is due to a medical issue. Students and parents must be aware that missing class may adversely affect a student’s academic standing. Barring extenuating circumstances, final examinations will not be given in advance of the scheduled dates.

To plan for an extended absence students must complete the following steps:

1. The student and parent must pre-plan the absence (see HS office for extended absence form).
2. The student must first obtain approval of their plan from the administrator.
3. After the administrator signs off on the absence, the student must obtain signatures from all teachers (using the extended absence form).
4. Submit a copy of the completed form to the school office.

**GENERAL INFORMATION**

**Concerns/Complaints**

Most complaints can be resolved by discussion between the complainant and the staff member. Should the matter not be resolved, a school administrator will attempt to resolve the issue. Every attempt should be made to resolve the problem at the building level. If the complainant is unable to resolve the complaint through the school administrator, the superintendent’s office should be contacted. Refer to policy #4220.

**Earthquake Procedures**

During and immediately after an earthquake students should not attempt to leave the building. Students should immediately seek cover under tables or desks, or next to supporting walls. Keep away from window areas. When instructed by your teacher, proceed to your emergency evacuation area.

**Emergency Evacuation**
When the alarm rings: One continuous blast- evacuate all buildings and report with your class to the appropriate emergency evacuation site. Return to class at the direction of your emergency evacuation site leader.

Walk quickly and quietly to an assigned exit. Students are to move away from the building immediately, taking care when crossing streets, driveways and parking lots. Do not re-enter the building until you are directed to. Teachers will check to see that all rooms have been evacuated and then close all windows and doors before leaving. If an evacuation occurs during a break, lunch or passing period, report to your next assigned class.

**Lockdown Procedures**

In the event of a lockdown for student safety, an announcement will be made via the intercom system that the school is in a lockdown. Students are to remain in the room that they are in at the time of the announcement. Any student out of a classroom should immediately seek shelter in the nearest classroom. Teachers will notify the office of students who are not in their regularly assigned class. Once the school is locked down no one inside a room is to open the door. Emergency or school personnel will open the classroom door from the outside. Students are asked to remain quiet and calm and to follow their teachers directions. Following the declaration of a lockdown no announcements over the intercom or bells/alarms should be regarded.

**Fines**

State guidelines allow schools to withhold grades, diplomas, and transcripts of pupils who have lost or damaged school property. The Revised Code of Washington, specifically RCW 28A.635.060, states: “Any school district whose property has been lost or willfully cut, defaced, or injured, may withhold the grades, diplomas, and transcripts of the pupil responsible for the damage or loss until the pupil or the pupil’s parent or guardian has paid for the damage.”

If you have fines, checks should be made payable to Orcas Island High School or Orcas Island Middle School. As soon as payment is received, the school will release transcripts or other requested documents.

**Bus Transportation**

Bus transportation is provided according to the bus schedule. The bus will drop off and pick up students from the high school parking area.

All middle and high school students who ride the bus are expected to demonstrate exemplary behavior. Any student who cannot meet the behavioral expectations of the bus driver may be required to find alternate transportation to and from school.

**Health and Medical Services**

There is a school nurse available for advice and assistance on a part time basis. If you wish to see her, there is usually a sign up sheet on the counter in the school office. If you should become ill while at school you should report to the school office. The office manager will contact the parent as needed. Please do not go home without notifying the office; we need to know where you are during the school day.
school without checking through the office, you will be considered truant; the absence will be unexcused and you will not be permitted to make up any work missed.

**Lockers**

Students in PE classes and athletics will be assigned lockers at the beginning of the semester or season. Hallway lockers are also available for student use. These may be requested through ASB. Students are responsible for the care of lockers and locks. Lockers are school property and may be inspected periodically as a general inspection of school property (RCW 28 A.600.220). Lockers may also be searched when there is a reasonable suspicion of inappropriate content. School personnel will retain a master key for all lockers. The school accepts no responsibility for lost or stolen items.

**Library**

Books may be checked out for two weeks and can be renewed for an additional two weeks (with the exception of certain reference materials). You are financially responsible for everything that is charged to your name. Do not leave library materials around in the commons area and expect it to remain there forever. Failure to abide by library rules will result in the loss of library privileges.

**Office Appointments**

If you need to see the counselor or principal, please sign up in the school office. You will be called in to talk as soon as possible. If you need immediate assistance, say so and do not leave the office. Someone will be found to help you.

**Medication**

Every effort should be made to schedule the administration of medication outside of school hours. Orcas Island School District cannot dispense aspirin or other medication to students. In the case of students who must take prescription medication, the school should be notified if assistance in storing or administering the medication is needed. Parents/Guardians wishing to request assistance should contact the school office manager, Georgia Philbrook.

**Lost and Found**

There is a lost and found box next to the drink machines at the High School. Through the weekly bulletin, students will be informed of the times when the lost and found items will be donated to charity. Do not wait until everything has been given away to remember that you lost something.

**School Visitors**

Parents/guardians are welcome to visit classes. In order to avoid disruption of classes, we require that any visitors be cleared through the school office and with the teachers in advance of the school visit (School Board Policy 4311). Student visitors from other schools must obtain permission to visit classes. The forms for this are available in the school office. These must be completed and approved before a non-student will be allowed
to attend classes. Avoid disappointment: if your favorite cousin is coming to visit, obtain permission ahead of time.

**Orcas Island High School Student Materials**

The following is a list of basic equipment of the type that is needed for all OIHS classes. Other items may be required for specific projects or classes:

1. A sturdy 3-ring binder and dividers or another workable system to organize papers.
2. Pens and pencils. (Many teachers require pens to be either blue or black ink.)
3. Erasers.
4. One or more spiral notebooks. Check with teachers to see what is preferred.
5. Notebook paper (college ruled is preferred for some classes).
6. A calculator that you know how to use. You may want to check with math teachers to see if there is a certain type of calculator that is preferred.

Freshmen and sophomores will be required to purchase and use a student planner. These are available in the school office. Juniors and seniors may purchase one of these books as the supply allows.

**Orcas Island Middle School Student Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 Pencils</td>
<td>24</td>
</tr>
<tr>
<td>Colored Pencils (optional if student wants their own set)</td>
<td>1 package</td>
</tr>
<tr>
<td>Large Eraser</td>
<td>2</td>
</tr>
<tr>
<td>Blue or Black Pens</td>
<td>12</td>
</tr>
<tr>
<td>College Ruled Paper</td>
<td>1 pkg</td>
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<tr>
<td>Pencil Pouch</td>
<td>1</td>
</tr>
<tr>
<td>Highlighting Pen</td>
<td>1</td>
</tr>
<tr>
<td>Clean Gym Shoes, T-Shirt and Shorts</td>
<td>1 pair</td>
</tr>
<tr>
<td>Headphones/Earbuds (don't have to be fancy)</td>
<td>1 pair</td>
</tr>
</tbody>
</table>
This year thanks to the generous support of Island Market's School Supplies Drive and a commitment by the Orcas Island School District to make sure everyone can afford to start the school off with everything they need, we have reduced the materials students are asked to bring and will be supplying these items for all of our students. We also have all of the materials listed above for students who need them along with backpacks full of supplies for students. Please do not hesitate to contact Julie Pinardi our Student and Family Advocate if you need assistance with supplies, jpinardi@orcas.k12.wa.us or 360-376-1553 or call our office.

**This year we will be providing the following items that have been our supply list** (along with other school supplies and materials):

- Markers and Sharpies
- Folders for each course
- Composition books for Math and Language Arts
- Rulers
- Colored Pencils
- Student Planners (students will be responsible to purchase a replacement if lost for $10)
- PE Locks

Please be aware that a few courses may have a material fee for consumable items (such as culinary classes) and that strings students will have a uniform fee.

### **High School ASB Cards**

The sale of High School ASB Cards are one of the primary fundraising activities of the Associated Student Body and the only method by which the ASB can collect “dues” from its membership. All students will have an opportunity to purchase an ASB Card at the beginning of the school year from the high school office. Students with a valid ASB card will be admitted to home athletic events free and receive a discount on admission prices for dances and other ASB sponsored activities throughout the year. Students wishing to participate in ASB sponsored activities (Sports and Clubs) must have an ASB card. The ASB will annually set the price of the ASB card at their spring budget meeting. ASB cards for the 2019-2020 School Year will cost $10.

### **HIGH SCHOOL ASB DANCES**

**Dance Guidelines**

In order for your class or club to organize a dance you must do some advance planning. The date for the dance must be approved by ASB at its regular meeting at least two weeks before the dance. **Signed chaperone forms are expected to be in the office at least one week before the dance is to be held.** All dances on school property requires at least two staff chaperones and three parent chaperones. Dances that are held off campus may require more chaperones before they can be approved.

**General Dance Guidelines**

1. School rules regarding student behavior, use of tobacco and drugs/alcohol will be strictly enforced at all dances.
2. There is no smoking or other use of tobacco at any High School event whether held on or off campus.
3. When a student or guest is deemed, in the opinion of the chaperone(s), to be under the influence of alcohol or drugs, the parents/guardians of the individuals involved will be notified or the deputy sheriff will be called to take the individual home.

4. With the exception of the Prom, all High School dances will end at or before 11 pm.

5. Students who leave the dance area will not be readmitted to the dance. Admission fees will not be refunded.

6. No bottles or other drink containers can be brought into any school sponsored dance. (Note: this means that any bag or purse you bring into a dance will be searched and bottles, drink containers will be removed)

7. Any student or guest attending a dance can be asked to leave if, in the opinion of the chaperone(s), their behavior, dress or demeanor is distracting or disturbing to others (including the chaperones) enjoyment of the dance.

8. All students will sign in at the start of each dance and agree to abide by the rules for the event. Failure to comply with the dance rules may result in a student being barred from attending future events.

**Guests**

1. High School age individuals may attend a high school dance provided that the principal has granted permission for each such individual to attend the dance. Guests must be listed on the guest list by the time the office closes on the last school day before a dance. Hosts are responsible for informing guests of the guidelines for school dances.

2. In the case of a surprise visit by a friend or relative, a host may contact the principal after the office has closed for special permission to bring the guest to the dance. This permission will be granted only in rare circumstances and must be granted at least 2 hours before the start of the dance. Once the dance has begun, no non-approved guests can be admitted to the dance.

3. Anyone wishing to host a guest must sign that he/she has read the dance guidelines before the end of the last day of school before the dance is to be held. These cannot be signed at the door the evening of the dance.

4. The guest may be asked to leave if his/her presence or behavior makes Orcas Island High School students or chaperones uncomfortable.

5. In the event that any guest is asked to leave a dance for any reason, that guest will not be permitted to attend any dance for at least the remainder of that school year. The host of the guest may also be denied permission to attend any high school dances.

6. Only one date/guest may accompany a currently enrolled student at a dance.

7. It is the prerogative of the principal to disapprove any listed guest.

8. Under no circumstances shall a student in grades 8 or below be allowed to attend a high school dance.

9. Under no circumstances will any guest 20 years or older be allowed to attend a high school dance.

10. No guest will be admitted to an event unless they are accompanied by their date/host.

**ATHLETICS INFORMATION**

**Sports Participation**

Students participating in athletic activities will be expected to adhere to the policies and conditions of the athletic code as well as the rules established by the coach. See the Athletic Handbook for further information.
To participate in interscholastic sports programs a student must meet the following criteria prior to the first day of the sports season or their first day of participation.

1. Meet the academic eligibility requirements
2. Have on file in the high school office an updated physical exam form signed by a licensed physician.
3. Have on file in the high school office an insurance waiver or be enrolled in a school insurance program that covers interscholastic competition.
4. An assumption of risk form signed by both parents and students must be on file in the high school office.
5. Payment of your participation fee
6. A signed copy of the agreement to participate and all other required agreements or contracts provided by the coach of a specific sport.
7. Uniform and Equipments Returned or Fees paid

**WIAA Information**

Students must have a 2.0 GPA from the previous semester and have passed all but one (5 of 6) courses in the previous semester and be passing all but one course in the current semester in order to be eligible to participate. Seniors who are on track to graduate may enroll in one less class than a full schedule (WIAA 18.7.1) As per WIAA Section 18.7 students may not drop or withdraw from a class to remain eligible. Students who do not meet this requirement can appeal to play by requesting a meeting through the Athletic Director or Principal. If the appeal is granted, the student will be allowed to play under the conditions agreed upon at the appeal meeting. For further information regarding athletic eligibility please refer to the Athletic Handbook and to the WIAA Handbook Section 18.7.

**Sportsmanship at Interscholastic Events**

Attendance at an interscholastic event is a privilege and not a right. Students are expected to exhibit good behavior and rules of courtesy. All school rules that apply during the school day also apply at athletic events. Inappropriate conduct may result in removal or expulsion from interscholastic events and/or disciplinary action by school officials.

**Orcas Island High School Athletic Teams & Seasons**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>Basketball-Boys</td>
<td>Baseball-Boys</td>
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<tr>
<td>Soccer-Boys</td>
<td>Basketball-Girls</td>
<td>Softball-Girls</td>
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<td>Soccer-Girls</td>
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<td>Sailing*</td>
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<tr>
<td>Volleyball-Girls</td>
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</tbody>
</table>

*club sport

**Orcas Island Middle School Athletic Teams & Seasons**
STUDENT CONDUCT

Student Rules and Regulations

The rules contained herein are meant to regulate student conduct at school, conduct at all school-sponsored activities and other off-campus conduct that adversely affects the school learning climate. Some of these rules contain recommended penalties. However, depending on the circumstance of the student’s violation, school authorities may, in compliance with state law and the rules of the State Board of Education, Ch. 190-40 WAC, impose discipline, short-term suspension, or expulsion.

Relevant Washington State Law

1. State law requires that the rules of a district governing pupil conduct and discipline be interpreted to insure an optimum learning atmosphere in the classroom. Optimum learning atmosphere shall be defined as the climate in which each student has the maximum opportunity to learn and the conduct of students that interferes with that climate is kept at an absolute minimum as determined by the classroom teacher.
2. Requires students to comply with rules established for the governing of schools.
3. Requires a student to pursue his or her course of study and make reasonable progress.
4. Requires students to submit to the authority of teachers, subject to such disciplinary action as school officials shall determine.
5. Empowers each teacher to hold pupils on a strict accountability for disorderly or antisocial conduct while under the teacher’s supervision, and to make recommendations for the suspension of a pupil for cause.
6. Makes it a crime to willfully create a disturbance on school premises during school hours or at school activities or meetings.
7. Provides that students who damage property at school or while under school jurisdiction may be suspended and punished. The student, parent/guardian or guardians shall be liable for damages.
8. Allows teachers to temporarily exclude students from classroom instructional or activity area.
9. The Orcas Island School District cooperates with law enforcement agencies as required by RCW 13.40.140.
10. Prohibits harassment on the basis of race, color, national origin, gender, sexual orientation or disability.

NOTE: The State of Washington Minor in Possession Law calls for the withholding of the driver’s license if a minor is convicted of the use and/or possession of alcoholic beverages or dangerous drugs. Any act which constitutes a crime is just cause for discipline, suspension, expulsion, and/or criminal prosecution.

General Behavior Expectations

Excellent behavior is expected of all Orcas Island students. Please be aware of the following school-wide expectations:
1. Be on time.
2. Be prepared with notebooks, supplies and assignments.
3. Don’t disturb or distract others.
4. Treat all people with respect and dignity.
5. Be Safe, Be Responsible, Be Respectful.

A School wide Progressive Discipline Plan is in place at Orcas Island High School and Orcas Island Middle School which can be used by all teachers for all students. We expect that as students mature and learn the expectations of the school and teachers there will be less need for a formal discipline system. Staff members expect that all upperclassmen will demonstrate their maturity and excellent behavior at all times and therefore will only use this system for juniors and seniors in a few cases. Any upperclassman who finds him or herself in detention may be asked to explain the reasons for his/her presence to the detention supervisor.

**Progressive Discipline Steps**

**Step 1**  Warning.
**Step 2**  20 minutes detention. parent/guardian contacted
**Step 3**  30 minutes detention, parent/guardian contacted.
**Step 4**  Referral to office, possible class suspension until parent conference is held.
**Step 5**  Consequences as decided at the previous parent/guardian conference. Consequences can include suspension from school, detention, and/or exclusion from activities.

If you feel that you have been unfairly disciplined, please talk with the teacher after class. Do not interrupt the class to discuss the incident with the teacher.

The Progressive Discipline System is intended to deal with minor infractions and to serve as a reminder to be prepared for school. In serious cases of disrespect, fighting, defiance, etc, you will be immediately sent to the office for appropriate intervention.

**Detention**

If a student is assigned detention, the detention must be served within two days. Unless previously arranged students will be expected to serve their detention at lunch in the middle school/high school office. Students will be allowed to bring a lunch to the room if they choose but are expected to show up within 5 minutes of the start of lunch. If a student cannot serve the detention, other arrangements must be made with the assigning teacher within two days.

If the detention has not been served and other arrangements have not been made within two days, the following actions will take place: 1. Parents and students will be notified of the students failure to serve the assigned detention, 2. The student will be assigned a second detention (20 minutes). Repeated missed detentions will result in a conference.

Students who are repeatedly assigned detention should expect that a parent, student, teacher and administrator conference will be scheduled.
Drugs and Alcohol

The District supports abstinence from drugs and alcohol by all students so that they will not be impaired by these substances in attempting to reach their full intellectual, emotional, social and physical development. Student use of alcohol and other mind-altering drugs is harmful, illegal, and will not be tolerated. The following regulations shall be applicable to students of the Orcas Island School District while they are in school, on school grounds, or at school sponsored events. Such offenses are cumulative during the students' years in school. Any student subject to disciplinary action under the categories listed below may instead be subject to emergency expulsion if the student's presence poses an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption of the educational process.

1. **The Selling And/Or Distribution** of any alcoholic beverages, marijuana, hallucinogens, amphetamines, barbiturates, narcotics (opiates of synthetic narcotics), cocaine, legend drugs, any dangerous or controlled substance or any "look alike" substances purported to be such is a major violation. In addition, non-prescription/over-the-counter medications such as but not limited to, diet pills, caffeine pills, painkillers, and cold medicines are prohibited unless under the direction of a parent/guardian. Students who distribute these drugs, look-alike substances, prescription or non-prescription medications will receive a long-term suspension of up to ninety (90) school days or expulsion with loss of credit. Legal authorities will be notified. Subsequent violations will result in expulsion from school.

2. **Students Using, In Possession of, or Under the Influence** of any alcoholic beverages, marijuana, hallucinogen, amphetamines, barbiturates, narcotics (opiates or synthetic narcotics), cocaine, legend drugs, or any "look-alike" substances purported to be such is prohibited. In addition, non-prescription/over-the-counter medications such as, but not limited to, diet pills, caffeine pills, painkillers, and cold medicines are prohibited unless under the direction of a parent/guardian. Students who use, possess or ingest these drugs, look-alike substances, prescription or non-prescription medications will receive a suspension of up to ninety (90) school days with possible loss of credit (See #5 - Application of Modification of Disciplinary Action). Legal authorities may be notified. In addition, starting with the first violation and continuing with subsequent violations, the students may be denied participation and attendance at all activities and placed on probation for a period of up to ninety (90) school days from the date of settlement. Subsequent violations will result in expulsion from school.

3. **Possession of Drug Paraphernalia** is in violation of Orcas Island School District rules. This material will be confiscated. The first violation may result in a short-term suspension. A second violation will result in a short-term suspension. Subsequent violations will result in long-term suspensions. There may be notification of legal authorities.

4. **Medication** and drugs prescribed by a licensed physician, or legal non-prescription drugs that are to be used for bona fide health reasons, may be taken by students while at school, but only in the manner explained with the Student Handbook section entitled MEDICATION. Misuse of prescription drugs will be subject to suspension or expulsion.

5. **Application For Modification Of Disciplinary Action** - Students given a school suspension under the provisions of Section 2 above may have the suspension period reduced but not eliminated entirely, if they provide evidence of having completed, or of having scheduled at the earliest possible date, a drug/alcohol use assessment by a state certified drug/alcohol agency which meets the Orcas Island School District's criteria for assessment, and following the treatment recommendations based on the assessment. Cooperation with the assessment is mandatory. Failure to cooperate or follow through with the recommendations of the assessment will result in reinstatement of the suspension. In order to return to school, students may also be required to state where and how they obtained the drug or alcohol.
6. Assistance For Students - The Orcas Island School District also recognizes that chemical dependency is a serious illness which is often preceded by misuse or abuse of drugs, alcohol and other chemicals, which not only interferes with the educational process but may also endanger the health and safety of the individual and others. The district will provide assistance to those students who demonstrate signs of misuse or abuse of drugs, alcohol and other chemicals. That assistance may take the form of referrals to outside agencies for evaluation and counseling. If you or someone you know is a user/abuser of drugs or alcohol, ask for help; contact the school counselor or principal or any other staff member.

Arson

Any student who starts a fire on school premises is subject to a charge of arson. This student will be suspended or expelled. Arson is a felony and legal authorities shall be notified.

Assault and Fighting

A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause injury to any person. Any student involved in fighting or promoting fighting shall be subject to disciplinary action. Assault or fighting will be defined as a verbal or physical altercation causing a disruption of the educational process. Students will be suspended and may be expelled for fighting. A conference with the parent/guardians may be required. Fighting may constitute a crime and punishment by legal authorities may be applied.

HS Cell Phone Policy

Cell phones and other electronic devices are wonderful inventions that need to be used appropriately. In order to be sure that cell phones and electronic devices are used to enhance instruction and not interfere with instruction, the following specific set of expectations and consequences have been created.

No cell phone or other electronic devices may be used in a classroom without the express permission of the classroom teacher. In addition, students are not to use cell phones or other electronic devices in the halls during class time as this can be disruptive to lessons in nearby classrooms.

If a cell phone or other electronic device is used in a class without the express permission of the teacher, the following consequences will be imposed:

First offense
The phone is taken to the office and given to a member of the office staff. The phone is kept in the office until the end of the day. The student may pick up his/her phone at the end of the day.

Second offense
The phone is taken to the office and given to a member of the office staff. The phone is kept in the office until the end of the day. The student is assigned twenty minutes of detention. The student’s parent may pick up the phone at the end of the day.
Third offense
The phone to taken to the office and given to a member of the office staff.
The phone is kept in the office until the end of the day.
The student is assigned sixty minutes of detention.
The student’s parent may pick up the phone at the end of the day.
A conference is arranged with the parent, student, teachers and principal.
At the conference, the next consequence will be determined which are likely to include suspension from school.

Middle School Cell Phone

It is important for parents to understand that when they send their students to school or school events with technology such as a smartphone that our staff have little ability to control the content a student views or access (if they are not using the school wifi) and the behavior that students may engage in using these devices. Apps such as SnapChat have been designed to specifically avoid the retrieval and storage of messages to prevent the ability for parents or authorities to follow up on communication.
Please know that when you give your child a smartphone, you are handing them a computer and not just a telephone. While many students will use these devices responsibly, for others mistakes will happen.

As a school we do take any abuse of our personal technology policy seriously, including inappropriate use of technology, video and picture capturing of unknowing subjects and the use of such technology to bully or harass anyone. Students who engage in this behavior will be held accountable for this action. We also are aware of the limitations that we face in monitoring this technology. Students carrying these devices with them in class and during the school day can be distracted (as can adults) and feel the pressure to “check their phone” for messages from parents, to update their social media, etc. We also are seeing an increase in student disconnectedness as some will play games on their phones during lunch and breaks and any other moment they can find. Often these games and apps are being designed to be addictive, and we see this impact on our students. There is still so much research being done around the impacts of this technology on our lives and brains, but as anyone who has carried one of these devices can tell you, they do change your behavior.

It is our goal to provide a safe, healthy and secure learning environment for our students, free of distractions and inappropriate material and content. We do not feel as a school that we can ensure that this is happening when students are in possession of these devices during class and during breaks/lunch. We encourage you to discuss and monitor the content your children are accessing on their devices, to be clear about your expectations and to check up on your students' technology use. We feel providing students with this technology and this access to all that is available through this technology is the ultimate family decision and responsibility.

We also recognize the communication power of these devices and know that many parents want to be able to reach their children or have them able to reach them at any time. We do encourage parents, who choose to send their students to school with these devices, to avoid texting or calling during class
(they do feel the need to respond) and if a message needs to get to your student during the school day, to call our office and let us deliver the message for you (360-376-2287).

Please know that we take the health and well being of all of our students very seriously. It is disturbing to know that our students are using technology such as smartphones in a way that may harm themselves or their peers. We will continue to provide education around social and technology issues and increase these efforts. We also need you to know that the choice to empower your student with one of these devices is a parental choice (not a student right), and we hope that you will take time to inform and educate your child to your expectations and to the safe and appropriate use of these devices. We also encourage you to play an active role in managing these devices, the apps and games on them and the content accessed using them. We all know the challenges faced raising a teenager in today’s world and we seek your active partnership in this journey and hope you will support us in this effort to ensure student safety and well being while we focus on educating and preparing them for high school and beyond.

The following expectations regarding portable electronic devices will be followed in all Orcas Island Middle School classrooms and during the regular school day.

1. Cell Phones/Smartphones/personal technology brought to the school campus are only to be visible and in use during non-academic times and only with parent contract on file.

2. Students are not to have cell phones/smartphones/personal technology on their person during class time. Each classroom will have a designated space for the storage of these devices. Students will be expected to check in or secure their device prior to the beginning of class.

3. Students whose parents wish to grant them permission to access personal electronics on campus prior to the start of classes, during break and lunch will need to have a copy of the parent permission form on file in the school office.

4. Students will be expected to follow the OIMS/OIHS personal electronics use policies at all times on school grounds or during school activities.

5. Students may only use personal electronics of any kind during class with specific teacher permission.

6. Students and families understand that they are responsible for the security of their personal property. Any electronic device brought to school will be the students responsibility to secure and maintain during the entire school day.
Technology Use Policy

Before students can have access to the Internet through their own or a staff member’s account, they must have a user agreement on file. These agreements will be available through classes and in the office. Any vandalism, intentional copyright violations, or attempted access to unauthorized data will result in disciplinary action which may include restitution.

Personal Electronic Device Policy

Orcas Island High School recognizes the importance that cell phones and other personal electronic devices have come to play in the everyday lives of our culture and students. It is our intention to allow students to demonstrate the personal responsibility that is an important component in the use of these devices in an educational environment. We have provided a summary of some important school rules that electronics users need to be aware of, please refer to school district policy for more detailed rules. Students who are unable to follow these rules or who use their electronic device in the violation of other school rules will be prohibited from bringing such devices to school.

Students are expected to respect the privacy and personal safety of other students and staff and are to refrain from recording, photographing or using the likeness of students or staff without their permission.

Harassment or bullying using personal technology is prohibited. This includes such things as posting harassing or bullying statements on social networking sites or via Instant Messages, or creating other web content-such as web pages or blogs-that harass or bully another individual. This includes harassment or discrimination against any person on the basis of race, color, national origin, religion, gender, age, sexual orientation, and disability.

Students will not use personal technology at school to view, share or transmit obscene, abusive or sexually explicit language or content.

Students will not use personal technology at school to engage in illegal activity.

Students using personal electronic devices to access the Orcas Island School District wireless network must have a current signed copy of the OISD Student Network User Agreement on file.

Citizenship

Students involved in incidents which are considered poor citizenship at school or school-sponsored activities may be subject to suspension from school and/or school sponsored activities for a period up to ninety (90) school days and may be denied participation in school activities. Reinstatement will be dependent on proper behavior during the probationary period. During the last month of school, seniors involved in incidents which are considered poor citizenship, while under school jurisdiction or involving school property may be denied participation in school activities such as Celebration of Success and the Graduation Ceremony.
Cheating and Plagiarism

Cheating is generally defined as knowingly submitting the work of others represented as his/her own (i.e., copying from others, using information or technology not authorized by the teacher, asking someone for improper help on an assignment/exam, and/or gaining or providing unauthorized access to exam materials). Cheating also includes the aiding and abetting of cheating by others.

Plagiarism is defined as the unauthorized use of the language and thoughts of another author and the representation of them as one’s own. It is the student's responsibility to clearly document the source of information used in work submitted as their own (as defined by the MLA Handbook).

1. All students are expected to do their own work. Help is available from teachers, parents and other assistants but all work must be the student's own work.

2. Students will not submit work that is plagiarized or otherwise violates copyright laws of the United States of America. Students who use plagiarized papers or projects or are involved in any other form of cheating will be subject to reduction in grades and/or disciplinary action for a first offense. For a second offense a student is subject to removal from class with loss of credit and/or a failing grade.

Cheating:

1. Copying/Sharing Assignments
   • Copying or giving an assignment to a student to be copied, unless specifically permitted or required by the teacher

2. Cheating on Exams, Papers or Projects
   • Using, supplying or communicating in any way unauthorized material including text-books, notes, calculators, any other electronic devices, or computer programs during an examination or on a project

3. Forgery/Stealing
   • Unauthorized access to an exam or answers to an exam
   • Sabotaging or destroying the work of others
   • Use of an alternate, stand-in or proxy during an examination
   • Alteration of computer and/or grade book records or forgery of signatures for the purpose of academic advantage

4. Plagiarism*
   • Plagiarism or submission of any work that is not the student’s own
   • Submission or use of falsified data or records

5. Exchanging answers or assignments (either given or received verbally or nonverbally) with others. This includes exchanging answers by printout, disk or CD transfer, modem, or other electronic or recorded means and then submit it as "original" work.

6. Using hidden reference sheets during a test, including formulas, codes, key words on your person or objects for use in a test.

7. Using programmed material in watches, calculators, other electronic devices, or computer programs when prohibited.

8. Submitting someone else’s assignment as your own, in whole or part.
9. Submitting material (written or designed by someone else) without giving credit to the author/artist and/or source (e.g., plagiarizing or submitting work done by family, friends, or tutors).
10. Taking credit for group work when little contribution was made.
11. Not following additional specific guidelines on cheating as established by a department, class or teacher.
12. Stealing tests, answers, or materials, or having unauthorized possession of such materials.
13. Sabotaging or destroying the work of others.
14. Submitting the same work in more than one course without the knowledge and approval of the teachers involved.
15. Not following the guidelines specified by the teacher during a test (i.e., talking), or for a “take-home” test or exam.

*Plagiarism is copying another’s work and submitting it as if it were the original work of the student. Whether the source is copyrighted or not, printed or recorded, or a paper used by another student, if it is used without recognizing the source, plagiarism exists. Academic honesty and respect of copyright laws are also required in use of computer information downloaded from another source. If you have any questions, check with your teacher prior to completion of the assignment.

**DISCRIMINATION**

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

**Title IX Officer**
Eric Webb, Superintendent
Email: ewebb@orcas.k12.wa.us
557 School Rd. Eastsound, WA 98245
Phone: 360-376-2284

**504 Coordinator**
Don Johnston Special Education Director
Email: djohnston@orcas.k12.wa.us
611 School Rd
Eastsound, WA 98245
Phone: 360-976-1562
You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: [http://www.orcasislandschools.org/common/pages/DisplayFile.aspx?itemId=27422633](http://www.orcasislandschools.org/common/pages/DisplayFile.aspx?itemId=27422633)

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

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:
· A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
· The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:
· Pressuring a person for sexual favors
· Unwelcome touching of a sexual nature
· Writing graffiti of a sexual nature
· Distributing sexually explicit texts, e-mails, or pictures
· Making sexual jokes, rumors, or suggestive remarks
· Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: [http://www.orcasislandschools.org/common/pages/DisplayFile.aspx?itemId=29526234](http://www.orcasislandschools.org/common/pages/DisplayFile.aspx?itemId=29526234)

**COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

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

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

**Complaint to the School District**
Step 1. Write Out Your Complaint
In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint
Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint
In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District
If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

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

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

Email: Equity@k12.wa.us | Fax: 360-664-2967
For more information, visit our website, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

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

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

Harassment
Any student or staff member should subject no student or staff member to harassment at school for any reason. The Orcas Island School District has a zero tolerance policy towards all forms of harassment.

It is the policy of the Orcas Island School District that all students and employees will deal with all persons in ways, which convey respect and consideration for individuals regardless of race, color, marital status, national origin, creed, religion, gender, age, or disability. Acts of harassment, hostility, or defamation, whether verbal, written, or physical, will not be tolerated and constitute grounds for disciplinary action including suspension and/or expulsion from school. Legal agencies may be contacted. Sexual harassment includes all unwanted, uninvited, and nonreciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment.

This can include: sexually suggestive looks or gestures, sexual jokes, pictures or teasing, pressure for dates or sex, sexually demeaning comments, deliberate touching, cornering or pinching, attempts to kiss or fondle, threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.

For counsel and assistance in resolving matters of this nature contact the principal, school counselor or Eric Webb, Title IX Officer at 3762284 or 557 School Road, Eastsound, WA 982459411.

Harassment can also take the form of bullying of younger students, attempting to embarrass another student, name calling, etc.
Dress Code and Appearance

Students and staff at Orcas Island High School and Orcas Island Middle School are expected to dress in a manner that is not disruptive to the educational process. While on campus or at any school-sponsored event, students are to be dressed and groomed in a manner which reflects good taste and decency and which does not detract from or interfere with the instructional program, the general morale or the image of the school. Dress and appearance must not present health or safety problems or cause disruption.

Students are expected to come to school well groomed and neatly and appropriately dressed. All students must wear shoes. Students who do not meet these standards may be asked to return home to correct the problem. If a student chooses to regularly wear inappropriate clothing to school, he/she will be subject to disciplinary actions including detention and suspension from school. Clothing which carries a sexual, vulgar or offensive message or references the use of alcohol, tobacco, drugs, or gang affiliation will not be permitted.

Students are not to wear clothes that offend or advertise illegal substances including alcohol, drugs or tobacco. It is understood that individual teachers in consultation with the school administrator may restrict appearance and attire with special consideration for safety, cleanliness, or class requirements. If you choose to wear unacceptable clothing, we may request that you change your clothes.

Students are not to wear any clothes that expose their midriff. In other words, tops and bottoms should meet without skin showing for both males and females.

No one should be able to see a student’s undergarments; this means that pants and tops should cover straps and waistbands and all other parts of underwear. Pants should not be so loose that they fall down as a student moves around.

- Shorts/skirts/dresses should be long enough to at least meet the fingertips of the student’s arms hanging at his/her sides.
- Tops should be modest both in how low they are cut and in how tight they fit.
- There may be other clothing that will result in a student being asked to change or cover up.

Disruption of School

These specific guidelines are intended to help clarify the general expectations for student dress and grooming. Decisions regarding the appropriateness of clothing will be made by the principal/staff member. In the event that there is some question regarding clothes or appearance, parents may be contacted. A student shall not use, threaten to use or urge others to use violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct which is reasonably certain to result in substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

This also includes disruption caused by any form of harassment, gang-related, hate or racist activity. Disruption of school will result in disciplinary action as specified in OISD policy and procedures.
Explosive Devices

The following disciplinary action will be applied to students who are involved with explosive devices, including firecrackers on school property or at school-sponsored activities:

1. **Possession of:** Results in a short-term suspension of five (5) school days. Law enforcement agencies will be informed. Exceptional violations may result in a long term suspension or expulsion.

2. **Trafficking in (selling, trading or distributing):** Results in a long-term suspension for a minimum of ten (10) school days. Law enforcement agencies will be informed. Exceptional violations may result in expulsion.

3. **Explosion Or Detonation of:** Results in a long-term suspension of up to ninety (90) school days. The student may lose credit for that semester. Law enforcement agencies will be informed.

False Alarms

Any student involved with committing a false alarm is subject to disciplinary action by both school and legal authorities. Under the law, false alarms are misdemeanors subject to a maximum fine of $250. Such action by a student will result in discipline and/or suspension from school. Return to school may be contingent on a satisfactory conference with the fire marshal. Bomb threats are considered felonies.

Firearms

The Orcas Island School District will not tolerate possession of weapons by students on district property, including school buses or school provided transportation, or at district-sponsored activities. Firearms include stun guns, BB guns, pellet guns, or air guns, or facsimile or other dangerous weapons as defined in RCW 9.41.280. Students who do so will receive suspension or expulsion. Students who make threats with or in fact use a weapon will be expelled. Law enforcement agencies will be notified. Unless otherwise provided by law, in cases involving the possession of a firearm or an air gun, the principal/designee shall, without exception, expel the student. In cases involving other weapons, the principal/designee shall place the student on long-term suspension, unless expulsion is warranted under the circumstances. A student expelled for a firearm violation is also expelled from ALL schools in the State of Washington for one calendar year. (Washington Administrative Code 180-40)

Halls, Commons and Campus Areas

The high school is a place of business and the halls and commons and other campus areas need to be peaceful and business like during school hours. This means that entire classes will not have breaks at the same time. Students may take individual restroom breaks in accordance with the classroom teacher’s rules. Students will usually be expected to sign in and out for these breaks and to keep these to a reasonable number and length. Individual teachers will have different expectations for this, so students should check to be sure that they are operating within the expectations of the teacher. Some students may request and receive individual permission to work in the commons area during a class period when they do not have an assigned class. These students must have a signed Commons Agreement on file in the office.
Students with Unscheduled Class Periods

Students with an unscheduled or free period can work in the school library or be off campus. These students cannot be in the halls or in the commons or outside in the parking lot or anywhere on campus but in the office or the library. The exception to this is for students who request special permission to study in the commons during their unscheduled or free period. Students interested in using the round table or the commons for study may make the request to the principal. Once granted, this Commons Area Agreement may be revoked if the student abuses it.

Off Limits Areas

During regular class time, unless working under the immediate direction of the teacher or with permission of a teacher or administrator, students are not to be:

- In the parking lot or in cars in parked cars
- The front of the school
- Commons (without contract)
- Courtyards
- Football/Soccer field grandstands
- Elementary school playground
- All construction areas
- Buck Park

Bullying and Harassment Policy

The Orcas Island 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.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics. Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its recurrence.

Definitions:

Aggressor is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student. Harassment, intimidation or bullying is an intentional electronic, written, verbal, or physical act that:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school. Conduct that is “substantially
interfering with a student’s education” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators. Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. An incident form is attached to this procedure. A sample form is provided on the Office of Superintendent of Public Instruction’s (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx.

Retaliation is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

Staff Includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

Relationship to Other Laws

This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination. At least four Washington laws may apply to harassment or discrimination:

- RCW 28A.300.285 – Harassment, Intimidation and Bullying
- RCW 28A.640.020 – Sexual Harassment
- RCW 28A.642 – Prohibition of Discrimination in Public Schools
- RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s gender or membership in a legally protected class under local, state, or federal law.

D. Prevention

1. Dissemination

In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand. Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district’s website.

Additional distribution of the policy and procedure is subject to the requirements of WAC 392-400-226.

2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.
3. Training
Staff will receive annual training on the school district’s policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district’s Incident Reporting Form.

4. Prevention Strategies
The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

E. Compliance Officer (The OISD Superintendent)
The district compliance officer will:
1. Serve as the district’s primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student’s health and safety, the compliance officer will facilitate a meeting between district staff and the child’s parents/guardians to develop a safety plan to protect the student.

A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.

Staff Intervention
All staff members shall intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure.

Filing an Incident Reporting Form
Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

Addressing Bullying – Reports
Step 1: Filing an Incident Reporting Form In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter
a. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher’s desk led to the increased monitoring of the boys’ locker room in 5th period.)

b. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, “I won’t be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.”)

c. Non-confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure. All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

a. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.

b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor’s schedule and access to the complainant, and other measures.

c. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the
families of the students involved that a complaint was received and direct the families to the district’s policy and procedure on harassment, intimidation and bullying. d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.

The investigation shall include, at a minimum:

- An interview with the complainant;
- An interview with the alleged aggressor;
- A review of any previous complaints involving either the complainant or the alleged aggressor; and
- Interviews with other students or staff members who may have knowledge of the alleged incident.

- The principal or designee may determine that other steps must be taken before the investigation is complete.

d. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates. h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

- The results of the investigation;
- Whether the allegations were found to be factual;
- Whether there was a violation of policy; and
- The process for the complainant to file an appeal if the complainant disagrees with results. Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student’s parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations. If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services. If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. If in an investigation a principal or principal’s designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that
student may be subject to corrective measures, including discipline.

**Step 5: Targeted Student’s Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent’s written decision. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council’s decision will be the final district decision.

**Step 6: Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement. Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student’s history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider school wide training or other activities to address the incident. If staff has been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI’s Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

**Step 7: Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

**Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

**Other Resources**

Students and families should use the district’s complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected class under local, state or federal law. An harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office 360.725.6162 Email: equity@k12.wa.us
Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other district or school rules.

**Public Displays of Affection**

The inappropriate public display of affection is frequently embarrassing to adults and to students. Students are expected to exercise self-control and respect for the reputation of others. Specifically, kissing and inappropriate displays of affection are not allowed. Students failing to respect this policy will be subject to discipline which may include suspension from school.

**School Property**

Students who damage school property at school or while under school jurisdiction may be suspended or disciplined. The student, parent/guardian or guardian shall be liable for damages. All students are expected to respect and care for all property of the school including building facilities, desks, chalkboards, books, lavatories, lockers, etc.

Any student or students losing or found damaging or defacing school property will be required to pay for the damage or loss. Willful destruction or defacement of school district property at any time is good cause for discipline up to and including expulsion. Student grades and official transcripts will be withheld until all costs from damages have been paid. When the pupil and parent/guardian are unable to pay for damages, a program of voluntary work for the pupil may be provided in lieu of monetary payment.

**Search and Seizure**

School authorities may seize any contraband substance or object the possession of which is illegal, or any material or object which violates a school rule or poses a hazard to the safety and good order of the school. Students are not to bring these items to school or to any school-sponsored function.

1. **Authority to Conduct a Search** - The law allows school authorities to search students, their lockers, their motor vehicles and personal property when they have reasonable suspicion that a particular student is in possession of something prohibited by school rules or by law.

2. **General Inspection** - School authorities will be making general inspections of lockers and desks for purposes including but not limited to safety, cleanliness, retrieval of school material, and maintenance. Such
general inspections shall not include searching personal items stored in lockers or desks, such as clothing, bags or purses, unless reasonable particularized suspicion exists.

3. **Locker/Desk/Storage Area Inspections** - All lockers and other storage areas provided for student use on school premises remain the property of the school district and are subject to inspection, access for maintenance, and search. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by school authorities. Unapproved locks shall be removed and destroyed.

4. **Personal Searches** - A student’s person and/or personal effects (e.g. purse, book bag, etc.) may be searched when a school authority has reasonable suspicion to believe that the student is in possession of illegal, unauthorized, missing or contraband items.

5. **Motor Vehicle Searches** - Motor vehicles which are driven by students and parked on school property during regular school hours or during school activities are subject to being searched when school officials have reason. Any student who refuses to submit to a reasonable search by school authorities will be subject to disciplinary action. School authorities may detain the student pending the notification and arrival of the student’s parent/guardian(s) and/or law officials as appropriate.

### Skateboards/Scooters

No skateboards are to be ridden anywhere around any of the school buildings or in the school parking lots. If a student is observed to be riding a skateboard on campus, the board may be collected by the staff person or the student will be reported to the office and the skateboard collected by the principal.

Skateboards that are collected from students will usually be returned to parents, not to the student. If a skateboard is collected a second time it will be returned to the parent and the student will not be allowed to bring it or any skateboard to school for the remainder of the semester. For a second offense, the student may be suspended for up to 10 days.

### Student Drivers

*Students who choose to drive a vehicle on campus, are responsible to be careful and courteous drivers. The speed limit on campus is 5 MPH. Driving carelessly or parking in handicapped or visitor spaces will cause a student to lose the privilege of driving on campus.*

*If a student chooses to bring a car on campus after the student has received notice that he/she is not permitted to have a car on campus, the student can be suspended from school, fined and/or the car can be towed. The student/family will be responsible for any financial charges if the car needs to be towed off campus.*

**Students Drivers and Parents agree to the following understandings:**

- I am expected to follow all traffic laws including: speed limits, parking rules, seat belts, Intermediate license laws, crosswalks, school bus and all other traffic laws.
- It is my responsibility to register my vehicle with the school office annually and that I am responsible to make any needed updates to this registration (i.e new car being driven to campus, etc). Window decal should be clearly visible on the windshield.
- If I leave school at any time without permission or without signing out (except at break, lunch, the end of the day or “free periods”) this may result in immediate termination or long/short term suspension of my driving privileges on campus.
• Administration may nullify this contract and revoke my driving privileges at any time for violation of campus driving policies or other disciplinary reasons involving driving/vehicles.
• The school’s TARDY POLICY will be enforced and student drivers assume the responsibility to get themselves to and from school in a timely manner.
• I am not to loiter in my vehicle or parking lot during the school day.
• I am responsible for the contents of my vehicle and may not possess weapons, alcohol, drugs or any other illegal substance/items on school grounds.
• I am responsible for the security of my vehicle and the security of the contents of my vehicle. Students are strongly discouraged from leaving any valuable items in their vehicle.
• I assume all responsibility and liability for damage to my own or others vehicles or property due to my negligence while driving on campus.
• VIOLATION OF ANY ON CAMPUS DRIVING/VEHICLE REGULATIONS MAY RESULT IN LOSS OF ON CAMPUS DRIVING PRIVILEGES

Student Expression of Opinion

The free expression of student opinion is an important part of education in a democratic society. Students’ verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. The guidelines below shall be observed to assure both free expression of opinion and the orderly conduct of school. Students not following these guidelines shall be subject to disciplinary action, which may include suspension from school.

1. Neither verbal, symbolic, nor written opinion shall be expressed or disseminated in such a way as to interfere with or interrupt the normal conduct of classes, school activity, or the movement to and from classes.

2. Students wishing to disseminate their opinion by distributing pamphlets, leaflets, or other written material on school property shall be subject to disciplinary action if the materials are found to:
   a. Be libelous, vulgar, profane, or obscene
   b. Be soliciting funds or advertising a commercial enterprise
   c. Be racially derogatory, harassing or intimidating to others
   d. Have created substantial disruption of the ordinary and necessary order of the school.

Such posted material must bear the name or names of the student or students distributing them. Material may be distributed in a manner and at the times and in the places which the principal has designated in order to assure both a minimum interruption of the normal activities of the school and the reasonable opportunity of students to disseminate their opinion.

3. Official student publications, such as the newspaper or yearbook, shall comply with the criteria established in section 2, except that paid commercial advertisements may be included. Standards of responsible journalism, such as accuracy, completeness, and objectivity in reporting, shall be observed. The advisor to the student publication shall be responsible to assure that the publication meets these standards and criteria.
**Student Property**

The school district assumes no responsibility for loss to students’ personal property or for items such as (but not limited to) any electronic devices, recorders/players, cameras, pagers, cell phones, CD players, electronic games, computers, tablets and skateboards.

These items should be left at home and use of them at school may result in confiscation or disciplinary action. In general, valuables are to be left at home unless required for a class presentation. If personal items disrupt the school environment, they may be taken and stored for later pick-up in the school office. The school cannot assume any responsibility for any personal items that are brought to school and damaged or stolen.

**Telephone**

Some teachers allow student use of their classroom phone; others do not. Please respect the teacher’s right to decide how his/her classroom is to be used. Please also be aware that the phones in the office are intended for the business of the school. You may check with office staff if you need to use a telephone during or after the school day.

**Textbooks**

Students are financially responsible for the books checked out to them. Students must replace lost, stolen, or damaged books. Report cards and official transcripts will not be issued to students with outstanding debts for textbooks, library books, or other lost or damaged items. If a lost book is found, the student's money will be refunded.

**Theft**

Theft may result in suspension from a single class or from a full schedule of classes for a period up to ninety (90) school days with possible loss of credits for a semester. The student will be required to replace or pay for the stolen item(s). Proper legal authorities may be contacted. Any student involved in theft while under school jurisdiction will be denied participation in school activities for a period of up to ninety (90) school days.

**Tobacco and Smoking Policy**

The Orcas Island School District promotes and maintains a smoke-free environment, therefore students are prohibited from smoking or using tobacco products or having tobacco in possession at any time during the school day or at any school-sponsored activities. Before, after and during school hours, students are not to use tobacco products within one block of the school grounds as the regulation of the use of tobacco products under these circumstances has a real and substantial relationship to maintaining the operation of the school. Violations of tobacco regulations are cumulative on a one year basis. Violations will result in the following actions:

**First Offense:** Will result in discipline. Parent/guardians will be notified of the offense. A satisfactory conference (by phone or in person) must be held regarding the violation.

**Second Offense:** Will result in disciplinary actions up to and including a short-term suspension from school. Parent/guardians will be notified of the offense and the actions taken.
**Third Offense:** Will result in suspension from school for ten (10) days.

**Subsequent Offenses:** Will result in a long-term suspension from school consisting of up to ninety (90) school days with the possible loss of credit for that semester.

**NOTE:** In lieu of suspension for a second offence, students may attend a tobacco cessation clinic, training or help group.

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**Trespassing**

Students are not to enter or remain on any school district campus without proper authorization. Violators may be subject to disciplinary, suspension, and/or expansionary action and arrest for criminal trespass. Students on campus while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespassing.

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**Weapons and Dangerous Instruments**

The Orcas Island School District Board of Directors recognizes the expectation of students, staff, parent/guardians and patrons to be safe on school district premises and at school district activities. Accordingly, it is a violation of District policy and Washington state law for any person to carry on to school premises, school-provided transportation, or other facilities being used for school activities, any firearm, dangerous weapon, or other object capable of producing bodily harm as defined in this Policy and accompanying Rules.

**Regulations of Dangerous Weapons on School Premises – Rules**

It is a violation of Board Policy and Washington State Law for any person to carry onto school premises, school-provided transportation, or facilities while being used by schools: any firearm; or any dangerous instrument or weapon of any kind such as, but not limited to, a sling shot, a sand club, blackjack, billy club, metal knuckles, any pocket-knife, any double-sided knife, any spring or mechanically loaded knife such as a switchblade, any knife having a blade which opens by force of gravity or centrifugal thrust such as a butterfly knife, any knife with a fixed blade of any length, or any saber, sword, dagger or dirk; or any device commonly known as “nun-chu-ka-sticks” consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means; or any device commonly known as “throwing stars” which are multi-pointed, metal objects designed to embed upon impact from any aspect; or any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas; or any disabling or incapacitating items such as an electronic stunning/shocking devices; org. any explosives or incendiary components which by themselves or in conjunction with other items can result in an explosion of fire, such as explosive materials, blasting caps, fireworks, gasoline, other flammable liquids, ammunition, or any combination of these items generally referred to as a bomb; or any object used in a threatening manner and/or used as a weapon which could reasonably be perceived, given the circumstances, as having the ability to cause bodily harm even though not commonly thought of as deadly or dangerous weapon, such as a starter pistol, flare gun, cayenne pepper, mace, pepper spray, ice pick, elongated scissors, straight razor, or other disabling agents; or any object which looks like a weapon, such as a toy or “dummy” gun, knife or grenade. This applies during the time that the school has sole possession, control, or use of a facility. The statutory prohibition thus extends to all exclusive uses, whether the use is prolonged or sporadic.
Any violation of this Policy and Rules by student(s) constitutes grounds for suspension/expulsion from the Orcas Island School District and the public schools of the State of Washington, in accordance with the due process provisions of Washington State Law and Board Policy. The Superintendent or designee shall promptly notify law enforcement and the student(s) parent/guardian or guardian regarding any allegation or indication of such violation.

**Due Process**

Students will be expected to follow the laws of the state and rules of the district. Students at school and students at school-sponsored, off-campus events shall be governed by school district rules and regulations and are subject to the authority of the school district officials.

**OISD Student Discipline Policy 3241**

"Discipline" means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- 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 during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

**Minimizing exclusion, engaging with families, and supporting students**

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district’s use of suspension and expulsion will have a real and substantial relationship to the lawful
maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student’s individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

**Staff authority**

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

**Ensuring fairness, providing notice, and an opportunity for a hearing**

When administering discipline, the district will observe all of the student’s constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

**Development and review**

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

**Distribution of policies and procedures**

The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

Cross References: 2121 - Substance Abuse Program
Corrective Actions, Classroom Management, and Sanctions

All students will follow the reasonable rules of the district. Refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline, suspension or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff.

3241 Procedure – Student Discipline

Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
  (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
● **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.

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

● **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

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

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

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

● **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
  - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

**Engaging with Families & Language Assistance**

The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

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

**Supporting Students with Other Forms of Discipline**
Unless a student’s on-going behavior poses an immediate and continuing danger to others, or a student’s on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. (See policy 3220 – Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf.

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as an other form of discipline for not more than 60 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.

Administering other forms of discipline cannot result in the denial or delay of the student’s nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

**Staff Authority and Exclusionary Discipline**

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose short-term suspension to school principals or their designee to impose long-term suspension to school principals or their designee, to impose expulsion to school principals or their designee, and to impose emergency expulsion to school principals or their designee.

**Classroom exclusions**

After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school
constitutes a suspension, expulsion, or emergency expulsion and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student’s nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

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

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

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

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

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

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

Grievance process for other forms of discipline and classroom exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

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

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

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

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

As stated above, the district must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student’s individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

The board recognizes that when a student’s behavior is subject to disciplinary action, review by a panel of the student’s peers may positively influence the student’s behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student’s behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board’s recommendation.

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

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

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student’s regular educational setting following the end of the suspension or expulsion, unless one of the following applies:
- The Superintendent or designee grants a petition to extend a student’s expulsion under WAC 392-400-480;
- the change of setting is to protect victims under WAC 392-400-810; or
- other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

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

**In-school suspension and short-term suspension**

The Superintendent designates principals or their designee with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must
have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student’s individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student’s nutritionally adequate meal.

Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated above, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;
- Dress code violations that the student refuses to correct (see student dress policy/procedure);
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law and Policy 4210.

Initial hearing
Before administering any in-school or short-term suspension, the district will attempt to notify the student’s parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student’s perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

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

Notice
Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.
No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

(a) A description of the student’s behavior and how the behavior violated this policy;
(b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
(c) The other forms of discipline that the district considered or attempted, and an explanation of the district’s decision to administer the suspension or expulsion;
(d) The opportunity to receive educational services during the suspension or expulsion;
(e) The right of the student and parent(s) to an informal conference with the principal or designee; and
(f) The right of the student and parent(s) to appeal the in-school or short-term suspension;

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

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

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

**Long-term suspensions and expulsions**

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

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

(b) Any of the following offenses listed in RCW 13.04.155, including:
   - any violent offense as defined in RCW 9.94A.030, including
     - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
     - manslaughter;
     - indecent liberties committed by forcible compulsion;
     - kidnapping;
     - arson;
     - assault in the second degree;
     - assault of a child in the second degree;
     - robbery;
     - drive-by shooting; and
     - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
(ii) any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;

(iii) inhaling toxic fumes in violation of chapter 9.47A RCW;

(iv) any controlled substance violation of chapter 69.50 RCW;

(v) any liquor violation of RCW 66.44.270;

(vi) any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;

(vii) any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;

(viii) any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;

(ix) any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and

(x) any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.

(c) Two or more violations of the following within a three-year period

(i) criminal gang intimidation in violation of RCW 9A.46.120:

(ii) gang activity on school grounds in violation of RCW 28A.600.455;

(iii) willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and

(iv) defacing or injuring school property in violation of RCW 28A.635.060; and

(d) Any student behavior that adversely affects the health or safety of other students or educational staff.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements
The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

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

Initial hearing
Before administering any suspension or expulsion, the district will attempt to notify the student’s parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student’s perspective. The principal or designee must make a reasonable attempt to contact the student’s parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:
- Notice of the student’s violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

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

Notice
No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

(a) A description of the student's behavior and how the behavior violated this policy;
(b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
(c) The other forms of discipline that the district considered or attempted, and an explanation of the district’s decision to administer the suspension or expulsion;
(d) The opportunity to receive educational services during the suspension or expulsion;
(e) The right of the student and parent(s) to an informal conference with the principal or designee;
(f) The right of the student and parent(s) to appeal the suspension or expulsion; and
(g) For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

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

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

Divergence between long-term suspension and expulsion

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

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

Emergency Expulsions

The district may immediately remove a student from the student’s current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student’s statements or observable behaviors pose:
- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

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

For purposes of determining sufficient cause for an emergency expulsion, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:
- The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency expulsion, the district must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the district believes the student’s statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

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

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

If the district converts an emergency expulsion to a suspension or expulsion, the district must:
(a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
(b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

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

Appeal, Reconsideration, and Petition

Optional conference with principal

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

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

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

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

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.
A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

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

In-school and short-term suspension appeal

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

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

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

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

Hearings

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

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:
• A single hearing will not likely result in confusion; and
• No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student’s interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

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

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district’s appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student’s behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness’ nonappearance if the district establishes that:
• The district made a reasonable effort to produce the witness; and
• The witness’ failure to appear is excused by fear of reprisal or another compelling reason.

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

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:
• The findings of fact;
• A determination whether (i) the student’s behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
• The duration and conditions of suspension or expulsion, including the beginning and ending dates;
• Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
• Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:
• The findings of fact;
- A determination whether the student’s statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

**Reconsideration of appeal**

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

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

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

- In reviewing the district’s decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
- Whether the school board [or discipline appeal council] affirms or reverses the school district’s decision that the student’s statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

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

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

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

Notice

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

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

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

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

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

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

Review and Reconsideration of extension of expulsion

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

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

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

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student’s expulsion; and
The date when the extended expulsion will end.

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

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

**Educational Services**

The district will offer educational services to enable a student who is suspended or expelled to:
- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

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

After considering the factors and input described above, the district will determine a student’s educational services on a case-by-case basis. The types of educational services the district will consider include: alternative schools or classrooms, one-on-one tutoring (when available), and online learning tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

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

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

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

o Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

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

Readmission

Readmission application process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

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

Reengagement

Reengagement Meeting

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

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

The reengagement meeting must occur:

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

Reengagement plan

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

- The nature and circumstances of the incident that led to the student’s suspension or expulsion;
- As appropriate, students’ cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student’s academic success and keep the student engaged on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.
The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

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

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

Notification of Rights Under the Family Rights and Privacy Act (FERPA) for Elementary and Secondary Institutions

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

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

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Orcas Island School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decisions and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. To contact the FERPA administrator, write to:

    Family Policy Compliance Office
    U.S. Department of Education
    600 Independence Avenue, SW Washington, D. C. 20202-4605

*State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a "public records" request within five business days. RCW 42.17.320

McKinney-Vento Homeless Assistance
The goal of the Orcas Island School District Homeless Program is to keep students in school. We also want to assist families in staying involved in their children's education and reducing risks they may face.

**If your family lives in any of the following situations:**

- Living in a shelter, motel, vehicle, or campground
- Living on the street
- Living in an abandoned building, trailer, or other inadequate accommodation
- Doubled up with friends or relatives because you can't find or afford housing
- Waiting for a foster-care placement

For enrollment and support, please contact:

Margie Sabine OISD Homeless Liaison @ 360-376-1590

*Your school-aged children may qualify for certain rights and protections under the federal McKinney-Vento Act.*

**Know Your Rights:**

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled). If that is your preference and is feasible.

  *If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.*

- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

**Contact Us:**

Margie Sabine
McKinney-Vento Liaison/Program Manager
msabine@orcas.k12.wa.us
Phone: 360-376-1590
Fax: 360-376-5410

Melinda Dyer
State Coordinator
melinda.dyer@k12.wa.us
McKinney-Vento Program Forms and Information:
Student Housing Form
Spanish Student Housing Form

The State of Washington – (OSPI) Homeless Education Office
http://www.k12.wa.us/homelessed/assistanceact.aspx

Additional Resources and Information:
Free and Reduced Lunch Application
Weekend Packs for Kids Application
Student Housing Questionnaire

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness. (Please see reverse side for more information)

If you own/rent your own home, you do not need to complete this form.

If you do not own/rent your own home, please check all that apply below. (Submit to District Homeless Liaison. Contact information can be found at the bottom of the page).

☐ In a motel
☐ In a shelter
☐ Moving from place to place/couch surfing
☐ In someone else’s house or apartment with another family
☐ In a residence with inadequate facilities (no water, heat, electricity, etc.)
☐ A car, boat, park, campsite, or similar location
☐ Transitional Housing
☐ “Awaiting” Foster Care

Name of Student: _____ _____ _____
First Middle Last

Name of School: _____ Grade: _____ Birthdate: _____ Age: _____
Month/Day/Year

Gender: _____ ☐ Student is unaccompanied (not living with a parent or legal guardian)
☐ Student is living with a parent or legal guardian

ADDRESS OF CURRENT RESIDENCE: _____

PHONE NUMBER OR CONTACT NUMBER: _____ NAME OF CONTACT: _____

Print name of parent(s)/legal guardian(s): _____
(Or unaccompanied youth)

*Signature of parent/legal guardian: _____ Date: _____
(Or unaccompanied youth)
*I declare under penalty of perjury under the laws of the State of Washington that the information provided here is true and correct.

Please return completed form to:

Margie Sabine 360 376 1590 Orcas Elementary School
District Liaison Phone Number Location

For School Personnel Only: For data collection purposes and student information system coding

☐ (N) Not Homeless ☐ (A) Shelters ☐ (B) Doubled-Up ☐ (C) Unsheltered ☐ (D) Hotels/Motels

McKinney-Vento Act 42 U.S.C. 11435

SEC. 725. DEFINITIONS.

For purposes of this subtitle:

(1) The terms enroll' and enrollment' include attending classes and participating fully in school activities.

(2) The term homeless children and youths’ —

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(6) The term unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.
Additional Resources

Parent information and resources can be found at the following:

http://center.serve.org/nche/ibt/parent_res.php
http://naehcy.org/educational-resources/naehcy-publications
http://www.schoolhouseconnection.org/
Eastsound, WA. 98245

Cuestionario sobre la vivienda del estudiante

Las respuestas a las siguientes preguntas pueden ayudar a determinar los servicios que este estudiante puede ser elegible para recibir en los términos de la Ley McKinney-Vento 42 U.S.C. 11435. La Ley McKinney-Vento proporciona servicios y apoyos a niños y jóvenes que están en situación de falta de vivienda. (Vea el reverso para obtener más información)

Si usted es dueño de su vivienda o si la renta, no necesita contestar este formulario.

Si usted no es dueño de su vivienda ni la renta, marque todas las casillas que apliquen. (Entregar al enlace del distrito para personas sin vivienda. Puede encontrar la información de contacto al final de la página).

☐ En un motel ☐ Un automóvil, parque, campamento o lugar similar
☐ En un refugio ☐ Vivienda de transición
☐ Mudándose de un lugar a otro, en sofás de amigos ☐ “Esperando” Hogar de acogida
☐ En la casa o departamento de alguien más, con otra familia
☐ En una residencia con servicios inadecuados (sin agua, calefacción, electricidad, etc.)

Nombre del estudiante: ____________ Primer nombre ____________ Segundo nombre ____________ Apellido

Nombre de la escuela: ____ Grado: ____ Fecha de nacimiento: ____ Edad: ____

Mes/Día/Año

Género: _____ ☐ El estudiante no tiene supervisión (no vive con un padre o tutor legal)
☐ El estudiante vive con un padre o tutor legal

DIRECCIÓN DE LA RESIDENCIA ACTUAL: ____________________________________________________________

NÚMERO DE TELÉFONO O NÚMERO DE CONTACTO: ________ NOMBRE DEL CONTACTO ______

Nombre de los padres o tutores legales en letra de molde: _

(O menor sin supervisión)

*Firma del padre o tutor legal: __________________________ Fecha: __________

(O menor sin supervisión)
Declaro, bajo pena de perjurio, de conformidad con las leyes del estado de Washington, que la información aquí proporcionada es verdadera y correcta.

Devuelva este formulario contestado a:

Margie Sabine                                      360 376 1590                                 Orcas Elementary School
Enlace del Distrito                                Número de teléfono                        Ubicación

Para uso exclusivo del personal de la escuela Para efectos de recolección de datos y codificación en el sistema de información de estudiantes
☐ (N) No en situación de falta de vivienda ☐ (A) Refugios ☐ (B) Con otra familia ☐ (C) Sin refugio
☐ (D) Hoteles/Moteles

Ley McKinney-Vento 42 U.S.C. 11435

SEC. 725. DEFINICIONES.
Para efectos de este subtítulo:
(1) Los términos 'inscribir' e 'inscripción' incluyen asistir a clases y participar plenamente de las actividades escolares.

(2) El término 'niños y jóvenes en situación de falta de vivienda'
   (A) Significa individuos que carecen de una residencia fija, regular y adecuada donde pasar la noche (con el significado de la sección 103(a)(1)); y
   (B) incluye a —
   (i) niños y jóvenes que comparten la vivienda con otras personas, debido a la pérdida de la vivienda, dificultades económicas o motivos similares; que viven en moteles, hoteles, parques para casas rodantes o lugares para acampar debido a la falta de un alojamiento adecuado alternativo; que viven en refugios de emergencia o temporales, que son abandonados en hospitales; o que están esperando la colocación en tutela temporal;
   (ii) niños y jóvenes que tienen una residencia nocturna principal que es un lugar público o privado no designado como alojamiento regular para que las personas duerman ni utilizado ordinariamente para ese fin (con el significado de la sección 103(a)(2)(C));
   (iii) niños y jóvenes que viven en automóviles, parques, lugares públicos, edificios abandonados, viviendas precarias, estaciones de tren o autobús o en entornos similares; y
   (iv) niños migrantes (según su definición en la sección 1309 de la Ley de Educación Primaria y Secundaria de 1965) que califican como personas sin
vivienda para los fines de este subtítulo, porque los niños viven en las circunstancias descritas en las cláusulas (i) a (iii).

(3) El término ‘menor sin supervisión’ incluye a cualquier joven que no esté bajo la custodia física de un padre o tutor.

Recursos adicionales

Puede encontrar información y recursos para los padres en las siguientes páginas:

http://center.serve.org/nche/ibt/parent_res.php
http://naehcy.org/educational-resources/naehcy-publications
Orcas Island School District
Bullying and Harassment Reporting Form

Reporting Person (optional):

Targeted Student:

Your email address (optional):

Your phone number (optional):

Today’s Date:

Name of adult you’ve already contacted (if any):

Name(s) of bullies (if known):

On what dates did this incident(s) happen (if known):

Where did this incident happen? (circle all that apply)

- Classroom
- Hallway
- Restroom
- Playground
- Locker room
- Lunchroom
- Sportfield
- Parking Lot
- School Bus
- Internet
- Cellphone
- During a school activity
- Off school grounds
- On the way to/from school

Other (please describe):__________________________________________________________________

Please check the box that best describes what the bully did. Please choose all that apply.

- Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- Getting another person to hit or harm the student
- Teasing, name calling, making critical remarks or threatening in person, by phone, by e-mail, etc.
- Putting the student down and making the student a target of jokes.
- Making rude or threatening gestures
- Excluding or rejecting the student
Making the student fearful, demanding money or exploiting
Spreading harmful rumors or gossip
Cyberbullying (bullying by calling, texting, emailing, web posting, etc).
Other:________________________________________________________________________

Why do you think the harassment, intimidation or bullying occurred?

Were there any witnesses? Circle one: YES or NO If yes please provide their names:

Did a physical injury result from this incident? If yes, please describe:

Was the target absent from school as a result of this incident? YES or NO If yes please describe:

Is there any additional information you would like to provide?

--------------------------------------------------------------------------For Office Use Only--------------------------------------------------------------------------

Received by:

Date received:

Action Taken:

Parent/guardian contacted:

Circle One: Resolved or Unresolved

Referred to:__________________________________________________________

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STUDENT PHOTOGRAPHS, VIDEOS, AND/OR SOUND RECORDINGS OPT-OUT

A parent may withhold permission to have a student photographed, videotaped, and/or audiotaped during school-sponsored activities, learning experiences, and/or media events. The school system and its schools use photographs and audio, digital, video and other recordings of students to publicize school activities in a variety of outlets, such as school newsletters, brochures, yearbooks and annuals and the school websites and social media. Your child may also appear in photographs, audio recordings or video recordings that appear in local media outlets, such as newspapers, television news and their affiliated websites.

To opt out means a parent/guardian is not permitting the Orcas Island School District or its schools to publish photographs or audio, digital or video recordings of his/her child. To make your preferences known, you must put your request in writing or complete the form below and send it to your student’s principal no later than October 1st of this school year or within thirty (30) calendar days of your student’s enrollment in school. Unless otherwise indicated below, I give Orcas Island School District permission to use, edit, reproduce, and publish photographs, video, and audio of the Student, both while the Student attends Orcas Island Schools and thereafter in perpetuity.

Please note: Only complete and return the form below if you wish to OPT OUT of this release.

Student Name (printed):

School:                      Grade:                   Teacher:

Please CHECK the statement(s) below that represents your preference(s).

1. Do not allow my child to be photographed or recorded by outside media, such as newspapers, television news or news websites.

2. Do not allow my child to be photographed or recorded by the school for the school or school system’s websites.

3. Do not allow my child to be photographed or recorded for use in school system publications, such as yearbooks, class pictures and newsletters.

4. Do not allow my child to be photographed or recorded for any publications or websites.

Note: This does not include videotaping by security cameras in school or on school buses

Parent Signature_______________________________________ Date ________________
Internet Use Agreement
BASED ON OISD POLICY 2022 ELECTRONIC RESOURCES AND INTERNET SAFETY

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements
These procedures are written to support the Electronic Resources Policy of the Orcas Island School Board of Directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual’s life and career. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices
In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day.

Network
The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with the mission of the district.

Acceptable network use by district students and staff include:
A. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
B. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and webpages that support education and research;
C. With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
D. Staff use of the network for incidental personal use in accordance with all district policies and procedures; or
E. Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district network after checking with (insert title of position, i.e., technology director, IT director, assistant superintendent) to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

Unacceptable network use by district students and staff includes but is not limited to:
A. Personal gain, commercial solicitation and compensation of any kind;
B. Actions that result in liability or cost incurred by the district;
C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the (insert title of position);
D. Support for or opposition to ballot measures, candidates and any other political activity;
E. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
F. Unauthorized access to other district computers, networks and information systems;
G. Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
H. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
J. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

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

Internet Safety
Personal Information and Inappropriate Content:
A. Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and
D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Filtering and Monitoring
Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children’s Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes “other objectionable” material is a local decision.
A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
B. Any attempts to defeat or bypass the district’s Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

G. The district will provide a procedure for students and staff members to anonymously request access to internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

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

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

**Copyright**
Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the [Fair Use Doctrine](https://www.copyright.gov/fls/fl102.html) of the United States Copyright Law ([Title 17, USC](https://www.copyright.gov/circs/circ17.pdf)) and content is cited appropriately.

**Ownership of Work**
All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

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

**Network Security and Privacy**

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

The following procedures are designed to safeguard network user accounts:

A. Change passwords according to district policy;
B. Do not use another user’s account;  
C. Do not insert passwords into e-mail or other communications;  
D. If you write down your user account password, keep it in a secure location;  
E. Do not store passwords in a file without encryption;  
F. Do not use the “remember password” feature of Internet browsers; and  
G. Lock the screen or log off if leaving the computer.

**Student Data is Confidential**  
District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

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

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

**Archive and Backup**  
Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

**Disciplinary Action**  
All users of the district's electronic resources are required to comply with the district’s policy and procedures (and agree to abide by the provisions set forth in the district's user agreement). Violation of any of the conditions of use explained in the (district’s user agreement), Electronic Resources policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

With my signature below, I affirm that I have read and understand Orcas Island School District policies regarding use of the internet for staff and students:

Signed:  
Dated:
GOOD LUCK!

If/when you have questions about anything, please ask. I would be pleased to help you. My school phone is 1518, and my email is nwrightsman@orcas.k12.wa.