



WILSON CREEK SCHOOL DISTRICT 167-202

PO BOX 46- 400 NAVAR STREET
WILSON CREEK, WA 98860
509-345-2541 509-345-2288

2025-2026

WILSON CREEK SCHOOL DISTRICT STUDENT HANDBOOK

Mrs. Kandice Hansen,
Principal/Superintendent

Focus Integrity Respect Empathy

www.wilsoncreek.org

Updated 08/2025

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**** Updated information has been highlighted.**

The Wilson Creek 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 Civil Rights Compliance Coordinator is available to handle questions and complaints of alleged discrimination. If you have questions and/or concerns please call Kandice Hansen (Civil Rights Compliance Coordinator) khansen@wilsoncreek.org or Kandice Hansen (504/ADA Coordinator) khansen@wilsoncreek.org or Loni Koziol (Title IX) athletics@wilsoncreek.org at Wilson Creek School District PO Box 46, Wilson Creek, WA 98860, phone 509-345-2541.

El Distrito Escolar de Wilson Creek no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Kandice Hansen, La directora, khansen@wilsoncreek.org o Kandice Hansen khansen@wilsoncreek.org o Loni Koziol athletics@wilsoncreek.org Wilson Creek School District PO Box 46, Wilson Creek, WA 98860, telefono 509-345-2541.

Dear Parents, Guardians, and Students,

Welcome to a new school year at Wilson Creek School District!

It is an honor to serve as your Superintendent and Principal. As we begin this journey together, I want to share the mission that guides everything I do:

To be relentless in educating children with focus, integrity, respect, and empathy.

This mission reflects a deep commitment to creating a school environment where every student feels valued, supported, and empowered to reach their full potential. We believe that academic achievement is strengthened by character, and we are dedicated to nurturing both the minds and hearts of our students.

This **Student & Family Handbook** has been designed as a helpful tool to guide you through our school's expectations, procedures, and daily operations. It contains important information about policies, communication protocols, behavioral expectations, academic standards, and more. We encourage you to review it carefully and refer to it throughout the year as questions arise.

At Wilson Creek, we are more than just a school—we are a community. Together with families and staff, we work to provide a safe, inclusive, and engaging educational experience that prepares students for success in school and in life.

I look forward to partnering with each of you to make this school year a great one. Thank you for your continued support and for being an essential part of our school family.

With appreciation,
Kandice Hansen
Superintendent / Principal
Wilson Creek School District

Wilson Creek School District Staff

ADMINISTRATION

Mrs. Kandice Hansen.....Principal/Superintendent

TEACHING STAFF

Mrs. Holly FinkbeinerKindergarten
Ms. Alice Beal1st-2nd Grade
Mrs. Veronica Clinton3rd-4th Grade
Ms. Katie Keene5th-6th Grade
Ms. Payton HagyArt, Health & Fitness Education
Mr. John Haemmelmann.7-12th Grade Mathematics
Miss Jackie Floetke.....Business/Technology, ASB/FBLA Advisor, CTE Director
Mr. Nick WeitzelHistory, Social Studies, Literature
Mrs. Megan PetersSpecial Education (Skill Builders)
Mrs. Loni KoziolK-12 Intervention Specialist
Ms. Amy Hobbs.....Vocational Agriculture
Mr. Mario AtacadorEnglish
Mrs. Christina Christopherson.....Science

SUPPORT STAFF

Mrs. Kellie RibailBusiness Manager
Mrs. Alexia Cook.....District Secretary
Ms. Pam BrashearOffice Assistant

Mr. Nicholas OdorizziTechnology Director
TBDNurse

Ms. Katelyn Patnode.....Paraprofessional
Ms. Taylor SullivanParaprofessional

Ms. Jade Stewart.....Head Cook
Mrs. Tara JusticeKitchen Assistant/Cook
Mrs. Loni KoziolAthletic Director

TBDDirector of Facilities/Grounds & Vehicle Technician
Ms. Sylvia LeeCustodian
Mr. Nicholas McMillan.....Custodian

Ms. Roxi Gartside.....Transportation Supervisor/Bus Driver
Mr. Mark CookBus Driver
Mr. Shad DowningBus Driver

Statement of Belief

The mission of the Wilson Creek School District is to provide a personalized education, which enables students to achieve at the highest level.

We believe:

1. Our school will provide conditions for success.
2. Students, parents, staff, and community are involved as partners in the life-long learning process.
3. Students will accept the responsibility for learning and academic excellence in a safe, positive learning environment.
4. Students will behave in a respectful, responsible manner which demonstrates honesty and integrity.
5. Students will develop positive qualities and will gain respect for themselves and others.
6. Our students will develop the skills necessary to make a successful transition from school to the working world and society.

General Information

ACCREDITATION

Wilson Creek High School and Middle School are fully accredited by the State of Washington.

CONTACT INFORMATION

Wilson Creek School District is located at 400 Navar Street, Wilson Creek, Washington 98860. The district mailing address is PO Box 46, Wilson Creek, WA 98860. The district's telephone number is (509) 345-2541, the fax number is (509) 345-2288 and the website is www.wilsoncreek.org.

TEACHER QUALIFICATION

Parents have the right to request the qualifications of their child's teacher(s) and paraprofessionals by notifying the office.

Inclement Weather

If, in the opinion of the principal/superintendent and transportation coordinator, road conditions are such that normal bus operations cannot be conducted safely, the district will notify parents/guardians of school delays or closures via the district website and the following television and radio stations:

- KREM-2 News
- KXLY-4 News
- KHQ-6 News

If school is delayed due to weather, please make sure your child does not arrive at school more than 15 minutes before scheduled starting time. We cannot assure proper and safe supervision or that buildings will be open before that time. Students should arrive at school with appropriate clothing for the weather conditions of the day.

School Messenger is an automated messaging system that will alert parents/guardians in case of school emergencies (including closures and delays due to inclement weather) via a combination of telephone calls and e-mail, cell phone text messages and on social media.

Student Registration

All students wishing to enroll in the Wilson Creek School District must have a completed registration packet turned in to the office before attendance will be allowed. Registration documents may be obtained on the district website or from the office. Required documents are:

1. Enrollment Information
2. Application for Free and Reduced-Price Meals
3. Certificate of Immunization Status
4. Student Health Information
5. Student Media Release
6. Student Network User Agreement
7. Student Insurance and Residency Questionnaire
8. Parent/Student Handbook Agreement
9. Student/Family/School Compact

Additional forms may be required. Contact the district secretary for enrollment information.

Out-of-Service-Area Students

The mission of the Wilson Creek School District is to provide a personalized education, which enables the student to achieve at the highest level. Students are expected to benefit from the personalized education that is a trademark of the district. The district also believes in holding a high degree of accountability for every member of the community – students and adults.

Two documents are required from all students enrolled in the Wilson Creek School District who reside outside the school district boundaries:

1. Choice/Out-of-Service-Area Student Contract: This contract serves to notify out-of-service-area students that attendance at Wilson Creek Schools is a privilege, and that failure to meet expectations as defined in the contract will cause the student to forfeit his/her right to attend school in the Wilson Creek School District
2. Choice Application for Non-Resident Students: This application is used as a communication device between the student's district of residency and the Wilson Creek School District. The document allows for the resident district to waive student attendance, and for the non-resident district to approve or deny student enrollment.

Withdrawing or Moving from School

Students who are transferring or for other reasons must leave (check out of) Wilson Creek School are to report to the office. Students must show parental or guardian approval for the withdrawal. Once provided the proper withdrawal form, the student is to return all books, laptops and school property to teachers and the library, having each instructor fill out the release form. The completed form is then to be returned to the office for final approval.

Rights of Homeless Students

In 1987, the Stewart B. McKinney Homeless Assistance Act was passed in response to the growing crisis of homelessness in America. One of the Act's provisions established the federal Education for Homeless Children and Youth Program to address the educational barriers homeless children encounter. The Homeless Education Program (also known as Title X, Part C), was reauthorized in the 2002 No Child Left Behind Act.

The Wilson Creek School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth and youth not living with a parent or guardian, applies to all services, programs and activities provided or made available.

A student is considered homeless if he or she is presently living:

- in a shelter * sharing a house with relatives or others due to lack of housing,
- in a motel/hotel, camping ground or similar situation due to lack of alternative, adequate housing
- at a train or bus station, park or in a car * in an abandoned building
- temporarily housed while awaiting foster care placement

All homeless students have rights to:

- **Immediate school enrollment.** A school must immediately enroll students even if they lack health, immunization or school records, proof of guardianship, or proof of residency.
- **Enroll in:**
 - the school he/she attended when permanently housed (school of origin)
 - the school in which he/she was last enrolled (school of origin)
 - any school that non-homeless students living in the same attendance area in which the homeless child or youth is living are eligible to attend.
- **Remain** enrolled in his/her selected school for as long as he/she remains homeless, or, if the student becomes permanently housed, until the end of the academic year.
- **Priority** in certain preschool programs.
- **Participate** in a tutorial-instructional support program, school-related activities, and/or receive other support services.
- **Obtain** information regarding how to get free waivers, free uniforms, and low-cost or free medical referrals.
- **Transportation services:** A homeless student attending his/her school of origin has a right to transportation to go to and from the school of origin if (s)he is homeless, or, if the student becomes permanently housed, until the end of the academic year.

For any inquirers or concerns contact our Homeless Liaison, Superintendent Laura Christian, at 509-345-2541.

Counseling

School staff is concerned with every student's development, progress, and success in school. The principal functions as a contact person for school counseling needs. Counseling services will be available on a scheduled basis or as needed in case of emergencies. The principal and/or staff will assist in scheduling classes and coordinating assistance with scholarships applications. Students should not leave class to talk with the principal regarding counseling concerns without teacher permission.

School Day

The doors of the Wilson Creek School are open at 7:40 am, but students are not expected to arrive until 7:50 am. Students will be allowed in the building earlier only with special permission or if arrangements have been made by the principal/superintendent or a teacher. Students are to leave school grounds immediately after school is dismissed or a school event concludes.

BELL SCHEDULE

	<u>REGULAR DAYS</u>	<u>EARLY RELEASE (HS)</u>
Period 1	7:55 - 8:50	7:55 – 8:30
Period 2	8:55 - 9:50	8:35 – 9:05
Period 3	9:55 - 10:50	9:10 – 9:40
Period 4	10:55 - 11:50	9:45 – 10:15
Lunch	11:50 - 12:20	12:00-12:30
Period 5	12:25 - 1:20	10:20-10:50
Period 6	1:25 - 2:20	10:55-11:25
Period 7	2:25 - 3:15	11:30-12:00
Dismissal	3:15	12:30

LUNCH SCHEDULE

TK/Kinder	10:55 – 11:20
1 st -2 nd grade	11:00 – 11:25
3 rd -4 th grade	11:05 – 11:30
5 th -6 th grade	11:10 – 11:35
7 th -12 th grade	11:50 - 12:20

Open Campus

Campus is open to all students 9-12 grade students during the school day. Freshman students may go off campus via walking only. They will not be permitted to leave campus in another student's vehicle during lunch period unless that older student is a sibling. Leaving campus during lunch is a ***privilege and not a right***. This privilege may be withdrawn due to disciplinary violations, attendance and / or tardy problems. Permission will also be revoked if private property is abused, town residents complain about any behavior. Students must sign out at any other time in the day.

Closed Campus

Campus is closed to all students P3-8th grade students during the school day. This means students in grades P3-8 are not allowed to leave school grounds during the day without permission from the principal, superintendent, or designee. Students are not allowed to visit any vehicles or parking areas throughout the school day, including lunch, without principal, superintendent, or designee.

Before School Parent-Student Drop-Off

If you are transporting your child to school, please use the upper parking lot north of the commons to drop them off. State policy dictates that private cars should not be present in the driveway when buses are loading or unloading students.

When entering the building for drop off, families must sign/check in at the main office before continuing through the building or proceeding to the classrooms.

Students should not arrive before 7:40 am. We do not have staff to supervise students before this time. Student safety is our #1 priority. If a parent drops their child off in the morning before 7:40 am, this is a major safety concern, and a letter will be sent to notify the parent of the school policy. If the pattern continues,

the parent/guardian will be contacted for a conference to determine alternative options for childcare in the morning.

Breakfast and Lunch Program

The Wilson Creek School District will be participation in the Community Eligibility Provision program for breakfast and lunch. This allows all children in our school to eat at no charge. Breakfast will be served to students from 7:40 am to 7:55 am. Lunch will be served in the commons to elementary (PK-6) students from 10:55 am to 11:35 pm, and to secondary students (7-12) students from 11:50 pm to 12:20pm.

Each student will be issued a food service card also associated with a 4-digit pin. Pre-K-12th grade students will be required to scan or slide a food service card or enter their 4-digit pin when receiving a school lunch, breakfast, or milk.

Attendance

Specific attendances rules are addressed in the secondary or elementary sections of this handbook. The following areas regarding attendance apply to both secondary and elementary students.

TRUANCIES

Truancy is defined as a student leaving school or failing to report to the appropriate school areas after arriving on school grounds by bus or private vehicle and being gone for any length of time during the school day without approval by the teacher or school office.

Truancies will be treated as an **unexcused absence** and require that the truant student will serve detention of twice the number of hours truant during the school day in school detention.

TARDIES

A student will be considered tardy within the first ten minutes of class. After ten minutes, the student will be considered absent (unless the student is tardy due to a school-related reason). Three unexcused tardies will yield an unexcused absence and will be applied to total absences.

Students late for school must sign in at the office upon arrival. Teachers may also require students who are late for class to sign in at the office. Students are expected to be in their appropriate classroom when the bell rings. All tardiness will be unexcused unless there is a signed note from a school staff member, which indicates the staff member caused the student to be late. (*Additional information page 63.*)

Illness or Emergency

If a student becomes ill while at school, they should report to the office. Before a student will be released to go home, parents/guardians must be contacted. If parents/guardians are unable to be reached, the student will return to class. Office staff, only in extreme circumstances, will provide a sick room. If your child has a condition that conceivably might require emergency treatment, such as diabetes, epilepsy or severe allergies, please be sure the school is aware of the medical condition.

Medication- Immunization Updated

If a student needs to take a prescription medication, a form requiring a doctor's signature must be obtained from and returned to the office before the student may take any of the medication while at school. Aspirin, Tylenol, or other non-prescription medications may not be taken at the parent/guardian or student's discretion unless the parent/guardian is present at school with the student. All medication, prescription and non-prescription, will be kept in the school office except when special arrangements are made through the office and school nurse, with the proper completed district form.

* Note: Start in the 2020-2021 school year, all students without a proper approved exemption must be up to date on all immunizations to attend school. Due to new state requirements, the student will not be able to attend until a completed CIS form has been submitted to the district.

Associated Student Body (ASB) Cards

ASB cards entitle students to participate in certain extracurricular activities, and as well as games or dances. **ASB cards are required for participation in extra-curricular activities and are at no charge for all students**

Athletics

Students planning to turn out for any sport must complete the following requirements prior to turning out for a sport or athletic activity:

1. Student must pass a physical examination and provide proof of exam every two years.
2. Student must provide proof of medical or student insurance.
3. Student must return signed parental consent forms.
4. Student must have an ASB card (when available) before the first practice.

All forms are available in the office and on Family Access in Skyward. Students must turn in physical, insurance and consent forms before being allowed to practice in extra-curricular athletics.

The eligibility rules are explained in the co-curricular code packet. Students must possess an ASB card to participate. Dress code provisions apply to the participating students in these programs.

The following sports are offered at the Wilson Creek School District, based on minimum number of qualified participants. The superintendent makes the decision, with input from the coach and athletic director, on the first day or practice whether enough student athletes are participating.

	<u>High School</u> -(if available for combine)	<u>Middle School</u>
Fall:	Football, volleyball and cross-country	Football, basketball
Winter:	Basketball	Volleyball
Spring:	Baseball, softball , golf (if available for combine), track	Baseball, track

Student Insurance

Insurance is available for each student to purchase. Only athletes are required to have insurance, but you are encouraged to purchase it if any other insurance program does not cover you. Note: School District Liability will not automatically cover student accidents occurring on school grounds, including but not limited to playground accidents, shop or physical education class accidents, or other accidents.

Telephone/Cell Phone Use

The school telephone is not for general student population use. Students need teacher and office permission to use the office phone, however, students should not be dismissed from class to use the office phones. Telecommunication devices for 5-12th grade students shall be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency exists that involves imminent physical danger, or a school administrator authorizes the student to use the device. Cell Phones must remain in a student's backpack or be stored as directed by a staff member during class. Cell Phones are not allowed for use in grades P3-4th during the school day or during their lunch. No charging of telecommunication devices on school grounds will be permitted. *(See Policy 3245 and Procedure 3245p for additional information on district expectations, offences, and discipline, page 42-45.)*

Fees and Charges

BREAKFAST AND LUNCH PROGRAM

	<u>Breakfast</u>	<u>Lunch</u>	<u>Extra Milk</u>	<u>Extra Serving</u>
Preschool – 6 th grade	No charge	No charge	\$0.30	\$0.05
7 th – 12 th grade	No charge	No charge	\$0.30	\$0.05
Reduced-price meals	No charge	No charge	\$0.30	\$0.05
Adult	\$3.45	\$4.72	\$0.30	\$0.05

CLASS FEES

Some elective classes such as wood shop, art and band may charge a fee for cost of projects or materials. The class teacher makes the determination of the cost of materials and fees. Students pay these fees in the school office. Class fees and charges include:

District PE Uniforms	\$20 (District supplied- see page 17)
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Visitors

Parents/guardians are always welcome. The principal/superintendent, teachers and staff are always pleased to have the opportunity to talk with you. A visit will probably be more satisfactory if you observe the following suggestions:

1. Check with the teacher prior to visiting the classroom to assure a time that will be convenient and not a disruption, as well as be of interest to you.
2. All conferences need to be arranged for times other than when classes are in session.
3. Please do not bring small children to the classrooms when visiting.

Parents, guardians, visitors, and alumni must report to the office and obtain permission and a displayed pass to be on campus. Student visitors are not allowed, except under special circumstances, to visit the school during school hours. The principal/superintendent, with at least one-day prior approval, may grant exceptions. Visitors are subject to all the rules of Wilson Creek School District students while on campus. This includes all school premises during school hours/activities, including the student parking lot and road.

Safety is a priority for students and staff at the Wilson Creek School District. There is a zero-tolerance policy regarding violence and unsafe behaviors that are the basis for requiring all visitors to report to the office and receive a visitor's pass to wear while they are visiting school grounds.

Behavior Incentive Activities and Guidelines

Part of the mission of the Wilson Creek School District is that every student strives for achievement at the highest level. Students who abide by standards of behavior, maintain regular attendance, and make a satisfactory effort to achieve to the utmost of their ability will be rewarded. The purpose of incentive activities is to provide an opportunity for fun and a gesture of appreciation for those students who are eligible to attend Behavior Incentive Activities based on student performance. The Wilson Creek School District has also established a program of Guiding principles. The Guiding principles were recognized in the acronym of FIRE for Focus, Integrity, Respect and Empathy.

Daily Bulletin and Distribution of Materials

Each morning, announcements concerning the day's activities and future events will be given over the intercom. It is important that students pay attention when the announcements are made, as many notices will have information that may be important to them. The announcement is used to communicate information necessary for the orderly function of the school and may not be used otherwise. Distribution of other materials or publications must have prior approval of the principal/superintendent.

Report Cards

Report cards are issued to the students four times a year – at the end of each quarter. At the end of the second quarter (eighteen weeks), the first semester report card is issued indicating the final semester grade. The final report card for the second semester will be mailed home after school is out in June. See bell schedule under student info on the district website for more details regarding yearly report card release dates.

Weekly Grade Check

Any student receiving a "D" in any subject for the week or quarter is reported to the parent/guardian via Family Access and placed on the eligibility list under Cause for Concern. An email will also be sent out to the parent/guardians who have opted for family access regarding their students. Any student failing a class will initially be placed on the Ineligibility List under Probation. If the student continues to have an "F" in any class during the following weekly grade check; the student is then placed on the Ineligibility List under Ineligible until an improved grades is reported proved by the weekly grade check. Once a student has been removed from the eligibility list due to improvement the process will then repeat as listed above. Grades will report under the ATH column in the student's grade book in Skyward. The list for eligibility will post mid-morning on Monday and will take effect the same day. Students who are on the ineligible portion of the list will be able to practice but not participate in any athletic events, home or away. Students will be ineligible until the following week's grade check takes effect on Monday. Grades

will clear from the ATH column mid-Friday morning leaving the ability for teaching staff to enter updated grades for the following week. (Information regarding eligibility for field trips can be found in the Student Handbook on page 46)

** See additional information in the Wilson Creek Co-Curricular Sports Packet June 2020 release.

Student Dress Code

WILSON CREEK SCHOOL DISTRICT DRESS CODE

GUIDELINES: Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the school district and staff. Students are expected to come to school in attire that demonstrates that they show FOCUS, INTEGRITY, RESPECT, and EMPATHY.

RESPONSIBILITIES: Parents have responsibility for seeing that their students are appropriately dressed for school. As such, student choices in matters of dress should be made in consultation with their parents and be consistent with the attributes Wilson Creek works hard to instill in each student – Focus. Integrity. Respect. Empathy. School personnel have the responsibility for maintaining and enforcing an appropriate dress code that is conducive to learning. School administration is the final authority in determining the appropriateness of dress.

EXPECTATIONS

FOCUS

- Wear clothing that is suitable for all scheduled classroom activities
- Always wear appropriate footwear (no bare feet, slippers, or stocking feet)

INTEGRITY

- Wear clothing and accessories that are completely free from advertising, displays, or suggestions of drugs, alcohol, sex, profanity, discrimination, or violence.
- Wear clothing that is free of gang associations and or tag names.
- Strapless clothing is prohibited.

RESPECT

- Wear clothing that both sitting or standing keeps undergarments, chest, stomach, and private areas fully covered. (Skirts and shorts that come down to the fingertips when standing are generally acceptable).
- Follow your teacher's classroom policy regarding hats, hoods, or any other headwear.

EMPATHY

- Dress in a way that is not disruptive to the educational environment or dangerous to yourself or others.

CONSEQUENCES

If students wear attire that is in violation of the dress code, they will be given the option to change or to call home to have appropriate clothing brought to them. If a student chooses not to wear replacement clothing items available from the main office, students may be asked to remain in the office until the parent is able to deliver replacement attire to school.

Students who violate any section of the dress code a second time, in addition to changing clothes/appearance, will automatically revert to the procedures of Board Policy 3300P: Minor Offenses, and receive the defined consequence for each of the actions.

Students who violate provisions of the dress code relating to extra-curricular activities may be removed or excluded from the extra-curricular activity for such period as the principal/superintendent may determine. All students shall be afforded due process for safeguards before any corrective action may be taken.

First Aid and Accidents

During the period of a school year, with many students, we must expect and plan for a few accidents. Every precaution is taken to prevent such mishaps. It is very important that each student and parent/guardian know the procedure to follow in case of an accident. The student must report the accident and what happened to a teacher, paraprofessional, or staff member. If medical attention is needed, the person in charge will bring the student to the office for aid, or aid will be brought to the student. The staff offers only minimum first aid, except for an occasion where a more advanced staff member or school nurse is available. If the injury or illness appears serious enough to seek formal medical attention, the school will make every effort to contact the parent/guardian.

School administration will make a decision to call an ambulance if it is needed. It is very important that the parent/guardian fill out and keep current the information with the school regarding emergencies. **When parents/guardians are away, please notify the school and indicate someone to contact in the event of an emergency.**

Cafeteria and Commons

Focus	Integrity	Respect	Empathy
Focus on food choices	Clean up after yourself	Be in your space	Help others
Eat your meal	Use good manners	Maintain proper volume when talking	Use appropriate conversation

Lockers

There are lockers available for students in grades 5-12, which are first come first served at the beginning of each school year. Student must be present to receive a locker. Locker will be available for selection during open house before the start of each school year. Students in 3-4 grade will have lockers assigned.

Students are responsible for items in their lockers and should keep them neat and secure. Student books and bags must be kept in their locker or hung on hallway racks. Student coats, backpacks, bags, books, etc., should not be left on the hallway floor at any time.

All lockers have been cleaned and inspected before school starts. The locker is free of debris and illegal substances. Student lockers remain the property of the Wilson Creek School District. To avoid problems, use only your locker. Keep your locker clean and throw away old lunches, pop cans, etc. use magnets to decorate your locker. Do not use stickers, masking tape or strapping tape.

Students may not bring their own locks for their lockers. Locks may be checked out from the office.

Searches of Students, Student Lockers, or Student Property

School officials may inspect lockers when looking for library books or other school property, or when there is a reasonable cause to suspect something within the locker represents a danger, either to the student or other students. When school officials have reason to believe something that violates school rules or the law is being concealed in a student's locker, they may search that locker without the student's presence. However, the student may be requested to be present as well.

When school officials have a reasonable suspicion that a student is concealing something on their person or in their property (including vehicles) that violates the school rules or the law, they may conduct a search. Wilson Creek School District contracts with an outside agency that provides canine searches. These dogs may randomly visit the school for searches of lockers, backpacks, vehicles, and other items located on school property.

Student Disciplinary Procedures

PHILOSOPHY STATEMENT

Wilson Creek School places a high priority on maintaining positive behavior standards designed to assist students to achieve the school mission. We believe that all children have the right to learn and succeed, and that no one has the right to neither interfere with student learning nor interfere with the teacher and the educational process.

DISCIPLINARY PROCESS

The disciplinary process at school begins in the classroom or school setting, i.e. school bus, lunch room, playground, gymnasium, etc. Students are expected to follow the behavior standards set in each classroom or school environmental setting. Referral to the principal/superintendent on a Discipline Notice form occurs to those students who cannot follow school rules.

Once referred to the principal/superintendent, a student will be processed in accordance with the circumstances of the misbehavior in compliance with statutory limitations and in accordance with recommended guidelines are provided in this discipline document. Notifications of a referral to the principal/superintendent will be communication to a student's parent/guardian by a copy of the Discipline Notice being sent to the parent/guardian. In addition, custodial parents and guardians may request the office to contact them in cases of referral.

If an out-of-school suspension occurs, the parent/guardian will be called to immediately pick up their child. A conference with the principal/superintendent is to occur at the time the parent/guardian picks up their child or prior to the student's return to school following a suspension. The object of all disciplinary actions is to change behavior to be in compliance with socially acceptable, positive standards of behavior in order to assist the student to achieve the educational mission.

DISTRICT LEVEL DISCIPLINE GUIDELINES

The disciplinary process for handling misbehavior referrals to the principal/superintendent is based on a progressive system. Except in cases of what is considered "more serious misbehaviors," which are prescribed in the grid guideline below, management of student behavior referrals is based on the philosophy of providing for safety and stability of the educational process while attempting to change unwanted behaviors.

This is a continuum of behavior modification interventions that begin at the classroom level.

Appeal Process: Students accused of a violation of district policy, rules or regulations shall be afforded an appeal process. The first level of the appeal process should be with the adult making the accusation of the violation. The second level of the appeal process is with the principal/superintendent or athletic director (if it is extra-curricular in nature). If the incident is dealing with athletics, the appeal will then go onto the principal. The third level of the appeal process is with the superintendent.

The final level of the appeal process is with the Board of Director and their next regularly scheduled meeting. Depending on the consequences involved, the superintendent may opt to suspend discipline until after the Board has had an opportunity to hear the appeal and rule on the appeal. In each case of the appeal process, the student and/or parent/guardian will be informed in writing within five (5) school days of the appeal.

Student Disciplinary Procedures (continued)

Severity Clause: Administration will enact the Severity Clause any time a student willfully disregards a consequence or commits an act so severe that requires the administration to advance the student on the consequence progression or utilize Exceptional Misconduct consequences.

Notification of Authorities: Under any action by the student that violates city, county, state or federal laws or regulations, a possible referral to appropriate law enforcement or other authorities will be contingent upon the nature of the student action.

MILD/CHRONIC MISBEHAVIOR

These student behaviors include making noises, not working, teasing, talking out, or other disruptions for which specific rules exist or staff permission has not been given. Normally, the adult in charge of the setting (e.g., teacher, paraprofessional) where the problem occurred will handle these offenses in a brief and calm manner so as not to disrupt the teaching/learning process.

We expect that most of our students will strive to meet our expectations for responsibility and self-discipline. However, we also recognize that no single set of procedures will work to help every student develop the behavioral skills and attitudes needed to be successful in school. Therefore, this series of interventions is designed for any student who has not been motivated by our school-wise procedures. As we adapt our procedures, the focus will remain positive, while recognizing a continuing need for calm and consistent consequences.

Discipline steps once a student has been referred to the principal:

Action Step 1

Strategy: Verbal warning, parent/guardian notification, detention and review of behavior expectation.

Action Step 2

Strategy: Loss of recess or assignment to a detention after school hours; parent/guardian notified.

Strategy: Time out in a specified area with student completing a written statement regarding behavior; parent/guardian notified.

Strategy: Loss of playground privilege, other behavior restrictions, or written statement of action and desired action; parent/guardian notified.

Action Step 3

Strategy: Parent/guardian scheduled conference of behavior concerns; 1-2 days In-School-Suspension; referral to Child Study Team.

Student Conduct Expectations and Reasonable Sanctions

Student Conduct Expectations

As authorized by chapter 28A.600 RCW, the following procedure sets forth rights and conduct expectations for students, along with the sanctions that may be imposed for violations of such expectations. At all times, this procedure will be read consistent with federal statutes and regulations, state statutes, common law, and rules promulgated by the Washington Office of the Superintendent of Public Instruction.

Respect for the Law and the Rights of Others

The student is responsible as a citizen to observe the laws of the United States, the state of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district provided transportation or otherwise under school authority.

Compliance with Rules

All students will obey the written rules and regulations established for the orderly operation of the district and the reasonable requests, instructions, and directives of district personnel. For purposes of Policy 3240 and this procedure, the term “district personnel” includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations and rules.

Student Rights

In addition to individual rights established by law and district policies, students served by or on behalf of the district will have the right to:

- High educational standards in a safe and sanitary building.
- Education consistent with stated district goals.
- Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability.
- Access to their own education records at reasonable school times upon request.
- Fair and just treatment from school authorities and freedom from mistreatment and physical abuse.
- Freedom from unlawful interference in their pursuit of an education while in the custody of the district.
- Security against unreasonable searches and seizures.
- The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to:
 - freedom of speech and press,
 - peaceably assemble
 - petition the government and its representatives for a redress of grievances,
 - the free exercise of religion and to have their schools free from sectarian control or influence, and
- Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them.
- Establish appropriate channels to voice their opinions in the development of curriculum.
- Representation on advisory committees affecting students and students’ rights.
- Present petitions, complaints, or grievances to school authorities and the right to prompt replies.
- Consult with teachers, counselors, administrators, and other school personnel at reasonable times.
- Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization.
- Free election of their peers in student government and the right to hold office.
- Know the requirements of the course of study, be informed about and know upon what basis grades will be determined.
- Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and,
- Annual information pertaining to the district's rules and regulations regarding students, discipline, and rights.

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Scope of District Authority

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district; criminal acts; and/or violations of school rules and regulations, may be subject to disciplinary action by the school and prosecution under the law.

The rules will be enforced by school officials:

- On school grounds during and immediately before or immediately after school hours.
- On school grounds at any other time when school is being used by a school group(s) or for a school activity.
- Off school grounds at a school activity, function, or event.
- Off the school grounds if the actions of the student materially or substantially affect or interferes with the educational process; or,
- In school-provided transportation, or any other place while under the authority of school personnel.

Disruptive Conduct

A student will not intentionally cause substantial and/or material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:

- Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Causing a disturbance or disruption on school grounds, at school activities, or on district-provided transportation, including substantially interfering with any class or activity;
- Cheating or disclosure of exams;
- Defiance of school personnel by;
 - disobedience of reasonable requests, instruction, and directives of school personnel;
 - refusal to leave an area when instructed to do so by school personnel;
 - refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school; and
 - refusal to cease prohibited behavior;
- Disruptive and/or dangerous use of motor vehicles or conduct on a school bus that endangers students;
- Extortion, theft, forgery;
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gambling or encouraging other students to gamble;
- Gang-related behavior, association, and/or affiliation (see Policy 3224);
- Harassment of others;
- Inappropriate dress or appearance (see Policy 3224);
- Trespassing on school property or school transportation at a time or place the student's presence is not permitted;
- Occupying a school building or school grounds in order to deprive others of its use;
- Preventing students from attending class or school activities;
- Use or possession of tobacco;
- Using any object in a dangerous manner;
- Intentionally defacing or destroying the property of another.

Exceptional Misconduct

Exceptional misconduct is a violation of rules so serious in nature and/or so disruptive as to warrant an immediate short-term or long-term suspension, or expulsion. Exceptional misconduct includes the following:

- Arson;
- Assault, if the assault involves
 - injury to another;
 - a weapon;
- Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student's presence on school grounds poses a danger to other students or staff;
- Cumulative violations;
- Causing intentional, substantial damage or destruction to school property or the property of another on school grounds or at school activities;

Exceptional Misconduct (continued)

- Dangerous use of motor vehicles on school grounds or at school activities, or endangering students on a school bus;
- Disruption of the school program by bomb scares, false fire alarms, firecrackers, etc.;
- Extortion;
- 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 is prohibited, 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;
- Harassment/intimidation/bullying of others;
- Knowingly possessing stolen property;
- Possession, use, sale, or delivery of illegal or controlled chemical substances, including marijuana or substances containing marijuana and alcoholic beverages, as well as possession of items reasonably determined to be drug paraphernalia as used or possessed;
- Presence on school property or at a school activity following the consumption or use elsewhere of an alcoholic beverage or a controlled substance, including marijuana;
- Sexual misconduct on school grounds, at school activities, or on school provided transportation;
- Theft on school grounds, at school activities, on school provided transportation, or of school property at any time;
- Threats of violence to other students or staff
- Use or possession of dangerous weapons, including firearms, air guns, knives, nun-chu-ka sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law and Policy **4210**.

Guidelines for Sanctions

Chapter 392-400 WAC contains the following restrictions for suspensions:

- Kindergarten through grade four - No student in grades kindergarten through four shall be subject to short-term suspensions for more than a total of ten school days during any single semester or trimester as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.
- Grades five and above program - No student in grade five and above program shall be subjected to short-term suspension for more than a total of fifteen school days during any single semester or ten school days during any single trimester, as the case may be.

In all cases where sanctions are imposed, a reasonable effort to contact parents or guardians will occur prior to, or contemporaneous with, the imposition of the sanction, in addition to any written notice required by law. When a school administrator determines that there is an immediate and continuing threat to the student or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.

In conjunction with the following sanction guidelines, administrators may also consider any alternative form of corrective action—including programs intended to lessen the time of exclusion from class attendance—which has been approved by the Board of Directors and/or Superintendent. The district encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning.

In addition to school sanctions, administrators should determine whether restitution for damage or injury should be considered.

Implementing the Guidelines for Sanctions

It is presumed that school administrators will sanction a student for the following offenses within each listed standard range, beginning at the presumptive sanction and determining whether mitigating or aggravating factors warrant a sanction higher or lower within the standard range. School administrators are expected to use their professional judgment and experience when assigning students sanctions and will, to the best of their abilities, attempt to apply these sanctions to all similarly-situated students in a fair and equitable manner. The administrator's judgment and discretion will carefully balance the duty to maintain order and discipline in a safe school environment, the appropriate corrective action needed to address the student's misconduct, and the student's long-term educational success.

The sanctions below do not prohibit administrators from considering approved alternatives to out-of-school suspension or expulsion, including in-school suspension. The standard range for each offense does not prohibit a school administrator from exceeding the range, up to and including expulsion, if sufficient aggravating factors warrant such corrective action or if the threat of danger or substantial disruption supports an emergency expulsion under WAC 392-400-295.

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ARSON

For purposes of school discipline, “arson” means any intentional or reckless setting of a fire or other burning of personal or public property. “Reckless” means that the student understood, but acted with disregard for, the consequences of his or her conduct.

STANDARD RANGE: 0-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 1 Day

Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Little potential of harm
- Student’s intent or purpose
- Student’s age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student attempted, but failed to or was prevented from, carrying out the conduct

AGGRAVATING FACTORS:

- Significant damage
- Potential of serious harm
- Intent or purpose in setting fire
- Previous discipline record of student warranting progressive sanctions
- The student’s presence on campus is determined to be a threat to the safety of others.

ASSAULT

For purposes of school discipline, “assault” means actual or attempted hitting, striking or other wrongful physical contact inflicted on another either directly or indirectly through an object. For verbal threats, see Harassment, Intimidation, and Bullying.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: 0 Days

Secondary: Short-Term Suspension of 5 Days

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal injury or damage
- Student was primarily acting defensively, but facts do not support a conclusion that the student’s conduct was clearly reasonable self-defense as set forth below
- Student’s age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct

AGGRAVATING FACTORS:

- Serious actual or potential injury
- Use of an object or weapon
- Premeditated conduct
- Multiple students assaulting a single student
- Prior assault(s), threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

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REASONABLE SELF-DEFENSE:

It is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to discipline if, following a reasonable investigation, the administrator determines that all of the following are true:

- a student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others;
- the student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances; and
- the student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

DEFACING OR DESTRUCTION OF PROPERTY

For school discipline purposes, means the unauthorized, intentional damage to district property or the property of others (other than arson, above).

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Short-Term Suspension of 3 Days

Restitution will usually be required.

MITIGATING FACTORS:

- No prior documented misconduct
- Minimal damage
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to district or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Property defaced with:
 - lewd or obscene words or imagery
 - words or imagery containing slurs or negative reference to the race, color, national origin, gender, sexual orientation, gender expression, or disability of others
 - gang words or imagery

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

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DEFIANCE OF SCHOOL AUTHORITY

Refusal to obey reasonable requests, instructions, and directives of any school personnel, including volunteers or contractors working for the school. Defiance includes dress or appearance in violation of Policy 3224 that the student either refuses to correct at the directive of a school administrator, or that is a persistent and repeated violation of Policy 3224. Defiance of school authority can also include intentional disruptive behavior.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct with school personnel

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
- Previous discipline record of student warranting progressive sanctions
- Substantial disruption to learning of others caused by student's defiance
- Student attempts to solicit or incite others to engage in defiant behavior
- Use of lewd, obscene, or profane language directed towards supervising school personnel
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

DRUGS/ALCOHOL AND OTHER PROHIBITED CHEMICAL SUBSTANCES

The possession, consumption, use, storage, or distribution of drugs, alcohol, and other similar chemical substances on school grounds, at school activities, or on district-provided transportation is prohibited. For purposes of student conduct expectations:

- This section applies to any controlled substance, medication, stimulant, depressant, or mood altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- This section applies to marijuana or substances containing marijuana;
- This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-provided transportation;
- This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

STANDARD RANGE Elementary: 0-10 Day Suspension

STANDARD RANGE Secondary: 3-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION FOR POSSESSION OR USE:

Elementary: Short-Term Suspension of 1 Day

Secondary: Short-Term Suspension of 10 Days

PRESUMPTIVE STANDARD SANCTION FOR DISTRIBUTION:

Elementary: Short-Term Suspension of 5 Days

Secondary: Long-Term Suspension of 20 Days

MITIGATING FACTORS:

- Little or no prior documented misconduct
- A significantly small amount of substance
- Student's age and/or inability to understand potential consequences of the conduct

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MITIGATING FACTORS (Continued):

- Momentary or transient handling of the item
- Admitted or self-reported conduct
- Student believed that he or she was authorized to possess a lawfully-prescribed drug on campus
- Evidence that there was no intent to use, consume, or distribute the substance on school grounds, district-provided transportation, or at school activities.

AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- A relatively large amount of substance that would reasonably exceed anticipated single use
- Evidence of sophistication or pre-planning
- Evidence of distribution or intent to distribute prohibited substances
- The substance is heroin or another similar opiate (including methadone, oxycodone, etc.), cocaine, methamphetamine, or a similar substance designated as a level one or level two controlled substance with the potential for significant harm and addiction
- Distribution has been to multiple students
- Conduct is related to gang affiliation

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days. A suspension for secondary students in either case should not fall below three (3) days.

An expulsion may be imposed for such conduct when sufficient aggravating circumstances are present and in consultation with the superintendent or the superintendent's designee. Emergency expulsion may be imposed when the student's conduct meets the requirements of WAC 392-400-295.

An administrator may draw up a contract with a student serving a suspension, and a maximum of fifty percent (50%) of the suspension may be held in abeyance when the student successfully complies with the terms and conditions of the contract.

In all cases in which a student possesses or is distributing on school grounds, at school activities, or on district-provided transportation a substance prohibited under this section that is also a violation of the law, a report will be made by school officials to law enforcement.

FIGHTING OR FIGHTING INVOLVEMENT

Includes instigating, promoting (including promotion by presence as a spectator), and escalating a fight, as well as the failure to disperse at the scene of a fight.

SANCTIONS: See Assault

GANG CONDUCT

For school discipline purposes includes:

- the creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture
- the promotion of gang culture and/or gang violence, and/or
- the solicitation or recruitment of gang members.

Gang imagery and symbols include, but are not limited to:

- apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
- displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

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MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution for property damaged or defaced with gang imagery, symbols, or language

AGGRAVATING FACTORS:

- Similar previous conduct
- Concerted action with other students or non-students
- Gang conduct in connection with other misconduct prohibited elsewhere by this procedure, including but not limited to assault, harassment, intimidation, bullying, theft, and the possession of weapons
- Previous discipline record of student warranting progressive sanctions

Expulsion or Long-term suspension for gang conduct alone, absent any other misconduct, may only occur under extraordinary circumstances following consultation with the Superintendent or Superintendent's designee.

HARASSMENT, INTIMIDATION OR BULLYING

For school discipline purposes, "harassment, intimidation and bullying" includes:

- intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of district policy 3207 and procedure 3207P;
- unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability;
- a threat to cause bodily injury, property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

STANDARD RANGE Elementary: 0-10 Day Suspension

STANDARD RANGE: Secondary: 3-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: 3 Day Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent action taken by student to make amends for misconduct with the victim

AGGRAVATING FACTORS:

- Threat of serious injury
- Use of an object or weapon
- Premeditated conduct
- Part of a pattern of similar misconduct against the same victim
- Prior assault(s) threat(s), harassment, or bullying by the student against the same victim
- Exceptional severity or cruelty
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- Previous discipline record of student warranting progressive sanctions

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LEWD, OBSCENE, OR PROFANE LANGUAGE, GESTURES OR MATERIALS

For purposes of school discipline, this includes, but is not limited to, lewd, obscene or profane language, gestures or materials that are unrelated to authorized school curriculum. Prohibited “materials” includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

MITIGATING FACTORS:

- No prior documented misconduct
- Student’s age and/or inability to understand potential consequences of the conduct
- Subsequent action taken by student to make amends for misconduct

AGGRAVATING FACTORS:

- Part of a pattern of similar misconduct
 - Previous discipline record of student warranting progressive sanctions
 - Substantial disruption to learning of others caused by student’s defiance
 - Student attempts to solicit or incite others to engage in behavior
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of school personnel

Any conduct under this section that could constitute a criminal act will be reported to law enforcement. Any conduct under this section that involves the use of district resources or equipment may result in the loss or restriction of a student’s use of district systems, resources, or equipment.

TARDINESS

Schedule a conference or conferences with the custodial parent or guardian and student, at a time reasonably convenient for all, for the purpose of analyzing the causes of the student’s tardiness. Take steps to eliminate the tardies, including adjusting the student's school program, or school/course assignment.

THEFT/STEALING

Possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.

STANDARD RANGE: 0-10 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Discipline other than Suspension

Secondary: Short-Term Suspension of 2 Days

Restitution will usually be required if property is not recovered and returned.

MITIGATING FACTORS:

- No prior documented misconduct
- Property returned to victim
- Student’s age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Subsequent remedial steps, including restitution to district or victim of misconduct

AGGRAVATING FACTORS:

- Significant damage in extent or cost
- Similar previous conduct
- Previous discipline record of student warranting progressive sanctions
- Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim
- Conduct is motivated by gang affiliation

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Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent. When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

TOBACCO/NICOTINE PRODUCTS - USE OR POSSESSION

Students may not participate in smoking, use of tobacco products or products containing nicotine, or possess tobacco products on the school premises or at school-sponsored functions.

Elementary Students

See sanctions for Defiance of School Authorities

Secondary Students

First Offense: Complete Tobacco Intervention Packet. [Refusal or failure to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]

Second Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

Third Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

TRUANCY

See Policy and Procedure 3122.

WEAPONS

This section addresses the possession or use of actual weapons in violation of district policy 4210, including firearms, dangerous weapons, and other items listed within that policy. This includes when a student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Objects and conduct that fall outside of Policy 4210 should be addressed under other sections, as appropriate.

STANDARD RANGE: 0-20 Day Suspension

PRESUMPTIVE STANDARD SANCTION:

Elementary: Short-Term Suspension of 3 Days

Secondary: Long-Term Suspension of 11 Days

SANCTION FOR FIREARM AT SCHOOL: Emergency Expulsion (see below)

MITIGATING FACTORS:

- No prior documented misconduct
- No injury or damage caused
- No evidence that student intended to display or use the weapon
- The weapon is a small pocketknife with a blade 3 inches or less
- Student's age and/or inability to understand potential consequences of the conduct
- Admitted or self-reported conduct
- Student offers credible evidence that he or she had the weapon for legitimate purposes away from school and unintentionally brought the object to school

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AGGRAVATING FACTORS:

- Previous discipline record of student warranting progressive sanctions
- Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property
- Student displayed, activated or discharged the weapon in a reckless manner
- Evidence of premeditation
- Display or use of the weapon was motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of a person intimidated or assaulted
- Conduct is motivated by actual or perceived gang rivalry or affiliation
- The weapon is an air gun or firearm.
- The object appears to be a firearm and the student displaying or using the object does so with malice

Any student who is determined to have carried a firearm or to have possessed a firearm on school premises, school-provided transportation, or school sponsored activities at any facility shall be expelled from school *for not less than one year (12 months) under RCW 28A.600.420*, with notification to parents and law enforcement. The district superintendent or the superintendent's designee is authorized to modify the expulsion of a student on a case-by-case basis.

The 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 a device that appears to be a firearm.

Expulsion may result based upon the administrator's judgment of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

Date: 12.11; 09.13; 12.13

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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Kandice Hansen, khansen@wilsoncreek.org) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you

agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

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

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

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

For the student designated as the "targeted student" in a complaint:

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

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

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

For more information about the HIB complaint process, including important timelines, please see the district's *HIB Policy [3207] and Procedure [3207P]*.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's *Nondiscrimination Policy [3207] and Procedure [3207P]* visit www.wilsoncreek.org

What is sexual harassment?

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

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

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

To review the district's *Sexual Harassment Policy [3205] and Procedure [3205]* visit www.wilsoncreek.org.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: Kandice Hansen, Principal/Superintendent, 400 Navar St. Wilson Creek. WA 98860
khansen@wilsoncreek.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Kandice Hansen, Principal/Superintendent, 400 Navar St. Wilson Creek. WA 98860
khansen@wilsoncreek.org

Concerns about disability discrimination:

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Section 504 Coordinator: Kandice Hansen, Principal/Superintendent, 400 Navar St. Wilson Creek. WA 98860
khansen@wilsoncreek.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Kandice Hansen, Principal/Superintendent, 400 Navar St. Wilson Creek. WA 98860 khansen@wilsoncreek.org

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

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place.

The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the superintendent, the school board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P visit www.wilsoncreek.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Kandice Hansen, Principal/Superintendent, 400 Navar St. Wilson Creek. WA 98860 khansen@wilsoncreek.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 22

<https://ospi.k12.wa.us/sites/default/files/2023-08/samplehibincidentreporting.pdf>

CONSEQUENCES & INTERVENTIONS

Administration can initiate consequences at any level, dependent upon severity of the bullying or harassment incident.

Level I: One (1) day of out-of-school suspension (OSS), with parent re-entry conference

Level II: Three to five (3-5) days of OSS, with parent re-entry conference

Level III: One to five (1-5) days of out-of-school suspension (OSS); parent re-entry conference

Level IV: Long-term OSS, with parent re-entry conference

Level V: Expulsion

Different Forms of Sexual Harassment

Unwelcome Sexual Advances or Behaviors:

Unwelcome sexual advances, requests for sexual favors, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting is considered harassment when:

- Submission, either expressly or by implication, is a term or condition of any individual's employment or participation in an educational program;
- The conduct has the effect of unreasonably interfering with one's work or academic performance;
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits, honors, grades, assignments, programs or activities.

Quid Pro Quo Sexual Harassment:

Quid Pro Quo means "You do something for me and I'll do something for you." Basically, it means sex for jobs, benefits, grades, assignments or honors. It may be based on a single incident or a series of incidents. It may be based on harassment from a teacher to a student, an administrator to a teacher, or a student in a position of responsibility to a student.

Hostile Environment Sexual Harassment:

Hostile environment sexual harassment is the most common. It includes any sexually oriented conduct or any sexually oriented atmosphere or environment that is intimidating or offensive to a "reasonable victim" of the same or other gender. It usually involves a series of incidents or conduct rather than a single incident.

Hostile environment sexual harassment in schools could be any sexual-based annoyance such as:

- Sexual jokes;
- Graffiti or signs;
- Suggestive remarks;
- Comments or groping/touching other students in classrooms or the halls;
- Physical interference with movements, such as blocking or following; and/or
- Sexually derogatory comments.

Student Electronic Device Use

Please see following pages for school board policy and procedure 3245 and 3245P

Personal electronic devices, including but not limited to cell phones, iPods, CD players, mp3 players, video game players, etc., create a disruption to the educational process. Furthermore, these devices are targets of student theft and are seldom recovered. It is strongly recommended that students leave these devices at home. The school does not accept responsibility for loss or theft of any of these items while on campus or at school events.

Students using or displaying any electronic devices in any area of the high school campus during school hours (*upon arriving at school until the 3:15 pm dismissal bell*) will have them confiscated and will be subject to discipline.

EXCEPTION: If parents would like students to have electronic devices at school, students may use them during their lunch period in the designated areas (commons and outside), **during passing periods, unless used during a teacher directed activity only.** During school hours, items are to be **turned off and out of sight in a backpack not on the person.** School hours are considered 7:55 am to 3:15 pm

Consequences for violating the electronic use policy will be:

- **FIRST OFFENSE:** The device will be held in the office. Students will receive an infraction letter. They will be required to read and sign the policy when the device is picked up at the end of the school day.
- **SECOND OFFENSE:** The device will be held in the office for parent/guardian pick-up. The student will again sign the infraction letter. The parent/guardian will also be required to sign the infraction letter.
- **SUBSEQUENT OFFENSE(S):** The device will be held in the office for parent/guardian pick-up. Student will receive discipline subject to administrative discretion such as: detention, in-school suspension or out-of-school suspension. In addition, the student may not possess personal electronic devices at school for a period of time subject to administrative discretion.

NOTE: If the incident also includes violation of other school rules, additional discipline may be applied subject to administrative discretion.

Student Electronic Device Infraction Procedure

1. Teacher confiscates device from student.
2. The personal electronic device will be delivered to the office.
3. Secretary will place the confiscated device in a secure location.
4. Discipline will be administered according to the above-listed process.
5. Student signs the infraction letter prior to the return of the device.

If the student refuses to give the electronic device to the teacher, the teacher will explain the choices to the student of giving the device to the teacher or facing further consequences.

If the student still refuses, without further confrontation, the teacher will call the office and request an administrator or security to remove the student from class.

The student will be escorted to the office and receive discipline for electronic device use infraction and for defiance.

STUDENTS AND TELECOMMUNICATION DEVICES

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers and cellular phones, while on school property or while attending school-sponsored or school-related activities shall observe the following conditions:

1. Telecommunication devices shall be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device.
2. Students shall not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others.
3. Students shall not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district.
4. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which shall only be returned to the student's parent or legal guardian.
5. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement.
6. Students are responsible for devices they bring to school. The district shall not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events.
7. Students shall comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.
8. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

STUDENTS AND TELECOMMUNICATION DEVICES

DEFINITIONS

- A. *Sexting* means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or school activities on or off campus; while on school district property, during any recess, lunch or leave periods on or off school district property; or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school; or the educational process or experience.
- B. *Disrupting the Learning Environment*: means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
 - 1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
 - 2. Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.
- C. *Third parties* include, but are not limited to coaches, school volunteers, parents or guardians, school visitors, service contractors or others engaged in district business or activities that are not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

REPORTING VIOLATIONS

- A. Any student, employee, parent or guardian or third party who has knowledge of conduct in violation of this policy or any student who feels he/she has been a victim of sexting, menacing, retaliation or reprisal in violation of this policy shall immediately report the concerns to:
- B. The building principal or his/her designee;
- C. A teacher who will be responsible for notifying the building principal or designee immediately if the matter cannot be adequately addressed by the teacher, or warrants administrative intervention;
- D. A counselor, who is responsible for notifying the building principal or designee immediately if the matter cannot be addressed by the counselor or is sufficiently serious to warrant administrative intervention; or
- E. The superintendent of schools or designee.

INVESTIGATING

The principal or designee shall be responsible for timely investigating a complaint made under this policy. The investigation, witness statements and evidence shall be documented along with the outcome of the investigation.

In the course of the investigation, administrative staff will not send, receive or unnecessarily view or transmit sexting photographs or any other inappropriate images on either the districts or their personal electronic devices. The examination or viewing of the evidence/information will be limited to the extent necessary to determine that misconduct occurred.

PARENT OR GUARDIAN NOTIFICATION

Parents or guardians of all students identified in the report shall be notified of the investigation and informed of their students' involvement in the incident.

DISCIPLINE

Students whose behavior violates this policy will be subject to discipline up to and including expulsion. Law enforcement will also be notified when conduct may violate criminal laws.

STUDENTS AND TELECOMMUNICATION DEVICES (continued)

In addition to discipline, the district will assist students and/or parents or guardians to resolve concerns and issues prior to the use of the formal criminal complaint process. These interventions may include consultation, counseling, education, mediation and/or other opportunities for problem-solving.

In imposing discipline, the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions. Exceptional misconduct penalties may be imposed, if in the opinion of the administration it is warranted.

SEXTING OFFENSES

First offense:

- A. Parents or guardians will be notified;
- B. The district will file an information report with the police by phone or in writing;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will receive a short-term, out-of-school suspension or an in-school suspension; and
- E. The district may impose appropriate interventions.

Second offense:

- A. Parents or guardians will be notified;
- B. Police will be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will receive a long-term suspension; and
- E. The student will be ineligible to participate in extracurricular activities.

Third offense:

- A. Parents or guardians will be notified;
- B. Police will be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student will be expelled; and
- E. The student will be ineligible to participate in extracurricular activities.

CHEATING AND PLAGIARISM

Students are responsible for knowing what is considered acceptable behavior and what is a transgression of academic integrity. All assigned student work should be done individually, unless the teacher directs otherwise-if in doubt, they should consult with their teachers.

Cheating

Cheat: "To violate rules and regulations. To act in a dishonest way".

Cheating includes, but is not limited to the following:

- Using any unauthorized aid during an exam or any teacher-given assessment
- Giving or receiving answers during a test as well as securing answers from others.
- Accessing, with out permission, a test before it is given.
- Using summaries or other aids to substitute for assigned reading.
- Using a computer to translate text from one language to another and submitting it as your own translation.
- Directly copying assignments from other students(including homework)
- Giving the impression that the notes of one student are your own;

CHEATING AND PLAGIARISM

(continued)

Plagiarism

Plagiarism: “The act of representing the work , works, images, data or ideas of others as your own with out properly citing the source.”

Examples of plagiarism include but are not limited to :

- Copying the works or ideas of others from the internet, books, magazine articles and other sources.
- Paraphrasing a source without proper citation.
- Copying or paraphrasing the words or ideas of other students, parents, siblings, or other family members and friends.
- Copying or representing the academic work of others including any assignment as if it were your own.
- Submitting papers taken from the internet, other punications.

When cheating and plagiarism is identified in the school community by the instructor, a referral is made by the teacher to the principal, including any evidence the teacher may find necessary. A call will be made by the instructor to the parent informing him/her of the incident and referral to the principal. The principal will meet with the student to discuss the incident as well as explain the policy and subsequent consequences.

1st Offense: Student may resubmit the assignment for half credit

2nd Offense: Student will receive zero credit for their assignment

3rd Offense: Upon confirmation of a third incident of cheating/plagiarism, the teacher will refer the student to an administrator for progressive discipline, which may include, but is not limited to, short-term suspension or removal from class with an “F” grade.

Public Displays of Affection (PDA)

Wilson Creek School District endeavors to build a positive learning community with all of our children from 3-year-old preschool students through 12th grade. Due to the size of our school and our close proximity to each other, we will inevitably see each other throughout the day whether it is during a passing period, or a bus ride to or from school. And due to those contacts, we expect students, especially older students, to set good examples for other students regarding displays of physical affection.

PUBLIC DISPLAY OF AFFECTION

This is defined as anything more than holding hands on school grounds during the normal school day. Infractions in this area will result in a conference between the participants and administration and will lead to further discipline if the behavior continues.

Retention Procedure

The Wilson Creek School District is dedicated to the continuous progress of students at the highest level of their abilities. The Wilson Creek School District also understands that the responsibility entrusted to students and parents/guardians to complete assigned work to the best of his/her ability is an important trait that each graduate of Wilson Creek School District must possess. In the event that a student is having difficulties and retention is a possibility, the school's responsibility will be to:

1. Provide extra time before and/or after school to assist the student.
2. Keep the principal informed in writing of the success/failure of these efforts as requested.
3. By the end of each quarter the student's teacher(s) and administrator will meet to identify those students who are at risk of failing, in danger of the possibility of retention or not earning enough credits to move to the next grade. Teachers will then notify the parent via a phone call or e-mail or personalized letter of the student's difficulties in her/her class. (Weekly Grade Check letters do not count for this procedure.)
4. If retention is still an option by the end of the second quarter, a parent conference will be scheduled with the administrator, teacher, and other support services if necessary. Goals of this meeting will be to develop a Student Learning Plan (SLP), which will include, but not limited to, weekly parental contact.
 - a. Change, alter, or individualize the program to reasonably fit the needs and abilities of the student utilizing a variety of motivational techniques.
5. If the goals of the SLP have not been met by the end of the third quarter, the SLP Team will reconvene and seek assistance from special services.
 - a. Seek assistance from counseling, administration, and special services' sources to further address the student's needs and diagnose the deficiency.
6. If, at four weeks of the fourth quarter, retention is still a possibility, the SLP Team will convene to determine if the student will be retained the following year.
7. If the parent/guardian wishes the student to be promoted without regard to the SLP Team decision, the parent/guardian will be asked to schedule a meeting with the superintendent within three days of the SLP Team's decision. The decision to retain a student shall be the superintendents, after having an opportunity to analyze the efforts and recommendations of the parent/teacher/administrator team. Any decisions affecting the following school year shall be made before school is out for the year.
8. If a parent is dissatisfied with the superintendent's decision, they may take their final appeal to the school board at the next scheduled school board meeting.

Bus Procedures and Regulations

Approximately 70% of our students ride buses to and from school. Each day children will be dismissed directly to buses unless we have written notification of a change to the exit plan. We must have a note from parents/guardians each time a child will not be riding his or her regular bus home. If we don't have a note, the child will be sent on the bus.

Students who come to school on the bus must return home on the bus unless they have a note from their parents stating otherwise. Riding the bus is a privilege, which may be denied if a student demonstrated improper conduct. Bus rules and disciplinary procedures are posted in each bus and follow this section of the handbook.

WILSON CREEK SCHOOL DISTRICT BUS RULES AND REGULATIONS

Rules for riding the bus shall be the same for classroom behavior and violations of rules dealing with school behaviors shall be simultaneously enforced for bus behavior. The district's dress code is in effect for all vehicle-riding instances.

The vehicle driver has authority and responsibility for the behavior of students using school district transportation. Students shall conduct themselves in accordance with the following rules and regulations. The right to use school district transportation may be denied to a student who violated these rules and regulations.

1. Students must never approach a bus until it has come to a complete stop and access doors have been opened.
2. Students shall cross the roadway only when the driver gives approval, and the crossing must be only in front of the bus.
3. A student shall not be allowed to depart the vehicle other than at his/her boarding place unless permission is first obtained from the school superintendent/principal or his/her designee. This includes athletic trips.
4. Articles, which may be hazardous in and of themselves, which could cause injury to passengers, shall not be transported in the passenger area of any school vehicle. The driver shall determine which articles are hazardous and are not to be transported in the passenger area of the vehicle. Glass containers are not allowed.
5. Except for seeing-eye dogs, no animal, reptile, fish, or fowl is permitted on district vehicles.
6. Students shall not be allowed to stand when the vehicle is in motion. (WAC 392-145-010)
7. Each pupil may be assigned a seat in which he/she will be seated at all times.
8. Windows may be opened only with permission of the driver and, when opened, no students shall extend any part of his/her body beyond the window ledge.
9. Pupils are to assist in keeping the bus clean by keeping their wastepaper off the floor.
10. No student will smoke, light matches or lighters or use any type of flame or sparking device on the bus.
11. Excessive noise and loud behavior is not permitted; classroom conduct must be observed.
12. Except when absolutely necessary, students shall refrain from talking to the driver when the vehicle is in motion.
13. Students shall not sit in the driver's seat and students shall not tamper with any emergency doors, windows, or equipment unless emergency conditions exist or while emergency exit drills are being conducted as authorized by the bus driver.
14. Pupils must not stand or play in the roadway while waiting for the bus.
15. Pupils at the bus loading area should exercise self-discipline.
16. Pupils, who have to walk some distance along the highway to the bus loading zone, where practicable, must walk on the left-hand side facing the oncoming traffic. This will also apply to pupils leaving the bus loading zone in the evening.
17. Parents/guardians of students damaging school buses will be responsible for proper reimbursement to the school district.
18. Pupils must not at any time ride on the outside of the bus.
19. Students' misconduct on a bus will be sufficient reason to discontinue providing bus transportation to those students involved.
20. Students must be at the bus stop and ready to board when the bus arrives. (Five minutes allotted.)
21. Students must remain seated while the bus is in motion
22. Students shall refrain from foul language. Classroom rules on foul language also apply to bus students.
23. Students shall refrain from scuffling and general "horseplay."
24. Common courtesy and politeness is expected of all students.

25. Eating is permitted on athletic and field trips, but students are expected to use trash cans for all garbage. Failure to observe this rule may result in loss of eating privilege. Glass containers are not allowed on any bus.
26. Eating is not permitted on bus routes.

Rule infractions shall result in the following*:

First offense: Verbal warning

Second offense: Driver will have a private conversation with the student including a warning of future consequences. Parent/guardian notified.

Third offense: Driver issues a written report to the bus supervisor and the administration. The administration will contact the parents and notify them of the consequences of the student's behavior.

**The administration will be notified in writing on each offense.*

Extra-Curricular Bus Trips

The most important aspect of bus safety is the safety of our children riding the bus. However, some rules applied to route trips are inappropriate for extra-curricular and curricular field trips because of the presence of adult supervision and the trip's duration. All district discipline rules including dress code are in effect for riding in a district vehicle or on a school authorized trip. The purpose of the following safety guidelines is to adhere to the law (WAC 392-145-035), while also following the use of reason, common sense, and flexibility.

1. Identification of the individual who has authority over passengers:
 - a. Although it is realized that the bus driver is ultimately responsible for all activity on the bus, it will be expected when other adult supervision is available (coach, teacher, advisor, etc.), that the supervisor will be responsible for the behavior of the passengers.
 - b. If an infraction of a safety rule occurs, the driver is to communicate this to the supervisor for a remedy of the infraction.
 - c. If the remedy is not suitable to the driver, this information will be shared with the supervisor and reported to the transportation supervisor for follow-up action.
2. Student riding privileges:
 - a. Every student has the right to ride the bus to any activity of which he/she is a part.
 - b. Riding privileges can be revoked if unsafe behavior warrants it.
3. Procedures prior to loading:
 - a. Students are to cross in front of the bus when loading/unloading on a highway.
 - b. Never cross in between buses.
 - c. All trip buses will load in the parking lot for the gym/commons.
4. Loading/unloading procedures and seat assignments:
 - a. Loading/unloading of the bus will take place in an orderly and respectful manner.
 - b. Assigned seats will be given to those students exhibiting behavior that warrants separation from other students. These behaviors will be identified and acted on, by the supervisor.
5. Student conduct:
 - a. Students will behave with respect, adhering to all rules set forth in this document.
6. Acceptable practices with respect to talking, moving around the bus, use of windows and other behavior:
 - a. Students will remain seated while the bus is in motion or until the bus has come to a complete stop.

- b. Students may engage in activities, which are quiet and not a distraction to the driver, i.e., All students must be seated with the main part of their body in the seat “compartment.” Aisles must always remain clear.
 - c. Students may open windows only after receiving permission from the supervisor. At no time will a student place any part of his/her body through and outside of a window.
 - d. Throwing anything out of a window will result in a loss of riding privileges.
 - e. No one can lay down utilizing two separate seats and thus blocking the aisle of the bus.
7. Unacceptable hazards that may cause injuries to others:
- a. No glass containers are allowed on the bus.
 - b. All backpacks and “carry on” items are to be placed with the student within their riding compartment.
 - c. All loose equipment must be properly stored.
8. Bus cleanliness:
- a. It is the responsibility of the students and supervisors to leave the bus in a clean and orderly fashion.
 - b. Bus drivers will not leave the drop site until they are satisfied with the bus’s cleanliness.
 - c. Ultimately, the driver is responsible for the cleanliness of the bus.
9. Emergency exit procedures:
- a. Students will adhere to the posted accepted procedures of the school district.

Overnight Trips

Written guidelines will be distributed to students pertaining to the expectations and rules for overnight trips. These guidelines will include, but not be limited to, bed check, curfew, behavior, courtesy to others, times and conditions when students may be in rooms other than their own, boundaries of where and when to be and consequences for failure to follow guidelines.

Transportation Procedures

CO-CURRICULAR AND CURRICULAR FIELD TRIPS

The athletic director/employee requests bus departure times at least one week prior to away contests/trips. Copies of these requests are provided for coaches/staff at that time. Contact the athletic director/principal regarding time changes. Coaches/supervisors will ride the bus with the team/field trip class and oversee all students on the bus. Insist on proper behavior and see to it that bus rules are obeyed, and all garbage is picked up at the end of the trip. All athletes/students are to travel to and from athletic contests with the team in transportation provided by the school district. The only allowance of this procedure will be the four (4) districted-provided bus stops depending on trip location and road conditions.

All dress code requirements will apply to curricular and co-curricular trips.

Written requests from the parent/guardian to the athletic director/principal prior to departure for a contest can waive this requirement. The options available to the parent/guardian with a pre-departure approved written note to the athletic director or principal will be to have the player/participant ride with another party after the game/event. This request must be performed in writing from both parties and must be completed at least 24 hours in advance of the activity. This written note must specify who that party is and that party may not be another student, except when siblings are asked to transport other siblings.

The athletic director/principal will forward all such written requests to the transportation supervisor for notification of transportation drivers.

If extenuating circumstances arise following a contest/event, bus drivers or school district administrators can release players/participants to ride with their parent/guardian only. This is accomplished by the parent/guardian signing the school district's transportation release form with the district driver after the contest/event.

Players/participants eighteen (18) years of age and older will not be allowed to sign himself/herself off a bus.

BUS STOP AREA PERMISSION SLIP

The Wilson Creek School Transportation Department will establish the following bus stop areas for the purpose of pick-up and drop-off of students on co-curricular activities and curricular field trips.

Soap Lake	—————→	Safeway parking lot in Ephrata
Stratford	—————→	Stratford Post Office parking lot
WCSD	—————→	Upper parking lot

ACADEMIC ELIGIBILITY

Field Trips, Activities, Groups or Clubs: Students will have the opportunity to attend multiple curricular field trips throughout the year or join FBLA, FFA and a handful of other groups or clubs. Students who are on the ineligibility list receiving an "F" whether under the Probation or Ineligible column will not be able to attend off campus field trip or leave the school campus. Students will be ineligible until the next week's grade check takes effect on Monday. If an "F" is received as a quarter grade the student will be ineligible the first three weeks of the following quarter. A probationary period will not be granted in lieu of a failing quarter/semester grade. After the third week of a quarter the weekly eligibility list will be utilized to determine eligibility. This will also include the Year End Incentive trip. *(Addition details regarding the Year End Incentive trip can be found on page 57.)*

GUIDELINES FOR STUDENT USERS OF THE WILSON CREEK SCHOOL DISTRICT COMPUTER NETWORK

- 1. All users of the Internet must be in support of education and research consistent with the purposes of Wilson Creek School District, ESD 171, and WedNet.
- 1. **Starting in the 17-18 school year students will be using school appropriate web-based emails. Email usernames must be appropriate for school use.**
- 1. For safety reasons, personal information such as complete names, address, telephone numbers and identifiable photos should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher and parent or guardian.
No user may disclose, use, or disseminate personal information regarding minors without authorization.
- 1. Students should notify their teacher or other adult whenever they come across information or messages, they deem dangerous or inappropriate on the WEB.
- 1. Use of the Internet to facilitate illegal activity is prohibited.
- 1. Installing or use of non-approved software is prohibited.
- 1. Use of the network for commercial or for-profit purposes is prohibited.
- 1. Use of the network for advertisement or political lobbying is prohibited.
- 1. **Accounts are to be used only by authorized owner for the account for authorized purpose.**
- 1. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users; misrepresent other users on the network; or attempt to gain unauthorized access to any entity on the K-20 network.
- 1. All communication and information accessible via the network should be assumed to be private property. Additionally, unauthorized installation, use, storage, or distribution of copyrighted materials on district computers is prohibited.
- 1. Attempting to disrupt the use of the network by others is prohibited. Hardware or software shall not be destroyed, modified, or abused.
- 1. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computer system is prohibited.
- 1. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are prohibited.
- 1. Illegal installation of copyrighted material on district computers is prohibited.
- 1. Use of the Internet to access obscene or pornographic material is prohibited.
- 1. Use of the Internet to transmit material likely to be offensive or objectionable is prohibited.
- 1. **Accessing CHAT ROOMS, social networking sites, instant messaging sites, eBay (or other sales-based sites), or Internet games other than for educational purposes assigned by a teacher is prohibited.**
- 1. School assignments are school property. Uploading of classroom assignments involving photos and/or video to the web without signed consent of ALL parents of ALL participants involved as well as administration approval is prohibited.
- 1. **NOTE: Wi-Fi is available for students before school, after school and at lunch on their cellular phones. A parent may choose to block or not block their student from using the Wi-Fi during these times by checking one of the above boxes.** In order to block a personal cell phone from the network/Wi-Fi the Wilson Creek Tech Department will need to pull the MAC address of each phone.
- 1. **Violations of these policies will result in progressive steps on the disciplinary chart.**

Network, Internet, or Computer Misuse Discipline/Consequence Ladder

All network/internet/computer users have signed a User Agreement pledging they will abide by the Wilson Creek Network/Internet/Computer Users Guidelines before they are given their passwords and access. These guidelines are in place to safeguard the network/server structure and to provide each student a safe place to store assignments and other class work.

Violations of the guidelines will be categorized as either a “misuse” or a “severe misuse.” Repeat offenders will move up the ladder. All consequences will result in upward progression through the ladder; there will be no way to move down the ladder. Once you have been through the three steps of the “misuse” grid, you will automatically jump to the first stage of the “severe misuse” grid.

Misuse of your network/internet/computer privileges will result in the following consequences:

MISUSE

Infraction Level	Examples of possible infractions include, but are not limited to:	Consequence
Step 1	Giving out your password, using a teacher’s e-mail	Loss of network access for one month
Step 2		Loss of network access for six months
Step 3		Loss of network access for nine months

SEVERE MISUSE

Infraction Level	Examples of possible infractions include, but are not limited to:	Consequence
Step 1	Logging onto the network as someone else, using a teacher’s e-mail and sending vulgar or inappropriate messages	Loss of network access for twelve months
Step 2		Loss of network access for eighteen months
Step 3	Hacking	Loss of network access for the remainder of attendance at school

FAMILY INVOLVEMENT

It is the policy of the Wilson Creek School Board of Directors to encourage and support family involvement in education at home, in our schools and communities, and in school governance. The board recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children's education. The Board is committed to the creation and implementation of culturally inclusive and effective school-family partnerships throughout the school district and in each school and believes these partnerships to be critical to the success of every student. The district's family involvement efforts will be comprehensive and coordinated.

The board recognizes that family involvement in education has a positive effect on student achievement and is an important strategy in reducing achievement gaps. The intent of this policy is to create and maintain a district-wide climate conducive to the involvement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools.

The board is committed to professional development opportunities for staff and leadership to enhance understanding of effective family involvement strategies. The board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to school-family partnerships.

In support of the implementation of this policy, a copy will be distributed to all schools, school staff, families, teachers and community members. Further, the district will provide support and guidance, to parents and teachers as they plan and implement effective family involvement efforts.

The Wilson Creek School Board of Directors support the development, implementation and regular evaluation of family involvement efforts that includes parents and family members at all grade levels in a variety of roles. The district will use the results of the evaluation to enhance school-family partnerships within the district.

The superintendent will develop procedures to implement this policy.

FAMILY INVOLVEMENT

DEFINITIONS:

The term “family” is used to denote parents, extended family, guardians, or other persons with whom the student lives. “Parent” or “family” may also include community members or other concerned adults involved in the student’s life, pursuant to state and federal laws surrounding confidentiality.

“Family Involvement” refers to school/family partnerships. It is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community, including but not limited to regular, two- way and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

IMPLEMENTATION:

The superintendent will identify a district administrator to supervise the implementation of this policy and procedure, and each school in the district will develop a family involvement plan aligned with their academic goals and/or school improvement plan and, if applicable, Title 1 services. Each plan will be tailored to the realities of school families, be culturally relevant to the school population and delineate strategies to greater family participation in education (particularly families who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The district’s family involvement efforts will have six overarching goals. They will include, but not be limited to, the following research-based National Standards for Parent/Family Involvement in schools:

1. Communicating: Effective two-way communication between all parents and schools regarding district policies and procedures, local school operating procedures, and an individual child’s progress.
2. Parenting: Information and programs for parents on how to establish a home environment to support learning and appropriate behavior.
3. Student Learning: Information and programs for parents about how they can assist their own children to learn and meet the student’s short-term and long-term educational goals.
4. Volunteering: Activities to encourage a variety of parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events.
5. School Decision-Making and Advocacy: Assistance to develop parental involvement in educational advocacy, including school district task forces and site based advisory committees.
6. Collaborating with Community: Identification and utilization of community resources to strengthen school and family partnerships and student learning.

In order to achieve these goals, the board, district, and school staff will comply with the roles and responsibilities that are outlined below.

FAMILY INVOLVEMENT (continued)

ROLES AND RESPONSIBILITIES

The Board will:

1. Establish a district level family partnership committee to advise the Board and to assist the Superintendent in implementing the family involvement policy and procedure at the building and district level. (For example, the committee could include parents reflecting the diversity of the schools' families.)
2. Provide professional development opportunities for teachers and staff to enhance their understanding of effective family involvement strategies.
3. Perform regular evaluations of family involvement efforts at each school and in the district.
4. Provide activities that will educate families regarding the intellectual and developmental needs of their children. These activities may rely on cooperation between the districts and other agencies or school/community groups. (Describe specific activities within the board's goals or strategic plan.)
5. Implement strategies to involve families in the educational process, including information about opportunities for volunteering and encouraging participation in various school and district activities.
6. Provide access to educational resources for parents and families to support the education of their children. (For example, a family training center or a family academy for classes and parenting books, magazines, and home teaching materials.)
7. Keep families informed of the objectives of district educational programs as well as of their child's participation and progress with these programs. (This could be accomplished through newsletters, the district website, translated materials, school and district reader boards, etc.)
8. Enable families to participate in district level decision making opportunities. For example, family members may provide input into district policies or district level committees.

THE DISTRICT ADMINISTRATORS AND STAFF WILL:

1. Allocate staff, time and resources to ensure effective implementation of this policy and procedure.
2. Work with staff and families to identify resources needed to implement planned family involvement activities and programs.
3. Provide time for teachers to share and replicate successful classroom strategies that promote and increase school-family partnerships.
4. Provide training opportunities for school staff to increase their skills in working effectively with all families and to enable them to provide family workshops that link family involvement to student learning.
5. Conduct both formal, such as Title 1 parent meetings, and informal, such as coffee chats and breakfast with the principal meetings, to ensure ongoing two-way communications with families.
6. Provide a system where teachers, students, and families can resolve problems that arise in ways that promote the best relationships possible allowing them to solve problems first before resorting to the inclusion of principals and other administrators.
7. Provide assistance for families to understand topics such as the state academic content standards, and state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. (For example, by publishing information in multiple languages and regularly communicating with families regarding academic requirements);
8. Work with staff and families to brainstorm possible activities and actions that are consistent with the family involvement policy and, when appropriate incorporate these into schools' annual goals and/or the school improvement plan.
9. Recognize staff, families and community members who promote school-wide family partnerships.
10. Monitor and evaluate with district assistance the effectiveness of family partnership efforts in the district.

SCHOOL STAFF WILL:

1. Allocate staff, time and resources to implement this policy at the school level.
2. Help families feel welcome by demonstrating excellent customer service and basic courtesy.
3. Treat all families and community members with respect; be sensitive to cultural differences and life circumstances among families.
4. Be as flexible as possible when scheduling appointments and school events with families.
5. Communicate early and positively with families and continue these positive contacts throughout the year, including home visits during the year, if feasible.
6. Consider an annual student led conference and/or an annual parents meeting.
7. Invite parents and family members to observe and assist in classrooms.

FAMILY INVOLVEMENT (continued)

8. Offer families opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
9. Share class/school discipline and homework policies with families and follow through in a timely manner if problems arise.
10. Involve families in decision-making committees and other site-based councils.

EVALUATION

The content and effectiveness of this policy and procedure, and the individual school plans will be evaluated by the Superintendent or his/her appointee annually with regard to the quality and effectiveness of the strategies presented in the plan. The findings of the evaluation will be used to design strategies for more effective family involvement, and if necessary to revise this policy and procedure.

1. The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:
 1. Play an integral role in assisting their child's learning;
 2. Are encouraged to be actively involved in their child's education at school; and
 3. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
2. The board of directors adopts as part of this policy the following guidance for parent involvement. The District shall:
 - A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title 1 schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
 - B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
 - C. Build the schools' and parents' capacity for strong parental involvement;
 - D. Coordinate and integrate Title 1 parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, State-run preschools;
 - E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and
 - F. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

Reviewed June 2019

PARENTAL INVOLVEMENT

1. The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:
 1. Play an integral role in assisting their child's learning;
 2. Are encouraged to be actively involved in their child's education at school; and
 3. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
2. The board of directors adopts as part of this policy the following guidance for parent involvement. The District shall:
 - A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title 1 schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
 - B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
 - C. Build the schools' and parents' capacity for strong parental involvement;
 - D. Coordinate and integrate Title 1 parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, State-run preschools;
 - E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and
 - F. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

Reviewed July 2019

PARENT INVOLVEMENT (continued)

- I. The Superintendent or designee shall ensure that the district's Title 1 Parent Involvement policy, plan and programs comply with the requirements of federal law.
4. **The district will take the following actions to involve parents in the joint development of its district wide parental involvement plan:**
 1. An annual meeting of parents of participating Title 1 students shall be held to explain the goals and purposes of the Title 1 program. An annual meeting of Title 1 parents and other interested parents will be held in May of each year in the Title 1/Learning Assistance Program classroom. The Title 1/Learning Assistance Program coordinator will be responsible for scheduling and planning the meeting. The meeting will also include presentations on special education service and other federally funded programs. All parents are welcomed to attend the meeting.
 2. Parents will be given the opportunity to participate in the development, operation, and evaluation of the program. Parents are invited to contact the Title 1/Learning Assistance Program coordinator at any time during the year to make suggestions for the development, operation, and evaluation of the Title 1 program. Parents are encouraged to visit with the Title 1 coordinator during parent-teacher conferences in November and to attend the annual meeting in May. Parents are notified for these opportunities through letters, flyers, district newsletters, and district website.
 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents are invited to contact the Title 1/Learning Assistance Program coordinator at any time during the year to make suggestions for the development, operation, and evaluation of the Title 1 program. Parents are encouraged to visit with the Title 1 coordinator during parent-teacher conferences in November and to attend the annual meeting in May. Parents are notified for these opportunities through letters, flyers, district newsletters, and the district website.
5. **The district will take the following actions to involve parents in the process of school review and improvement:**
 1. Parents will be given the opportunity to review the school improvement plan. Parents are invited to contact the school at any time during the year to make suggestions for the development and evaluation of the school improvement plan. Parents are encouraged to visit with the staff during parent-teacher conferences in November and to attend the annual meeting in May. Parents are notified for these opportunities through letters, flyers, district newsletters, and the district website.
 2. Parents will be encouraged to participate in the building self-review.
 3. Parents are invited to contact the school at any time during the year to make suggestions for the development and evaluation of the building self-review. Parents are encouraged to visit with the staff during parent-teacher conferences in November and to attend the annual meeting in May. Parents are notified for these opportunities through letters, flyers, district newsletters, and the district website.
6. **The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:**
 1. Identify barriers to greater participation by parents in parental involvement activities.
 2. Use findings of the evaluation to design strategies for more effective parental involvement; and
 3. Revise, when necessary, the district and school parent involvement policies.
7. **The district will coordinate and integrate parental involvement strategies with similar strategies under the following other programs, such as:**
 - Learning Assistance Program.
 - Special Education

The district shall facilitate removing barriers to parental involvement by activities such as:

1. Conducting joint parent meetings with other programs.
2. Holding meetings at various times of the day and evening.
3. Arranging for in home conferences.
4. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and childcare costs.

PARENT INVOLVEMENT (continued)

- 8. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.**
- 9. The district will build the schools' and parent's capacity for strong parental involvement through the following:**
 1. The school district will, with the assistance of its Title I, Part A schools, provide information to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - The State's academic learning requirements,
 - The State and local academic assessments including alternate assessments,
 - How to monitor their child's progress, and
 - How to work with educators. The district will assist parents through the district newsletters, the district website, parent-teacher conferences, and community meetings.
 2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, by:
 - a. Giving guidance as to how parents can assist at home in the education of their child.
 - b. Holding parent meetings at various times of the day and evening to provide parents:
 - Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Opportunities to submit parent comments about the program to the district.
 - Opportunities to meet with the classroom and Title I, Part A teachers to discuss their children's progress.
- 10. School district personnel will work with teachers, principals and other staff, to reach out to, communicate with, and engage parents as equal partners. The district will provide:**
 - 1. An explanation of the reasons supporting their child's selection for the program;**
 - 2. A description and explanation of the school's curriculum;**
 - 3. Information in the academic assessment used to measure student progress;**
 - 4. Information on the proficiency levels students are expected to meet; and**

The district will notify parents of their student's selection for the Title 1 program and the reasons for the selection through a personal letter. Other information will be provided through district newsletters, parent-teacher conferences, and district website.
- 11. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:**
 - 1. Distribute the Title 1 Parent Involvement policy on an annual basis. The Title 1 Parent Involvement Plan will be published in the student handbook that goes home to each family at the beginning of the year. It will also be published in a school newsletter and on the district website. In addition, it will be available during parent-teacher conferences; and**
 - 2. To the extent needed and practicable, distribute the Title 1 Parent Involvement policy in multiple languages or formats.**

II. School-Based Parent Involvement Policy

- A. In addition to the district-wide policy on parent involvement, each school offering Title I, Part A services will have a separate school building parent involvement policy.**

The building-level Title I, Part A parent involvement policy will meet the following requirements: a) Each building in the district receiving Title 1, Part A funds shall jointly develop with and distribute to parents of students served in the program a written building-level policy, agreed upon by parents of Title I served students; b) The policy will outline how parents, school staff and students share responsibility for student achievement in meeting academic standards; c) Parents will be notified of the policy in an understandable and uniform format; d) To the extent practicable, the policy will be provided in a language the parents can understand; and e) The policy will be evaluated with parents annually.

Reviewed July 2018

WILSON CREEK SECONDARY SCHOOL (Grades 7-12)

Grade Classification

A student will be considered a freshman, sophomore, junior or senior when they have earned the following number of credits:

9th grade: 0-7 credits 10th grade: 8-14 credits 11th grade: 15-21 credits 12th grade: 22+ credits

Grade Point Average

A student's grade point average (GPA) will use the following 4.0-scale:

A4.0	A-3.7	B+3.3	B.....3.0
B-2.7	C+2.3	C.....2.0	C-1.7
D+1.3	D1.0	FCredit not earned	

Honor Roll

Students achieving high grades will be placed on one of the following lists, based on cumulative GPA:

Highest Honors3.75 – 4.00

High Honor..... 3.5 – 3.74

Honors.....3.0 --3.49

Eighteen-Year-Olds and Signing Documents

Students eighteen (18) years old or older who are residing with their parents/guardians must have their parents/guardians sign school documents including, but not limited to, field trip permission forms, insurance forms, absence notes and registration forms.

Incentive

Part of the mission of the Wilson Creek School District is that every student strives for achievement at the highest level. Those students who abide by the following criteria and make a satisfactory effort to achieve to the utmost of their ability will be rewarded. The purpose of incentive activities is to provide an opportunity for fun and a gesture of appreciation for those students who are eligible to attend Behavior Incentive Activities based on student performance. *(Field trip eligibility found on page 46.)*

1. **Attendance**: A student cannot have more than one (1) unexcused absence for the spring semester. An unexcused absence will be defined as any absence from a period/day for which there has been no pre-approval, phone call or subsequent note from parent/guardian.
2. **Behavior**: A student may not have more than two written referrals during the course of second semester. In addition, a student is not eligible if they have served any out-of-school or in-school suspension during the course of second semester.
3. **Achievement**: To be eligible, a student may not be on the ineligibility list in either the Probation and Ineligible column during the second semester.
4. A student must have written permission from parent/guardian to attend the incentive trip. A permission slip will be given to each eligible student the afternoon of the Tuesday prior to the incentive. **Permission slips must be turned in to the activity coordinator prior to leaving. No phone call permission will be accepted.**

Attendance

PHILOSOPHY STATEMENT

The Wilson Creek School District considers regular attendance to be a necessary part of student learning. It is the district's desire to instill a sense of responsibility in each student that will carry over into the world of work. Students, in concert with their parents/guardians, are responsible for establishing and maintaining prompt and regular attendance as prescribed in the compulsory Attendance Law of the State of Washington (RCW 28A.225.10 and RCW 28A.225.20).

EXCUSED AND UNEXCUSED ABSENCES

Excused absences are those resulting from illness, medical/dental appointments and those pre-arranged with the principal by parents. If the student is ill and cannot attend school for the entire day, he/she will not be able to participate in any co-curricular or extra-curricular practices or activities. It is required that a note or phone call notification from the parents must be received to excuse an absence. **If a note or phone call is not received within two (2) school days following the absence, the absence will be marked as "unexcused."** If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher.

Unexcused absences: *Student absences will be considered unexcused if a student fails to bring an excuse note or if a phone call is not received within two (2) days following the absence* if the absence was due to a non-school related activity. Students receiving an unexcused absence will not be permitted to make up missed work assignments. All unexcused absences count toward the "Becca Bill" for reporting to the juvenile court system as outlined at the end of this attendance policy description.

TEN (10) DAY CREDIT/NO CREDIT PROCEDURE

Any student who misses ten (10) days during a single semester in any class may be in jeopardy of losing credit in that class.

- A. On the tenth (10th) absence (a combination of all excused and unexcused absences), discounting school-sponsored absences, the attendance officer will:
 1. Calculate the percentage of absences vs. total days in the semester thus far.
 2. Apply this percentage in the form of a deduction to the student's current grade.

- B. **On the eleventh (11th) absence, the student may lose credit for the semester in this class.**

**** WAC 180-40-235 states that student grades can be adversely affected by excused/unexcused absences.**

- C. The student may appeal all or part of this procedure within three school days to the attendance officer (principal) and superintendent.
- D. Exclusion from school (suspension and school-related absences) will not count toward the maximum ten (10) days of absenteeism.

Attendance (continued)

ATTENDANCE NOTIFICATION

1. Upon the accumulation of absence number three **(3)** in a class period, the student and parent(s)/guardian(s) will receive a letter notifying them of the absence total.
2. Upon the accumulation of absence number five **(5)** in a class period, the school principal will initiate and hold a meeting involving the student, parent(s)/guardian(s) and teacher. At this meeting, an attendance Probation Notice will be given to the student, which will be signed by the student, parent(s)/guardian(s), teacher, and principal. The student is notified that they are in danger of losing credit.
3. Upon the accumulation of absence number seven **(7)** in a class period, a certified letter will be mailed by the school district to the student and parent(s)/guardian(s) notifying them of the absence total and that they are in danger of losing credit.
4. Upon the accumulation of absence number ten **(10)** in a class period, the principal will once again initiate and hold a meeting involving the student, parent(s)/guardian(s) and teacher. At this meeting, the percentage deduction will be determined.
5. **Upon the accumulation of absence number eleven (11) in a class period, the student may lose credit for that particular class.**

Schedule Changes

Class changes are sometimes necessary at the beginning of a semester to better meet the needs of students and teachers. Parents/guardians will be notified of teacher-initiated changes.

- Student-initiated changes will take place within the first five (5) school days of each semester, and will require parent/guardian, teacher and principal/superintendent approval.
- Teacher-initiated changes will take place within the first five (5) school days of each semester.

Student Automobiles and Motor Vehicles

Students driving to school must park in the designated school parking areas. **Students must register their vehicles with the office by completing the Student Driving Permit form before bringing their vehicle to school. Students must provide proof of insurance and a copy of their valid Washington state driver's license.** Motor vehicles may not be used any time during the school day except with administrative approval. The student will not, for any reason, visit any vehicle parked on private or public non-school property during the entire school day. Vehicles cannot be moved or sat in during the school day without permission of the superintendent/ principal or person in charge of the school activity at the time. Violation of these rules will cause the student to lose the ability to drive or park vehicles on school property for a period of time or the rest of the school year.

Senior Trip

The senior class must petition the Board of Directors each fall, no later than October 30, to gain approval for the end-of-the-year senior trip. Senior classes will be limited to a trip of not more than 5 days and 4 nights with not more than a one-day drive to the site and a one-day drive returning from the trip. Any senior who participates in a senior sneak or skip day will automatically forfeit his/her right to attend that year's senior trip. Learning experiences as part of the trip are strongly encouraged.

High School Graduation Requirements

1. One (1) credit equals one year of study in a class period. Therefore, a semester grade equals one-half ($\frac{1}{2}$) credit. Students must earn a minimum of 28 credits to graduate.
2. No more than $\frac{1}{2}$ credit per semester or one credit per year may be applied toward graduation requirements in these subjects. Exceptions will be allowed only in cases where a student has failed a previous course.
3. Requirements:

Subject

English.....	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
Health and Fitness	2 credits
World Language or Personal Pathway	2 credits
Arts	2 credits
Career and Tech Education	3 credits
(Including .5 Personal Finance/.5 Tech Writing)	
Electives	4 credits

High School and Beyond Plan

TOTAL..... 26 CREDITS

Community service: 70 hours required over four years

Freshman (9th grade) year – 10 hours

Junior (11th grade) year – 20 hours

Sophomore (10th grade) year – 15 hours

Senior (12th grade) year – 25 hours

Excess community service hours cannot be carried over from year to year.

NOTE: The district has the discretion to award credit when clearly defined competencies have been mastered. Therefore, online, and independent study courses may be substituted for graduation requirements at the discretion of the principal/superintendent.

*Washington State History is taken in the 7th grade and is a state requirement that is met on the transcript.

** The second year of fitness may be waived if two sports seasons are completed in one academic year and a sports waiver is completed by Student, Coaches and Athletic Director.

***The Class of 2019 and beyond, will be required to have 2 credits in a World Language or a Personal Pathway.

**** High School and Beyond is required to be completed to graduate. Students will start the HSB requirement during their 7th and 8th grade year.

For more details on the Wilson Creek School District's high school graduation requirements, a full copy of Board Policy 2410/2410P may be requested from the district office.

WILSON CREEK ELEMENTARY SCHOOL (Grades PK-6)

Grade Admission

PRESCHOOL

To be admitted to the 3-year-old preschool program, which commences in the fall of the year, a child must be not less than 3 years of age **prior** to September 1 of that school year.

TRANSITIONAL KINDERGARTEN/ KINDERGARTEN AND BEYOND

To be admitted to the 4-year-old Transitional Kindergarten program, which commences in the fall of the year, a child must be not less than 4 years of age **prior** to September 1 of that school year.

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year.

To be admitted to a first-grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year.

Please see Board Policy 3110: Qualifications of Attendance and Placement.

Attendance

Elementary students' attendance is recorded on a half-day basis. Students must be in attendance a minimum of one-and-a-half hours per half day in order to be counted as in attendance. For example, a student who starts the school day at 8:15 am, and leaves for a doctor appointment at 9:45 am, will be counted as having attended school for the morning half of that day.

Elementary students who have accumulated eight (8) absences will have their respective case referred to the administration for review to determine if the parent(s)/guardian(s) is/are required to meet with the administration regarding the student's absences.

Satisfactory school progress is dependent upon regular attendance. The only "excused" absences are those resulting from illness, medical/dental appointments, bereavement and those pre-arranged with the principal by parents/guardians. Up to six (6) parent request absent days will be "excused." After the six parent request days are utilized, a pre-arranged waiver may be granted by the principal/superintendent for situations that may arise. However, if the student is ill and cannot attend school for the entire day, he/she will not be able to participate in any co-curricular or extra-curricular practices or activities. All other absences are considered "unexcused."

When a student is absent, parents/guardians are encouraged and expected to let the school know by calling the school as soon as possible to avoid an unexcused absence. If the student will be absent for two or more days, parents should request homework.

It is the student's responsibility to make up assignments when they are absent.

Playground Rules

The playground is one place where many skills can be learned and practiced. Not only can motor skills be refined, but many responsible behaviors can be cultivated, such as cooperative play, good sports etiquette, and self-control. The following guidelines have been designed to facilitate positive playground interactions and experiences.

The goal: The playground should be a safe and fun area for children.

On the playground, “The FIRE” guidelines are specifically outlined. We expect all children to learn these playground guidelines. Specific game rules and equipment guidelines are also printed here to help staff increase consistency while supervising common areas and to provide teachers with a basis for teaching and re-teaching responsible behavior.

FIRE

FOCUS

- **Follow Recess Teacher Directions**

INTEGRITY

- **Play Fairly and be honest and make good choices**

RESPECT-

- **Treat others how you want to be treated.**
- **Take care of the playground equipment.**

EMPATHY

- **Include others**
- **Share**

Playground Rules (continued)

PLAYGROUND SUPERVISORS

The playground supervisors' #1 goal is to keep children **safe** while playing. They usually do not referee games. The students in line are the judges. When something is unsafe or a problem occurs, playground supervisors are there to help.

EXPECTED BEHAVIORS FOR OUTSIDE AND/OR ON THE PLAYGROUND

- Play only in designated areas
- Play by the rules of each game and use the equipment in the way it was meant to be used
- Show good sportsmanship, share equipment, and take equal turns
- No kissing allowed
- Get permission from the playground supervisor to enter the building for any reason
- Upon hearing the whistle, stop playing and listen to the playground supervisor
- Upon hearing the end of recess whistle, line up quickly and quietly within 5 seconds
- In line, hold on to all playground equipment and keep your hands to yourself
- Enter the building in a walk using quiet voices
- All areas of the playground need to be monitored during free recesses or early release by their classroom teacher(s)

BE PREPARED FOR THE WEATHER

- Be ready for different weather conditions as seasons indicate (coats, boots, hats, gloves, etc.)
- Bring outside whatever you need to play with during recess
- After recess bring back inside whatever you brought out, as there is not an unlimited supply of equipment
- Shoes must be worn at all times
- Depending on weather, recess may be held indoors with structured games

VIOLATIONS FOR BREAKING THE RULES

1. First offense: Talk to the student
2. Second offense: Sitting in time out
3. Third offense: Sent to office with a referral

ACKNOWLEDGING POSITIVE CHOICES

The Wilson Creek Elementary School Discipline Plan emphasizes the improvement of responsible behavior. Responsible behaviors enable students to develop, strengthen and maintain academic, personal and interpersonal skills. These behaviors increase opportunities for success in school, at home and in the community.

The most important means of encouraging students are the minute-by-minute interactions that occur between staff and students. We will strive to interact with each student more frequently when the student is engaged in responsible behavior than when the student is not being responsible.