

Wishkah Valley School District Student Handbook 2023-2024



Wishkah Valley School District #117

"Home of the Loggers and Loggerettes"

4640 Wishkah Road
Aberdeen, Washington 98520-9626
(360) 532-3128 / Fax (360) 533-4638
www.wishkah.org

The Wishkah Valley School District No. 117 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination.

**Title IX and Title II Coordinator
Civil Rights Compliance Coordinator**

Rich Rasanen, Superintendent
Wishkah Valley School District #117
360-532-3128

Section 504/ADA Coordinator

Ruthann Brown
Wishkah Valley School District #117
360-532-3128

Homeless Liaison Coordinator

Ruthann Brown
Wishkah Valley School District #117
360-532-3128

*****WELCOME TO WISHKAH*****

1. *Welcome back to the 2023-2024 school year. As you begin this new school year, it should be with anticipation of all the new experiences that will be yours. On behalf of the faculty and staff, we encourage each of you to join us with enthusiasm for learning and a strong sense of “Wishkah Pride” in Wishkah Valley Elementary/High School.*
2. *As with any guide, this handbook serves only as a framework around which you should plan your activities. It is not feasible to cover every situation in great detail. However, this handbook provides a solid framework of our policies and procedures. In the absence of specific instructions, you should comply with the spirit of good citizenship, and when in doubt, talk it over with your teacher or principal.*
3. *The policies and procedures contained in this handbook are the results of a concerted effort on the part of the faculty, staff, administration, and school board. This information has been carefully prepared and presented so that it will be of value in helping you to become an integral part of our school. The ultimate purpose of education is to help each student become an effective citizen in our democracy. Developing and accepting the responsibilities and obligations of citizenship will help us to participate in the world of tomorrow. We hope you will participate in our varied activities and find those things within our school that will prepare you to live a successful life and take your place in this complex society.*

Remember that your success in school will be for the most part directly proportional to your efforts.

TAKE PRIDE IN YOUR SCHOOL AND YOURSELF!

*****PEOPLE YOU SHOULD KNOW*****

Superintendent	Rich Rasanen	1110	District Office
Business Manager	Roxanne Richardson	1120	District Office
Human Resources/Nutrition Services	Wendy Olson	1280	District Office
Transportation Supervisor	Kathy Dahlstrom	1290	School Office
Principal	Shannon Patterson	1230	School Office
School Counselor	Ruthann Brown	1300	School Office
School Secretary	Allesia Cooper	1240	School Office
Athletic Director	Wendy Olson	1280	School Office
School Nurse	Ruth Safonova	1250	School Office
Head Cook	Jenny Van Blaricom	1190	Cafeteria
Maintenance	Joe Thein	1320	Maintenance Shop
Head Custodian	Babe Hilliard	1320	Maintenance Shop
Transition to Kindergarten	Shelby Anderson	1150	Room 15
Kindergarten	Katriina Dunn	1140	Room 14
1 st Grade	Emily Olson	1180	Room 18
2 nd Grade	Laura Patterson	1160	Room 16
3 rd Grade	Jackie Cook	1170	Room 17
4 th Grade	Tove Reibel	1060	Room 6
5 th Grade	Kristi Christian	1070	Room 7
6 th Grade	Ashly Ellefson	1080	Room 8
Music/Science	Kyle Housden	1010	Room 1
Math	Katerina Eaton	1020	Room 2
Science/Spanish	Tyler Killen	1030	Room 3
CTE Tech Teacher/Technology Director	Eric Erickson	1040	Room 4

English	Rebecca Chariot	1050	Room 5
Social Studies	Ted Clausen	1090	Room 9
PE	Hunter Birdsall	2360	Library
CTE Shop	Wadell Snyder	2310/1310	Shop
Special Education	Stacy Matthews	1220/2350	Resource Building

*******DAILY BELL SCHEDULE*******

Regular Bell Schedule		
Main Office Opens	8:00 AM	
Students May Arrive	8:15 AM*	
1st Period	8:30	9:30
2nd Period	9:33	10:21
3rd Period	10:24	11:12
4th Period	11:15	12:03
K-6 Lunch	11:06	11:50
7-12 Lunch	12:03	12:33
5th Period	12:33	1:20
6th Period	1:23	2:10
7th Period	2:13	3:00
Elementary Dismissal	2:58	
Secondary Dismissal	3:00	
Main Office Closes	4:00	

***Note: Prior to 8:15 AM, staff are not available to supervise students. Please do not drop off students before 8:15 AM.**

*******FAQ's*******

1. Where and how can I get extra help?

You may schedule a meeting or a visit with the classroom teacher between 8:00 AM and 8:15 AM or 3:00 PM to 3:30 PM. However, you **must** have **prior** approval from the teacher before coming to the classroom.

2. What time may I arrive at school?

Prior to 8:15 AM, staff are not available to supervise students. Please do not drop off students before 8:15 AM, unless prior arrangement have been made with a teacher.

3. What do I do if I am absent?

Students and parents must strive for excellent attendance. In the event of an absence, parents must send an email to acooper@wishkah.org or a written note to the front office upon the student's return to school.

4. What if I am going on a trip?

Family vacations are no longer considered excused absences according to Washington State law. If you will be absent because of a trip, have your parent/guardian pre-arrange your absence by contacting the principal in advance. Students are responsible for all missed coursework. You may get make-up work from teachers if they are given notice one week prior to leaving. Otherwise, work will be required to be completed upon their return.

5. What if I become ill during the school day?

Check-in with your teacher and ask for a hall pass to the office. Report your illness to the nurse or Mrs. Cooper, Main Office Secretary.

6. What do I do if something is missing or lost?

You should report the loss to Mrs. Cooper, Main Office Secretary, and check the lost and found box. However, you are reminded not to bring large sums of money or other valuables to school as lockers do not have locks and are not secure. The school district is not responsible for any lost/stolen items.

7. What do I do if I have a locker problem?

You need to report the problem to Mrs. Cooper, Main Office Secretary. **A student must secure permission from the teacher, and give prior notice to the office, before leaving any classroom.**

8. Who do I see if I am having a personal problem?

You need to see a teacher, counselor, or the principal, or some other adult staff member with whom you feel comfortable.

9. Where do I go if I need to make a payment? (For dances, yearbooks, etc.)

You need to go to the main office and give the money to Mrs. Cooper.

10. What do I do if my address or phone number changes?

Inform Mrs. Cooper, Main Office Secretary. This is very important since any contact changes are made in our school data system. Without the correct contact information, messages may not reach you or your family.

11. May I bring a backpack to school?

Yes, but backpacks must be kept in the issued locker, and the backpack must be small enough to be easily accommodated by the locker. Backpacks or personal items/toys are not allowed in the classroom at all unless specifically directed by the teacher. (This includes but is not limited to fidget spinners, balls, unnecessary clothing, blankets, phones, etc.)

12. What do I do if I am detained by a teacher and will be late to my next class?

You will need to ask the teacher for a pass, which will be given to the next teacher.

13. What do I do if it snows or the electricity is out?

Current information will also be posted on the Wishkah School Facebook page, emails sent to parents, and information can be found on the local radio/tv stations.

14. What if I want to put an announcement in the bulletin?

You should give the announcement to Mrs. Cooper, Main Office Secretary, one day before it is to run. Bulletin announcements should run no longer than three days.

15. What do I do if I have a note excusing me from P.E.?

You will need to give the note to your P.E. teacher prior to class and discuss make-up work with him/her. The first time missing a class, a parent note will be accepted. However, after this initial clearance, only a doctor or medical provider's note will be accepted.

16. Am I allowed to turn in late work?

It is important to complete assignments on time. Late work will result in loss of credit, as specified in the individual teacher's syllabus. In the event of an absence, consult with the classroom teacher and an appropriate timeline will be decided.

17. What time do I need to leave the building?

The doors are closed at 3:30 pm. **Unsupervised** students must be out of the building and off the premises by 3:30pm. Parents **may not** give permission for younger siblings to stay with older siblings, during the older sibling's practice or games.

18. Can I bring energy drinks to school?

Wishkah students are not allowed to bring any type of energy drink to school. These drinks can be dangerous to the health of adolescents. Soda is also strongly discouraged. Thank you for supporting good nutrition, health, and safety for our students.

19. Can I take medication at school?

Students who need to take prescription or over-the-counter medication at school will need an authorization form from their physician. Stop by the front office to start this quick and easy process.

*****SCHOOL CLOSURE*****

In the event of inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may necessitate early dismissal. School closing, delayed start time or early dismissal will be announced over local radio, Seattle TV stations, Flash Alerts, and on the School District Facebook page. *If no report is heard, it should be assumed that school will be in session.* Please make sure you have accurate contact information on file in the main office and notify us of any changes.

*****STEPS TO FOLLOW WHEN ABSENT*****

1. A parent/guardian should email or call the morning of the absence. If an email or call has not been made to the school regarding a student's absence, school office staff will attempt to contact a parent/guardian to inquire about the absence.
2. Parent/guardians must provide a **written** excuse giving the name, current date, date(s) of absence, reason for absence, and his/her signature. All students will present their written excuse to the attendance office as soon as they report to school.
3. Students must meet with their teacher(s) as soon as possible upon their return to school to arrange for make-up assignments. Each student is responsible for obtaining and completing all work missed during an absence.

*****EARLY DISMISSAL*****

1. Students will not be allowed to leave school during regular school hours without parent/guardian permission.
 - A. Permission may be in the form of a note brought to the attendance office prior to the dismissal.
 - B. If a student does not have a note, he/she must come to the Main Office and telephone his/her parent/guardian.

***If contact cannot be made, the student will not be allowed to leave the campus.
2. The principal or designee will determine if the early dismissal will be excused or unexcused. Students leaving school without checking with the principal or designee will be considered truant and will be subject to disciplinary actions and/or academic sanctions.
3. Parents must check in with the office before picking up their children. The Main Office Staff will call the classroom and the guardian will wait in the Main Office.

*****TARDINESS*****

Punctual attendance in class is a necessary part of student learning and success. Tardiness is defined as being late to class or having to leave class to obtain class materials. Tardiness will not be tolerated because of the disruption it causes in the classroom. Students are allowed three (3) minutes of passing time between classes. Teachers will record tardy students in Skyward. Teachers may assign detention to students who acquire more than three (3) tardies per quarter.

*****ATTENDANCE*****

Research shows that attendance matters

Attendance affects achievement.

Students who are chronically absent (missing 10%, or 18 days of the school year) may fall behind their peer group in academic success.

Attendance is a habit and the foundation of learning.

Absences can signal that a student might need more support. Our new guidelines will set up different ways to collaborate for success.

Attendance = Graduation

By 6th grade, students who attend regularly are more likely to graduate from high school compared to their chronically absent peers.

Attendance is a team effort!

Raising a healthy human takes a village. School staff are here to create a positive environment where your child can learn and grow. Staff and families can work together to promote bright futures!

Attendance Expectations

Educators and administrators are required by law to monitor absences and identify if students/families need support. We will communicate when we see a concern or as required by policy. We will track attendance daily and contact you when your student is missing.

Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Come to school on time and ready to learn.

Parents/Guardians send your child to school every day unless they show signs of severe illness, fever, vomiting, diarrhea, severe cough, strep throat, or doctor order to stay home. Communicate with the school within 48 hours and when possible, schedule vacations and appointments outside of school hours.

Excused Absence

If communicated within 48 hours, approved absences are:

- 1) Participation in a district or school-approved activity or instructional program;
- 2) Illness, health condition or medical appointment (including but not limited to medical, mental health, dental or optometry);
- 3) Family emergency, including but not limited to a death or illness in the family;
- 4) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- 5) Court, judicial proceeding or serving on a jury;
- 6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- 7) State-recognized search and rescue activities consistent with RCW 28A.225.055;
- 8) Absence directly related to the student's homeless status;
- 9) Absence resulting from disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
- 10) Principal (or designee) and parent/guardian or emancipated youth mutually agreed upon approved activity.

Missing Work - Students will be given one (1) additional class day for each absence excused, to make up any missing assignments.

Who can Excuse Absences? Parents or guardians may call, email, or send a note to the school to excuse and absence for students; this must be received within 48 hours (2 days) of the student's absence.

How do I excuse my student's absence? Please contact the school office at (360) 532-3128 or acooper@wishkah.org. Please include your students' name, date of absence, and reason for absence.

In accordance with the law:

- After 5 excused absences within a 30-day period or 10 excused absences within a school year, the school must schedule a conference with the guardian of a student identifying barriers to attendance and offering support and resources to assist. RCW 28A.225.018

Excessive Excused Absence

There are times that students need to miss school, and we realize that students can fall significantly behind after missing 10% or more of school. Therefore, after fifteen (15) excused absences in a school year, a conference may be required. Conference with the parent and child, at a time reasonably convenient for all, will identify barriers to the child's regular attendance, set up an academic plan, review supports/resources available, and decide how future absences will be addressed. The conference must include at least one school district employee such as administrator, nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program (IEP) or a 504 plan, in which case the reconvening of the team that created the program or plan is required first. Each absence after fifteen (15) will be considered unexcused unless parents can demonstrate justifiable cause for the excessive absences (i.e., long-term illness, etc.) or the principal has set up a plan on how those absences will be addressed.

Unexcused Absence

We care about our students and their success. We will communicate daily when students are not at school. Parents/Guardians are required to notify the appropriate staff in advance, or within two days, to excuse their absence.

An **unexcused absence** is any absence not on the list approved above or an absence not communicated by parent/Guardian to school within the approved time. Also, the school principal has the right and final authority to excuse or unexcuse any absence when absences become excessive.

Examples may be: Sleeping-in, missing ride/car trouble, personal errand and non-medical appointments.

In accordance with the law: [RCW 28.A.225.010](#)

The state law for mandatory attendance, called the Becca Bill, requires children from age 8-17 to attend a public school, private school, or a district approved home school program. Children under 7 are not required to be enrolled in school; however, once a child is enrolled after 5, they must attend full-time.

- After **1 unexcused absence**, the school must inform the parent/guardian in writing or by telephone. RCW 28.A.225.020
- After **3 unexcused absences in a 30-day period**, the parent and school must have a conference discussing absences and supports needed. RCW 28.A.225.020
- Between **2 and 7 unexcused cumulative absences in a school year**- Our school needs to take data-informed steps to eliminate or reduce student absences. RCW 28A.225.020
- We are required by state law to closely monitor and track attendance. For the safety and well-being of your child we need to file a petition with the Juvenile court sometime between the **seventh unexcused absences** in any month or **fifteen unexcused absences** within the school year. RCW 28A.225.010
- Not later than the **7th unexcused absence in a 30-day period**- Our school shall do one of the following:
 - Enter into an agreement with the student and parent establishing attendance requirements, OR
 - Refer student to a Community Engagement Board (CEB), OR
 - File petition under subsection (1) of RCW 28A.225.030
- We need to file a petition with the Juvenile court sometime between the **seventh unexcused absences** in any month or **fifteen unexcused absences** within the school year. The petition will be automatically stayed (paused) and your student and family may be referred to a Community Engagement Board or other coordinated means of intervention. If our collective efforts are not enough to increase your student's attendance, the stay may be lifted, and the court may require a hearing. RCW 28A.225.010

What are things that can help:

- Setting a regular bedtime and morning routine can help reduce stress and anxiety.
- Help/encourage your child to prepare for school the night before, finish homework, and get enough sleep (Ask their doctor for the hours of sleep needed for their age group).
- Knowing when to keep your child home due to illness is not always easy with changing district and state health guidelines. If unsure, call the school nurse.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Talk to your student about the importance of attendance. (Some students might not realize when they miss school, they are missing important instructional time and will have a lot of assignments to catch up on)
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school (Students and families are often our best source of information to understand how to increase attendance and engagement)
- Encourage meaningful after-school activities, including sports and clubs. These activities encourage teamwork, improve social skills, and can help self-confidence.
- Check status of credits earned to see if your student is on track to graduate (Parents can check graduation requirements and grades on Skyward).

***** **CLOSED CAMPUS** *****

Wishkah Valley School has a closed campus policy for all students. Students with a driver's license and vehicle for transportation who wish to go home for lunch may do so after the proper paperwork is completed, with the understanding of the time duration of the lunch period. Siblings will be permitted to leave with permission. Aside from permitted siblings, students may not ride together in the same car. Continual tardiness to 5th period may result in the privilege being revoked.

Failure to comply with these regulations may result in the immediate suspension of off-campus privileges. Under no circumstances should any student ride with another student during lunch or go into town.

***** **PROCEDURES FOR STUDENT DRIVING** *****

Students may drive automobiles to and from school. They may not be driven during the school day without the consent of the parent and principal. They may not transport another student during the school day.

A student may use the school parking lot subject to the following conditions:

1. A student must register the car in the school office. The student must possess a valid Washington driver's license, show evidence that there is a liability and property damage insurance coverage on the vehicle, and acknowledge that he/she will assume full responsibility for any comprehensive or collision claims that may occur while on school property.
2. Students may not occupy a vehicle (without permission) during the school day.
3. In terms of student conduct rules, "possession" of alcoholic beverages, nicotine products, illegal chemical substances or opiates, firearms or a dangerous weapon will also extend to a student's vehicle.
4. Any student who wants to use their vehicle during the school day must have permission from a parent/guardian prior to using the vehicle. Students must complete the Permission to Use Vehicle form.
5. All vehicles must be parked in the front or side parking area, not in back of the school.

A student who does not conform to the above rules will be subject to corrective action including parent/guardian conference to long-term suspension and may also include suspension of vehicle privileges. Policy 3243.

***** **ENERGY DRINKS** *****

Wishkah students are not allowed to bring any type of energy drink to school. These drinks can be dangerous to the health of adolescents. In addition, soda pop is strongly discouraged. Thank you for supporting good nutrition for our students.

***** **TRANSPORTATION** *****

Riding the school bus is a privilege. Proper behavior and actions will guarantee this privilege. Students will conduct themselves in a manner that will assure the safety of all students when waiting for, riding, and departing the bus. The bus driver is in complete charge of the bus and students are expected to follow all directions given by the driver. Students who fail to obey bus rules will be subject to suspension and loss of bus riding privileges. Parents/guardians must notify the main office in a timely manner, in writing, whenever any change in a student's bus routine is necessary. Students will not be allowed to call home to request a change in their routines except in an emergency. Students will not be left at bus stops if the driver feels that their safety may be in jeopardy. In such cases, students will be returned to school and their parents/guardians will be notified. The following procedures have been implemented when dropping off students after school and at other times.

Grades	After school and normal runs
Grades K-2	Will drop students after school if someone is visible or with an older sibling in 7th grade and above.
Grades 3-6	Will drop off without a parent visible or with parent permission as long as the house can be seen from the road or with an older sibling in 7th grade and above.
Grades 7-12	Will drop off without a parent visible.
Grades	After field trips/ activities
Grades K-2	Will drop students if someone is visible or with an older sibling in 7th grade and above.
3-6	Will drop off students in these grades if someone is visible, if the house is visible, or w/ sibling grade 7 and up.
7-12	Will drop off students only when a parent or the house is visible.

The following is a list of bus rules for extracurricular and field trips. The following information should be helpful to coaches, chaperones and parents when dealing with their individual responsibility.

- All extracurricular/field trips must have a chaperone.
- During extracurricular/field trips it is the coach/chaperones responsibility to modify the student's behavior, allowing the driver's full attention to be on driving safely. If the driver observes inappropriate behavior, they will inform the coach/chaperone.
- Only participating team members/students will be allowed to ride the bus to and from extracurricular and or field trips, unless approved by administration prior to leaving.

- Students who do not wish to ride the bus back from an event or activity **MAY ONLY BE RELEASED TO THEIR PARENT OR Legal Guardian**, unless special arrangements have been approved by an administrator.
- Students who wish to be dropped off at a stop other than their regular stop after a trip or game, must have a signed and dated note from their parent and the administrator **PRIOR** to leaving the school.
- Drivers will collect notes from the school office and coaches/chaperones prior to leaving the school on trips.
- It is the coach/chaperone's responsibility to maintain the sign out sheet or collect notes.
- The coach/chaperone will file the parent sign out sheet upon return to the school.
- Coaches/chaperones are responsible for checking the bus for garbage, equipment, and items students may leave behind. An easy way to do this is to make a final walk through after students have unloaded.
- There will be no glass containers of any kind allowed on the bus.
- Personal (small) electronic devices will be allowed on the bus but must remain with the student/player at all times. The driver is not responsible for the safety of students' personal belongings.
- Sprays, lotions, aromatics, and fragrances of any type must not be used while on the bus.
- Students may not change clothing while on the bus.
- Cleats of any kind may not be worn on the bus at any time, it damages the floors.
- Emergency door seating may not be used as storage.
- The driver must have a clear view out of the back windows at all times.
- The aisle of the bus must remain clear at all times.
- Students must stay in their seats facing forward and may not change seats or stand up while the bus is in motion.
- Students may not hold signs up to the windows or give hand signals to passing traffic.
- All passengers should use appropriate language and suitable discussion topics.
- There are two pick up or drop off sites in Aberdeen: **Robert Gray School** and **South Side Swanson's**. We will only pick-up or drop-off coaches/students at these two locations.

Emergency Bus Routes and Schedules

The district will develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules will be distributed to parents with instructions on how to obtain emergency information. If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

School will be in session unless otherwise announced by the Superintendent's Office. Announcements of closures will be made before *6:30 AM Policy 6600. If it should become necessary because of bad weather to restrict our bus routing, it will be as follows:

Upper Wishkah Run – Will not travel the upper road beyond the pavement, nor travel the West Wishkah Road (by Thompson's store). Those students will have to be brought to the main road.

Lower Wishkah Run – Will not travel Johnson Road. Those students will have to be brought to the main road.

Students will be instructed by their bus drivers of any further changes as far as individual bus stops.

*******VISITORS AND GUESTS*******

Thank you for visiting our school!

Below are guidelines that can provide visitors with clarification in their roles as a visitor.

1. Board policy requires that visitors report to the main office and sign in and pick up a visitors' badge while they are visiting the school. Please make sure you wear this badge while visiting the school.
2. When you leave, return this badge to the main office and sign out.
3. When you arrive at your selected location/classroom, please contact the teacher or area supervisor that you are visiting for the period/class/day, etc.
4. The teacher or area supervisor will be able to answer any questions regarding your role as a visitor. Please follow the directions of the teacher or staff member in the area.
5. Please do not speak with students who may be misbehaving, but rather contact a staff member for assistance.
6. In the event you see something of concern, bring it to the attention of the classroom teacher ASAP.
7. If you have any other questions or concerns, please speak with the principal.

Visitors for a Classroom Event - All visitors must have prior approval from the classroom teacher, with a specified timeline.

Location - All visitors are to check in at the front check-in window before entering the school. The office secretary will provide additional instructions at the window.

Parents who would like to serve in the capacity of a volunteer can contact HR for additional information and necessary paperwork. Volunteer information can also be found on the district's website under Board/Admin/Policy/Volunteers 5630/5630P.

*******REPORTING PROBLEMS OR CONCERNS WITH STAFF*******

In the event you have a concern with a staff member, please contact that person initially to discuss the concern. In this way, the staff member who is most familiar with the issue can assist you. In the event the concern cannot be resolved, then please contact the building administrator.

*******BOOSTERS CLUB/PTO*******

The Wishkah Booster organization has been a fundamental support to our school in many areas. We are currently rebuilding this organization. Please contact the office if you are interested in being part of this fun and important group.

*******ASSOCIATED STUDENT BODY*******

Wishkah School has an All Student Body governance organization that assists the administration in governing the school, planning and coordinating special events, and having members serve as student representatives to the Board of Directors. Each year class representatives are elected along with officers of the ASB.

*******FIELD TRIPS*******

The District provides students with the opportunity to go on field trips. These trips are approved by the administration and supervised by teachers and parent chaperones. In the event you would like to volunteer as a chaperone on a field trip, please speak with your child's teacher for additional information. All volunteers will need to have a Washington State Patrol background check prior to the event. This check may take up to two weeks so please plan accordingly. Chaperones will be provided guidelines prior to going on the field trip. All students must have parental permission prior to going on a field trip. Your child's classroom teacher will provide students with this form.

*******STUDENT CODE OF CONDUCT*******

One of the most important lessons education should teach is self-discipline. While it does not appear as a subject, it underlies the entire educational structure. Discipline is good training that develops self-control, character, orderliness, and efficiency. It is the key to proper consideration for other people and success in the real world. It is the goal of WVSD to provide a favorable learning environment, maintain positive student behavior, and to administer discipline in a fair and consistent basis. Policy 3241, 3241P, and 3241-F1 can be found under BOARD, CURRENT BOARD POLICIES on the District's webpage at www.wishkah.org.

*******ALL STUDENTS NEED TO*******

1. Be prompt to class.
2. Be in your seat or in the classroom (as determined by your teacher) when the bell rings.
3. Leave all non-essential materials in your locker.
4. Secure a hall pass from the teacher before leaving class.
5. Maintain orderly behavior in restrooms and hallways.
6. Treat others with kindness and civility.
7. Respect other classes in session.
8. Use no profane or abusive language.
9. Use the high school hall and restrooms if you are in middle or high school (5-12). Use the elementary hall and restrooms if you are in elementary (K-4).
10. Leave all cell phones and electronic devices at home. Do not bring personal items or toys to school.
11. FRAGRANCE FREE ZONE: Students shall not use scented lotions, perfumes, or body sprays in the building or on buses or during school hours.

WVSD follows best practices and strategies for equitable student discipline. The District will implement culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior.

Please refer to Policy 3241, 3241P, and 3241-F1 for additional information.

*****STUDENT EXPECTATIONS*****

Elementary Hallway Expectations:

- Students should be dropped off outside the front door no earlier than 8:15 am. Parents shall not walk student into the hallway. (TK/K) parents may walk student in during the first week of school only.
- Walking feet only.
- Keep hands to ourselves.
- Quiet voices while walking down the hall.
- Secondary students stay in the secondary hallway.
- Elementary students are supervised in the gym before school. They will be released from there at class time.

Elementary Bathroom Expectations:

- Keep soap and water in the sink.
- Keep our bathrooms neat and tidy.
- Do not go underneath the stall door.
- No more than 3 students in the bathroom at one time.
- One student per stall.
- Indoor voices in the bathroom.

Elementary Playground Expectations:

- Students must let the supervisor know when they are leaving the playground or recess areas.
- No personal TOYS or electronics.
- Playground Supervisors will retrieve all balls out of bounds. No exceptions.
- No food, gum, or beverages on the playground.
- No wrestling, piggyback, or picking up other students.
- No tag, running, pulling, or pushing on the Big Toy.
- No balls, jump ropes or sticks on the Big Toy.
- One person at a time on the swings and slides.
- Students must be seated on their bottoms only.
- Swings are to go back and forth - no twisting chains or jumping off.
- Slides are to go down only - no climbing, no jumping off.
- Leave the rocks on the ground.
- No climbing on the trees or pulling branches.
- No climbing on top of the monkey bars.
- No hanging on the Tennis Court nets.
- No tackle football - 2 hand touch only.
- Shoes must be worn at all times during recess.
- When the whistle blows, line up immediately - hold all playground equipment, face forward, keep your hands to yourself, and be quiet.
- No cell phones or ear buds will be used between 8:30 am and 3:00 pm.

Secondary Expectations:

- Students should be dropped off outside the front door no earlier than 8:15 am.
- Cell phone use is not allowed during the academic school day.
- Students are not allowed to bring any type of energy drink to school.
- Students should come to school prepared for the learning environment. This includes having the necessary school supplies with you, i.e., paper, writing utensils, notebooks, a charged Chromebook, etc., and being in the classroom when the bell rings.
- Use quiet voices while in the hallways and avoid loud, boisterous behavior.
- Students will not use inappropriate language in the hallways, restrooms, gym, cafeteria, playground, buses, nor classrooms, etc.
- Students will not display public affection in the hallways, gym, cafeteria, playground, buses, nor classrooms, etc.
- Students will not bring blankets to school. Dress appropriately for the weather and classroom temperatures.
- We recommend students dress for success.
- Students are expected to remain in their classrooms until the release bell has sounded and released by the classroom teacher.

*******ELECTRONIC AND TELECOMMUNICATION DEVICES*******

Cell phones and other personal telecommunication devices (ear buds, smart watches, etc.) will not be used by students during the academic school day.

Electronic devices will be turned on and operated only before and after school, unless an emergency situation exists that involves imminent physical danger, or a school administrator authorizes the student to use the device.

Students will 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.

Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, in electronic or any other form while at school, on the bus, or at school-sponsored events.

When a school employee has reasonable suspicion that a student is using a telecommunication device in a manner that violates school rules, the employee will confiscate the device, which will only be returned to the student's parent or legal guardian.

By bringing a cell phone or electronic device to school, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective facts, that such a search will reveal a violation of the law or school rules. Content or images that violate the law will be referred to law enforcement.

Students are responsible for devices that they bring to school. The district will not be responsible for loss, theft, or destruction of devices brought onto school property or to school sponsored events.

Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication and electronic devices.

Students who violate this policy will be subject to disciplinary action. Policy 3245.

*******1:1 TECHNOLOGY POLICY*******

Overview – WVSD has adopted a 1:1 technology program in which students K-12 will be provided an electronic computing device for use during the school day. These devices will be checked out before class and checked in at the end of class. Grades 7 -12 will, with parent permission, be issued a device at the beginning of the year, be allowed to take their device home, and be returned at the end of the school year.

Costs – There is no cost to receive the device. However, a \$25 - \$330 incident fee will be charged every time a hardware repair is required from accidental or deliberate damage. Damaged, lost or stolen devices will be reviewed by the administration on a case-by-case basis to determine fees. Students will also be charged for missing or damaged items. For example, a charging cord - \$25, new case - \$25, repair to a damaged screen \$130, and a new Chromebook = \$330. Wishkah Valley School District may hold back school activities, grades, transcripts for other school related items while a balance is due.

Expectations, Responsibilities, and Care – Students shall comply with the following basic expectations.

- Devices must have a full charge and be ready for the school day. Students may not be permitted to plug them in during class. Repeated issues will be addressed by the administration.
- No stickers or writing shall be placed on the device. Students may be charged for the removal of stickers and writing.
- Students must take measures to protect the device from damage or theft (do not leave device unattended).
- At no time shall the device be used for unlawful or inappropriate activities.
- Students are not allowed to let others use their assigned device.
- Cords, cables, and removable storage devices must be inserted and removed carefully into and from the Chromebook.
- Chromebooks do not like it when you touch their screens. They can become blurry or crack if you touch the screen too hard with any object. This includes your finger, a pen, a pencil, or any other item.
- Be sure nothing is placed between the screen and the keyboard before you close it to prevent damage.

- While the Chromebook cases are sturdy, dropping the device will damage it.
- Avoid placing or dropping heavy objects on the top of the Chromebook.
- Chromebooks do not like excessive heat or cold. They should not be exposed to temperatures over 100 degrees or under 32 degrees. (Don't leave it in your car.)
- Do not block air flow when the device is on. (Do not place it on a soft object like a pillow.)

At Home Expectations - For students who take their Chromebooks home the above expectations shall be adhered to. It is the parent's responsibility to monitor the student's use while at home. Device must be charged at home each night. No food or drink shall be consumed while using the devices.

Violations - Students must follow the Wishkah Valley School District Acceptable Use Policy at all times while using these devices whether at home or at school. Violations will be addressed by the school administration to determine the proper course of action. School Administration and Faculty have the right to view the contents of the device and drive at any time.

Damaged, Lost, or Stolen Devices - Damages and other incidents must be reported to the school offices right away. Depending on the issue an incident fee may be charged. Students are responsible for lost, damaged, or stolen devices.

*****LOCKERS AND SEARCHES*****

Searches of a Person - Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff will take particular care to respect students' privacy. School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent will have the authority to conduct reasonable searches on school property as provided by board policy. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Searches of a Locker - No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with district policy. No students may use a locker, desk, or storage area to store any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety, or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area will be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker will be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

Additional information in policy 3230.

*****FINES AND DAMAGES*****

The school district may withhold the responsible student's diploma until the student makes restitution.

*****GRADING SYSTEM*****

Evaluation of student academic achievement is one of the important functions of the teacher. The accepted marking system is as follows:

A- Excellent 90-100%	B- Good 80-89%	C- Average 70-79%	D- Poor 60-69%	F- Failure Less Than 60%
I- Incomplete	P/NC-Not applicable to percentage	NC- No Credit Given		

Note: An incomplete (I) is given only when the student has been unable to complete his/her assignments due to illness, emergency, or by pre-arrangement. An incomplete becomes an “F” two weeks from the date of issue unless additional time is granted by the teacher or the principal. Make-up work (obtaining the work and completing the work) is the responsibility of the student.

Report cards are issued at the conclusion of each grading period. Progress reports will be issued at the three week and six week mark of each quarter. WAC 180.57.050 – Definition – (Marking System) The standardized high school transcript shall be based on a marking/grading system that reports the marks/grades earned by students in courses as follows:

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

Each teacher will provide students with a course syllabus at the beginning of each course. Included in this syllabus will be the following:

1. General description of the course (content, textbook, special materials required, etc.).
2. General components of the course that will constitute the end of the year grades for the course.
3. Identification of any special projects/activities that are required in the course.
4. Any other element of the course which will assist students.

*******GRADUATION REQUIREMENTS*******

The following are the subject and credit requirements that a student must meet to graduate:

- A. Four (4) credits in English.
- B. Three (3) credits in mathematics.
 1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student’s interests and high school and beyond plan.
 2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student’s high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
 3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in that subject but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
 4. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:
 - i. Before substituting the mathematics course, the counselor provides the student and the student’s parent/guardian with written notification of postsecondary consequences due to the substitution;
 - ii. The student, the student’s parent or guardian, and the school principal or counselor agree to the substitution;
 - iii. The substitution aligns with the student’s high school and beyond plan; and
 - iv. The student has not already substituted a third-year science course for a computer science course.
- C. Three (3) credits in science.
 1. Two science credits must be in laboratory science.
 2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student’s parent or guardian. If the parent or guardian is

unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.

3. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:
 - i. Before substituting the mathematics course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences due to the substitution;
 - ii. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 - iii. The substitution aligns with the student's high school and beyond plan; and
 - iv. The student has not already substituted a third-year mathematics course for a computer science course.
- D. Three (3) credits in social studies.
 1. One (1) social studies credit must be in United States history.
 2. One-half (.5) social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 3. One-half (.5) social studies credit must be in civics.
 4. One (1) social studies credit must be in an elective course or courses.
 5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.
- E. Two (2) credits in world languages or personalized pathway requirements.
 1. "Personalized pathway requirement" means up to three (3) credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
 2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
- F. Two (2) credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
- G. One-half (.5) credit in health.
- H. One and one-half (1.5) credit in physical education.
- I. One (1) credit in career and technical education.
 1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
 2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
- J. Four (4) elective credits.

Total number of credits required to graduate: 24.

*****HIGH SCHOOL AND BEYOND PLAN*****

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

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

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

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

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

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

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
 - 5. Includes information about the college bound scholarship program;
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - 2. Application timelines and submission deadlines;
 - 3. The importance of submitting applications early;

Information specific to students who have been in foster care;

5. Information specific to students who are, or are at risk of being, homeless;
 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
 7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 9. Information on college bound scholarship application and eligibility; and
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

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

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

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

[District note: A district may establish additional local requirements for high school and beyond plans to serve the needs and interests of its students.]

*******MASTERY-BASED CREDIT*******

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in either, English Language Arts, Math, Science, Social Studies, Fine Arts, Health and Physical Education, and Integrated Environmental and Sustainability. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- State Assessment Test: The student may recover 0.5 – 1.0 credit following a failed or incomplete course if the student meets standard on a state assessment; or
- Approved State Alternatives: The student may recover 0.5 – 1.0 credit following a failed or incomplete course if the student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development Test: Students may obtain (1) credit for achieving a passing score on a general education development test (GED) in English Language Arts, Math, Science, and/or Social Studies. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

End of Course Exam: The student may recover 0.5 – 1.0 world language credit following a failed or incomplete foreign language course if the student meets standard on an end-of-course exam from a foreign language course (where an end-of-course exam is available).

Equivalency Course of Study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: The Principal may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the

previous course, if the student achieves a C or higher grade in the next-higher level course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

*******TEACHER ASSISTANTS*******

The district offers students the opportunity to obtain credit by independently working with teachers in areas of specific interest or assisting the teachers (or others approved by the building administrator). Specific requirements have been established to obtain credits. See the building administrator if you are interested in this opportunity.

*******HOMEWORK GUIDELINES*******

Homework will be assigned by teachers at the discretion of each teacher. The intent for homework assignments is to reinforce the learning concepts that were introduced in the classroom. Homework will be evaluated by the teacher and may be incorporated into students' grades. Each teacher will provide additional information to students at the beginning of the year in a course syllabus guide.

*******HONOR ROLL*******

1. To be on the honor roll, a student cannot have any D's or F's.
2. Teacher aide, office aide, and P/F grades are not considered for the Honor Roll GPA.
3. Principal's List: -- 3.5 GPA or higher
4. Superintendent's List: -- 4.0 GPA

*******GRADUATION WITH HONORS*******

A student must maintain a 3.4 GPA and pass the following courses (or equivalent Running Start coursework) to graduate with honors. The following courses must not be taken pass/fail.

English	4 credits
Social Studies	4 credits
Mathematics (must include Pre-Calculus)	4 credits
Science (must include two (2) credits of upper-level science)	4 credits
Foreign Language	2 credits

*******VALEDICTORIAN/SALUTATORIAN*******

To be recognized as valedictorian/salutatorian, a student must meet the honors requirements and have been a full-time student at Wishkah for their Junior and Senior years (This requirement can be met if the student is a full-time Running Start student). The valedictorian will be the student who has met all requirements and has the highest cumulative GPA at the end of the first semester of the senior year. The salutatorian will be the student who has met all the requirements and has the second highest cumulative GPA at the end of the first semester of the senior year. In the case of a tie for valedictorian, two valedictorian awards will be presented, and no salutatorian award will be presented.

*******PHYSICAL EDUCATION/FITNESS WAIVER*******

Students may obtain a waiver from fitness requirements under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy. See the building administrator to determine if you are eligible for this waiver.

*******ONLINE COURSES*******

The District offers online classes through BYU for credit recovery. Any student who would like to enroll in an on-line program must see the building administrator. Online classes are used to provide students the opportunity to enhance their learning in elective courses that are not offered at Wishkah Valley High School. Online courses are not intended to be used as a substitute for school courses. When a student is enrolled in distance learning, certain expectations are expected to be met by students and guardians to ensure student success, such as adhering to the code of conduct for academic integrity; complying with course/program participation and completion requirements; maintaining academic involvement; notifying the district of changes; completing course work by the required deadline for grading purposes. See the building administrator if you are interested in this opportunity.

*******REQUIREMENTS FOR ATHLETIC/ACTIVITY PARTICIPATION*******

A student is not eligible in any sport or turnout until the following forms or activities are properly completed and on file in the high school office:

1. Physician's statement of health. (Physical)
2. Parent/guardian permission.
3. Emergency information card.
4. Proof of insurance or completed waiver form.
5. Completed equipment form.

*******CRITERIA FOR LETTER AWARDS*******

1. Determined by head coach (athletic), director (band), principal (academics).
2. Based on amount of participation, citizenship, attendance, conduct in and out of school, and eligibility.
3. Successful completion of the season (unless injured), term, year.

*******WISHKAH VALLEY CO-CURRICULAR CODE*******

(Updated 11-10-2022)

Co-curricular activities require a great commitment from students, advisors, coaches, and parents. The Co-curricular code applies to all students who are athletes, knowledge bowl participants, cheerleaders, team support personnel (managers), ASB officers, class officers, and club officers.

Violations of this code are considered on a school-year basis only. However, penalties imposed by this code will carry over to the subsequent school year provided a penalty was not completed during the previous school year. If necessary, a violation may extend into a succeeding season of participation.

Violations of the Co-curricular code may include, but are not limited to:

1. **Controlled Substances** (See Penalty Provisions Below) - Possession or use of any controlled substance including, but not limited to: tobacco, marijuana, vaping, alcohol, alcohol containers, inhalants, barbiturates, stimulants, opiates, or possession use or sale of legend (prescription) drugs.

Participants who attend parties or other functions where controlled substances are being used illegally by others are advised to leave the premises without delay.

2. **Criminal Acts** (See Penalty Provisions Below) - Conviction of any gross misdemeanor or felony offense.

3. **Suspension from School** - Students suspended from school, including in-school suspension, shall be ineligible for participation in practice, competitions or formal activities for each day that they are suspended.

4. **Attendance** - Failure to attend school all day shall make the participant ineligible for participation in practice, competitions or formal activities for that day. All day is defined as being no more than ten (10) minutes late for class on the day of a practice, contest, or activity without the prior consent of the principal or their designee. Medical appointments supported by a written doctor's excuse, legitimate family emergencies, work release, or school field trips do not constitute a violation.

5. **Unsportsmanlike Conduct** - Participation in co-curricular activities is meant to encourage good sportsmanship, teamwork, and to develop self-esteem. Students shall show courtesy, sportsmanship, and good citizenship at all times. Students shall respect school staff, teammates, coaches/advisors, officials, opponents, and spectators.

Any unsportsmanlike conduct deemed by the student's coach, advisor, athletic director, principal, or superintendent to be detrimental to a team, or organization will be unacceptable. The coach, athletic director, and building administrator has the duty to address and the authority to suspend play for any participant demonstrating inappropriate conduct.

6. **WIAA, OSPI, and RCW** - Failure to comply with the rules and regulations as specified by the Washington Interscholastic Activities Association, Office of the Washington State Superintendent of Public Instruction, the State Board of Education, or the Revised Code of Washington.

7. **Academic Eligibility** - Failure to maintain a 2.0 minimum grade point average and no failing grades. Students on IEP's will comply with requirements as outlined in their plan. The eligibility policy will not negatively impact provisions provided in a student IEP.

General Eligibility Procedure:

1. Grades will be checked in Skyward on Mondays for warnings and on Fridays for the following week's eligibility.
2. Teachers will have grades updated in Skyward by 3:30 PM on Friday.
3. The Principal or his/her designee will check grades and declare athletes ineligible by 3:30 PM on Friday. A co-curricular eligibility list will be given to coaches/advisors.
4. A student who is found to be below the minimum standard will get a warning on Monday the week before they become ineligible. They have until Wednesday to submit work to improve their grade, which allows teachers to get their grades recorded by Friday. When grades are checked on Friday, if the minimum standard has not been achieved, the student will become ineligible the following Monday. They will be ineligible for a period of one week. Until the minimum standard is reached, the student will be ineligible weekly, Monday to Monday. Skyward is available for the student to monitor his/her grade.
5. A Student who is found to be below the minimum standard may be allowed to play if the teacher and athletic director meet and decide there is improvement shown by the student. This will be handled on a case-by-case situation.
6. Academically ineligible students will be given a grade tracking sheet, to be completed daily by their teachers for review by their coach. Students must present the tracking sheet to their teachers outside of normal class time.
7. Ineligible students may practice but cannot participate in any competition/formal activity. Ineligible students may not travel to away games. When a new grade report is generated, the coaches/advisors will be notified of the upgraded eligibility status of their students.

Scholarship (From WIAA Handbook):

1. In order to maintain athletic eligibility during the current semester/trimester, the student shall maintain passing grades, or the minimum grade standards as determined by the school district if more restrictive, in a minimum of:
2. 5 classes in a 6 period day or equivalent credits,
3. 6 classes in a 7 period day of equivalent credits.
4. Member schools may allow only seniors who are on track to graduate to initially enroll in one less class than the minimum number of classes required for other students. Seniors enrolled in one less class than other students, must maintain passing grades in all classes in which they are initially enrolled in order to remain academically eligible. Seniors may not drop or withdraw from a class in order to remain eligible.

Online Classes:

1. On-line classes and Teacher Assistant classes count as enrolled classes.

Running Start:

1. Running Start students must present official documentation to the Principal or his/her designee at least twice (2) per quarter that they are maintaining satisfactory progress. One of these reports must be no later than three (3) weeks from the end of the quarter in their college classes. Additionally, Running Start students must present to the high school principal or principal's designee, their official college grade(s) within one (1) week after the close of the college quarter.
2. Running Start grades must comply with school district academic eligibility standards and the standards of WIAA as they relate to Running Start.

Penalty Provisions for Controlled Substances and Criminal Acts:

1. **First Offense** – The first violation will result in loss of eligibility for 50% of the WIAA maximum scheduled contests or remainder of the current sport season (whichever is longer). Ineligible students may practice but cannot participate in any competition/formal activity. Ineligible students may not travel to away games. This penalty may be carried into the next sport season including participation in school sanctioned summer camps.
2. **Second Offense** – The second violation would eliminate the student/athlete from co-curricular sports/activities for one calendar year from the date of the infraction. This penalty shall include participation in school sanctioned summer camps.

Appeal Procedure and Athletic Council:

1. **Step One** - A student and their parent or guardian may appeal the decision of their violation to the athletic council. They must appeal, in writing, within forty-eight (48) hours of the suspension. The athletic council consists of an out of season coach, the athletic director, principal, student council member, and one faculty member.

2. The student will state their appeal to the council. The athletic director and/or principal will then state the circumstances of the violation and reasons for the penalty. The council will, based on the information given, give their decision within two (2) business days. The athletic council may uphold or overturn the administration's decision.

3. **Step Two** - Should the participant wish to appeal the decision of the athletic council, an appeal must be made to the district superintendent. The appeal must be made, in writing, within forty-eight (48) hours of the receipt of the athletic council's decision. The superintendent shall give his or her decision within two (2) business days.

4. **Step Three** - Should the participant wish to appeal the superintendent's decision, an appeal may be made to the district's board of directors. The appeal must be made, in writing, within forty-eight (48) hours of the receipt of the superintendent's decision. The board of directors will give their decision within seven (7) calendar days and their decision will be final.

5. Students may not participate while an appeal is pending.

*******HOMELESS AND ITINERANT STUDENTS: ENROLLMENT RIGHTS AND SERVICES*******
McKinney-Vento Act

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

- A. Sharing the housing of other persons due to loss of housing or economic hardship.
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
- C. Living in emergency or transitional shelters.
- D. Are abandoned in hospitals.
- E. Awaiting foster care placement.
- F. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings.
- G. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
- H. Are migratory children living in conditions described in the previous examples

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. For more information see Policy 3115 and 3115P.

*******FAMILY INVOLVEMENT*******

It is the policy of the Wishkah Valley School District 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 Wishkah Valley School District Board of Directors supports 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. Policy 4129.

*******Procedure for Parent/Student Rights in Administration of Surveys, Analysis or Evaluation*******

All instructional materials, including supplementary materials and teachers' manuals, used with any survey, analysis or evaluation in a program or project supported by federal funds are available for inspection by parents and guardians. No student will be required as part of any project or program supported by federal funds to submit to a survey, analysis or evaluation that reveals information concerning the following topics without prior written consent from a parent/guardian.

- A. Political affiliations or beliefs of the student or the student's parent;
- B. Mental or psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom the student has close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student's parent; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Right to Inspect Parents, upon request, will have the opportunity to inspect the following: Surveys created by a third party before the survey is administered or distributed by a school to students, Instructional material used as part of the educational curriculum, and any survey document used to collect information from students.

Notice At the beginning of each school year, the District will provide emancipated students and parents notification in writing of the district policy and the specific or approximate dates of any student survey, analysis or evaluation, that is scheduled during the school year.

OPT OUT: The notification will include provisions to opt a student out of participating in any protected information survey, regardless of funding, activities involving collection, disclosure, or use of personal information obtained from students, for marketing or selling to others, or any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school, and not necessary to protect the immediate health and safety of a student. Policy 3232.

*******COMPREHENSIVE SEXUAL HEALTH EDUCATION*******

The Wishkah Valley Board of Directors has determined that all students be provided instruction in comprehensive sexual health education, consistent with state law.

Comprehensive sexual health education instruction provided by the district to students in grades 4-12 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health education program will be consistent with the [Guidelines for Sexual Health Information and Disease Prevention](#) developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475

OPT OUT: The school will provide parents/guardians an opportunity to review the materials to be used and provide information on excluding their child from sexual health education instruction. Policy 2125.

*******HIV-AIDS PREVENTION EDUCATION*******

The life-threatening dangers of HIV (human immunodeficiency virus) and AIDS (acquired immune deficiency syndrome) and its prevention will be taught in the district. HIV/AIDS prevention education will be limited to the discussion of the life-threatening dangers of the disease, its transmission and prevention. Students will receive such education at least once each school year beginning no later than the fifth grade.

The HIV/AIDS prevention education program will be developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies. The curricula and materials used in the HIV/AIDS education program may be the model curricula and resources available

through OSPI or, if developed by the school district, be approved for medical accuracy by the State Department of Health, HIV/AIDS Prevention and Education Services (Office on AIDS). District-developed curricula will be submitted to HIV/AIDS Prevention and Education Services accompanied by an affidavit of medical accuracy stating that the material in the district-developed curricula has been compared to the model curricula for medical accuracy and that in the opinion of the district the district-developed materials are medically accurate. Upon submission of the affidavit and curricula, the district may use these materials until the approval procedure to be conducted by HIV/AIDS Prevention and Education Services has been completed.

At least one month before teaching HIV/AIDS prevention education in any classroom, the district will conduct a presentation concerning the curricula and materials that will be used for such education. The presentation will be held during evening hours for the benefit of parents and guardians of students. The parents and guardians will be notified of the presentation and that the curricula and materials are available for inspection. No student may be required to participate in HIV/AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to participation. Policy 2126.

*******HIGHLY CAPABLE PROGRAM*******

In order to develop the special abilities of each student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education programs that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking. Policy 2190.

*******EMERGENCY DRILLS*******

Drills

Drills are essential and are held to familiarize the occupants of a building with the signals, process, and procedures so that in case of emergency there will be no hesitation or confusion. Each school in the District will hold at least one safety-related drill per month to teach students and staff the basic functional responses to potential threats and hazards: evacuation, lockdown, shelter-in-place, and drop-cover-hold on. All persons in the building must take part in the drills. District schools may hold unplanned drills.

The District is committed to supporting the needs of all students in the event of an emergency, including those with special needs and disabilities, and those whose first language is other than English. School emergency planning will consider the needs of these students throughout the four phases of crisis management and work to identify students' needs for accommodations and modifications related to safety planning. Policy 3432

Basic Responses and Drills:

- Lockdown/Lockout
- Shelter-in-Place/Sheltering
- Earthquake/Drop Cover Hold On

*******THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT*******
(FERPA)

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

*******HARASSMENT/INTIMIDATION/BULLYING*******

The Board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image including those that are electronically transmitted, verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act. Policy 3207.

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

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

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

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s). Policy 3207

RCW: 28A.635.101 Abusing or insulting teachers, liability for – Penalty

Any person who shall insult or abuse a teacher anywhere on the school premises while such teacher is carrying out his or her official duties shall be guilty of a misdemeanor, the penalty for which shall be a fine of not less than ten dollars nor more than one hundred dollars.

RCW: 28A.635.090 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence is unlawful – Penalty.

- (1) It shall be unlawful for any person, singly or in concert with other, to intimidate by threat of force or violence any administrator, teacher, classified employee, or student of any common school who is in peaceful discharge or conduct of his or her duties or studies.
- (2) A person violating this section is guilty of a gross misdemeanor and shall be fined not more than five hundred dollars or imprisoned in jail for not more than six months, or both fine and imprisonment.

RCW: 28A.635.090 Interference by force or violence – Penalty.

*******HARASSMENT, INTIMIDATION, BULLYING INCIDENT REPORT*******

Record of Concern about Possible Bullying Incident(s) Instructions:

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

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member. Policy 3207-P.

*******DISCRIMINATION*******

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

Civil Rights Coordinator, Rich Rasanen, rasanen@wishkah.org, Wishkah Valley School, 4140 Wishkah Road, Aberdeen, WA, 360-532-3128 Ext. 1110

Title IX Coordinator, Rich Rasanen, rasanen@wishkah.org, Wishkah Valley School, 4140 Wishkah Road, Aberdeen, WA, 360-532-3128 Ext. 1110

Section 504 Coordinator, Ruthann Brown, rbrown@wishkah.org, Wishkah Valley School, 4640 Wishkah Road, Aberdeen, WA 360-532-3128 Ext. 1060

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <http://www.wishkah.org/Page/586>

*******SEXUAL HARASSMENT*******

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

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

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

Examples of Sexual Harassment:

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

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <http://www.wishkah.org/Page/586>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint. Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

*******COMPLAINT TO THE SCHOOL DISTRICT*******

Step 1. Write Out Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Policy 3205, 3205P.

*******RESOURCES AVAILABLE TO WISHKAH STUDENTS AND FAMILIES*******

Grays Harbor County Child Protective Services	1-866-764-2233
24-Hour Crisis Line	361-754-1338 or 1-800-270-0041
The Lifeline (Suicide and Crisis Lifeline)	Dial 988
Alcohol/Drug 24-Hour Help Line	1-(800) 562-1240
Boys' Town (Alcohol and Other Drugs)	1-(800) 448-3000
Cocaine Anonymous	1-(800) COCAINE
Domestic Violence Hotline	1-(800) 562-6025
Information and Referral Service	1-(800) 752-9422
YWCA (Assault)	1-(800) 695-0167
Washington State HIV/AIDS Hotline	1-(800) 272-AIDS
Washington State Substance Abuse Coalition	1-(800) 662-9111
Office of Superintendent of Public Instruction	1-(360) 753-5595
Division of Alcohol and Substance Abuse	1-(360) 438-8200
Department of Health (Call for your County Health Office)	1-(206) 586-7424
Evergreen Counseling Center	1-(360) 532-8629
True North	1- (360) 533-9749

*******LOCATION OF DISTRICT POLICIES AND REQUIRED NOTICES*******

All district policies are located on the district webpage at www.wishkah.org under the Board dropdown and also on the top right of the webpage on the BoardDocs icon.

After reviewing the content of this handbook please sign the appropriate statement below and return this page to the Wishkah Valley Elementary/High School office when both statements have been signed.

Thank you!

I have received the 2023-2024 Wishkah Valley School District Student Handbook. I have reviewed the contents and understand that these rules and procedures apply to me.

(Student Signature)

(Student's Printed Name)

(Date)

I have reviewed the contents and understand that these rules and procedures apply to my student.

(Parent Signature)

(Parent's Printed Name)

(Date)