

Garfield-Palouse High School



2025 - 2026

(Updated 8/7/25)

Student Handbook

Garfield-Palouse School District
600 E. Alder
Palouse, WA 99161
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www.garpal.net

Mike Jones, Superintendent
Sandra Krause-Ayers, Principal

GARFIELD-PALOUSE VIKING STUDENT HANDBOOK

The Student-Parent Handbook is designed to provide students and families guidelines, policies, rules and procedures about the school programs as well as to articulate expectations for student demeanor. Garfield-Palouse High School is regarded as an outstanding place to learn and the policies and procedures are designed to enhance and promote rigorous, relevant and fun learning, and allow the development of rich relationships and meaningful school traditions.

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**Palouse District #301
Mission Statement**

Provide educational programs of the highest quality for all students in order to prepare them for their future. These programs shall provide an environment that allows each student to:

- * *Learn academic skills that would enable them to be life-long learners.*
- * *Become aware of their cultural heritage and their responsibilities in a democratic society.*
- * *Develop interpersonal communication, problem solving, and decision-making skills.*
- * *Become aware of the possible careers and to receive appropriate vocational orientation and training.*

**Garfield-Palouse High School
Mission Statement**

Our mission at Garfield-Palouse High School is to provide a safe, positive learning environment for all students. In preparation for adulthood, students need knowledge and skills that are practical and relevant to the student’s development, experiences and future. Our mission is to provide educational programs of the highest quality for all students in order to prepare them for their future.

Nondiscrimination Statement: GAR-PAL Cooperative Schools (Garfield SD # 302 & Palouse SD #301) 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 for Palouse SD #301 Title IX & Civil Rights Coordinator: Mike Jones 600 East Alder, Palouse WA 99161 Ph: 509-878-1921 Email: mjones@garpal.net / Section 504/ADA Coordinator: Diane Mylett 600 East Alder, Palouse WA 99161 Ph. 509-878-1921 Email: dmylett@garpal.net For Garfield SD #302 Civil Rights Coordinator & Title IX Officer: Brett Agenbroad, 810 N 3rd St, Garfield WA 99130 Ph:509.635.1331 Email: bagenbroad@garpal.net / Section 504/ADA Coordinator: Andree Marcus-Rader 810 N 3rd St, Garfield WA 99130 Ph:509.635.1331 Email: amarcus-rader@garpal.net

2025 - 2026 Garfield-Palouse High School Staff

Noel Akin.....English, Spanish
Wilson Allen.....Custodian
Kelsey Blair.....Food Supervisor, Cook
Anna Brown.....Art
Ryan Burtchett.....Career Technical Education
Fiona Guigley.....Math, Science
Kennedy Ferry.....Career Technical Education
John Gehring.....History, AV
Shyra Hallan.....Secretary
Jason Jahn.....Transportation Supervisor
Mike Jones.....Superintendent
Tonya Knauff.....Math, H.S. Sped
Sandra Krause-Ayers.....Principal
Brian Lentz.....Maintenance Supervisor
Jeremy Loe.....Business Manager
Kayla Martin.....Paraeducator
Ariel Merrell.....School Nurse
Diane Mylett.....Counselor
Garrett Parrish.....Athletic Director, Health, PE
Alicia Pitsilionis.....School Nurse
Brian Reathaford.....Paraeducator
Joel Stevens.....Music
Jacqui Tate.....Paraeducator
Scott Thompson.....English
Trevor Villa.....Technology Coordinator
Alisa Vulliet.....Special Services
Robin Woltering.....Paraeducator

HIGH SCHOOL TIME SCHEDULE

PERIOD 1/2	8:20 A.M.	-	9:50 A.M. (90 minutes)
BRUNCH	9:50 A.M.	-	10:00 A.M.
PERIOD 3/4	10:00 A.M.	-	11:25 A.M.(85 minutes)
PERIOD 5	11:28 A.M.	-	12:15 P.M. (48 minutes)
LUNCH	12:15 P.M.	-	12:45 P.M.
PERIOD 6	12:45 P.M.	-	1:33 P.M. (48 minutes)
PERIOD 7	1:36 P.M.	-	2:24 P.M. (48 minutes)
PERIOD 8	2:27 P.M.	-	3:15 P.M. (48 minutes)

Half Day Release Times:	<i>Palouse Elementary</i>	<i>12:00 pm</i>
	<i>Gar-Pal High School</i>	<i>12:00 pm</i>
	<i>Bus Departure</i>	<i>12:25 pm</i>

Half Day Schedule:	1st/2nd Period - 8:20 - 9:06
	3rd/4th Period - 9:09 - 9:54
	5th/6th Period - 9:57 - 10:42
	7th/8th Period - 10:45 - 11:30
	Lunch - 11:30 - Noon
	Busses Leave - Approximately 12:25

Section I - General Information

BACKPACKS

Backpacks, book-bags, sports gear bags, etc., should be stored in student-assigned lockers or in the possession of the student for the entirety of the scheduled school day, or until such time the student is excused from the school building. Backpacks, book-bags or sports gear bags found anywhere in the school building other than a locker may be taken to Lost and Found..

BULLETIN BOARDS

Notices may be placed on the bulletin boards with permission from the office or a staff member/advisor. Please do not remove or deface any notices on the boards. Community announcements may be posted with permission from the office.

CELL PHONES AND ELECTRONIC DEVICES

Garfield-Palouse Schools recognizes the convenience of cell phones and other electronic devices as tools in today's society. Parents must be aware that using such devices during class time is considered to be disruptive to the educational process for all children and inappropriate.

Cell phones, ear buds and personal electronic devices must be turned off and kept in student's bags and/or lockers during class time, and may be confiscated by staff. To contact a student, parents and guardians may leave a message with the teacher or school office.

If a cell phone or electronic device is turned into the office:

1st offense: Students may pick up the phone/device at the end of the school day, warning given.

2nd offense: Parents may pick up the phone/device at the end of the school day, 2nd warning.

3rd offense: The parent may pick up the phone/device after meeting with the principal and student to develop a success plan.

If cell phones become an ongoing problem, additional measures may be taken by the District.

Garfield-Palouse Schools recognizes the convenience and use of cell phones and electronic devices as a tool in today's society. Parents must be aware that using a cell phone during class time is considered to be disruptive to the educational process for all children and inappropriate. If parents need to contact their son/daughter during class, please contact the office. Our goal is to not disrupt learning in the classroom and limit distractions cell phones create while encouraging proper etiquette and use.

Students may use phones before 8:20A.M. (Start of School), Brunch (9:45-10:00 A.M.), over Lunch (12:15-12:45 P.M.), and after 3:15 P.M. (End of School). Passing times and/or breaks from class are not excused times for cell phone use. Cell phones should be kept in student's bags and/or lockers during class with ringers turned off, and are not to be used in the restrooms or locker rooms. Staff will confiscate phones or electronics devices during these times.

Consequences if turned in to the office:

1stOffense: Student may pick up phone at the end of the class period, warning given

2ndOffense: Student may pick up the phone at the end of the school day.

3rdOffense: The parent may pick up the phone after meeting with the Principal and student to discuss a phone plan.

If cell phones become an ongoing problem, additional measures may be taken by the District.

STUDENT REGISTRATION

We welcome new families to our District. Please understand that registration for new students may take time to prepare for a comfortable transition. Teachers need adequate time to prepare for the students' arrival. It would be helpful for you to bring information regarding medication, special needs and any school records you may have to expedite the process.

WITHDRAWAL / CHECKOUT PROCEDURE

Students checking out of school shall be required to have staff signature/approval from all areas listed on the checkout form.

Students withdrawing from school should inform the high school office before their last day of attendance. They should bring a statement from their parent or guardian indicating the purpose. Clearance endorsed by all teachers will be required before school records are transferred.

DRESS

Appearance and attire at school should be neat and clean and within the bounds of decency, health, and safety. Dress and appearance shall not be disruptive. Shoes must be worn at all times. Staff or administration may ask any student to cover disruptive attire or remove any type of headgear/coverings.

Student dress and appearance are the responsibility of the parent and the student. School staff hold the responsibility to influence students' dress in a positive manner and to set necessary guidelines. Students should wear clothing that covers midriffs, shoulders, area below armpits, chests, backs, and underwear. Students wearing these types of clothing will be asked to change, sent home to change, or allowed to telephone home to request suitable attire. Parents/guardians will be notified if a student is removed for inappropriate dress. Students who do not follow the guidelines may be subject to the progressive discipline policy.

Student's dress and grooming shall not:

- A. Lead school officials to reasonably believe that such dress or grooming shall disrupt, interfere with, disturb, or detract from the school.
- B. Include the use of obscene, sexual, drug or alcohol-related messages.
- C. Create a health or other hazard to the student's safety or the safety of others.
- D. Imply gang membership or affiliation

General:

All physical education students must change back into appropriate school clothes.

Inappropriate language or profanity is unacceptable.

Inappropriate sexual references are unacceptable (Big Johnson shirts, etc.)

Any logo or design that is considered sexual harassment is unacceptable.

No jewelry or accessory that is a safety hazard (wallet chains, spiked accessories, etc.)

Clothing designs cannot contain references to tobacco / alcohol products, drugs / paraphernalia, firearms / violence, etc.

Sunglasses may not be worn in the building except for medical reasons; permission must be obtained from the Principal.

Washington State Law (RCW 28A320.140 allows schools to establish dress codes. Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a material and substantial disruption of the educational process will result from the students' dress or appearance.

Student dress and appearance are the responsibility of both the parent and the student. School staff hold the responsibility to influence students' dress in a positive manner and to set necessary guidelines. Students should/will wear clothing that covers midriffs, shoulders, area below armpits, chests, backs, and underwear. This applies to boys as well as girls, where applicable. Students wearing these types of clothing will be asked to change, sent home to change, or allowed to telephone home to request suitable attire. Parents/guardians will be notified if a student is removed for inappropriate dress.

The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy.

INTERNET CODE OF CONDUCT

Use of the Internet by students and staff of the Garfield-Palouse School Districts shall be in support of education and research that is consistent with the mission of the districts and not for personal business. Internet use is limited to those persons who have been issued district-approved accounts. Use will be in accordance with the districts' Acceptable Use Procedures and this Code of Conduct. The internet and school issued devices shall not be used for personal business or playing games.

1. Protect your Internet log on information from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Use the network in a way that does not disrupt its use by others.
7. Do not destroy, modify, or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, global mailings, or "hacking" the system.
9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.

10. Do not use the Internet for commercial purposes.

The Districts reserve the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

UNACCEPTABLE USE OF THE INTERNET

The Garfield and Palouse School Districts have the right to take disciplinary action, remove computer and networking privileges, and/or take legal action for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute but are not limited to any activity through which any user:

1. Violates such matters as institutional or third party copyright, license agreements or other contracts. The authorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services, or equipment. Disruptions include but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system (chain letters, network games, or broadcasting messages) and/or using the network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources, obtains copies of or modifies files or other data, or gains and communicates passwords belonging to other users.
4. Uses or knowingly allows another to use any computer, network, computer system, program, or software to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles, disfigures, prevents rightful access to or otherwise interferes with the integrity of computer-based information and/or information resources whether on stand-alone or networked computers.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses the network to access inappropriate materials, which includes online or video games.
10. Uses GPNet to compromise its integrity ("hacking").
11. Submits, publishes, or displays any defamatory, inaccurate, racially offensive, abusive, obscene,

profane, sexually oriented, or threatening materials or messages either public or private.

12. Uses GPNet for illegal, harassing, vandalizing, inappropriate, or obscene purposes, or in support of such activities is prohibited. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Harassment is defined as slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, and/or other verbal conduct relating to an individual which (1) has the purpose or effect of creating an intimidating, hostile, or offensive environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or school performance or (3) interferes with school operations. Vandalism is defined as any attempt to harm or destroy operating systems, application software, or data. Inappropriate use shall be defined as a violation of the purpose and goal of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly-owned and operated communication vehicles.

LOCKERS

Lockers are furnished by the school for student convenience, but remain the property of the school. ***It is the responsibility of the student to keep his/her locker clean, locked and the combination secret. Please use magnets to adhere items to your locker. Do not use tape, stickers or other adhesive type items as it can damage the finish on the lockers.*** Lockers will be inspected for damage at the end of the school year. Signs and pictures encouraging the use of alcohol or drugs or which are inappropriate in a public school setting are not to be hung on, or in lockers. The school district does not assume responsibility for items taken from lockers; however, lost or stolen items should be reported to the office. ***School officials retain the right to inspect a student's locker given reasonable cause.***

LIBRARY-MEDIA CENTER

Guidelines for student use of the library:

1. All materials taken from the library are to be checked out.
2. Books may be checked out for two weeks and may be renewed.
3. Older magazines on file may be checked out for three days.
4. Students are requested to check out no more than four books and three magazines at one time.
5. When the library does not have materials needed by students for research, the library staff will help obtain the materials through interlibrary loan if sufficient time is allowed to do so.
6. Students may reserve books that are already checked out by filling out the appropriate form.
7. Materials not returned by the end of any grading period must be returned or paid for before report cards will be issued. Refunds may be granted if "lost" materials are later found and returned within the current school year.
8. Students with two or more items on the overdue list will have check-out privileges suspended until the items are returned.

Rules For Use Of Library Facilities

1. The library is open and available for student use from 7:30 a.m. until 3:30 p.m. or as approved by staff.
2. Students are to be courteous and reasonably quiet at all times.
3. Treat books and other library materials with care and respect.
4. When finished using books or other library materials, please put in book drop. The library staff will reshelv books.

MEDICATIONS AT SCHOOL - PROCEDURE

All medications, including over the counter medication, may be dispensed to students on a scheduled basis upon a written physician's order (Doctor, Dentist, etc). Requests are only valid for the current school year. The medication must be properly labeled and be contained in the original container as well as verified by the school nurse prior to dispensing.

Each principal shall designate specific staff members to administer prescribed or non-prescribed oral medication. These staff members will participate in in-service training conducted by the school nurse prior to administering such medication to students.

If a student takes medication at home and is attending an overnight field trip, they must have a medical authorization form or a care plan in place with the school.

The staff person dispensing the medication shall:

- A. Collect the medication authorization form properly signed by the parent and by the prescribing physician or dentist;
- B. Store the medication (not more than two weeks supply) in a locked cabinet or safe;
- C. Maintain a daily record, which indicates that the medication was dispensed.

No prescribed medication shall be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation (e.g. medication to counteract a reaction to a bee sting). Staff trained to administer such an injection shall administer such medication.

Written orders for such emergency medication, signed and dated, from a physician shall:

- A. State that the student suffers from an allergy, which may result in an anaphylactic reaction;
- B. Identify the drug to be administered, the dose, and the mode of administration;
- C. Indicate when the injection shall be administered based on anticipated symptoms or time lapse from exposure to the allergen;
- D. Recommend follow-up after administration, which may include care of the stinger, need for a tourniquet, administration of additional medications, transport to hospital, reporting to the physician, and any record keeping recommendations.

In the event of an overnight trip, students must have written orders for medication outside of the school day. A supervising adult will be trained to administer medication. Without such orders, medication cannot be administered. The school must receive the written medication orders at least 48 hours prior to departure.

PHYSICAL CONTACT

Having dates, boyfriends and girlfriends are a part of high school social life. However, physical contact such as kissing, petting, etc. is inappropriate when done in a public place, such as a school. Display of affection should be limited to holding hands.

RELEASE OF DIRECTORY INFORMATION TO THE U.S. ARMED SERVICES

In order to provide current financial, educational, and occupational information bulletins to the young men and women graduating from Washington schools, the military uses current student directory information for dissemination of materials. The Family Educational Rights and Privacy Act of 1974 allows schools to release directory information to the armed services provided that parents are given time to notify the school district if they do not desire to have this information released. **Please send a note to school if you do not want student addresses and telephone numbers released to the U.S. Armed Forces and Wash. Nat. Guard.**

RULES GOVERNING CONDUCT OF STUDENT RECORDS

In accordance with the Family Educational Right and Privacy Act of 1974, parents or eligible students have the right to inspect and review all official school records directly related to them. The goal of record keeping is to place objective data and information in each student's files, which are reviewed annually to assure relevance and appropriateness. Data, which no longer serves the educational interests of the student, is destroyed; requests can be made through the high school office.

TEXTBOOKS AND FINES

Students are not required to pay fees or deposits for textbooks or any instructional material needed to successfully complete a required course of study. However, students are responsible for maintaining the condition of these materials and may be assessed fines for lost or damaged materials.

TOBACCO, ALCOHOL, VAPING AND ILLEGAL DRUGS

The possession or use of tobacco, alcohol, illegal drugs or paraphernalia in any form by students on school property is prohibited. This means during school days, at all school-sponsored activities, and at any other time a student is on Garfield or Palouse School property. This shall be interpreted to include the carrying of such on your person or keeping such within the building. A drug-dog may be used to identify location of illegal drugs on school grounds and may be brought in at the discretion of the school district, without prior warning.

SMOKING/VAPING

Tobacco products include cigarettes, cigars, chewing tobacco, snuff, Vaping products include vaping liquid and vaporizers or e-cigarettes of any kind, or any other form of tobacco, tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders) on school property will result in a disciplinary action.

Counseling for drug and alcohol concerns is available through Whitman County Mental Health (509) 334-1133) or referral by the school counselor.

SEARCHES

Privacy is a fundamental aspect of individual liberty. A student is subject to search by school officials if “*reasonable suspicion*” exists that the search will yield evidence of a student’s violation of the law or school rules governing student conduct. School officials may consult with law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if there is evidence of criminal activity.

USE OF AUTOMOBILES AND MOTORCYCLES *(Before, during and after school)*

Garfield-Palouse High School students are allowed to drive motor vehicles to and from school and during lunch period. To protect the driving privileges of responsible students, school district policy assigns to the principal the responsibility of restricting the driving privileges of irresponsible drivers. Driving privileges may be removed for any period of time up to the remainder of the school term. This removal of freedom may result from speeding, reckless driving, or any careless use of the vehicle. A letter from parents must be on file in the school office if students ***are not*** permitted to leave the school grounds or be passengers in others' vehicles during lunch period.

Policy 3226 - In the event of a reported possible vehicle infraction Washington State law permits students twelve years and older, to be interviewed without parent/guardian consent. The principal or designee will make a reasonable effort to notify the parent/guardian of the interview if, in the opinion of the law enforcement officer(s), the notification will not hinder the investigation. By law, the principal or designee may not prevent the interview from taking place and will so inform the parent/guardian.

STUDENT PARKING

Students choosing to drive to school should park in the appropriate and designated areas for student parking. Parking lots are on school grounds and therefore subject to the same rules/regulations as in the building.

Section II - Curriculum

GARFIELD-PALOUSE GRADUATION REQUIREMENTS

Requirements for graduation shall be established by the boards of directors and shall at a minimum satisfy those established by the state board of education. Twenty-eight (28) credits are required to graduate from Garfield-Palouse (Students have the opportunity to earn **33** credits if they take Algebra I as an 8th grader).

Graduation requirements are in effect when a student first enrolls in high school and shall be in effect until that student graduates unless such period is in excess of ten years.

Freshman Class

Freshman English	1 credit	
US History I	1 credit	
Physical Science	1 credit	
Health	.5 credit	
Fitness	.5 credit	
*Algebra I or Geometry	1 credit	
AFNR	1 credit	
Electives	2 credits	Total: 8 credits

Sophomore Class

Sophomore English	1 credit	
Biology	1 credit	
US History II	1 credit	
Geometry or Algebra II	1 credit	
Electives	4 credits	Total: 8 credits

Junior Class

Junior English	1 credit	
Current World Issues	1 credit	
Third Math Credit <i>(if not already completed)</i>	1 credit	
Personal Finance	1 credit	
Electives	4/5 credits	Total: 8 credits

Senior Class

Senior English	1 credit	
Government / Civics	1 credit	
ELA/Math Trans Course(s) <i>(If Necessary)</i>	1 credit	
Electives	5/6 credits	Total: 8 credits

Additional Graduation Requirements

1. Successful completion of State Assessment (SBAC)
or
2. Successful completion of State Pathway

Additional minimum requirements for 4-year Colleges / Universities:

1. Algebra II
2. Foreign Language I & II
3. A senior year math course if the student has not completed Pre-Calculus

Complete High School and Beyond Plan:

Within the first year of high school enrollment, each student shall develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and District staff. The plan should include how the student will satisfy the District's academic credit requirements, preparation for successfully completing the Washington Standards Based Assessments, and the student's goals for the year following graduation. Each student plan should be reviewed annually to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan.

GRADUATION

A student may graduate in less than the normal four years of attendance, providing all state and local graduation requirements are met. During the student's last term of school, he or she needs to enroll only in these courses necessary to complete requirements for graduation. (WAC 180-51-020). Only those students who have completed the requirements for graduation contained within this policy will participate in the commencement ceremonies.

In the event that corrective actions are imposed on a student for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be granted, but the student may not participate in the graduation ceremony.

Home School/Foreign Exchange Students:

- A waiver of credits for adequately documented and assessed home-school course work will be granted to the student who enrolls in the high school intending to complete and earn credit toward a diploma.
- A student who has not previously been enrolled in a public high school must successfully complete a minimum of 6 credits and complete all other graduation requirements of the high school program prior to earning a diploma.
- Credits will be accepted from community college, vocational schools, 4-year colleges/university, and private schools.
- Homeschool students who have completed 4 GPHS credits, may participate in graduation ceremonies.
- Foreign exchange students who have been classified as a senior, may participate in graduation

ceremonies.

“Skills” notations on transcripts:

Students with academic modifications will expect those modifications implemented into their curriculums if appropriate. For transcript purposes, if modifications are made, there will be a “Skills” notation made behind the title of the class (i.e. English II Skills).

Valedictorian/Salutatorian:

Garfield-Palouse High School will impart to our student(s), who merit the highest academic honor the titles of Valedictorian and Salutatorian. The Valedictorian shall be the highest grade point average. The Salutatorian shall be the second highest grade point average. Both honors are based on the 4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D (carried to the hundredth place value, ie: 3.99 / 3.75) for the first seven semesters. The following criteria is used to determine these awards:

- Grade point average of overall high school academic experience and performance; Through the first seven semesters of a student’s high school experience
 - Students enrolled at GPHS for 2 consecutive semesters are to be considered, with the last semester coinciding with that year’s graduating class.
 - Have earned a minimum of 25 credits through their first seven semesters.
 - Running Start, Online, Dual Credit transcripts are used and counted toward credit and recognition of these honors.
 - HS Courses taken for credit in the Middle School also count toward HS G.P.A

In the event of a tie, the students will be named Co-Valedictorians or Co-Salutatorians. In the case of Co-Valedictorians, there will also be a Salutatorian.

Teacher Assistant Limitation:

A teacher aide must be a junior or senior. A teacher may have only one aide per block unless authorized by the principal. This class is graded (P-NC) and monitored by the teacher. *Students may not earn more than two (2) credits as an aide for their High School career.*

Office Work Experience:

Office Work Experience is a class offered to juniors or seniors. Sophomores may qualify if an opening exists. This is a graded class (P-F), monitored by office staff.

Physical Education Waiver:

Students must complete two (2) sports seasons in lieu of one (1) credit in physical education.

- Athletic Participation for P.E. credit - A half credit of Physical Education credit to fulfill the second year requirement will be given to a student athlete who participates in and successfully completes in an athletic season (*Football, Volleyball, Cross Country, Basketball, Baseball, Softball, Track, etc.*) Two seasons of athletics can earn a maximum of 1 credit.

Failed Courses:

Any student who has failed a regularly scheduled course will be required to complete the failed class before enrollment in a subsequent level of that particular curriculum. Any correspondence course or in-school alternative for which credit is accepted or given needs to be endorsed by the supervising teacher of that level of curriculum. Approval from the principal is necessary.

Retaking Courses:

Students who would like to retake a class for a higher grade may do so. The grade earned for a class that is retaken will be entered onto the student's transcript. The student will not earn additional credit.

HS Credit for Running Start/Online Classes:

If a student needs credit to graduate, they may take an online class **only** if the student cannot schedule a Garfield-Palouse class by the end of their senior year. Further information is outlined in District Policy 2410 concerning conversion of college hours/credit to HS credit.

Students may **not** take courses offered by GPHS unless the course is required for graduation and cannot fit into their schedule. Students wishing to take an alternative Foreign Language course online may do so at their expense (*GPHS offers Spanish I and II*). Additionally, students taking online courses at their expense and wishing to use them for graduation and transcript purposes need prior approval.

Eighth Graders Receiving High School Credit:

An eighth grade student may receive credits for completing courses which the school boards have identified as high school level. The credits will apply towards fulfilling high school graduation requirements if:

- A. The course is taken with high school students and the student successfully completes and passes the same course requirements as the high school students enrolled in the class; or
- B. The course qualifies for high school credit because the course is similar or equivalent to a course offered at the high school.

- C. Students who have taken and successfully completed high school courses are not required to take an additional competency examination or perform any other additional assignment to receive credit.

College Courses:

- A. An eleventh and/or twelfth grade student may enroll in courses or programs in a community college, vocational technical institute (V-TI) or a four-year university/college. They may also enroll in an internet Advanced Placement (AP) or internet enrichment class offered within our high school setting. Both high school and college or V-TI credit may be obtained. Evidence of successful completion of each course will be included in the student's high school records and transcripts.
- B. A student in grade eleven may not receive high school and college V-TI course credits for more than the equivalent of the course work for two academic years. A student in grade twelve may not receive credits for more than the equivalent of the course work for one academic year.
- C. To assist the districts in planning, a student must inform the districts of his;/her intent to apply for admission to a college or V-TI course for credit.
- D. Transportation to and from the college or V-TI is the responsibility of the student.
- E. The principal and/or designee shall annually notify 10th and 11th grade students and their parents of the Dual Credit/College Courses program and the availability of high school credit for college and V-TI coursework.
- F. For purposes of converting college credits to high school credits, five-quarter hours or three semester hours of college credit equals one high school credit.
- G. Running Start classes will not show on the student report card, but they will show on the transcript.

Concurrent Enrollment Programs:

Advanced Placement, International Baccalaureate

Students attending these courses may obtain college credit if student achievement is validated by an approved national examination, such as *Advanced Placement* or *International Baccalaureate*. Credits awarded through these tests are generally recognized at all accredited post-secondary institutions, but not guaranteed.

Dual Credit-Professional Technical Program

Career and Technical Education courses taught on high school campuses in accordance with articulation agreements negotiated between the high school and a local community or technical college. "Direct

transcription” allows high school students to earn college credits (with a nominal registration fee) for articulated Tech Prep courses in which they earn a B or better. **Credit will only be awarded to students IF they attend the College courses are articulated through.**

If a student does not receive a letter grade of “**B**” or above for any of the courses enrolled with dual credit (lower than a “B”) their score will NOT be sent to the college and it will not affect their future college transcript.

College-in-the-High School

College level courses taught on high school campuses by vetted faculty. These courses must be college level, academic in nature, included in the college or university’s catalog, and taught as part of the college or university’s regular curriculum

Students taking these courses are responsible for credit payment, but not for associated costs that are covered by Garfield-Palouse High School (Textbooks, Materials). Students who demonstrate proficiency of college course competencies with a ‘C’ (2.0 / 75%) or better grade, *will* earn college credit through the university offering the course. Students who receive below a 2.0 or 75% will not receive university credit; their grade(s) will be recorded on their official transcripts at the participating university and at GPHS, and count toward graduation.

INTENSIVE COURSES

Intensives take place at the end of each semester where students have the opportunity to take interest level courses offered by GarPal faculty. During intensives, students and teachers can take full advantage of the freedom of time and space afforded them. Intensive courses are academic and may include student-designed projects, internships and mentorships, day visits, and/or overnight travel. Hands-on, experiential learning like this helps our students attain the knowledge, skills, and thinking dispositions needed to successfully navigate our rapidly changing world and allowing the Palouse and surrounding area to become their learning laboratories.

Benefits of Offering Intensives

- Active and Creative Learning Activities / Experiences
- Different types of Activities/Experiences and teaching unconventional classes
- More opportunities to expand electives, bring in outside speakers/resources, travel, community connection
- In-depth, intensive, and rigorous classes that reflect student interest
- Students have opportunity to experience and explore new areas of interest

Schedule Benefits

- Addition of intervention classes in core subject areas (Math, English, Science, History)
- Addition of specific time with SEL, Academic Counseling, Career Exploration
- Student opportunity/experience is increased in elective opportunities and areas of interest

Intensive classes are scheduled at the end of each semester as a new term; 3rd quarter and 6th quarter respectively. They are part of the overall curriculum and are included in the 180 days of the school year, may impact a student’s GPA, and count toward eligibility for extracurricular activities. Registration for

classes is limited on seat availability in a course and assigned by seniority (*Seniors have first choice, Juniors second, etc*).

Credit Recovery

Students who fail a core course (English, Social Studies, Science, Math) are assigned to a core intensive support class (for example, English Support), to complete credit and work toward credit recovery. This will limit the number of intensives available to a student at the end of a semester, but allow opportunity to complete semester classes. The goal of support classes is to keep all students from falling behind and provide additional support for students struggling, providing support where needed. Students may take a support course if they choose to sharpen skills in an area.

Q&A: If a student finishes material from the semester to complete the incomplete, can they transfer into an intensive? Answer is NO they may not, the support is for three weeks, directed on content with an added benefit and goal of completing a course for credit.

Cost

Depending on the intensive, there may be a cost associated with the course. Cost should NOT be a limiting factor, please visit with your teacher for costs associated with a course.

HONOR ROLL

The honor roll will consist of students who have achieved a grade average of 3.0. Special distinction will be made for students who have achieved a grade average of 3.5 – 4.0.

- Students receiving special distinction, “Academic Excellence” will be awarded a Gar-Pal letter, if they have not already lettered in athletics and Academic Pin.
- Students maintaining a 4.0 over the course of their High School career will be awarded special distinction, “Career Academic Achievement Award”

Students must be enrolled at least half (1/2) time and be enrolled in at least one (1) of the following subject areas: ***Social Studies, Science, Math, or Language Arts*** to be eligible for the Honor Roll.

Students may not have a grade(s) of D+, D, D-, F for the grading period.

Honor roll will be determined at the end of the first semester each year and students will be recognized for their academic accomplishments based on progress made during the current school year.

SCHEDULE CHANGES

All students wishing to add or drop a course must operate within the following constraints:

1. Requests for add/drop must be directed to the counselor or principal within one (1) week or five days of school (5) of the beginning of the course.

- a. Counselor/principal will confer with the student, teacher(s) and parents to effect a reasonable schedule change.
2. Requests for add/drop after the one (1) week or five days of school (5) time limit must be directed to the principal.
 - a. Principal will explore options for the student and confer with academic team (Parent, Teacher, Counselor) with emphasis toward:
 1. Setting up an improved study program
 2. Understanding the grading policy for add/drop after two (2) weeks. Student receives an F grade unless circumstances suggest another alternative(s). Teacher, Parent, and Principal must agree on the alternative(s).
 - b. Principal will convene, if necessary, after exhausting all possibilities of 2a, a mandatory conference to include the student, counselor, teacher(s), parent and principal to resolve any remaining problems.

Section III - Attendance

ATTENDANCE POLICY GUIDELINES

Regular school attendance is a necessity for mastery of the educational program provided to students of the District. Therefore, Garfield-Palouse High School students are expected to be in regular attendance. The following principles shall govern the development and administration of attendance procedures within the District:

1. Excused absences will be verified by the parent or school authority responsible for the absence.
2. As a means of instilling values of responsibility and personal accountability, students whose absences are not excused shall experience the natural consequences of their truancy.
 - They shall not be permitted to make up missed work assignments and shall be graded as if the student had chosen not to participate.
 - Students may NOT participate in extracurricular activities that day (practice, competition etc).
3. All students (even 18 and older) who live at home are subject to the same attendance policies and procedures. *If a student is 18 or older and an emancipated, independent student, a contract must be signed.*

EXCUSED AND UNEXCUSED ABSENCES

Excused Absences:

Regular school attendance is necessary for mastery of the educational program provided to students of the District. At times, students may be appropriately absent from class. The following principals will govern the

development and administration of attendance procedures within the district, the following are valid excuses for absences:

1. Participation in a District or school-approved activity or instructional program.
2. Absence caused by health condition, medical/dental appointments, illness, or family emergency when prior arrangement is not practical. If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever possible. If the student is unable to do his work, or if there are major requirements of a course which cannot be accomplished outside the class, the student may be required to take an incomplete or withdraw from the course without penalty.
3. Family emergency (including, but not limited to, 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 proceedings 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 a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion)
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The Principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

1. Students are expected to attend all assigned classes each day. Teachers shall keep a record of absences and tardies.

Any student leaving during the regular school day should present a note from his/her parents in the morning to the office. ***STUDENTS ARE NOT ALLOWED TO LEAVE THE SCHOOL GROUNDS DURING CLASS BREAK BUT MAY DURING LUNCH BREAK.***

If a student wishes to leave school for any other reason, permission is needed from his/her parents and the principal or designee. The student must sign out in the office showing signature, time, destination and purpose for leaving.

- **Students who leave without permission from the office prior to departure will be treated as if they had, in fact, "skipped" school and considered truant.**

2. The number of school days allowed to turn in missed schoolwork during periods of illness will be equal to the number of school days missed. Procedures for handling pre-assigned work and tests will be the same as for absences due to illness unless the teacher has communicated (in writing) an alternative schedule for completing work during pre-arranged absences.
3. Harvest and spring work will not be included in absence restrictions. However, the student has the obligation to make-up all work missed and it is the parent's responsibility to communicate the absence(s) with the office.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher, except that in participation-type classes, *a student's grade may be affected because of the student's inability to make-up the activities conducted during a class period.*

An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the District, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult.

- If a student is to be released for health care related to family planning or abortion, the student may require that the district keep information confidential.
- Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential RCW 70.24.110.
- Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases RCW 70.24.110.

Unexcused Absences

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria for an excused absence.

1. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. *A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.*
2. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.

3. A conference with the parent or guardian will be held after two unexcused absences within any month of the current school year. *A student may be suspended or expelled for habitual truancy.* Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absence from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.
4. No later than the student's fifth unexcused absence in a month, the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with juvenile court alleging a violation of RCW 28A.225.010.

In accordance with RCW 28A.225.030 any student accumulating seven (7) unexcused absences in any one month or 15 unexcused absences in a school year, will be referred to the Community Engagement Board.

5. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

Procedure in dealing with unexcused absences:

1. All unexcused absences shall be followed by a warning letter or telephone message to the parent or guardian of the student.
2. **Following the third such absence, a conference will be held with the student, the teacher(s), counselor and the parents. Following four such absences, the student will be declared habitually truant. The principal will meet with the student and his/her family to develop a plan for improvement.**
3. Any student who presents false evidence, with or without the consent of his/her parents, in order to wrongfully qualify for an excused absence will be subject to disciplinary action.
4. Unexcused absences will result in students being unable to participate in extracurricular activities.

Unexcused Tardies:

Students are expected to be in class on time. A tardy is lateness to class during the first 5 minutes; after 5 minutes late, it will be recorded as an unexcused absence.

Consequences for unexcused tardies will progress through one (1) school block.

- a. 1st Tardy: warning (Teacher Directed /Initiated)
- b. 2nd Tardy: warning, parental contact (Teacher Directed /Initiated)

- c. 3rd Tardy*: ½ hour mediation session assigned by the classroom teacher. The teacher will notify the parents and office.
- d. 4th Tardy*: the teacher will notify the principal who will request a meeting with the student, parent, teacher(s) and counselor to determine next steps.
- e. After the 5th Tardy*, an unexcused absence will be added to the student's record and a meeting with parents required to address corrective measures.
 - a. This will count toward a student's unexcused total and may contribute to a student violating **RCW 28A.225.030**.

** Student may NOT participate in extracurricular activities that day (practice, competition etc).*

Section IV - Discipline

CODE OF CONDUCT

The purpose of any school is to provide the opportunity for a student to receive the best education. Further, it is obligatory to provide the best possible educational environment for the students of the community. The student's prime responsibility is to secure an education and we believe that a proper atmosphere must be maintained within the school to make learning and teaching possible. There will be times when it is necessary for school officials to make decisions concerning the acceptability of a student's behavior in school and these decisions must be based on the welfare of the total school community and how the behavior problem will affect the learning and teaching atmosphere.

Each student shall:

1. Conduct himself/herself as a responsible member of the community. This includes the expectation that the student will obey the law, board policies, and administrative procedures developed to implement these policies.
2. Identify himself/herself and furnish any information lawfully required of the student by a school district employee
3. Obey the lawful directives of school district employees;
4. Allow meetings to progress in an orderly fashion;
5. Respect the property and person of others;
6. Regularly attend scheduled classes;
7. Refrain from dress and physical appearance which constitutes a clear and present danger to health and safety or a disruption of the education process;

8. Allow the lawful search of his/her person or property if the school official has reasonable grounds to believe the search is necessary in maintaining discipline and order;
9. Check out with the office before leaving the school premises during the regular school day.
10. The student handbook cannot address every specific behavior demonstrated by students and since the school's responsibility is to educate students both academically and socially a general statement is necessary. ***Therefore, discipline action may be taken when violations occur in the areas of socially acceptable behavior, common rules of etiquette and good health habits.***

DISCIPLINARY ACTION

WAC392.400.025 Disciplinary action taken by the school shall be discretionary and will range from Corrective Action to Classroom Exclusion, Short Term / In-School Suspension, Long-Term Suspension, Expulsion, to Emergency Removal. Violations of the Gar-Pal Code of Conduct are considered grounds for disciplinary action and follow state guidelines of Due Process, adhering to duration, grade limitation, and reengagement.

Before administering discipline, the school will:

1. Consider individual circumstance
2. Attempt one or more forms of discipline to support the student
3. Conduct an Informal Initial Hearing (IIH)
4. Notify the student of behavioral violation, evidence of violation, discipline that may be administered, and opportunity to share perspective/explanation
5. Notify Parent(s) / Give the student the opportunity to Notify Parent(s)
6. Then impose discipline

IN-SCHOOL SUSPENSION (ISS)

In-school suspension guidelines are as follows:

1. You are to report to the office area for in-school suspension with all your books by 8:20 A.M.
2. Assignments from your teachers will be delivered to you.
3. The only things allowed are study materials necessary for the completion of your assignments; bring several pencils or a pencil sharpener. *Phones and other devices should be turned into the office and will be returned at the end of the day*
4. Your sack lunch will be refrigerated until lunch time OR you may have a hot meal delivered.
5. You will have one (only one) opportunity for a restroom and drinking fountain break in the morning and again in the afternoon.

OUT OF SCHOOL SUSPENSION (OSS)

Out of school suspension (OSS) is used when other corrective measures have already been used, or the student engages in exceptional misconduct as identified below. Students who have been given OSS may contact their instructors via email, but should not be on school grounds for the duration of the day, this includes Zero hour to Extra-Curricular activities.

1. Assignments from your teachers will be provided to you.
2. Assignment due dates will not change unless arrangements have been made with the instructor.

Exceptional Misconduct

The following guidelines are in effect for students to establish a range of corrective actions, for behaviors deemed to be considered exceptional misconduct. The appeal process for short and long-term suspensions shall remain in effect for short and long range suspensions imposed as a result of this procedure.

Exceptional Misconduct	Range of Corrective Action That May Be Taken	
Possessing and/or using alcohol, illegal substance / including possession / use of Tobacco products / Vape	Minimum	Short-term suspension (Min 1 day)
	Maximum	Expulsion (90 days), prosecution referral
Threatening or verbal abuse, fighting, fighting words, harassment or bullying	Minimum	Removal from class
	Maximum	Indefinite expulsion, notification to law enforcement
Setting fire or vandalism	Minimum	Short-term suspension (Min 1 day)
	Maximum	Long-term suspension (90 days)
Possessing and/or using weapons or explosive devices	Minimum	Expulsion for one calendar year, notification to law enforcement
	Maximum	Indefinite expulsion, notification to law enforcement
Disrupting the educational process	Minimum	Removal from class
	Maximum	Long-term suspension (90 days)

Refusing to follow reasonable directions of staff	Minimum	Verbal warning
	Maximum	Long-term suspension (90 days)

* *The student handbook cannot address every specific behavior demonstrated by students.*

APPEAL PROCESS

Any student, parent, or guardian who is aggrieved by any disciplinary action other than suspension or expulsion shall have the right to an informal conference with the administrator or his or her designee for the purpose of resolving the grievance, pursuant to WAC 180-40-240 and district policy.

Long-Term Suspension and Expulsion:

Prior to the long-term suspension or expulsion of a student, written notice of an opportunity for hearing shall be delivered in person or by certified mail to the student and to his/her parent or guardian. The notice shall:

- a. Specify the alleged misconduct and the school district rule alleged to have been violated
- b. Set forth the corrective action or punishment proposed
- c. Set forth the facts that a written request for a hearing must be received by the school district employee designated, or by his or her office, on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing

If such request is not received within the prescribed period of time, then the right to a hearing may be deemed to have been waived and the proposed long-term suspension or expulsion may be imposed by the school district without any further opportunity for the student or his or her guardian to contest the matter.

The student and his or her parent or guardian shall reply to the notice of opportunity for a hearing and request a hearing within three school business days after the day of receipt of notice. A request for a hearing shall be provided to the school district employee specified in the notice of opportunity for a hearing, or to his or her office. A request for a hearing shall be accepted in writing pursuant to WAC 180-40-280, WAC 180-40-300 and District Policy.

A student, parent or guardian shall have three school business days after the date of the hearing involving suspension or expulsion to appeal the decision to the Board of Directors pursuant to WAC 180-30-310 and district policy.

If an appeal is not taken to the Board of Directors within the required three school business day period, the suspension or expulsion decided upon may be imposed as of the calendar day following expiration of the three school business day period.

If a timely appeal is requested, the suspension shall not be imposed until such appeal is ruled by the Board of Directors. (For procedural guidelines, refer to WAC 180-40-315 and WAC 180-40-320.)

Emergency Removal

The principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate corrective action or punishment, pursuant to WAC 180-40-290 and district policy. In no case shall the student's opportunity for such a meeting be delayed beyond the commencement of the next school day.

EMERGENCY EXPULSION

Not with-standing, any other provision of this chapter, a student may be expelled immediately by a school district superintendent or a designee of the superintendent in emergency situations, PROVIDED that the Superintendent or designee has a sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the education process. An emergency expulsion shall continue until rescinded by the Superintendent or his or her designee, or until modified or reversed pursuant to the hearing provisions set forth in WAC 180-40-315.

Due Process for Emergency Expulsion

The student and his or her parent or guardian shall be notified of the emergency expulsion of the student and of their opportunity for a hearing by certified letter deposited in the United States mail within 24 hours of the expulsion, pursuant to WAC 180-40-300 and district policy.

Re-admission Prior to Termination of Suspension or Expulsion

A student who has been suspended or expelled may apply for re-admission at any time. Students requesting re-admission shall use the following procedures:

- a. Requests for re-admission must be in writing and submitted by the student and/or parent or guardian to the Superintendent. The application should indicate the student's willingness to comply with district rules and regulations and show evidence that a reasonable attempt has been made to fulfill stipulations, if any, or the imposed sanction.
- b. Upon receipt of such a request, a meeting will be scheduled with the Principal of the school and other persons as deemed appropriate to determine the disposition of the readmission request. (WAC 180-40-245, -260, -275)

Section V - Activities

ASSEMBLIES

School assemblies are an integral part of the curriculum. Whether it is a student body meeting, a pep rally, or a special program, members of the student body are expected to take part, either as participants or as members of the audience and display appropriate behavior for school.

CONDUCT AT EXTRACURRICULAR ACTIVITIES

One of this high school's missions is to promote good sportsmanship. Our cheering sections at local, county, district, and state contests will exhibit the best qualities of good sportsmanship. Individuals who violate the policy will be removed from the student cheering section (without warning). Game managers at various playoff sites may enforce additional rules.

DANCE RULES

1. Hours for regular dances are from 8:00 P.M. to 11:00 P.M.
2. Admittance to the dances will not be granted later than one hour after the start of the dance.
3. Students will not be readmitted after once leaving the dance.
4. Dress and conduct will conform to normal school regulations unless otherwise specified in the dance arrangements.
5. It is up to the Faculty Advisor to decide how many chaperones are needed.
6. The Faculty Advisor is responsible for the supervision of the dance and must approve all arrangements.
7. Students must be at least in the 9th grade and not older than 20 years of age to be admitted to the dance.
8. Guests must have been granted permission by the Principal.

ROOTER BUSES

School District Policy adopted by the Board of Directors gives approval to the concept of rooter buses. This policy provides that rooter buses may be used at the discretion of the administration and teachers. The following guidelines are intended to implement the policy of the board.

1. The rooter bus may be authorized if there is no conflict with the regular transportation of students.
2. Each request for a rooter bus must be approved by the principal.
3. A teacher and/or chaperone acting as the district representative will ride each bus and provide direct supervision of students to, from, and during the activity.
4. The chaperone riding the bus will be in charge of the group upon loading, during the trip to and from the activity, and during the activity.
5. Students who ride the rooter bus to an activity must ride the bus back to school unless the teacher and/or chaperone release them to their parent.
6. A fee will be charged for riding the rooter bus. The fee should be paid before the bus leaves and will be related to the cost of taking the bus to the designated activity.

7. Students are responsible for keeping the bus clean and must inspect the bus before final unloading to ensure that the bus is clean.
8. Taking a rooter bus is a privilege. Student interest, conduct, and behavior must be acceptable at all times, as judged by the chaperone.
9. It is the responsibility of the chaperone to take appropriate action concerning any improper behavior of students or other circumstances and report these incidences to the principal.
10. Students may be denied use of the Rooter bus for inappropriate behavior and/or past conduct.

SOCIAL ACTIVITIES

Social functions of the various classes or clubs will be arranged for as follows:

1. The Faculty Advisor will obtain an activity request slip from the office. This will be completed and returned to the Principal for approval by the student council one week before the event.
2. It is understood that the faculty advisor will be in attendance at all planning sessions for the activity, at the function itself, and will be in charge.
3. The Student Council and the Principal must approve all social and fundraising activities.

STUDENT ACTIVITY PURCHASES

In order to purchase merchandise for a class or club, a student must have a requisition signed by the group Faculty Advisor, Treasurer, and Principal. A purchase order will be issued from the District Office.

TRANSPORTATION OF STUDENTS TO ACTIVITIES AND FIELD TRIPS

Students must use school transportation to and from activities unless arrangements have been made by the parent with the office. School rules apply to transportation and students are subject to disciplinary action as necessary/appropriate.

Section VI - Rights and Responsibilities

STUDENT'S RIGHTS, RESPONSIBILITIES, AND LIMITATIONS

- Unlawful Acts: Violation of the following state laws by students at school or school activities will be cause of disciplinary action, suspension, or expulsion and/or notification of the police which could result in legal action:
- Alcoholic Beverages, Controlled Substances, or Illegal Drugs: Sale, use, or possession of. (RCW Ch. 66.44, Ch. 69.41, and Ch. 69.50)
- Arson: The intentional setting of fire. (RCW 9.09.010, RCW 9.09.060, RCW 9A.48.010, RCW 9A.48.100)
- Assault: Physical threats or violence to persons. (RCW 9A.36.010, RCW 9A.36.070)

- Bomb Threats: Making a bomb threat shall be subject to state and federal law, as well as disciplinary action. (RCW 9.61.160)
- Burglary: School break-in with intent to steal. (RCW 9A.52.010, RCW 9A.52.060)
- Criminal Acts: Any act occurring on school premises or at school-sponsored events, contrary to federal, state, or local laws is prohibited by these rules.
- Dangerous Weapons: Firearms or other dangerous weapons are prohibited on school property or at school sponsored events. (RCW 9.41.010, RCW 9.41.250, RCW 9.41.270)
- Disclosure of Exam Questions: Disclosure of examination questions prior to the scheduled use. (RCW 28A.87.070)
- Disturbances: Willfully creating a disturbance on school premises during school hours or at school activities or meetings. (RCW 28A.635.030)
- Explosives: Explosives are prohibited on school property or at school sponsored events. (RCW 9.48.140) Extortion, Blackmail, or Coercion: Obtaining money or property by violence or threat of violence or forcing someone to do something by force or threat of force. (RCW 9A.56.110, RCW 9A.56.130)
- Forgery: Fraudulently using in writing the name of another person, or falsifying times, dates, grades, addresses or other data on school forms. (RCW 9A.60.020)
- Tampering with Fire Apparatus or False Alarms: Setting off false alarms, discharging or stealing fire extinguishers, or damaging alarm systems. (RCW 9.40.100)
- Larceny - Theft: (RCW 9A.56.100)
- Littering: Throwing, dropping or depositing or discarding of litter is prohibited on public property. (RCW 7.93.060)
- Malicious Mischief: Property damage whether school or personal. (RCW 28A.87.140) Robbery: Stealing from an individual by force or threat of force. (RCW 9A.56.210) Treatment of Teachers: Insulting or abusing a teacher on school premises. (RCW 28A.87.010)
- Trespass: Being present in an unauthorized place or refusing to leave when ordered to do so. (RCW 9A.52.080, RCW 9A.52.100)
- Unlawful Interference with School Personnel: Interfering with school personnel by force or violence. (RCW 28A.87.231)
- Unlawful Intimidation of School Personnel: Interfering with school personnel by intimidation with threat of force or violence (RCW 28A.87.231)

A. Freedom of Speech and Assembly

1. Students are entitled to orally express their opinions. Such oral opinion shall not interfere with the freedom of others to express themselves. The use of obscenities or personal attacks is prohibited.
2. All student meetings in school buildings or on school grounds may function only as part of the normal educational process or as authorized by the principal.

3. Students have the freedom to assemble peacefully. There is an appropriate time and place for expression of opinions and beliefs. Conducting demonstrations, which interfere with the operation of the school or classroom, is inappropriate and prohibited.

B. Freedom to Publish

1. Students are entitled to express in writing their personal opinions. The author must sign such written expressions. The distribution of such material may not interfere with or disrupt the educational process and must be approved by the school authorities.
2. Students who edit, publish, or distribute handwritten, printed, or duplicated matter among their fellow students within the school must assume responsibility for the content of such publications. Libel, obscenity, vulgarity, and personal attacks are prohibited in all publications.
3. Commercial solicitations will not be allowed on school property unless expressly approved by the school administration.

C. Search and Seizure

General searches of school property may be conducted at any time by appropriate school authority. The following rules shall apply to the search of school property assigned to students (locker, desk, etc.) and the seizure of items in their possession:

Student lockers and desks are the property of the school district and are made available for the student's use. Student lockers and desks will be subject to inspection for the purpose of school safety and cleanliness. Individual student lockers may be searched at any time with the consent and the presence of the student. In the absence of such consent, lockers may be locked and sealed pending obtaining a search warrant through local law enforcement officers or may be searched by an administrator with reasonable suspicion.

D. Discipline, Suspension, and Expulsion Criteria

Students will be subject to correction or punitive action when committing offenses or violations of rules as defined in written district policy, regulation, state and/or federal law, while on school property, at school sponsored events and activities, in school vehicles, or any other place while under the authority of school personnel.

E. Student Supervision

A teacher shall supervise students working on any school project or a supervisor approved by the principal. A teacher shall supervise students in the building or on the grounds or a supervisor approved by the principal.

F. Equal Education Opportunity

No student shall be denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, previous incarceration, or a physical, mental, or sensory handicap.

TEACHER AND ADMINISTRATOR RIGHTS AND RESPONSIBILITIES

A. Authority to Impose Discipline

1. Teachers are required by law to maintain a suitable environment for learning. To carry out this responsibility each teacher and administrator shall possess the authority to impose discipline upon a student for misconduct, which violates the rules of the school district, and to impose emergency removal from a class, subject, or activity, and to recommend suspensions and expulsions for such misconduct.
2. The superintendent and/or his designee shall have the authority to impose suspensions and expulsions for such misconduct.

B. Authorization to Make Additional Rules

Administrators and/or teachers are permitted to make such reasonable rules and regulations necessary for the effective operation of their schools and classes, provided such rules and regulations are consistent with state statutes and school district policy and conform to the principle of due process of law.

AFFIRMATIVE ACTION/TITLE IX COMPLIANCE OFFICER

Equal educational opportunity and treatment shall be provided to all students. No student legally enrolled shall, on the basis of age, handicap, national origin, race, religion, sexual orientation, or gender be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity administered or authorized by the district school board.

*Mike Jones, Superintendent
Palouse School District
600 E. Alder
Palouse, WA 99161*

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. (Policy 3231P) They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.
3. Parents of eligible students have a right to inspect or review information including when the

student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.

4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

6. Directory information may be released publicly without consent upon the condition that the parent or adult student be notified annually of the school's intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information shall not be released for commercial reasons. Directory information is defined as the student's name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received and the most recent previous school attended. The actual residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information.

GARFIELD-PALOUSE SCHOOL DISTRICT - OUR SCHOOLS PROTECT STUDENTS FROM HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

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

WHAT IS HIB?

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

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

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

HOW CAN I MAKE A REPORT OR COMPLAINT ABOUT HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Sandra Krause-Ayers that supports prevention and response to HIB.

Concerns about HIB:

Compliance Officer: Sandra Krause-Ayers, Principal

WHAT HAPPENS AFTER I MAKE A REPORT ABOUT HIB?

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

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

WHAT IS THE INVESTIGATION PROCESS?

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

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

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

WHAT ARE THE NEXT STEPS IF I DISAGREE WITH THE OUTCOME?

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

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

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

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

For more information about the HIB complaint process, including important timelines, please see the district's HIB Policy 3207 and Procedure 3207P by visiting the Gar-Pal website at garpal.net under District, GarPal School Boards, Board policies.

OUR SCHOOL STANDS AGAINST DISCRIMINATION

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

WHAT IS DISCRIMINATORY HARASSMENT?

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

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P visit the Gar-Pal website at garpal.net under District, GarPal School Boards, Board policies

WHAT IS SEXUAL HARASSMENT?

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

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

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

To review the district’s Sexual Harassment Policy 3205 and Procedure 3205P, visit the Gar-Pal website at garpal.net under District, GarPal School Boards, Board policies.

WHAT SHOULD MY SCHOOL DO ABOUT DISCRIMINATORY AND SEXUAL HARASSMENT?

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

WHAT CAN I DO IF I’M CONCERNED ABOUT DISCRIMINATION OR HARASSMENT?

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

Concerns about discrimination:

Civil Rights Coordinator: Mike Jones, Superintendent, mjones@garpal.net, 509-878-1921

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Mike Jones, Superintendent, mjones@garpal.net, 509-878-1921

Concerns about disability discrimination:

Section 504 Coordinator: Diane Mylett, dmylett@garpal.net, 509-878-1921

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Diane Mylett, dmylett@garpal.net, 509-878-1921

Concerns about HIB:

HIB Coordination: Sandra Krause-Ayers, skrause-ayers@garpal.net, 509-878-1921

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

WHAT HAPPENS AFTER I FILE A DISCRIMINATION COMPLAINT?

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

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

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

WHAT ARE THE NEXT STEPS IF I DISAGREE WITH THE OUTCOME?

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

I ALREADY SUBMITTED AN HIB COMPLAINT - WHAT WILL MY SCHOOL DO?

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

WHO ELSE CAN HELP WITH HIB OR DISCRIMINATION CONCERNS?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

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

OUR SCHOOL IS GENDER-INCLUSIVE

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

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

To review the district’s Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit the Gar-Pal website at garpal.net under District, GarPal School Boards, Board policies.

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Diane Mylett
dmylett@garpal.net
 509-878-1921

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page #3-4.

HOMELESS LIAISON

Children and youth in many different living situations are considered homeless under federal law: McKinney-Vento Homeless Education Assistance Act.

PALOUSE HOMELESS LIAISON

Mike Jones

Superintendent of Palouse Schools

600 East Alder Street, Palouse WA 99161

(509) 878-1921

WEAPONS

A student shall not carry onto or possess on school premises, school provided transportation, or areas being used for school activities. Any weapon manufactured or homemade designed to inflict bodily harm to another person or animal, including but not limited to:

- a. Any dangerous weapon as defined in RCW 9.41.250;
- b. Any firearm, crossbow or bow and arrow;
- c. Nun-chu-ka-sticks, throwing stars, or any other martial arts device;
- d. Knives, spears or any other similar device
- e. Any explosive device designed to explode or emit a projectile by means of an explosion including but not limited to: ammunition, gunpowder and blasting caps;
- f. Any air gun, paintball gun or any device designed to propel a projectile by means of compressed air, gas or spring pressure;
- g. Any attempt to injure or do bodily harm to another person with a blunt, pointed or sharpened object not normally considered to be a dangerous weapon but is capable of inflicting injury, including but not limited to: baseball bats, screwdrivers, and scissors;
- h. Any attempt to harass, intimidate or frighten any person with an object resembling a real weapon, regardless of its actual ability to inflict harm, shall be considered an act of violence and be dealt with in a manner consistent with the policy regarding deadly weapons.

Any violation of one (1) above constitutes grounds for:

1. Immediate expulsion,
2. Notification of parents and
3. Notification of law enforcement.

by the Garfield-Palouse School Districts administration. Any violation of 1a of this section by a student shall result in expulsion for a period of at least one year as required by state law. The district superintendent may modify the expulsion of a student on a case-by-case basis. These decisions are subject to appeal per district policy 3324.

2. A student shall not (knowingly or unknowingly) possess, handle, or transmit any explosives (including fireworks), knives, or chains that might reasonably be considered weapons or any other objects

having no reasonable use at school.

Consequences:

- a. School Discipline
- b. Short-term suspension, referrals to the Garfield or Palouse Police Department and/or Whitman County Juvenile authorities
- c. Long-term suspension, referrals to the Garfield or Palouse Police Department and/or Whitman County Juvenile authorities
- d. Expulsion with referrals to the Garfield or Palouse Police Department and/or Whitman County Juvenile authorities

Section VII - Definitions

A. Discipline

"Discipline" shall mean all forms of corrective action or punishment other than suspension and expulsion and shall include the exclusion of a student from a class or activity by a teacher or administrator for a period of time not exceeding the balance of the immediate class, subject, or activity period, PROVIDED that the student is in the custody of a school district employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or on behalf of a school district. (WAC 180-40-205)

B. Suspension

"Suspension" shall mean a denial of attendance (other than for the balance of the immediate class, subject, or activity period for discipline purposes) of any single subject or class or of any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to or entry upon real or personal property that is owned, leased, rented, or controlled by the school district. (WAC 180-40-205)

No student shall be suspended unless other forms of corrective action or punishment reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed.

1. In-school suspension:

"In-school suspension" shall mean that the student will arrive at the designated area by 8:20 a.m. and will remain until 3:10 p.m.

2. Short-term suspension:

"Short-term suspension" shall mean a suspension for any portion of a calendar day up to and not exceeding ten consecutive school days. (WAC 180-40-205)

3. Long-term suspension:

"Long-term suspension" shall mean a suspension for a stated period of time which exceeds ten consecutive school days. (WAC 180-40-205)

C. Expulsion

"Expulsion" shall mean a denial of attendance of any single subject or class or of any full schedule of subjects or classes, a denial of attendance at any other type of activity conducted by or on behalf of a school district, and any combination of the foregoing for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real or personal property that is owned, leased, rented, or controlled by the school districts. (WAC 180-40-205)

No student shall be expelled unless other forms of corrective action or punishment reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed.

Once a student has been expelled in compliance with this chapter the expulsion shall be brought to the attention of appropriate local and state authorities including, but not limited to, juvenile authorities acting pursuant to Chapter 13.04 RCW in order that such authorities may address the student's educational needs. (WAC 180-40-205)

D. Emergency removal from a class, subject, or activity

1. Notwithstanding any other provision of this chapter, a student may be removed immediately from a class, subject, or activity by a certificated teacher or an administrator and sent to the building principal or a designated school authority, PROVIDED that the teacher or administrator has good, sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate subject, activity, or education process of the student's school. The removal from classes, subjects, or activities shall continue only until:

a. The danger of threat ceases

b. The principal or designated school authority acts to impose discipline, impose a short-term suspension, initiate long-term suspension or an expulsion, or impose an emergency expulsion pursuant to this chapter.

2. The principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such a meeting be delayed beyond the commencement of the next school day. Prior to, or at the time any such student is returned to the class(es), subject(s), or activity(ies), the principal or school authority shall notify the teacher or administrator who removed the student therefrom of the action which has been taken or initiated (WAC 180-40-290).