

STUDENT/PARENT/GUARDIAN HANDBOOK

2025-2026

Goldendale High School



Will be updated as needed; current version online at:
<https://ghs.goldendaleschools.org/family-resources/student-handbook>

Last update 8/26/2025

Goldendale District Vision & Mission

- **Future Ready Students:** All children will be equipped to be successful in their next life step.
- **High Quality Staff:** All children will have quality staff/teachers.
- **Safe and Caring Environment:** All children will be in safe, healthy, learning environments.
- **Community Engagement and Connection:** All children will have the support of the community through ongoing communication and connection.

GHS Mission

The mission of Goldendale High School is to provide a quality education in a safe environment, to promote social harmony, and to help students develop the knowledge, skills, and values they need to become Giving and Honorable Students (GHS) and life-long learners in our technological, global society.

GHS Vision

Every student will graduate from Goldendale High School in four years and be college or career ready.

GOLDENDALE HIGH SCHOOL 2025-2026 STUDENT HANDBOOK

Welcome to Goldendale High School!

The student handbook has been created to provide information regarding school rules, programs, clubs, activities, course descriptions, college preparation, scholarship, and financial aid. You are encouraged to plan a course of study individualized to your interests, needs and abilities.

DISTRICT WEBSITE: <http://www.goldendaleschools.org>

FAMILY ACCESS: www.goldendaleschools.org

PHONE DIRECTORY

High School: (509) 773-5846

Primary School: (509) 773-4665

Middle School: (509) 773-4323

Bus Garage: (509) 773-3566

Superintendent's Office: (509) 773-5177

AFFIRMATIVE ACTION POLICY STATEMENT (POLICY 5010)

To assure attainment of the Affirmative Action Program goals and adherence to Equal Employment Opportunity, every employee is held accountable for its success. Corrective actions shall be taken to balance the employee profile as the administrative staff and employees identify areas of imbalance.

NON-DISCRIMINATION STATEMENT (POLICY 5010)

In accordance with Federal law, the Goldendale School District is prohibited from discriminating on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability and provides access to the Boy Scouts of America and other designated youth groups. To file a complaint of discrimination, *write to Denise Reddinger, Title IX, Civil Rights Compliance Officer of Goldendale School District No. 404, 525 Simcoe Drive, Goldendale WA 98620 or call (509) 773-5846 or email to Denise.Reddinger@gsd404.org or Ellen Perconti ADA/504, Civil Rights Compliance Officer for employees, ellen.perconti@gsd404.org.* Goldendale School District is an equal opportunity employer, complies with all Federal Rules and Regulations, and does not discriminate for all district employment opportunities.

En concordancia de la ley federal, Goldendale School District #404 prohíbe de la discriminación cerca de sexo, raza/color, credo/religión, país de origen, discapacidad o uso de un perro adiestrado o animal de asistencia, orientación sexual, que incluye identidad o expresión en general, grado militar o veterano de guerra retirado con honores, o edad. También proporciona el acceso a los Boy Scouts of America y otros grupos juveniles designados. Para presentar una demanda de discriminación, escriba a Denise Reddinger, Oficial de Conformidad Title IX; Ellen Perconti ADA/504, Civil Rights of Goldendale School District #404, 525 Simcoe Drive, Goldendale WA 98620 o llame (509) 773-5846 or email Denise.Reddinger@gsd404.org. Goldendale School District #404 es un patrón de igualdad de oportunidades, cumple con todas las Reglas Federales y Reglamento o reglamentación y no discrimina para todas las oportunidades de empleo del distrito.

SEXUAL HARASSMENT STATEMENT (POLICY 5011)

In accordance with Federal law, the Goldendale School District No. 404 is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities. The district's policy and procedure 6590 regarding Sexual Harassment is located on the school district website at www.goldendaleschools.org and at the Administration Office located at 604 East Brooks Street, Goldendale WA 98620 or by calling (509) 773-5177.

Title IX, Civil Rights Compliance Officer (Students), Harassment, Intimidation, & Bullying (HIB) Compliance Officer

Denise Reddinger, HS Principal

525 Simcoe Drive

Goldendale, WA 98620

Telephone: (509) 773-5846

Denise.Reddinger@gsd404.org

ADA/504 Compliance Officer

Ellen Perconti, Superintendent

604 East Brooks Street

Goldendale, WA 98620

Telephone: (509) 773-5177

ellen.perconti@gsd404.org

Civil Rights Compliance Officer (Employees)

Ellen Perconti, Superintendent

604 East Brooks Street

Goldendale, WA 98620

Telephone: (509) 773-5177

Email: ellen.perconti@gsd404.org

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 ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Denise Reddinger, Principal, Goldendale High School, denise.reddinger@gsd404.org, 509-773-5846) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit this link to [School 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 this link to [School 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: Denise Reddinger, Principal, Goldendale High School, Denise.Reddinger@gsd404.org, 509-773-5846.

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Denise Reddinger, Principal, Goldendale High School, Denise.Reddinger@gsd404.org, 509-773-5846.

Concerns about disability discrimination:

Section 504 Coordinator: Denise Reddinger, Principal, Goldendale High School, Denise.Reddinger@gsd404.org, 509-773-5846.

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Denise.Reddinger, Principal, Goldendale High School, Denise.Reddinger@gsd404.org, 509-773-5846.

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

What happens after I file a discrimination complaint?

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

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the Goldendale School District Board of Directors 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 this link to [School Board Policies](#)*. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Denise Reddinger, Principal, Goldendale High School, Denise.Reddinger@gsd404.org, 509-773-5846.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on pages 4-6.

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GOLDENDALE HIGH SCHOOL STAFF

ADMINISTRATION

Denise Reddinger
Niki Swanson
Josh Krieg

Principal
Assistant Principal & Activities/Athletic Director
Career/Tech. Education Director

FACULTY

Jose Arguelles
Brandon Chronister
Elsie David
Molly Fahlenkamp
Scott Gray
Dana Gunkel
Jennifer Hills
Nick Hedgecock
Jennifer Holycross
Terry Johnson
Josh Krieg
Randi Krieg
Angela Krueger
Mary Lee
Blake Lesko
Timothy Lucas
Jesse Miles
Andrea Pearce
Lori Piper
Patricia Randall
Coleman Rushton
David Stelljes
Victoria Tallman
Laura Thayer
Teresa Valentine
Catherine Wahl

Family Engagement Specialist
Math
Sahaptin Language
Gear Up
Art
Nurse
Math
Health/Fitness
Science
Band & Music
Agriculture Education/Leadership/Technology
Agriculture Education
Student Assistance Professional
Counselor
Woods, Robotics
English Language Arts
Business Education
Special Education
Math
English Language Arts
Social Studies
Health/Fitness
Family & Consumer Science
English/Social Studies/Library & Library Specialist
Special Education
Spanish, Multi-Lingual

OFFICE STAFF

Andrea Armstrong
Kymm Baze
Rachele Williams

CAFETERIA STAFF

Robin Cameron
Debbie Rhoades

MAINTENANCE STAFF

Bill Bush
Brian Rice

PARA-PROFESSIONALS

Sarah Conroy (GHS Alternative Placement)
Jessie Gunnyon (SpEd)
Nancy Neuman (LAP)
EJ Ontiveros (CTE)
Toni Starr (Library)
Christina Torres (ML)

E-mail address: Check the GHS website for employee e-mail addresses. Most are the teacher's first name.last name@gsd404.org. Emails for staff here for a longer time will be first initial and last name @gsd404.org

2025-26 STUDENT OFFICERS

<u>ASB Officers:</u>	Advisor President Vice President Secretary Treasurer Jr. Vice-Treasurer Sergeant of Arms	Mr. Krieg Maggie Gutierrez Chris McKune Zallana Green Kelly Smith Emma Gorrod Deveny Vargas
<u>Class of 2026:</u>	Advisors Officers	Mrs. Wahl/Mrs. Lee Maggie Gutierrez Chris McKune Kelly Smith Deveny Vargas
<u>Class of 2027:</u>	Advisors Officers	Mr. Rushton Izsabella Doll-Torres
<u>Class of 2028:</u>	Advisors Officers	TBD Hayden Sheridan
<u>Class of 2029:</u>	Advisors Officers	TBD Emily Wooden

LEADERSHIP

Student leadership is very important to a healthy high school climate. ***ASB officers and class officers are required to take our "Leadership Class"***.

GHS provides many opportunities for its students to participate in sports and/or clubs. Students who participate in extracurricular activities tend to do better in school than those who don't, so be sure to get involved! Students participating in any extracurricular athletics or activities must purchase an ASB card through the GHS office.

GETTING INVOLVED

FALL SPORTS

Cross Country Running (boys & girls)
Football (boys)
Volleyball (girls)
Cheerleading (boys & girls)
Girls Soccer

WINTER SPORTS

Basketball (boys)
Basketball (girls)
Wrestling (boys)
Cheerleading (basketball/wrestling)

SPRING SPORTS

Track (boys & girls)
Baseball (boys)
Softball (girls)
Tennis (boys & girls)
Golf (boys & girls)

CLUBS/OTHER ACTIVITIES

Art Club
Concert/Jazz/Honor Bands & Chorus
Drama Club
Family, Career & Community Leaders

HEAD COACH

Austin Williams
TJ Wilder
Denica Harrison
Holly Howell
Anna DeMott

Chris Siebert
TBD
Chris Williams
Holly Howell

Jennifer Holycross
Nick Hedgecock
Shane Bare
Jenn Neil
Amy Wilson

ADVISOR

Scott Gray
Terry Johnson
Jennifer Armstrong

of America (FCCLA)
 Future Business Leaders of America (FBLA)
 Future Farmers of America (FFA)
 Link Crew

Victoria Tallman
 Jesse Miles
 Josh & Randi Krieg
 Mary Lee, Rushton Coleman, Andrea Pearce,
 Tori Tallman
 TBD
 Laura Thayer
 Mary Lee
 Rachele Williams
 Blake Lesko
 Lori Piper

Math Club
 National Honor Society (10-12)
 Native Activities Club
 Purple & Gold Club
 Skills USA
 Yearbook Club

FEES

(All fees are subject to change)

A.S.B. CARD (Waived if F/R Meal Student)	\$40.00
Annual Athletic Participation Fee	\$10.00

ATHLETIC EVENTS

Family Pass per household (year)	\$150.00
Single Pass (year)	\$75.00
Golden Age Pass	\$30.00
Adult	\$7.00
Student (K-5)	\$5.00
Student (6-12)	\$7.00
GHS Student (with ASB)	Free
GMS Student	\$5.00
Visiting Student (with ASB)	\$5.00
Senior Citizen	\$5.00
Pre-School	Free

FOOD SERVICES: All student meals are free for the 2025-2026 School Year

This includes both breakfast and lunch

COLLEGE COURSE FEES/PAID TO THE COLLEGE

2-YEAR COLLEGE ADMISSION APPLICATION.....	Varies
4-YEAR COLLEGE ADMISSION APPLICATION	\$35.00 - \$70.00

TEST FEES (subject to change):

PSAT Test.....	\$18.00
SAT Test	\$68.00+
ACT Test.....	\$78.00+

BELL SCHEDULE

REGULAR SCHEDULE			WEDNESDAY EARLY RELEASE			T.A.S.K. (M,T,Th,F only)
Period	Start Time	End Time	Period	Start Time	End Time	
0	7:05 AM	7:55 AM	0	7:05 AM	7:55 AM	*Assemblies will be during T.A.S.K. or end of the day
1	8:00 AM	8:56 AM	1	8:00 AM	8:50 AM	1st Monday: T.A.S.K. assignment/choose enrichment
2	9:00 AM	9:55 AM	2	8:55 AM	9:35 AM	2nd Monday: T.A.S.K. Assignment / Enrichment.
3	9:59 AM	10:54 AM	3	9:39 AM	10:18 AM	3rd Monday: T.A.S.K. Assignment / Enrichment.
4 (TASK)	10:58 AM	11:18 AM	NAV	10:22 AM	11:01 AM	4th Monday: T.A.S.K. assignment/choose enrichment
Lunch	11:18 AM	11:48 AM	L	11:05 AM	11:44 AM	Club meetings alternating Gold / Purple on Fridays as scheduled.
5	11:52 AM	12:47 AM	5	11:44 AM	12:14 AM	GOLD CLUBS:
6	12:51 AM	1:46 PM	6	12:18 AM	12:57 PM	PURPLE CLUBS:
7	1:50 PM	2:45 PM	7	1:01 PM	1:40 PM	

COUNSELING CENTER SERVICES

Counseling and guidance services at the high school include academic, career, and personal counseling. Both individual and group counseling is available to all students. Individual counseling is done on an appointment basis through the Counseling/Career Center. Group counseling is made available after a student is screened at an individual counseling session. Referrals for counseling may be made by a parent/guardian, teachers, peers, or be a self-referral. A school counselor is a student advocate, and students should feel free to seek help from him or her. The main purpose for our counseling and guidance services is to help students help themselves. This may involve simply listening without judgment to what a student has to say, or it may mean offering some new choices for him or her to consider, such as learning how to control anger or even improving study habits. Information is also available in the Counseling & Career Center regarding colleges/universities, vocational schools, the military and apprenticeships.

RUNNING START

Running Start is a special opportunity program for eleventh and twelfth grade students in Washington State to enroll in courses or programs in a community or technical college (Columbia Gorge Community College, Yakima Valley College, and Columbia Basin College) without charge for tuition. Students are responsible for quarterly enrollment fees, books, and lab fees. Students will receive dual credit (both high school and college) for successful completion of coursework. An official transcript will be maintained at each institution. To be eligible to enroll in Running Start, a student must have a minimum 2.0 GPA and meet the qualifying score of a level 3 or 4 on the Smarter Balanced Assessment for ELA (English Language Arts) and math. If SBA scores are not available, students must receive a qualifying score on the college placement test(s). Qualified students will meet with the school counselor for course recommendations. Students maintain a 2.0 GPA to remain academically eligible. Students involved in Running Start must meet the graduation requirements for GHS to be able to receive a high school diploma. Students will be responsible for their own transportation if driving to and from classes and responsible to maintain reliable internet connection if taking online classes. To participate in sports and activities at GHS, students must take combined courses in conformance with WIAA rules.

Following is a guideline for the number of classes students may take each college quarter/HS semester:

Colleges	College Max	GHS Classes	NAV	Comments
YVC	5 credits	4 classes	Yes	No NAV cr. If it exceeds 1.2 FTE
CBC	10 credits	2 classes	Yes	
LCC	15 credits	NAV only	Yes	

COLLEGE IN THE HIGH SCHOOL

-Students will be eligible to receive 5 college credits each for ENGL101: English Composition and ENGL 170: Introduction to Literature classes through Eastern Washington University. Students who wish to receive college credit pay a tuition fee of \$65/credit (total \$325), which includes tuition, fees, and textbooks. This is a savings of \$1,265 for each of the 5 credit courses.

-GHS final grades are placed on an EWU transcript and become part of a permanent college record.

-GHS classes are 1.0 HS credits/semester.

COLLEGE INFORMATION - Where *do YOU want to go?*

2-Year College & Some Applied BA Programs

- Offers an associate of arts degree with direct transfer agreement to a WA public 4-year college
- Offers vocational-technical programs in occupations such as health, business, mechanical & technical fields
- Certificate programs (e.g., welding)
- ACCUPLACER test and/or SBA level 3 or 4

4-Year College/University

- Earn bachelor's degree; most require 2 years of general study and 2 years of study within a major
- Offers master's and doctoral degrees; requires 2-5 additional years of focused study
- ACT or SAT test required for out of state.

Technical College

- Offers nearly 400 training programs designed and supported by business/labor groups
- Programs vary in length from a few weeks to two years
- Some colleges offer associate of applied science degrees
- Pre-application testing may be required

Apprenticeship

- Training system for careers requiring a diversity of skills and knowledge, maturity and independence
- Day-to-day training on the job under proper supervision
- Programs last from one to five years
- Earn as you learn; earnings increase as skills/knowledge are acquired
- An application process will be required; applicants may be placed on a waiting list

Military

- The armed forces hire people with skills, or people who can and want to be trained
- Today, nearly six of seven service members are employed in occupations other than combat arms
- Reserve Officer Training Corps (ROTC) scholarships may be available

On-The- Job Training (OJT)

- Some employers provide their own on-the-job training, which may involve classroom instruction and close supervision at the workplace
- During training, the employee is paid regular wages

FINANCIAL AID

All students applying for federal student aid must complete a need analysis form known as the Free Application for Federal Student Aid (FAFSA). Applicants to some private colleges and vocational schools may need to complete the CSS/Financial Aid Profile from the College Scholarship Service. Both forms are available in the Counseling/Career Center. Eligibility for financial aid is based on the parent's/guardian's and student's previous year's income, as well as a percentage of their assets, excluding their home. Students must apply for financial aid each year that they plan to attend college or vocational school. The earliest that a student may apply for financial aid is October 1st of their senior year of high school using tax returns from the previous year. Students should apply by February 5 if possible. Students may apply online at www.fafsa.ed.gov. **Every student is eligible for some type of financial aid!**

SCHOLARSHIPS

Like grants, scholarships are gift aid; they do not have to be repaid. Students must pay particular attention to scholarship **DEADLINES**; late applications are not accepted. For additional information on college applications or scholarship procedures, please contact the Counseling & Career Center.

Local scholarships: By December, **most** of the local scholarship applications are available on the **district website:**

<http://www.goldendaleschools.org> Click on *high School*, click on *C.C.C.*, click on the *LOCAL scholarship link*. Seniors are able to complete the applications online, save them to their folder and print the hard copy for delivery to the scholarship sponsor as instructed. Students should review eligibility and process as directed.

Internet scholarships: www.fastWeb.com is a database of over 600,000 national scholarships that students may access.

www.THEWASHBOARD.ORG is a database of scholarships for Washington residents.

Campus based scholarships: Students must have applied to, and been accepted at, their colleges in order to become eligible.

Military scholarships: Reserve Officer Training Corps (ROTC) scholarships or appointments to service academies; interested students should begin applying in the spring of their junior year.

TEST INFORMATION

Smarter Balanced Tests (SBAC) and Washington Comprehensive Assessment of Science (WCAS):

The Smarter Balanced Math and ELA tests are given at the 10th grade level. A student demonstrating proficiency in any of the two areas will be recognized on his/her transcript. The Washington Comprehensive Assessment of Science is given at the 11th grade level. Eventually, successful performance on these tests will lead to the Certificate of Academic Achievement.

INTEREST/CAREER INVENTORIES:

A career test available to students interested is the Armed Services Vocational Aptitude Battery (ASVAB). Developed for 10th-12th grade and beyond, the ASVAB measures a student's abilities and predicts what s/he could accomplish occupationally with further training and education. The ASVAB assessments are provided free of charge. The ACT Career Planning Survey is used to determine a student's career pathway.

PRE-COLLEGE TESTS

Preliminary Scholastic Aptitude Test (PSAT):

The PSAT is given at GHS to college-bound students in October of their 11th grade. It measures aptitude in both verbal (English & language arts) and math areas. It also serves as a "trial run" for the Scholastic Aptitude Test (SAT), which many students will take in their junior and/or senior year. The PSAT is also the qualifying test for National Merit Scholarship competition, as well as the vehicle for receiving information from many colleges throughout the country. The 2025 PSAT costs \$18.00, although there are some fee waivers available for students who are unable to pay. This is scheduled on October 16, 2025.

SCHOLASTIC APTITUDE TEST (SAT):

The SAT is offered on Saturday morning five different times during a school year. Like the PSAT, the SAT measures aptitude in verbal and math areas. Application forms and study guides are available in the Counseling/Career Center. The current fee for the SAT is dependent on which tests that will be taken. Check with your college to see what tests are required and with the College Board website for costs. GHS does get a **limited number of SAT fee waivers each year for students that qualify**. The SAT is given at various locations other than GHS. The Dalles High School is the next closest in the area.

AMERICAN COLLEGE TEST (ACT):

The ACT is also offered on Saturday morning five different times during a school year. Many students will take it in the spring of their 11th grade, and the rest will take it in the fall of their 12th grade. The ACT measures achievement in English, math, reading, and science reasoning. The current fee for the ACT is \$68 (no writing portion), or \$93.00 (with writing portion-check with your college to see if this is required for admission). **GHS does get a limited number of ACT fee waivers each year for students that qualify**. The ACT is given at Goldendale High and at other sites (Yakima Valley CC) on the other test dates.

WHICH TEST DO I TAKE?

Most college-bound students will take the PSAT and either the SAT or ACT pre-college tests. Some students, particularly those interested in a military scholarship or selective college (Harvard, Stanford, etc.), may take both tests and pick the highest score. Four-year colleges in Washington require either the SAT or ACT as part of their admissions' process. Application forms and study guides for the SAT and ACT are available in the Counseling/Career Center.

NAVIGATION PROGRAM INFORMATION

One of the goals of an education at GHS is to get students career and college ready. Navigation is the advisory program used at GHS. The program involves meeting weekly with an assigned Navigation advisor in an advisory period with other students the same grade level. The advisory period is designed to help students become career and college ready by using a variety of classroom and online lessons developed by the Navigation program. The hallmarks of the Navigation program for students are building professional relationships with adults and peers and are curriculum driven advisories, the use of student portfolios/binders, student-led conferences, and student-informed scheduling. Students receive .25 credits for each year they successfully complete the requirements for their Navigation advisory. Requirements include a yearly career or college readiness project which they present to their peers during Navigation, 5 hours of community services per year, and other assignments as laid out in Navigation.

To satisfy Washington state graduation requirements, GHS requires all seniors to complete a High School and Beyond Plan. The High School and Beyond Plan (HSBP) is required for high school graduation. It is the completion and clearance of the student's senior portfolio and the senior presentation which both take place in the spring of their senior year.

RENAISSANCE PROGRAM

The goals of the Renaissance Program are to recognize and reward students for academic excellence, good attendance, and good citizenship who have no discipline referrals. All Renaissance awards require the student to have 5 classes (except study hall) and no Academy assignments, suspensions, or Athletic Code violations for the semester. **Note:** *For the purpose of the program, 1 college class counts as 2 high school classes (NOT transcript).*

Gold Card Requirements: 3.7 - 4.0 GPA (A to A- grade average)
Purple Card Requirements: 3.0 - 3.69 GPA (A- to B grade average)
Strive Card Requirements: .25 GPA Improvement over accumulated.

Benefits: Renaissance awards have included pizza feed, ice cream feed, door prizes, free homework pass, early dismissal, and reduced or free items from local merchants.

Academic Letter: Students who have met the following criteria will earn an academic high school letter at an awards assembly:

- Maintain a 3.5 GPA for the school year
- Maintain a full class load (5 graded classes)
Note: college level class counts as 2 high school classes (see above)
- Attend Goldendale High School for a minimum of one semester

Scholar Athlete Award: Recognizes the boy and girl for each sports season with the highest GPA during the season.

GENERAL SCHOOL INFORMATION

GOLDENDALE HIGH SCHOOL GOOD STANDING AND ATHLETIC ELIGIBILITY PROCEDURES

Academics and Attendance. As a district we know that when students miss school, they miss out on learning opportunities. With that in mind, we believe that the first step to being successful in school is ***being in*** class and ***passing*** classes. The following **academic/attendance** measures will be in place:

- A. **Academics.** If a student is **failing more than one class** during any given week, that student will drop out of **good academic standing** and not be able to participate in after school activities the following week. Grades are checked every Thursday morning. **Academic Consequences:** No student who has lost **good academic standing**, will be allowed to play in or attend sports events, attend dances, or participate in special events at school or activities that occur outside of the normal school day. That consequence is in effect the following Monday through Sunday. **Athletes are held to a higher standard and cannot be failing any classes. Athletes may practice but not compete if failing one class. In addition, students must be in attendance at school the full day to attend activities on that day, unless pre-arranged or excused.**
- B. **Regaining Good Academic Standing:** A student can regain **good academic standing** if they improve to only one class with a failing grade (again, **athletes must be passing all classes**). That standing goes into effect the following Monday through Saturday. Students may also make up time with a teacher in order to become academically eligible on an event-by-event basis. Students can document 30 minutes and turn in two assignments with each teacher in classes with failing grades.
- C. **Attendance.** Absences must be excused by parent/guardian within three (3) school days. If a student has ten (10) or more absences in a semester, that student will drop out of **good attendance standing**. That includes excused and unexcused absences unless verified as medically excused or pre-arranged with Administrative Approval. **Attendance Consequences:** A student who has lost **good attendance standing** will not be allowed to play in sports events, attend dances, or participate in special events at school or activities that occur outside of the normal school day until absences are cleared as outlined below.
- D. **Regaining "Good Attendance Standing":** If a student accumulates ten (10) absences of any type in any class in a semester, s/he may regain **good attendance standing** by attending the following:
 - o Before or after school study time with a teacher
 - o "Team Study Table"

For each day of absence, a student MUST complete one (1) hour and have it signed off by a supervisor/teacher. Each hour of attendance in one of these programs will reduce the total absences by one day to return a total of absences below ten (10). On a case by case basis this time could be done with a specific classroom teacher (dependent on the teacher's prior approval). The count of absences resets to zero at the beginning of each semester.

STUDENT RECORDS

In accordance with the *Federal Educational Rights and Privacy Act of 1974 (FERPA)*, as amended, a student's education records are maintained as confidential and, except for a limited number of special circumstances listed in that law, will not be released to a third party without the parent/student's prior written consent. The law, however, does allow schools to release student "directory information" without obtaining the prior consent of the parent/student. If you do not want the release of certain types of directory information without your prior consent, you may choose to "opt-out" of this FERPA exception by signing the Form below. Directory information of a student who has opted-out from the release of directory information, in accordance with this policy/procedure for opting out, will remain flagged until the student requests that the flag be removed by written request of the parent/guardian.

STUDENT INFORMATION

The Family Education Rights and Privacy Act requires school districts to notify parents/guardians and students that certain directory information from pupil records will be released and made public without the written consent of the parents/guardians or students. Parents/Guardians may request that this directory information not be released by completing an opt-out form available by contacting the school where their child attends.

DIRECTORY INFORMATION

- Student's name, address, e-mail address and telephone number
- Date and place of birth
- Class Standing (e.g. sophomore class standing)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Photographs and similar information

FREEDOM OF STUDENT EXPRESSION

School Rules: Freedom of student expression is a part of the district's instructional program and an inherent constitutional right. However, freedom of expression, including free speech, may not be used to disrupt the educational process.

1. Only that material written by students currently enrolled in the school, which has been approved by the administration, may be distributed on school property.
2. The following are criteria that the administration shall use in determining approval or non-approval of written material (publications, petitions):
 - A. Student publications produced without school sponsorship may be distributed in the high school if they: 1. Bear the name of the sponsoring organization or individual; 2. Are not sold on the school grounds; and 3. Are distributed at a time and place agreed to by the administration.
 - B. If the publication contains libelous or obscene language, advocates illegal actions, or is grossly insulting to any group or individual, its distribution shall not be allowed. Student Publications Policy: refer to policy 3220

Consequence:

1. The principal has the right to review student publications prior to their publication.
2. A publication reviewed by the principal must be returned to the student editor within 24 hours of its submission for review.
3. Any disputes that cannot be settled at the building level are submitted to the superintendent.
4. If the complaint cannot be resolved at the superintendent level (using legal counsel) then the board may, upon request, hear the dispute during its next scheduled board meeting.

Distribution of Materials Policy: refer to policy 3220

Rules: Student distribution of written materials shall not cause disruption or interference with school activities. Students will be subject to corrective action, including suspension, depending on the nature of the disruption resulting from distribution of materials.

1. Any student intending to distribute more than 15 copies of any student-sponsored material shall submit a copy to the principal at least 48 hours prior to the proposed time of distribution.
2. Distribution plans shall be approved by the principal concerning distribution time, manner, and place. This decision shall be rendered within 24 hours of the proposed time of distribution.
3. If the plan is not approved, the student will be advised in writing of the reasons for denial by the principal within two business days. A decision shall be given by the superintendent within two business days.

GRADES (These are examples. Individual teachers will share their grading policies):

A	4.0 Honor Points	C+	2.3 Honor Points	F	0.0 Honor Points
A-	3.7 Honor Points	C	2.0 Honor Points	N C	No credit
B +	3.3 Honor Points	C-	1.7 Honor Points	P	Passing
B	3.0 Honor Points	D+	1.3 Honor Points		
B-	2.7 Honor Points	D	1.0 Honor Points		

GRADE PERCENTAGES:

A	94 -100%	C+	77- 79%	F	59 -0
A-	90 - 93%	C	74 -76%	N C	No credit
B +	87 - 89%	C-	70 -73%		
B	84 - 86%	D+	65 -69%		
B-	80 -83%	D	60 -64%		

Late Work – Most teachers will accept late work. Refer to teachers' published grading policies. Students who turn in late work shall not be penalized more than 50% of the grade earned on the assignment unless otherwise noted in teacher policies.

Test Re-Takes – Students may re-take 1 assessment for each class per semester. A re-take may be taken within the school dates set by the teacher from the date the assignment is recorded. Refer to teachers' published grading policies. Each teacher sets his/her own grading expectations. Some teachers may offer more re-testing opportunities. The re-take should be taken at the teacher's convenience. Students shall not be penalized more than 20% of their earned grade.

Weighting Grades – (Example Percentages)	Assessments	45%
	Final Exam	15%
	Assignments	Teacher Discretion
	Daily Work/Participation	Teacher Discretion

Assessments are not only tests, but may include such items as: performance, projects, quizzes, demonstration, oral defense/discussion, presentations, final draft essays, reports, fitness requirements, or meeting expected participation levels in a participation based course.

Modifications for IEP/504, AP Courses and ELL students are to be made for any of the grading policies according to the specific plan or requirements for identified students.

“F” Grade: Given if the student's work is not acceptable for credit. An "F" grade may also be given if a student is dropped from a class for disciplinary reasons. No student will receive an "F" semester grade unless there is documented communication with the parent prior to the end of the semester. A student may not drop a class after one week following midterm progress reports without extenuating circumstances (illness, etc.). A class may not be dropped simply to maintain athletic eligibility.

“NC” Grade: If a course is dropped before the mid-term progress report/grades are due, an "NC" grade may be given.

Pass/Fail: The only class that will be graded Pass/Fail will be T.A.S.K. Credit toward graduation shall be awarded the "P" grade, but it shall not be figured into the GPA.

GRADE APPEAL AND CHANGE PROCEDURES

A grade appeal only applies to the final course grade. The assignment of a grade is the sole right and responsibility of the instructor, reflecting his or her careful and deliberate judgment.

Assigned grades are presumed to be correct. Students have the right to appeal a grade. The burden of proof rests on the student. The student must file a grade appeal with the principal within the academic term following the term for which the grade was received.

Reason for Grade Change Request:

Completion of make-up work that was agreed to by the teacher.

Error in grade entry or calculation in the teacher gradebook.

Lawful absences as defined by state law.

Failure to provide allowable accommodations, supplemental aid or services in accordance with a student's IEP or 504 plan.

The determination of the grade is perceived as prejudiced, arbitrary, or capricious.

HONOR ROLL

The honor roll for Goldendale High School will be published at the end of each semester. Any member of the student body is eligible for the honor roll, provided the listed criteria have been fully met: **1.** must be enrolled in at least five letter-graded classes; **2.** must have no "D," "F," or "I" grades in any classes; **3.** must have a grade point average of 3.00 or better for the semester.

NATIONAL HONOR SOCIETY

According to our local constitution, before a student (sophomore or above) can be considered as a candidate for National Honor Society, his/her ***cumulative GPA must be 3.30 or above and have three consecutive grading periods (semesters) of 3.30 or above.*** Candidates will then be considered for election to NHS based upon the faculty committee's assessment of their character, service to the school or community, and leadership capabilities. Any time a member's GPA falls below the average required, he/she will have one grading period (a semester) to bring his/her grade back up to 3.30. If the GPA remains below 3.30 for more than one grading period (a semester), the student is automatically dropped from NHS and can never be reinstated. ***Any time a member is involved in any dishonorable act (see conduct code in this handbook) in or out of school, his/her case will be placed before the faculty committee to determine expulsion from the National Honor Society. Once a member has been dismissed from membership, he/she is never eligible again.*** Grades for all classes are considered. Candidates for membership shall have spent at least one semester in Goldendale High School. The exchange student, who is accepted as an honorary member, is an exception to this rule.

VALEDICTORIAN AND SALUTATORIAN SELECTION

The following guidelines shall be followed when selecting the valedictorian and salutatorian of the senior class:

1. Selection shall be made at the middle of the second semester of the senior year. Credits and honor points earned during the second semester of the senior year will not be used in the selection process.
2. Honor points and credits earned during the ninth, tenth, eleventh, and first semester of the twelfth grade plus any high school level middle school classes included in the transcript shall be used in calculating GPA.
3. "P," "S," and "NC" grades shall not be used in calculating GPA.
4. A student must have been enrolled in Goldendale High School for a minimum period of two years to be considered as valedictorian or salutatorian.
5. The GPA shall be calculated by dividing the number of honor points by the number of credits earned and carrying the division out to the nearest hundredth.
6. Because many colleges no longer require SAT or ACT scores for admission, those scores will not be used in determining valedictorian and salutatorian honors.

SCHOOL VISITATION

All students that are not enrolled in a specific class period at GHS (including Running Start students & Independent Study students), must be approved by the Goldendale High School Principal or Assistant Principal to be on campus. It is important in the case of an emergency that all students be accounted for!

Once approved, the student must sign in as a visitor and notify the front office which classroom they will be in and which faculty member they will be with. Guests must wear a "VISITOR" badge or sticker for the duration of their visit

1. The high school principal or assistant principal must clear a school visitation. To receive permission for a visitor, ***clearance must be arranged at least two days prior to the visit.***
2. Qualified visitors must be high school students enrolled in another school or home school students who are high school age equivalent.
3. **A visitor is limited to one visit whether it be a half or full day per school year. Visitors must abide by the same dress code and school rules as students.**

STUDENT PRIVACY

School Rules: A student's locker, person, and personal property, including automobiles, may be searched by the principal or his or her designee when there is reasonable cause to believe that prohibited item(s) are concealed.

Consequence: The following rules shall apply to the search of school property assigned to a specific student (locker, desk, etc.) and the seizure of items in his/her possession:

1. There should be reasonable cause for school authorities to believe that the possession constitutes a crime or rule violation.
2. General searches of school property may be conducted at any time.
3. Search of an area assigned to a student should be for a specific item and be accomplished in the student's presence if reasonably possible.
4. Illegal items (i.e., firearms, weapons) or other possessions reasonably determined to be a threat to the safety or security of others may be seized by the school or law enforcement authorities.
5. Items which are used to disrupt or interfere with the educational process may be temporarily removed from the student's possession.
6. To ensure your privacy and security, school-issued padlocks are provided for your **PE lockers**.

Goldendale Rules of Conduct

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

The following chart outlines common categories of misconduct that result in discipline. Discipline means any action taken by the school district in response to behavioral violations. This is a representative, but not exhaustive list. Discipline is not necessarily punitive, but can take positive and supportive forms, as well as other forms of discipline, classroom exclusions, suspensions, and expulsions. Building Administration will consider individual circumstances and the nature and circumstances of the behavioral violation to determine what level of discipline and length of exclusion, if any, are warranted.

INTERVENTIONS AND CONSEQUENCES Interventions and considerations used prior to exclusion, suspension, and expulsion include: consideration of cultural and environmental factors, clarification of expectations, family engagement, implementation of behavior support plan, peer mentoring/mediation, response to intervention (RTI) behavior supports, positive behavior intervention supports (PBIS), restorative justice, use of trauma informed practices, school-community partnerships, behavior specialist review, de-escalation training, professional learning community (PLC) determined interventions, social skills instruction, and school level restrictions. Disciplinary Consequences are on a continuum from low level intervention to removal from school. The progression from Type One Behavior Violations to Type Five increases the interventions and resulting consequences up to and including expulsion.

Behavior Violation	Behavior Description	Type/Level
Academic Dishonesty & Plagiarism	Knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.	Type One Level B-C
Alcohol	Manufacturing, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol or the violation of district alcohol policy. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.	Type Four Level F
Attendance	Being absent from, or tardy to school/class without an approved excuse. A referral to the courts will be made as required by law. Absences must be excused by parent/guardian or with a health care provider within three (3) school days.	Type Two Level D
Bomb or Bomb Threat	Bomb/explosive type device, or imitation device, on school grounds, or threat to use such device is a class B felony.	Type Five Level G
Harassment, Intimidation, or Bullying	Intentional, unwanted, aggressive or threatening behavior that (1) involves a real or perceived power imbalance; and (2) is repeated, or has the potential to be repeated, over time.	Type Three Level E
Closed Campus	Leaving school grounds during school hours without an approved excuse/authorization.	Type Two Level D
Criminal Activity	Commission of any crime on school grounds or during school activities.	Type Three Level E
Destruction of Property and Vandalism	Intentional damage of school property or the property of others.	Type Three Level E
Discriminatory Harassment	Conduct or communication that (1) is intended to be harmful, humiliating, or threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal.	Type Three Level E
Disruptive Conduct	Conduct that materially and substantially interferes with the educational process.	Type One Level A-C
Dress Code	Dress requirements are to prepare a young person for future work. Because of this, certain home and social attire may be prohibited. (RCW 28A.320.140) See Student Dress Procedure 3224 and building student handbooks for list of inappropriate clothing.	Type Two Level D
Failure to Cooperate	Repeated failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes, but is not limited to non-compliance, defiance and disrespect.	Type One Level A-C

False Allegations	False reporting of allegations or corroborating false information	Type Two Level D
Fighting Without Major Injury	Mutual participation in an incident involving physical violence, where there is no major injury. (Does not include verbal confrontations, tussles, or other minor confrontations). A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.	Type Three Level E
Fire/Arson or False Alarm	Igniting a fire on school property or initiating a false fire alarm.	Type Four Level F
Gang Activities	Participation in groups of students (3 or more) who have leadership; a group name; symbols, gestures, a territory; and engage in antisocial, threatening, or criminal activity is prohibited on school grounds or at school events.	Type Four Level F
Hacking Network or other Improper Use of District Technology	"Hacking" or using district resources and/or district or personal equipment for unapproved use, copies, photos, videos, audio recordings, etc.	Type Three Level E
Hazing Acts	Student activities required or encouraged for participation that may injure, degrade, disgrace, threaten, or put others at risk in any way.	Type Three Level E
Illicit Drug (not marijuana)	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the use, possession or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).	Type Five Level G
Inappropriate Language	Any use of vulgar or profane language by students on school property whether spoken, written, or gestures.	Type One Level A-C
Intentional Endangerment	Purposefully exposing oneself, other students, or staff to danger, including on a school bus.	
Loitering	Failing to leave the school campus at the official close of the school day without permission to remain on campus for a specific activity.	Type Two Level D
Marijuana	Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, transportation of cannabis or violation of the district drug policy. Suspicion of being under the influence of cannabis may be included if it results in disciplinary action.	Type Four Level F
Multiple Minor Incidents	Multiple Classroom Misbehaviors reported but not resulting in exclusion.	Type One Level B-C
Other Behavior	Use this behavior code when other codes do not apply.	TBD
Personal Protection Spray Devices (PPSD)	Students who do not have authorization to carry a PPSD or who are under age 14	
Phone Use	Using cellular telephone/electronic devices and causing a disruption to the educational process by voice, texting, sexting, using video, or photography.	Type One Level A-C
Possession of a Weapon	Possessed or brought to school a weapon as defined by school district policy, but at least the following: Handgun, Shotgun/Rifle. Other firearms/weapons as defined by the Gun Free Schools Act as zip guns, starter guns, and flare guns which will or are designed to or may readily be converted to expel a projectile by the action of any explosive. The frame or receiver of any handgun, shotgun, or rifle; any firearm muffler or firearm silencers, or any destructive device which includes any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces. Missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Knife/dagger or other weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm and brought with malicious intent to harm. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks;	Type Five Level G

	brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants.	
Possession Stolen Property/Theft	Taking or knowingly being in possession of district property or property of others without permission.	Type Four Level F
Serious Bodily Injury	An incident, applicable to actions by students eligible for special education services, that results in the serious bodily injury of another as defined in Section (1365(h)(3) of Title 18, U.S. Code, to mean a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. [615(k)(7)(D)]	Type Five Level G
Sexual Harassment	Conduct/communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate or benefit from a school's education program	Type Three Level E
Sexual or Lewd Conduct	Obscene acts or expressions, whether verbal or non-verbal.	Type Four Level F
Student Leadership Expectation Violation	Student leaders serve as "role models" for other students in classes and in extra-curricular activities. Any violation of specific team, club, or ASB code of conduct expectations may result in permanent removal from not only the leadership position or extra-curricular activity, but also from the leadership class.	Type Two Level D
Tobacco	Possession, use, distribution or sale of tobacco products, including e-cigarettes or other vapor products.	Type Three Level E
Trespass	Entering or remaining unlawfully in school buildings or on any part of school grounds without proper authorization. Students on campus while suspended or expelled are subject to additional disciplinary action and arrest for criminal trespass.	Type Three Level E
Violence With Major Injury	Any incident defined by school district policy as a violent offense that includes a major injury, but at least the following: Severe fighting that results in a major injury, Assault (RCW 9A.36), Homicide (RCW 9A.32), Malicious Harassment (RCW 9A.46), Kidnapping (RCW 9A.40), Rape (RCW 9A.44), Robbery (RCW 9A.56)	Type Five Level G
Violence, or Threats, Without Major Injury	Any incident defined by school district policy as a violent offense that is without major injury, but at least the following: Assault (RCW 9A.36), Malicious Harassment (RCW 9A.46), Kidnapping (RCW 9A.40), Rape (RCW 9A.44), Robbery (RCW 9A.56)	Type Four Level F

DUE PROCESS FOR IN SCHOOL SUSPENSION, SHORT TERM SUSPENSION, EMERGENCY EXPULSION, LONG TERM SUSPENSION, AND EXPULSION

Appeals and information can be found in School Board Policy 3241P. Parents/guardians and students subject to discipline will be provided with the written procedure and timelines in accordance with state law.

Readmission Rule: A student who has been suspended or expelled and who wishes to re-enter school prior to termination of the imposed sanction may be re-admitted if it appears that he/she will comply with the written school rules and his/her presence will not result in disruption of the educational process or endanger anyone in the school. At any time after two weeks of a long-term suspension, the student may ask for a conference with the building principal to seek re-admission. If the principal is convinced of the student's genuine desire to return, he may direct the student to: **1.** Locate two faculty sponsors; **2.** Prepare a petition to the faculty; **3.** Appear, with his/her parents/guardians, to present the petition to the faculty; and **4.** The principal will recommend admission or non-admission to the superintendent and the student and parent/guardian shall receive a decision from the superintendent.

SPECIFIC SCHOOL EXPECTATIONS

Though the following list of student expectations is relatively complete, further student rights and responsibilities are contained in the district policy manual, which may be reviewed on the district website under Board Policies.

The standards established at this high school are in line with the expectations of college, military and the workplace. We believe these behaviors will prepare young people for their future:

1. Arrive to class on time (see tardy rule)
2. Be prepared for the class;
3. Cell phones must be off and stored in backpacks or classroom cell phone storage lockers;
4. Be courteous and respectful to all people;
5. Safe behavior is required; students should never put the safety of someone else in jeopardy; and
6. Read this handbook; students will be expected to know and follow the rules.

Drug/Alcohol/Tobacco Free School

All schools within Goldendale School District 404 are drug-free. The school board views drug abuse as a serious health problem and is committed to providing the necessary resources to intervene with students who are using, distributing, possessing, or manufacturing drugs and or alcohol. The school board recognizes that the use and unlawful possession of illicit drugs/alcohol is harmful. The standard conduct in the Goldendale School District directs that students shall not possess, use, manufacture, transfer, conceal, sell, attempt to sell, deliver, or be under the influence of narcotics, alcohol, other drugs, tobacco or materials/substances represented to be a drug, or be in possession of drug or tobacco related paraphernalia. The rule also covers prescription medications that are self-carried without proper documentation, distributed illegally, or the willful misuse/abuse of prescribed medications. This rule will be in effect on property owned, leased, or maintained by the Goldendale School District at all school sanctioned activities, and off campus in vehicles used to transport students to and from school, or at other school-related activities.

A student in violation of this rule will be subject to appropriate building and administrative disciplinary procedures, up to and including sanctions for expulsion and referral for prosecution. Students' person and possessions, including vehicle, will be searched. Failure to comply with the school search will result in the presumption the student possesses substances and/or paraphernalia. School consequences will be administered.

Law enforcement will be notified, and the student may be taken into custody in all cases regarding, sale, manufacture, possession, and distribution of illicit drugs and /or alcohol, or possession of drug related paraphernalia. All staff will participate in a yearly review of the signs and symptoms of drug and alcohol use. Lockers, backpacks, and vehicles may be searched under reasonable suspicion. Drug detection dogs may be used for random searches.

Definition of Drug/Alcohol/Tobacco/Vaping Device Violation

Violation of the drug, alcohol and tobacco rule includes: possession, use, consumption, and/or distribution of substances or materials that represent illicit drugs/alcohol/tobacco or prescription medications, or being under the influence of alcohol/drugs, possession of drug paraphernalia (including the use of vaping devices) or test positive for illegal substances. This includes the misuse/abuse of prescription medications by failing to take them as prescribed by their physician and resulting in intoxication.

Tobacco Finding

If there is a question of a student smoking, or possessing tobacco products and/or paraphernalia, at school and/or a school function or on school property, the student may be given the appropriate test (saliva test). Tobacco products and paraphernalia will be confiscated and parents/guardians will be notified immediately. A referral will be made for intervention services and education regarding effects of tobacco use.

OFFENSES WILL RESULT IN DISCIPLINARY CONSEQUENCES AND MAY INVOLVE CONTACT WITH LAW ENFORCEMENT.

Drug/Alcohol Finding

If there is a question of a student being under the influence of drugs, alcohol, or smoking at a school and or school function, the student may be given the appropriate test (saliva test, breathalyzer or urinalysis). Parents/guardians will be notified immediately and have the option of viewing the test. School personnel reserve the right to involve the appropriate juvenile or law enforcement agency. If the school is unable to contact a parent/guardian, a law enforcement agency MAY be notified and the student may be released to the custody of police.

Procedures:

Prior to a student being tested, all effort possible will be made to contact the parents/guardians and allow them involvement in the process. If the parents/guardians cannot be contacted, then any other immediate relative or emergency contact that the student chooses will be invited to support the student being tested. If within a 30 minute period of time a parent/guardian/relative/emergency contact cannot be reached then the student may choose an adult in the building to advocate for them.

Offense for possession of drugs/alcohol, under the influence of drugs/alcohol:

1. Police will be notified in every instance dealing with possession. Instances that deal with under the influence, administrators will have discretion as to whether to involve law enforcement.
2. Students under the influence and/or in possession of drugs/alcohol may result in Emergency Expulsion in compliance with the WAC 180-40-260. The length of exclusion from school may depend upon completion of the following:
 - a. Completion of a **drug/alcohol assessment** the cost of which is the responsibility of the parent/guardian.
 - b. Return to school and reduction of the suspension is dependent upon following the assessment recommendations given.
 - c. Compliance with the **"Drug and Alcohol Re-Entry Contract."**

ATTENDANCE

Students shall be regular and punctual in their attendance. Tardy 10 minutes or more will result in absence. Absences must be cleared within three (3) school days. **To be considered an excused absence, a note from a parent/guardian must be presented or telephone call received from a parent/guardian or a healthcare provider notice received for an excused absence to be cleared.** Students absences will be considered unexcused/truant if not cleared within the three (3) school day timeframe. Students with unexcused/truancies will be assigned the appropriate step of the truancy policy ([WAC 392-400-325](#)) **Statewide definition of excused and unexcused daily absences). The following are valid excuses for absences from school: (1) Participation in school-approved activity or instructional program; (2) Absence due to illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or person for whom the student is legally responsible, family emergency or religious purposes; (3) Absence for parent/guardian-approved activities; (4) Religious or cultural holiday or participation in religious or cultural instruction; (5) Court, judicial proceeding, or serving on a jury; (6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview; (7) State-recognized search and rescue activities consistent with [RCW 28A.225.055](#); (8) Absence directly related to the student's homeless status; (9) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with [RCW 28A.705.010](#); (10) Absence resulting from disciplinary actions—or short-term suspension; (11) Absences related to the student's illness, health condition, or medical appointments due to COVID-19; (12) The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.**

For specific consequences, see TRUANCY on page 30.

ASSEMBLIES

It is an absolute expectation that we demonstrate our best behavior and respect for our students, staff, and guests when we host assemblies. Our behavior is a direct reflection on our school and our community and we want to display our greatness. All students and staff are required to attend all assemblies.

AUTOMOBILES and PARKING SPACE

Any operation of a motor vehicle in violation of state law or in such a manner as to endanger a person or property will be cause to assign appropriate discipline of suspension or expulsion. Students and Staff are required to have a parking space and spaces are assigned by choice according to grade level in descending order (i.e. Seniors-Juniors-Sophomore), students are also required to have a pass which will be returned at the end of the school year or a \$5.00 charge will be assessed. There will be no parking on campus without a permit. Students are only allowed to park on school property directly south of the main building. Make, model & license are to be given to the office when accepting a parking pass. Students must park in a numbered parking space if specified on the parking pass. No vehicles are to park in the gravel by CTE building, gym or staff parking lots. Once a student has parked his or her car s/he is not to drive unless going to lunch, home, or an appointment – no driving to the CTE building.

1. GENERAL

- 1.1. Drivers parking their cars on school grounds shall have: (1) all parking fees and fines paid, (2) registration form with parent/guardian signature on-file, and (3) parking permit visible inside car.
- 1.2. Permits may be shared only if each vehicle using a permit is registered with the school and the parking permit is clearly visible inside the vehicle when parked on campus.
- 1.3. Lost or stolen permits must be replaced at a cost of \$5.00. Parking passes are to be returned at the end of the school year or pay a \$5.00 fine.
- 1.4. Student vehicles parking in the student parking lot are subject to random, unannounced searches by school personnel and/or K9 narcotics dogs.
- 1.5. School parking lots shall be off limits during classes and passing times. Therefore, students shall not use their cars as lockers or sit in their cars on school days between the hours of 7:30 AM and 4:00 PM, including during passing times or at lunch time. Students are to leave the parking lot area and come into the school as soon as their cars have been parked. Students are not to loiter in the parking lot after school
- 1.6. Only the current United States flag may be displayed on GHS campus. Students must park off campus to display other flags or forms of expression.

2. PARKING

- 2.1. Students shall not park in staff parking (east of student lot or the CTE parking area) or visitor parking stalls under any circumstances.
- 2.2. Students shall not park in any bus or fire lane (indicated by yellow or red curbing, painted wording, or signage).
- 2.3. Students shall not park in any other unmarked or unpainted areas of the parking lot or driveways.
- 2.4. Students shall not park in disabled person's parking stalls unless the student has a valid disabled person's parking permit.
- 2.5. Students shall park only within the painted lines of a designated parking stall—one car per stall; one stall per car.

3. DRIVING

- 3.1. Students who drive on campus shall have a valid driver's license and current liability insurance.**
- 3.2. Speed on campus shall be kept below 10 miles per hour in the direction of the flow of traffic as determined by angled parking lines.
- 3.3. **Drivers shall always drive with due care and caution. This includes streets along the middle and primary schools.**
- 3.4. Drivers shall come to a complete stop at stop signs ns whenever directed to do so by any school OR school district employee.
- 3.5. Drivers shall yield to pedestrians and school buses.**
- 3.6. Once a car is driven onto the lot it must be parked. Cruising in and out of the lot or around the lot is not permitted.
- 3.7. Drivers shall not spin or slide their vehicle's wheels on campus or when departing the campus.
- 3.8. Drivers shall not drive over any curbs, islands, any dirt or grass areas, or any pedestrian walkways on campus.

4. ENFORCEMENT

- 4.1. Tickets may be issued by GHS Administration for any violations of the above rules.
- 4.2. Each traffic rule violation is subject to a \$5.00 fine.

- 4.3. Abandoned vehicles or illegally parked vehicles will be subject to tow without warning.
- 4.4. Fines shall be paid or appealed within five school days of receipt. Failure to pay or appeal parking fines within five(5) days may result in school disciplinary action up to and including loss of parking privileges and discipline as described in District policy. Diplomas are held pending the payment of all fines. Parking fine appeals are initiated by contacting high school administration within 5 days.

CLASSROOM DISCIPLINE STEPS

Students who do not meet their responsibilities will be disciplined by the following procedure: **1)** Direct verbal or non-verbal prompt from the teacher to student, **2)** Directive to follow class/school expectations, **3)** In class reflection for opportunity to change behavior, **4)** An office referral will result if a student demonstrates Level 2 or 3 behaviors with possible Detention, Academy, In School, or Out of School Suspension. **(Refer to the Athletic Code for further consequences.)**

CELL PHONE POLICY

Each teacher will be clear with students that cell phones are to be turned off and be out of sight during class. A student who is unable to follow that requirement will be required to turn the phone off and hand in to the office. First offense: student may pick up phone at the end of the school day W-1:45; M, Tu, Th, F-/2:45, regardless what time the student leaves. Second offense: parent/guardian must pick up phone at the end of the school day W-1:45; M, Tu, Th, F-/2:45, regardless what time the student leaves. Third offense: parent/guardian must meet with the administrator to develop a plan to move forward. At a minimum; student will not have the same phone at school for 5 days or will park the same phone in the office for 5 days. Failure to follow these requirements will result in progressive disciplinary consequences.

CHEATING/ACADEMIC DISHONESTY

Cheating will not be allowed at Goldendale High School. Students caught cheating will receive a **ZERO** on that work, pending a working agreement with the teacher, student, and administration. Plagiarism and intentionally providing answers is considered cheating. Use of Artificial Intelligence (AI), in some classes, is considered a form of academic dishonesty. Check with each teacher for their policies regarding AI use. Parents/guardians will also be notified by the teacher. A zero, when calculated into the grade, may result in a failing semester grade. **(Refer to Athletic Code for further consequences)**

CONDUCT OFF-CAMPUS AND AFTER HOURS

Students on school business, athletic trips, field trips, tournaments, dances or any other ***school-sponsored events are covered by all policies of the school district*** from the time they leave the campus until they return and are dismissed by their advisor. **(Refer to the Athletic Code for further consequences.)**

CUMULATIVE VIOLATIONS

Students who consistently violate various school policies, rules, and regulations may be subject to suspension. Under due process procedure, steps must be taken to treat the student fairly. Cumulative or multiple minor violations can be equally as disruptive to the education process as a violation of a major type. Therefore, the seriousness of the violation is not the only criterion for a disciplinary action. The frequency of disruptions must also be considered an important criterion.

Violators will be referred to the Principal or designee, who may take appropriate disciplinary action up to and including suspension. If suspension seems to be the most justifiable action to take in dealing with a student, the following procedure shall be used: (A). The student and parent/guardian shall be advised of the probable consequences of the particular behavior pattern. The student and parent/guardian shall be notified verbally prior to the suspension; (B). The parents/guardians of the student shall be advised in writing of the probable consequences of the continued student behavior problem; and (C). If the improper behavior pattern continues, the student may result in additional suspension.

DAMAGE OR DESTRUCTION OF PRIVATE OR SCHOOL PROPERTY

Personal Property: A student shall not intentionally or with gross carelessness cause or attempt to cause damage to private property on campus or during a school activity off campus. **Consequence:** The Principal shall conduct an investigation and upon completion inform involved parties of her finding. Parties responsible for damages will be responsible for restitution and possibly be suspended.

School Property: A student shall not intentionally or with gross carelessness deface or cause damage to school property.

The student liable for defacing or damaging school property shall be responsible for full restitution. Appropriate consequences will be assigned. **(Refer to Athletic Code for further consequences).**

DANCE RULES

1. When a student leaves a school dance, s/he may **NOT** re-enter.
2. Dance tickets **MUST BE** pre-purchased. NO tickets will be sold at the door.
3. School administration may conduct random breathalizers. Students suspected of being under the influence will be directed to leave.
4. Only GHS students may attend dances with the following exceptions, which need to have a Guest Form pre-approved (dance pass): (A). Pre-approved guest high school students; (B). **Non-students may not be older than 19 years of age;** (C). Guests and their actions are the responsibility of the GHS student who has invited them; (D). "Grinding" and "crowd surfing" is not permissible; (E). All music played at school dances must be pre-approved by the Activities Director and must be a CLEAN version to eliminate inappropriate language or suggestive content; (F). Students will not be admitted when an hour or less remains left of the dance.

DETENTIONS / ACADEMY

If detention is assigned, the student **MUST** serve the assigned detention/Academy with the teacher/supervisor. If a student fails to serve a detention, it will be referred to the administration as willful disobedience and assigned the appropriate consequence up to suspension.

DISRUPTIVE / ELECTRONIC DEVICES

Electronic or other devices and accessories (**earbuds/headphones**) are disruptive to the educational process (*e.g., cell phones, tablets, earbuds, smart watches, iPod, Mp3, bluetooth devices, etc.*). Personal electronic devices **MUST** be turned off and stored during class time. **Use is permitted before and after school, during lunch break, and in the office with teacher/office permission.** Violators of the policy will have their cell phones/electronic devices confiscated. **First time** offenders will receive a warning and will have their cell phone/electronic device confiscated and turned into the office until school is dismissed that day. **Second** violation will result in the cell phone/electronic devices to be held in the office until parent/guardian contact is made for them to pick up the device when school is dismissed that day. **Third+** violations require a parent/guardian conference with one of the administrators and a plan for how to mitigate future violations will be developed. **Goldendale School District is not responsible for lost, stolen, or damaged electronic devices. Students assume all risks when they choose to bring them to school.**

DRESS CODE

Goldendale High School is a place of learning and working. **Students are expected to be neatly dressed and well-groomed at all times. Failure to follow the basic regulations listed below will result in parents/guardians being called to bring appropriate clothing or the student will be sent home.** Students must wear shoes at all times. Thin tank tops, camisoles, sunglasses, bandanas, and chains are not allowed. Exposed skin may not show through holes on the leg ***mid-thigh or higher***. Students wearing low necklines, backless or short crop top shirts will be asked to change. **No visible undergarments.** Clothing that displays or insinuates rude humor, vulgar signs, acts, or foul language is prohibited. Clothing and accessories with advertisements for weapons, drugs, alcohol, or tobacco are prohibited. Students are prohibited from wearing items that are determined to be related to gang identification. ***Shorts/Skirt/Dress length must be no shorter than mid-thigh. Sleeveless tops are allowed (the long dimension of an ASB card is a good indicator of acceptable width of straps); however, tank tops with thinner straps are not.*** Material under the arm should be tight against the armpit. Students wearing inappropriate clothing will be asked to change or sent home to change. Pajamas are not acceptable attire; students wearing them will be asked to change, or be sent home, unless during “Dress Up” day for Homecoming or other Spirit Days. Pants must be worn at the waistline and they may not “sag” below that point. Wearing hats is permitted in the hallway to and from class. Faces are to be fully visible at all times (sides and front of faces), no exceptions for spirit or dress up days. Please check with teachers for classroom expectations. Wearing hoods up or sunglasses in the building is prohibited. Hats and accessories may be confiscated if not meeting teacher or building expectations. Repeat offenses may result in items being held pending parent/guardian pick up. A student’s appearance must not cause a disruption or interrupt the school learning environment. Staff discretion will be applied in all cases.

First time offenders will be given a verbal warning, asked to wear appropriate clothing, or sent home for a change of clothes. ***Further violations of this policy may result with Academy/Detention/ISS/Tutoring and then being removed from campus until appropriately attired.*** Chronic offenders may receive additional consequences based upon a pattern of insubordinate behavior. Some clean clothing is available at the school.

FIELD TRIPS

Students will be requested to fill out permission slips. Itineraries will be available in the office or from the teacher organizing the trip. **Students MUST have an “Emergency Care Plan” on file if required by a school nurse. Students requiring medications MUST be cleared by the school nurse. Medications are to be administered by staff, or under staff supervision, according to the Emergency Care Plan.** To go on a field trip extending beyond the school day, students must be in “Good Standing”.

FIRE ALARMS

Setting off fire alarms is illegal. Students who engage in this activity will be subject to strong school discipline and referred to law enforcement for criminal prosecution.

FORGED NOTES

Falsely submitting a required signature is prohibited. Parents/guardians will be notified and appropriate discipline will be assigned.

HALLWAYS

Hallways and foyers are closed at lunch time. At lunch time, food and beverages should be consumed in the cafeteria or, with permission, in the teachers’ rooms. Food and beverages should not be consumed in the hallways.

BULLYING & HARASSMENT

The district is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

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

Violation of this policy will result in disciplinary consequences.

SEXUAL HARASSMENT

A student shall not sexually harass another student or an adult. Sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or physical conduct or communication of a sexual nature between two or more individuals, **either verbal or written**.

Based upon the nature of the violation, consequences of graduating nature will be assigned. A conference with student and parent/guardian will be the initial step with additional discipline being the assigned consequence if future violations occur. **(Refer to Bullying & Harassment Policy above)**

RETALIATION

Students are encouraged to report harassment or retaliation. Retaliation against students who report harassment or other rule violations will not be tolerated. **(Refer to Bullying & Harassment Policy above.)**

HAZING AND INITIATIONS

An organized group within the scope of the ASB must plan all initiations, and the plan must be submitted to and approved by the principal. Nothing will be allowed that degrades any individual or group of students. Initiation or hazing by individual students is not allowed. Violation of this policy may result in disciplinary action. **(Refer to Bullying & Harassment Policy above.)**

REPORTING BULLYING & HARASSMENT

Students may make a report of Harassment or Bullying online at the GHS Website at www.goldendaleschools.org. Then click on the Goldendale High 9th – 12th button. HIB forms are also available in the Office and Counseling and Career Center. Turn completed forms into the Counseling Office for the Counselor. In addition, reports can be made to any school staff member.

DISCRIMINATION AND SEXUAL HARASSMENT COMPLAINT PROCESS

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

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

**Title IX, Civil Rights
Compliance Officer (Students)
Harassment, Intimidation, or Bullying
(HIB) Compliance Officer**
Denise Reddinger, HS Principal
525 Simcoe Drive
Goldendale, WA 98620
Telephone: (509) 773-5846
Denise.Reddinger@gsd404.org

**ADA/504
Compliance Officer**
Ellen Perconti
604 East Brooks Street
Goldendale, WA 98620
Telephone: (509) 773-5177
ellen.perconti@gsd404.org

**Civil Rights Compliance Officer
(Employees)**
Ellen Perconti, Superintendent
604 East Brooks Street
Goldendale, WA 98620
Telephone: (509) 773-5177
Email: ellen.perconti@gsd404.org

Complaint to the School District

Step 1. Write Out Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District Board of Directors

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

Instruction (OSPI).

Complaint to OSPI

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

Complaint to OSPI Timelines

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

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

INTERNET/COMPUTER

Goldendale High School students and parents are required to sign our Internet/Computer Acceptable Use policy so that students may use the Internet/Computer at the high school. Students are required to follow those guidelines for searching the Internet and using Internet email. **Students MUST go only to school approved sites as deemed by administration and technology director.** Failure to follow the established guidelines will result in losing Internet/Computer privileges for a set amount of time (1 week) upward to total loss of Internet/Computer use.

LAW ENFORCEMENT

May be notified in any situation where the safety of students or staff is at risk and violations of school rules and the law are violated

LEAVING SCHOOL GROUNDS or GOING TO PARKING LOT- If students are consistently tardy after lunch, off-campus lunch privileges can be revoked.

Except for lunch time, all students must sign out and back in at the office for school/personal reasons. Students are not to leave the building to retrieve materials from vehicles, except during lunch. The campus shall be open during lunch break. Students who have work or training assignments will be excused during their work-training periods. Students may be excused from campus for illness, health condition, family emergency, medical appointment, school activity, religious purpose, disciplinary action, and/or legal appointments with permission from a parent or guardian. A student who has a legitimate reason for leaving campus must secure pre-authorization in the main office. Pre-authorization may be obtained by parent/guardian note or contact. Students must then sign out on the sheet in the main office.

Students leaving without pre-authorization will face consequences including loss of sign-out privileges, detention, or appropriate disciplinary action.

OBSCENE LANGUAGE/GESTURES AND PORNOGRAPHIC MATERIALS

Use of obscene or vulgar language/gestures, writing, pictures, signs, or acts while on school property during or immediately before or after school hours, at any time the school grounds are being used for a school activity, at any school-sponsored activity, or at any school-sponsored activity off school grounds, is prohibited. Disciplinary action shall be appropriate to the seriousness of the violation.

OFFICE REFERRAL PROCESS

Students sent to the office on a referral will be assigned lunch detention, at a minimum, to make up work missed during class.

OVERT DISPLAY OF AFFECTION

Overt displays of affection are not conducive to a proper school atmosphere and will not be tolerated. Actions not allowed include, but are not limited to, embracing, touching, and kissing. Students are limited to a three (3) second hug. First offense: warning. Disciplinary action for further violations shall include notification to parents/guardians and be appropriate to the seriousness of the violation.

STEALING/THEFT

A student shall not steal any private or school property. Law enforcement may be notified. In cases of private or school property, the principal shall conduct an investigation and notify involved parties of her findings. Students determined responsible for stealing personal or school property will be liable for full restitution and may result in additional disciplinary consequences. These students will also forfeit unsupervised hall privileges during class time for the remainder of the school year.

TARDY/CLASS DISMISSAL

Being tardy to school in the morning or after lunch results in a lunch detention that day if tardy in the morning or the next day if after lunch. Students assigned detention will get lunch first and eat in the detention room. Exceptions are for a late bus, bad weather, or as approved through parent/guardian contact with administrative approval. Classroom tardies are defined as entering the classroom after the tardy bell rings unless an office consequence for morning or after lunch arrival has been given. **Students will be assigned to an Academy on their 5th tardy. Further tardies will constitute potential disciplinary action including the loss of open campus privileges. Teachers dismiss students; the bell does not end class.** Refer to “Attendance Policy”.

TRUANCY

Truancy is defined as skipping one or more classes, not clearing an absence with an excused note, or leaving the classroom without permission or campus without following the sign-out procedures. Teachers are not required to give credit for make-up work in cases of truancy. For each hour a student misses (1-hour minimum), time will be assigned in Academy or lunch detention. Repeated offenses will result in additional consequences. Failure to serve Academy or ISS successfully will be cause to assign step two of the truancy policy, plus an additional consequence for refusal to make up that day. Parents will be notified by written letter or phone call. If 5 days are accumulated in one calendar month, a petition with the Juvenile Court alleging a violation of RCW 28A.225.005-060 will be filed.

WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not possess, handle, or transmit any object that can reasonably be considered a weapon:

- 1) On the school grounds during, before, or after school hours.
- 2) On the school grounds at any other time when the school is being used by any school group, or;
- 3) Off the school grounds at any school activity, function, event, or while in route between home and school.

This rule does not apply to normal school supplies, but does apply to any firearm, explosive (including firecrackers), air-soft or pellet guns, any knife, and/or other dangerous objects of no reasonable use to the student at school.

Possession of a firearm will lead to mandatory expulsion. Possession of other dangerous weapons (propellants, pepper spray) will lead to emergency expulsion and/or suspension up to and including expulsion. Police will be notified.

WILLFUL DISOBEDIENCE/INSUBORDINATION

A student shall not willfully disobey any logical or reasonable request from a staff member. Disciplinary action shall be appropriate to the seriousness of the violation.

GOLDENDALE HIGH SCHOOL ATHLETICS AND ACTIVITIES

GOLDENDALE HIGH SCHOOL STANDARDS:

1. A physical exam, which is required once every two years, for athletics
2. Insurance coverage must be obtained through the school or a waiver must be submitted indicating sufficient coverage
3. A student and his/her parent/guardian must sign a contract which indicates they have read and understood the Athletic Code and the rules established by the individual coaches
4. Purchase an ASB card and pay annual participation fee
5. Submit an emergency consent form
6. Required by WIAA rules and GHS policy to be enrolled in a FULL class schedule.

ATTENDANCE: In order to practice or compete in a contest, the participant must be in attendance the **entire day** of a practice or contest. An athlete may not be tardy to school or after lunch under this requirement. *If the contest is during the school week, the participant must be in attendance the entire school day afterwards in order to attend practice.* There may be extenuating reasons for an absence, such as medical, dental, or school-related. The athletic director or principal **should be notified** of the absence **before** it takes place, and a medical note is required the day of the absence in order to practice and/or participate in contests. Rule violation will result in the loss of participation in a practice or contest.

SPORTSMANSHIP: Recognizing that participation in interscholastic activities is a privilege, the Goldendale School District requires that participants exhibit the highest standards of good sportsmanship. Sportsmanship is a blend of fairness, courteousness, and respectfulness towards officials, coaches, opponents, and all others associated with the contest. **Student participants who violate this policy are subject to being removed from the activity at the discretion of the coach, athletic director, event manager, or building Principal.**

TRAVEL: (see update in Athletic and Activity Code) Participants must travel to and from events in transportation provided by the school district. Arrangements may be made by written request between the participant’s parent/guardian and the coach/Athletic Director for the participant to ride with the **parent/guardian only**. Transportation of a squad by someone other than a coach can be arranged only if the person transporting is designated as a volunteer coach.

SCHOLASTIC ELIGIBILITY REQUIREMENTS: A student shall have passed all full-time subjects in the immediately preceding semester to be eligible for competition the following semester. Please see the Athletic Director if Summer School Credits have been earned.

Academic Eligibility

All students that participate in athletics and activities are expected to pass all classes in which they have enrolled. Therefore, the following regulations and process will be used to monitor and assist in keeping the parent/guardian and student informed of the student's eligibility. See **Good Standing Policy** for further clarification.

DISTRICT GRADUATION REQUIREMENTS

Note: Each semester credit is worth .5.	Credits Needed
English	4
Social Studies Electives	3
Science (1 credit lab science)	3
Health & Fitness (.5 must be health)	2
Mathematics	3
CTE Electives	2.5
Fine Arts (Art, Band, Chorus, Drama, etc.)	1-2
Electives	4.0
World Language or Personal Pathway	2.0
Total Credits Needed:	24.0

2-YEAR TECHNICAL & COMMUNITY COLLEGES REQUIREMENTS

Students planning to attend a community or technical college need to meet the district graduation requirements. Certain programs (nursing, etc.) have additional requirements. for example nursing.

4-YEAR COLLEGE-BOUND STUDENT REQUIREMENTS

Math: 4 credits

English: 4 credits

Science: 3 credits (including 2 credits of lab science)

Fine Arts: 2 credits

Foreign Language: 2 credits (of one language)

Social Studies: 3 credits

NOTE: Students interested in math/science careers should exceed the minimum requirements in those areas. Also, Western Washington University requires chemistry or physics and Washington State University requires biology, chemistry, or physics as one of the two years of college prep science. Read the catalog from the college of your choice for further information.

CROSS-CREDITING (Substituting Other Courses to Meet Graduation Requirements) In addition to the traditional academic subjects (English, math, science, and social studies), the following courses listed in each area may be used to meet graduation requirements at Goldendale High School:

COURSES

GRADUATION REQUIREMENTS MET

English:

Business English

1.0 English or 1.0 Occupational

Math:

Financial Algebra

1.0 Math or 1.0 Occupational

Intro Engineering Math

1.0 Math or 1.0 Occupational

Science:

Plant Biology

1.0 Science or 1.0 Occupational

Animal Biology

1.0 Science or 1.0 Occupational

Social Studies:

Parenting

.5 Social Studies or .5 Occupational

World History (S or Y)

.5 Social Studies or 1.0 Social Studies

Applied Psychology

.5 Social Studies or .5 Occupational

Fine Arts:

Graphic Arts

.5 Fine Arts or .5 Occupational

Intro to Woodworking

.5 Fine Arts or .5 Occupational

Occupational:

See class offerings on page 25

2.5 Required

Note: (S) = Semester (0.5 credit) (Y) = Year (1.0 credit)

CREDIT RETRIEVAL COURSES- Courses are offered online for students to make up credits via OdysseyWare. Students may take a maximum of ten online credits at no charge (priority is given to 11th and 12th grade students due to limited space during the school day).

ACADEMIC COURSE DESCRIPTIONS

NOTE: Some courses are NOT approved as NCAA core courses for participation in NCAA Division I and II athletics.

ENGLISH

APPLIED ENGLISH: all year (placement by counselor only). Remedial course for students to strengthen their English skills.

ENGLISH I: all year (9th grade REQUIREMENT) Course emphasizes reading, writing, public speaking, listening and logical thinking. Included are techniques of good library usage, basic grammar skills, vocabulary building, and creative writing. Various types of literature are read and evaluated.

ENGLISH II: all year (10th grade REQUIREMENT) **Prerequisite: English I.** This course is designed to improve the various language arts skills: spelling, punctuation, sentence and paragraph writing, dictionary usage, library research, basic grammar, and vocabulary building, among others. English II is the second year sequence of language arts for most students.

ENGLISH III: all year (11th grade REQUIREMENT unless your pathway is non-college) **Prerequisite: English II.** Course includes essay and creative writing, as well as short stories, poetry, drama, and novels written by American authors from the settlement of America to the present. English III is the third year sequence of language arts for many students, although Business English will also fulfill this requirement for students who aren't planning on attending college.

HONORS ENGLISH III: all year (11th grade REQUIREMENT unless your pathway is non-college) **Prerequisite: English II & teacher approval**

ENGLISH IV: all year (12th grade) **Prerequisites** – successful completion of ENG I and ENG II; and of either ENG III or another junior level English course. English IV is designed to cover 12th grade Common Core State Standards for College and Career Readiness in the areas of reading and writing. Twelfth grade English Language Arts includes the study of British and World literature, and informational texts. Students will read fiction, nonfiction, poetry, and drama. In addition, students will continue to develop and use vocabulary and grammar skills. English IV students are expected to produce coherent and well-organized writing using the writing process. Students will write analysis, narrative, and informational pieces. Students will research a topic and produce a completed research project that includes a written paper, oral presentation, and visual aids.

COLLEGE IN THE HIGH SCHOOL: all year (11th & 12th grade) **Prerequisite: English III & teacher recommendation.** Students will be eligible to receive 5 college credits for ENGL 170: Introduction to Literature through Eastern Washington University. Students who wish to receive college credit pay a tuition fee of \$65/credit which includes tuition, fees, and textbooks. This is a savings of \$1,265 for a 5 credit course.

- **ENGL 101:** (Prerequisites – Writing Placement Test and teacher recommendation) English 101 Provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development and support of ideas and perspective in exposition and argumentation as public discourse, familiarization with library resources and application of the rules and conventions of standard American English. Students who take this course for credit through Eastern Washington University will earn both high school credit and five college humanities credits.
- **ENGL 170 (Intro. to Literature):** (Prerequisite – completion of English III with a grade of “B” or higher, or by teacher recommendation.) English 170 is designed to review and enhance students’ understanding of the literary genres of fiction, poetry, and drama. Through reading assignments, class discussion, and written work, students will sharpen their interpretive and analytical skills. By the end of the course, students will be able to identify the fundamental elements and stylistic attributes of these three genres, and also offer and consider a variety of interpretive perspectives. Students who take this course for credit through Eastern Washington University will earn both high school credit and five college humanities credits.

FILM ANALYSIS: semester (11th or 12th grade ELECTIVE or English). **Prerequisites:** successful completion of ENG I and ENG II, and grade-level reading. This course will focus on literature through film and comparing and contrasting the two formats as related to each novel/film. Students will be required to read novels and write comparison essays after watching films in class.

YOUNG ADULT LITERATURE: semester (11th or 12th grade ELECTIVE or English). **Prerequisites:** successful completion of ENG I and ENG II, and grade-level reading. Contemporary Young Adult Literature is an introduction to young adult literature as an evolving branch of literary study. It provides an overview of current genres in the field, including contemporary realistic fiction, science fiction, dystopia, graphic novels, mystery, and memoir. Text focuses on a survey of literature for secondary students grades 10-12. Emphasis will be on critical analysis, evaluation, and use of books in various genres. Students will be expected to keep pace with the reading, and participate in all class discussions.

BUSINESS ENGLISH: semester or all year (11th & 12th grade **ELECTIVE** or **REQUIREMENT**) **Prerequisite:** English II. **NOT APPROVED FOR NCAA SPORTS.** This course prepares students to communicate effectively as a future business employer, employee within the public or private sector by learning how to create and present a variety of business documents such as memos, emails, business plans, website literature and formal presentations to company stockholders. Students will also practice verbal communication skills through marketing campaigns, interviews and public announcements.

FINE ARTS

NOTE: All of the fine arts courses are electives. However, students must complete one year of credit in this area to fulfill district graduation requirements.

ART I: one semester (9th-12th grade). This course focuses on the fundamentals of Art and Design. Projects will be centered around the elements of art and the principles of design. This course is a prerequisite for ALL visual art courses.

ART II - STUDIO ART: one semester (9th-12th grade) when numbers reach full enrollment. **A \$10.00 supply fee will be required.**
Prerequisite: Art & Design. This course will be focused around several drawing methods and techniques. It will also explore several different mediums such as graphite, charcoal, pen & ink, colored pencil and pastel, scratchboard, printmaking and watercolor.

ART II - CERAMICS: one semester (9th-12th grade) when numbers reach full enrollment. **A \$10.00 supply fee will be required.**
Prerequisite: Art & Design. This course provides a study in methods of sculpture and hand-built clay construction. Introduction to pottery wheel depending on interest. Students explore three- dimensional design while developing both useful and sculptural forms.

GRAPHIC ARTS: one semester (9th-12th grade) See course description under Occupational Education "Technology & Industrial Education."

INTRODUCTION TO WOODWORKING: one semester (9th-12th grade) See course description under Occupational Education "Technology & Industrial Education".

CHORUS: all year (9th-12th grade) in conjunction with Middle School enrollment. Chorus is a performing group; therefore, many styles and forms of music will be rehearsed or prepared for concert. Attendance at concerts is required for the course. (Depending on enrollment)

CONCERT BAND: all year (9th-12th grade) The band is a performing group; thus, the student will learn many facets of band music: marches, jazz, rock, classical, and contemporary. Performing at games, parades, and concerts is required for the course.

JAZZ BAND: all year (9th-12th grade) Permission from Mr. Schneider is required for entry into this advanced music performance class. This class meets at 7:30 a.m. each morning. A mandatory requirement is that students enrolled in Jazz Band must also be enrolled in Concert Band or Chorus.

SURVEY OF POPULAR MUSIC: one or two semesters (9th – 12th) This class will explore the history, evolution, and social impact of popular music in various time periods.

FOREIGN LANGUAGE

NOTE: All foreign language courses meet the world language graduation requirement or are electives.

SPANISH I: all year (9th-12th grade) **Prerequisite: "B" or higher in English**
This course should enable the student to understand and speak Spanish at a basic level.

SPANISH II: all year (10th-12th grade) **Prerequisite: Spanish I**
The emphasis shifts to expanding vocabulary and reading skill, but also develops further the student's skills in understanding and speaking Spanish and understanding the structure of the language.

ESL: Support course for students with Spanish as their primary language.

MATHEMATICS

ALGEBRA I: all year - This is a required course which follows the national and state math standards.

GEOMETRY: all year - This is the second of the required math sequence which follows the national and state math standards.

ALGEBRA II/TRIGONOMETRY: all year - (10th-12th grade) This is the third year of the math sequence which follows the national and state math standards. Completion of this course is required for admission to 4 -year university.

PRE-CALCULUS: all year (11th-12th grade) Course acts as a bridge between the Algebra math series and upper level Science, Technology, Engineering, Math (STEM). First semester covers functions, polynomial and rational equations, and exponential and logarithmic equations. Second semester is mostly trigonometry with some treatment of conic sections.

CALCULUS: all year (12 grade) High School Calculus is a first year calculus course. Some of the topics covered include limits, continuity, derivatives, applications of derivatives (related rates, curve-sketching, optimization), integrals, applications of integrals (volumes, accumulation of change, differential equations), and techniques of integration.

COMPUTER SCIENCE: all year (9th – 12th grade) This course is an introductory programming course that helps prepare students for more advanced programming courses. It explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Semester 1 uses a visual block-based programming language with a robust tool set for introducing students to coding for the first time. Semester 2 transitions to Python, a text-based programming language.

WEB DESIGN: one semester (9th – 12th grade) This is a project-based course that teaches students how to build their own web pages. Students learn the languages HTML and CSS, and create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites.

CYBER SECURITY: one semester (9th – 12th grade) The focus of instruction includes the implementation and monitoring of security on network and computer systems. Students investigate strategies to identify and protect against security threats such as malicious actors, eavesdropping, and network attacks. The basics of encryption and logical reasoning will be explored. Hands-on labs in the CYBER.ORG Range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.

PHYSICAL EDUCATION

HEALTH & FITNESS: one semester health & one semester fitness (9th grade **REQUIREMENT**) Course enables the student to develop physical and academic knowledge, skills, and abilities related to human performance. Students will have the opportunity to increase personal physical fitness levels and master skills that will afford opportunity for greater physical accomplishment and lifelong healthy practices. Health topics covered include Healthy Foundations, Mental & Emotional Health, Healthy and Safe Relationships, Nutrition and Physical Activity, Drugs and Diseases and Disorders. Students will also earn a two year certificate in First Aid and CPR.

GENERAL FITNESS: all year or semester (9th-12th grade) The purpose of this course is to help students improve personal fitness levels through participation in a variety of fitness components. Emphasis will be on cardiovascular endurance, muscular strength, muscular endurance, and flexibility. The class will utilize aerobic activities, body weight exercises, weight lifting, core strength, and flexibility exercises. Students will gain a basic understanding of the physiological foundation of weight training and fitness, running technique and form, as well as proper nutrition.

WALK & WELLNESS: all year or semester (10th-12th grade) The purpose of this course is to help students of all fitness levels develop a solid foundation of training principles and guidelines of flexibility, fitness and wellness components, nutrition, weight control, and stress management. Specifically, this course will include activities that one can continue to pursue into adulthood (walking/running, biking, golf, disc golf, tennis, hiking/backpacking). Throughout this course, students will develop a working knowledge of the benefits of exercise and a physically active lifestyle.

SPEED & AGILITY: all year or semester (10th-12th grade) Classes are designed to incorporate linear speed drills, agility, functional movement and injury prevention (strength and flexibility). It focuses on fundamentals of athlete performance and physical activity.

ZERO HOUR WEIGHTS: all year or semester (9th-12th grade) The purpose of this course is to help students develop strength and power through lifting weights. This course will include the teaching of proper technique and safety practices. Students will learn exercises designed to work all major muscle groups and a basic understanding of physiological and anatomical concepts needed to develop their own strength training regimen.

PERFORMANCE TRAINING: all year or semester (10th-12th grade) Health/Fitness course designed for 9th-12th grade students wishing to be part of a rigorous curriculum to enhance knowledge, skills and abilities related to human performance. Weight lifting will be part of this class but with a fitness emphasis. Upon successful completion of Performance Training, students will have increased their personal physical fitness; developed knowledge of health and fitness concepts, realized the requirements of the Washington State Health & Fitness Standards (CBA) and mastered skills that will afford opportunity for greater physical accomplishments. Full participation is mandatory. This includes maintaining daily portfolio entries and suiting for class every day in the required uniform. Because of the physical rigor of this course, students should have a baseline level of physical fitness with no physical limitation that would prevent full participation. **Prerequisite:** *Must be in athletics or have teacher permission if 9th grade, or have successfully completed 9th grade Health/Fitness with a C to at least be eligible for Performance Training 1.*

SCIENCE

BIOLOGY: all year (10th grade **REQUIREMENT**) Biology deals with living organisms, their classification, physiology, dissection, ecology, and genetics. It is a research-oriented laboratory science course.

CHEMISTRY: all year (11th-12th grade ELECTIVE) **Prerequisite: GEOMETRY-NO EXCEPTIONS.** This is a laboratory course in which students repeatedly observe, measure and react to physical substances to develop principles about their behavior. These principles are then used to increase their understanding of our universe.

ANATOMY/PHYSIOLOGY: all year (11th-12th grade ELECTIVE) Anatomy is the branch of science concerned with the bodily structure of humans, animals, and other living organisms, especially as revealed by dissection and the separation of parts.

PHYSICS: all year (11th-12th grade ELECTIVE) This is an applied physics course with some laboratory time allocated. Focus of the course will include Mechanical, Electrical, and Newtonian physics. (Offered alternating years).

9th GRADE SCIENCE (AFNR): (9th grade REQUIREMENT) A hands-on, project based freshmen science class. Students will study soils, hydroponics, cell structure, plants, ecosystems, and much more through a variety of experiments and projects that use all the latest science technology. The course is also the first course in an Agriculture Program of Study.

PLANT BIOLOGY: all year (10th-12th grade ELECTIVE or LAB SCIENCE) see "Agriscience" for description.

ANIMAL BIOLOGY: all year (10th-12th grade ELECTIVE or LAB SCIENCE) see "Agriscience" for description.

SOCIAL STUDIES

APPLIED PSYCHOLOGY: one semester (10th-12th SS ELECTIVE or OCC) See course description under Occupational Education "Family and Consumer Sciences."

CIVICS-CONTEMPORARY ISSUES: all year (12th grade REQUIREMENT) This course involves the study of the national government of the United States, as well as the U.S. Constitution and Current World Issues.

PARENTING: one semester (9th-12th grade SS ELECTIVE or OCC) See course description under Occupational Education "Family and Consumer Sciences."

U. S. HISTORY: all year (11th grade REQUIREMENT) Course covers the history of the United States; it may include material from the Pre-Columbian period to the modern times.

WASHINGTON STATE HISTORY: one semester (9th-12th grade REQUIREMENT if not completed in 7th or 8th grade) Course includes the historical foundations and government of our state.

WORLD GEOGRAPHY: one semester (9th-12th grade SS ELECTIVE) Course covers the physical and cultural geography of the world. Topics include physical features, natural resources, political features, government, and cultural aspects of each continent. Students will understand human interaction with the environment, as well as the geographical context of global issues.

WORLD HISTORY: one semester (9th-12th grade SS ELECTIVE) Course includes the study of humans and their accomplishments from prehistoric times to the present. This course counts as Social Studies. It may not be used as fine arts for admission to University of Washington or Western Washington University.

MISCELLANEOUS

NOTE: All of the following courses are electives.

TEACHER/OFFICE/LIBRARY ASSISTANT (at all schools): one semester or all year (11th-12th grades) **Must turn in a Teacher's Aide Approval Form (available in the CCC), have a 2.3 GPA (C grades or better), 90% attendance and have no discipline issues for the prior semester or current school year. Students can only TA for a total of 1 credit or 1 year.**

YEARBOOK: Students will be in charge of creating the annual yearbook for GHS. Students must be willing and able to take photographs in and outside of school hours, work as a team, and create, format and edit the entire yearbook.

WORK SITE LEARNING

WORK SITE LEARNING-UNPAID: all year (11th-12th grade) Students will receive a supervised, quality, work experience from a worksite mentor that has agreed to help the student learn and practice the basic workplace skills common to all worksites. Student worksites are determined by a student interest and future career goals. Students spend 2 periods a day at the worksite, attend monthly seminars, complete several small projects and keep a record of hours spent on site. This course is an excellent way to explore careers, earn work history and workplace skills. **WSL is two (2) periods long and requires an application be filled out that can be obtained in the Counseling/Career Center. After receipt of the completed application, a student will be placed by the WSL program coordinator, Mr. Krieg.**

OCCUPATIONAL EDUCATION COURSE DESCRIPTIONS

NOTE: All of the occupational arts courses are electives. However, students must complete 2.5 credits in this area to fulfill district graduation requirements.

AGRISCIENCE

NOTE: All agriculture courses are highly recommended for Careers in Technology and Natural Resources.

Introduction to Agriculture, Food, and Natural Resources (9th Grade Science): all year (9th grade) AFNR is a hands-on, project based freshmen science class. Students will study soils, hydroponics, cell structure, plants, ecosystems, and much more through a variety of experiments and projects that use all the latest science technology. The course is also the first course in an Agriculture Program of Study.

Plant Biology: all year (10th-12th grade) Plant Biology is a biology equivalent course that uses hands-on activities, projects, and problems to teach plant concepts. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting.

Animal Biology: all year (10th-12th grade) Animal Biology is a biology equivalent course that uses hands-on activities, projects, and problems to teach animal biology concepts. Student experiences will include the study of animal anatomy and physiology, and classification.

Metal Fabrication: all year (10th-12th grade) This hands-on course teaches students how to service, repair and test farm machinery. Students learn a variety of welding processes, become trained in basic shop related skills, and practice machine tool operation and maintenance. Students are required to perform all tasks using industry approved safety guidelines.

Food Science: all year (10th-12th grade) Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing.

BUSINESS EDUCATION

Note: Students intending to apply to any of the public universities in Washington (e.g., U of W, WSU, etc.) may only use one (1) year of technical writing to meet the 4-year English requirement for admission.

FINANCIAL ALGEBRA: all year (11th-12th grade ELECTIVE or MATH). The purpose of this class is to learn how to responsibly manage personal finances using applied and business math concepts and techniques. To learn more about the free enterprise system and how it relates to the global economy. To learn how to invest wisely in several different venues including the Stock Market and real estate.

INTRODUCTION TO BUSINESS: all year (9th-12th ELECTIVE) Intro. To Business will help you develop skills in marketing, management, entrepreneurship, business ethics and learning the global economy. You will learn to create a business plan, market and advertise your products, develop an employee training program, and debate current business issues.

BUSINESS ENGLISH: all year (11th and 12th grade ELECTIVE or REQUIREMENT) This course prepares students to communicate effectively as a future business employer/employee within the public or private sector by learning how to create and present a variety of business documents such as memos, emails, business plans, website literature and formal presentations to company stockholders. Students will also practice verbal communication skills through marketing campaigns, interviews and public announcements.

DIGITAL COMMUNICATIONS: one semester (9-12th grade) Digital Communications involves the use of several different Microsoft (MS) Office programs (Word, Excel, Access, and PowerPoint). The Internet is used for research, and assignments are then given that utilize the various programs. You will learn to format business documents, create spreadsheets and presentations in Office. In addition to gaining valuable computer skills for the 21st Century, you can earn a Microsoft Office User Specialist Certificate.

GRAPHIC ARTS: one semester (9th-12th grade) This course utilizes the Microsoft Word and PowerPoint software as well as the Adobe InDesign program. Students are introduced to creating shapes, borders, colors, and gradients using PC computers and color laser printers. Digital photography and Internet research are introduced. Projects include posters, newsletters, greeting cards, reports, event tickets and programs. Numerous assignments are completed for community members and organizations advertising their functions.

FAMILY AND CONSUMER SCIENCES

FOODS: one semester (9th-12th grade) Course is attractive for students who enjoy planning and preparing food dishes using a variety of tools, incorporating a wide range of food groups and including products and seasonings from around the world. Students will also be expected to work within a budget, modify meals to meet dietary restrictions, and prepare meals to retain nutritive value. Other course topics include eating disorders, fad diets, food labels, questionable advertising, and food related careers.

PARENTING: one semester (9th-12th grades) Class studies the issues and roles pertaining to being an effective parent as a child grows from birth to adulthood. Students study parenting styles, and philosophies, needs of children at each developmental stage, and the typical challenges that make parenting one of the most rewarding and exhausting roles in life. Students observe children, design age-appropriate activities and are responsible for the care of a "Baby Think It Over". **.5 Social Studies credit**

APPLIED PSYCHOLOGY: one semester (10th-12th grade ELECTIVE) Learn about the major theories of human behavior and how each theory attempts to understand and explain the human experience. Students will learn about dogs, rats, dreams and the brain. The second half of the class is about relationships with friends, co-workers and mates. There is some reading, several class and small group projects and numerous class experiments scheduled to help the broad topic of Psychology and self-understanding come to life.
.5 Social Studies credit

CULINARY: one semester (9th-12th grade) The Culinary Arts Pathway is a great program for students who are interested in the foods industry and preparing various culinary dishes, and enjoy being creative, expressive and imaginative; enjoy cooking and hands-on learning; have an attention to detail and precision in their work; and feel comfortable in a culinary kitchen environment.

LEADERSHIP

ASB STUDENT LEADERSHIP: all year (This is a required course for 11th-12th grade ASB & Class Officers) Non-ASB/Class Officer students may take this class by permission of the teacher only.

TECHNOLOGY AND INDUSTRIAL EDUCATION

NOTE: Construction Technology courses are highly recommended for Careers in Technology and Natural Resources.

INTRODUCTION TO WOODWORKING: one semester (9th-12th grade) Students will learn how to operate saws and power tools to make several small projects. A strict adherence to safety procedures is enforced. This is a foundation course for students interested in home construction, carpentry, advanced woodworking, and engineering. **Can be used as .5 Fine Arts**

WOOD CONSTRUCTION: Step into the world of hands-on craftsmanship and building in our Wood Construction class. This dynamic high school course is designed to introduce you to the art of woodworking and construction, taking you from the basics of tool usage to the foundations of building structures. Whether you're drawn to the artistry of woodworking or interested in understanding the mechanics of construction, this course is your gateway to a rewarding journey of creating and building with wood. Whether you envision creating furniture or considering a future in construction, this Wood Construction Fundamentals class will empower you with the skills and confidence to craft, build, and shape your ideas in the world of wood. Join us as we embark on a journey of craftsmanship, creativity, and construction expertise!

ROBOTICS: all year (9th-12th grade) A course that exposes individuals to the use of basic engineering principles and technical skills in developing and using robotics. Includes instruction in the principles of robotics, design and operational testing, system maintenance and repair procedures, robotics, computer systems, control language, and safety.

INTRODUCTION TO ENGINEERING: all year (9th-12th grade) Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

SPECIAL EDUCATION

APPLIED ENGLISH 1 & 2: all year (9th-12th) This course is designed to teach students foundational skills to analyze and then read various pieces of literature and writing. Students will use the techniques encountered by reading pieces written by various authors and will write according to different audiences and purposes. The exercises and assignments in this class will encourage grade level quality work in reading and writing in accordance with the Washington State English Language Arts State Standards.

BASIC SKILLS PRE ALGEBRA: all year (9th-12th) Pre-algebra courses are designed to prepare students for a standard high school algebraic class. Students will become familiar with the basic concepts of Pre-Algebra in a step-by-step approach and apply these concepts as needed to mathematical problems

MATH FOUNDATIONS: all year (9th-12th) The primary goal of this course is to ensure students have strong arithmetic skills needed to succeed in courses at or above Pre-Algebra. Attention will be given to filling math gaps and accelerating student learning of basic mathematical concepts

READING & WRITING FOR DAILY LIVING: all year (9th-12th) This course is designed to meet students' individual goals and to teach students reading and writing skills for everyday situations in life that they will need to live independently after high school.

MATH FOR DAILY LIVING: all year (9th-12th) This course is designed to meet students' individual goals and to teach students math skills that will be needed on a daily basis to live independently after high school.

COMMUNITY LIVING: all year (9th-12th) This course is designed to teach students skills needed to function independently in the home and community setting.

TRANSITIONAL/VOCATIONAL: all year (9th-12th) Students enrolled in Transitional/Vocational classes learn job-related skills in preparation for work and career after high school. When appropriate, students work in the community with business partners who provide worksite mentorship.

STUDY SKILLS: all year (9th-12th) Study Skills is a class offered to students (with IEPs) who benefit from extra time to work on homework, class projects, and other school related assignments. The main objective in this course is to provide a structured setting in which students can work on

organization, academic performance, and self-advocacy. Students will also use their time in this class to improve their reading, writing, and math skills by working on their IEP goals.

RUNNING START

Beyond the learning opportunities at GHS, the Running Start program provides academically eligible junior and senior students the opportunity to complete college coursework, without charge for tuition, at Columbia Gorge Community College, Columbia Basin, or Yakima Valley College.

Students receive dual credit (high school and college) for completed coursework. Students are responsible for transportation to and from the college for on-site classes, internet access for online classes, as well as costs related to textbooks and fees. Interested students and parents/guardians must attend a meeting at the high school. Running Start information is posted on the GHS website by clicking on the CCC link. Contact the counseling center at the high school for more information at 509-773-5846.

Homeschool students are welcome in our college programs, provided they meet the eligibility requirements.

Following is a guideline for the number of classes students may take each semester.

College	College Max	GHS Classes	NAV	Comments
CGCC	4 credits	4 classes	Yes	Core classes are typically 4 cr.
	8 credits	2 classes	Yes	
	12-15 credits	NAV only	Yes	
YVC	5 credits	4 classes	Yes	No NAV cr. If it exceeds 1.2 FTE
	10 credits	2 classes	Yes	
	15 credits	NAV only	Yes	
CBC/LCC	5 credits	4 classes	Yes	No NAV cr. If it exceeds 1.2 FTE
	10 credits	2 classes	Yes	
	15 credits	NAV only	Yes	

All Running Start students planning to participate in GHS Sports must complete a WIAA (Washington Interscholastic Activities Association) form with the Athletics Office at Goldendale High School.

Goldendale Public Schools Goldendale High School

TITLE I SCHOOL PARENT INVOLVEMENT POLICY

The entire staff of Goldendale High School believes the education of each child is a partnership between the parents/guardians, the student, and the school staff. This partnership is documented in the GHS Home-School Compact that is discussed with and signed by students, parents/guardians and staff at the start of each school year. The GHS School Community believes active parent/guardian involvement greatly enhances student success and a positive school atmosphere. Therefore, opportunities for parent/guardian involvement are provided continuously throughout the school year.

Policy Guidelines

Annual “Back to School” Student and Parent/Guardian Night. In the first month of school, Goldendale High School invites all parents/guardians and students to attend an informational orientation meeting. At this event, parents/guardians meet administration and staff to learn about the school mission and vision, specific grade level graduation and assessment requirements, building procedures, and expectations for students.

Freshman Orientation with LINK Crew Prior to School Starting.

Family Connection Meetings for every parent/guardian and child during the first three days of the school year.

Senior Timeline Meetings/Senior Presentations.

Running Start Info Meetings

Center for Educational Effectiveness Survey of Staff, Parents/Guardians, and Students.

Annual Title One Parent/Guardian Meeting. At this meeting the following information will be shared with parents/guardian:

- Description of researched based intervention programs that are provided with Title I services.
- Explanation of parent/guardian involvement opportunities throughout the year.

Navigation 101. One of the goals of Goldendale High School is to get students career and college ready. The hallmarks of the Navigation 101 program for students are curriculum driven advisories, the use of student portfolios/binders, student-led conferences with near 100% parent/guardian participation, and student-informed scheduling.

Parent/Guardian-Student-Teacher Conferences. Conferences are held in the fall and spring to personally share student progress, address student learning plans, and address any concerns or questions. GHS also sends a team to Roosevelt for these each year to share general and ELL information with parents/guardians, the majority of whom primarily speak only Spanish. Senior On-Time Graduation Status.

Parent/Guardian Representatives on the School Improvement Team. The Goldendale High School Improvement (Leadership) Team is composed of representative parents/guardians, and staff. Their purpose is to review and discuss progress on school improvement, invite discussion, brainstorm ideas of how to improve communication to parents/guardians through bulletins, the website, etc. The Leadership Team continually maintains a focus on the following indicators of school quality: instructional programs, support for learning, school climate, and parent/guardian school relationships.

Goldendale High School Home-School Compact. This compact is explained to and signed by parents/guardians, students, and teachers during the fall conferences. It outlines the commitments and responsibilities for all three partners to the agreement.

Individual Student Spring SBA and other testing Performance Profiles are shared with students and parents/guardians at parent/guardian meetings and Fall/Spring conferences, along with a letter explaining assessments to parents/guardians.

Daily Parent/Guardian Bulletins and the School Website include information about what is happening at school and how parents/guardians can become involved and informed. This information is available online at goldendaleschools.org.

In accordance with Federal law, the Goldendale School District is prohibited from discriminating on the basis of race, color, national origin, sex, sexual orientation, gender expression, gender identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability, and provides access to the Boy Scouts of America and other designated youth groups. To file a complaint of discrimination, write to John Westerman, Title IX, ADA/504 Director, Harassment, Intimidation & Bullying Compliance Officer and Civil Rights Compliance Officer of Goldendale School District No. 404, 525 Simcoe Drive, Goldendale WA 98620 or call (509) 773-5846 or email to Denise.Reddinger@gsd404.org. Goldendale School District is an equal opportunity employer, complies with all Federal Rules and Regulations, and does not discriminate for all district employment opportunities. Goldendale School District is an equal opportunity employer, complies with all Federal Rules and Regulations, and does not discriminate for all district programs and employment opportunities.

De acuerdo con la ley federal, el distrito escolar de Goldendale está prohibido discriminar por motivos de raza, color, origen nacional, sexo, orientación sexual, expresión de género, identidad de género, credo, religión, edad, veterano o situación militar, discapacidad o el uso de un perro guía entrenado o animal de servicio por una persona con una discapacidad, y proporciona acceso a los Boy Scouts of America y otros grupos juveniles designados. Para presentar una queja de discriminación, escriba a John Westerman, Título IX, ADA / 504 Director de, acoso, intimidación y Oficial de Cumplimiento La intimidación y el Oficial de Cumplimiento de los Derechos Civiles del distrito escolar de Goldendale No. 404, 525 Simcoe Drive, Goldendale WA 98620 o llame al (509) 773-5846 o por correo electrónico a Denise.Reddinger@gsd404.org. El Distrito escolar de Goldendale es un empleador de igualdad de oportunidades, cumple con todas las reglas y regulaciones federales, y no discrimina por todas las oportunidades de empleo de distrito. Distrito escolar de Goldendale es un empleador de igualdad de oportunidades, cumple con todas las reglas y regulaciones federales, y no discrimina a contra los programas del distrito y las oportunidades de empleo.



GOLDENDALE SCHOOL DISTRICT

**(FOR INFORMATIONAL PURPOSES ONLY.
PLEASE REFER TO OUR OFFICIAL PACKET FOR
EXTRA CURRICULAR ACTIVITIES.)
Final Forms website to complete the requirements.
<https://goldendale-wa.finalforms.com/>**

Athletic & Activity Eligibility Packet and Requirements

Student's Last Name: _____ First Name: _____

Address: _____ Date of Birth: _____

Guardian Name: _____ Phone: _____

E-Mail: _____

Guardian Name: _____ Phone: _____

SPORT/ACTIVITY SELECTION

Please check the sports/activities the student-athlete plans to participate in:

FALL:	WINTER:	SPRING:	YEAR-LONG
<input type="checkbox"/> Football	<input type="checkbox"/> Boys Basketball	<input type="checkbox"/> Baseball*	<input type="checkbox"/> FBLA* Yearbook
<input type="checkbox"/> Volleyball	<input type="checkbox"/> Girls Basketball	<input type="checkbox"/> Fastpitch*	<input type="checkbox"/> Bands Choirs
<input type="checkbox"/> Cross Country	<input type="checkbox"/> Wrestling	<input type="checkbox"/> Track	<input type="checkbox"/> Drama FCCLA
<input type="checkbox"/> Fall Cheer*	<input type="checkbox"/> Winter Cheer*	<input type="checkbox"/> Golf*	<input type="checkbox"/> Robotics/TSA*
<input type="checkbox"/> Girls Soccer*		<input type="checkbox"/> Tennis*	<input type="checkbox"/> FFA
			<input type="checkbox"/> Summer Athletics/Activities
			*HIGH SCHOOL ONLY

REQUIREMENTS FOR ATHLETIC PARTICIPATION/ELIGIBILITY

- **Current Sports Physical - Physical is valid for 2 years unless stated otherwise by physician**
- **ASB card purchased - \$40 GHS / \$25 GMS (Waived for Students Qualifying for Free or Reduced Meals)**
- **\$10 Athletic Participation Fee (Waived for Students Qualifying for Free or Reduced Meals)**
- **All sections of the Athletic/Activity Eligibility Packet signed and on file each year**
- **Have no outstanding Athletic/Activity Fines (Gear, Jerseys, Equipment) from previous sports seasons**
(FINES=NO CONTESTS)
- **Annual Impact Test**

WIAA ATHLETIC ELIGIBILITY REQUIREMENTS

Please answer the following questions pertaining to athletic eligibility. It is extremely important to give accurate information. False information provided by a participant/parent/guardian may result in the participant being declared ineligible for interscholastic competition for a period of one calendar year.

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Be less than 20 years old at the beginning of any sport season. For middle school, a student shall not have reached his/her 15th birthday prior to June 1 of the previous school year. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Reside within the boundaries of the Goldendale School District where he/she resides with his/her parents/legal guardians. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Attended school in the Goldendale School District the previous school year in its entirety. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Passed the required number of full credit classes last semester. (All Classes) WIAA eligibility rules dictate a period of ineligibility from contests for failing grades earned in the prior term. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Is presently enrolled as a full-time student per WIAA rules. Furthermore, be enrolled and in regular attendance within the first 15 school days of the current semester in order to participate in the current semester. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Is presently enrolled as a Running Start student with a signed agreement on file. Full time student status must be verified. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | The above student has NOT attended any other high schools besides GHS. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Have athletic injury insurance. |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Have passed a physical examination from a medical authority licensed to perform a physical examination. Physical exams are good for 24 months from the date of the exam. The medical authorities licensed and approved by law to give physicals include M.D.; Doctor of Osteopathy, D.O.; Certified Registered Nurse (A.R.N.P.) and Physician's Assistant (P.A.); Naturopathic Physicians (N.D.). |

To Participate in Interscholastic Athletics, You:

- Cannot be eligible for more than four (4) consecutive years after starting ninth (9th) grade.
- Cannot accept, from any source, awards of intrinsic value except letters awarded by your school or medals or trophies given in high school contests.
- Cannot accept merchandise totaling more than \$500 in retail value in one calendar year. Cannot accept a cash award. Cannot play on any professional team in any sport, nor sign a professional athletic contract nor enter a competition under an assumed name.

PARENT/GUARDIAN SIGNATURE _____

Date: _____

STUDENT SIGNATURE _____

Date: _____

INHERENT RISK IN SPORT and INJURY WARNING (Athletes and Specific Activities Only)

We, the parent/guardian and student/athlete, have read the attached Sport Safety Guidelines and we understand the list of rules and procedures. We are aware of the potential for injury while participating in athletics. We also understand the necessity of using the proper techniques while participating in the sport in which the above named student/athlete will be participating.

PARENT/GUARDIAN SIGNATURE _____ Date: _____

STUDENT SIGNATURE _____ Date: _____

MEDICAL EMERGENCY AUTHORIZATION/EMERGENCY PROCEDURE CARD

In case of an emergency Goldendale School District is authorized to proceed as indicated.

Student Name: _____ Birth Date: _____

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Name: _____ Phone: _____

Emergency Contact Name: _____ Phone: _____

Family Physician Name: _____ Phone: _____

Hospital Preference _____

Insurance Company: _____ Policy/Group # _____

Does your student/athlete use any of the following: **Inhaler** **EpiPen** **Medication**

List Medications: _____

Known Allergies: _____

In the case of emergency, illness, or accident to the child named above, the school will contact the parent/guardian or emergency contact persons immediately. If you as parent or guardian cannot be reached, do you authorize the school authorities to send the child for medical treatment?

YES

NO

- If a student athlete brings a medical note to the GMS or GHS office from a health professional with restrictions stated on it, then s/he must later provide a medical note to clear the athlete from those restrictions **prior to full participation in practice.**
- If an athlete visits a doctor for a medical condition or injury related to the sport or activity, the parent/guardian must notify the school. In this case, the athlete must provide a medical note to the GMS or GHS office clearing the athlete for full practice before s/he can participate.

- If a parent/guardian holds an athlete out of practice for recovery from an injury not being treated by a doctor, the parent/guardian must provide a note stating the parent'/guardian's permission for the student to return to practice.

PARENT/GUARDIAN SIGNATURE _____ **Date:** _____

STUDENT SIGNATURE _____ **Date:** _____

INSURANCE

It is required that students participating in interscholastic athletics activities carry insurance for injury and/or accidents. Many private insurance policies and employer sponsored group policies DO NOT cover interscholastic athletic related activities. Please indicate the type of insurance coverage for your student-athlete:

- Complete coverage with personal insurance**

Name of insurance company _____ Policy/Group No. _____

OR

- School Insurance through Myers-Stevens & Toohey (please select one of the three options below)**

See Student Accident & Sickness Insurance Pamphlet:

- Myers-Stevens & Toohey School Time Plan (covers all sports EXCEPT football)
- Myers-Stevens & Toohey Full Time Plan (covers all sports EXCEPT football)
- Myers-Stevens & Toohey Football Plan (covers ONLY football)

PARENT/GUARDIAN SIGNATURE _____ **Date:** _____

CONCUSSION INFORMATION (Athletics and Specific Activities Only)

We, the parent/guardian and student/athlete, have read the attached Goldendale School District Concussion Information Sheet, and we understand that all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.

Athletes with the signs and symptoms of concussion should be removed from play immediately. It is the parent's/guardian's responsibility to verify with the school at any time a head injury occurs, in or out of a school-sponsored event. Parent/Guardian and Athlete/Student must follow all post-concussion protocols.

PARENT/GUARDIAN SIGNATURE _____ **Date:** _____

STUDENT SIGNATURE _____ **Date:** _____

TRANSPORTATION AND OVERNIGHT STAY

We, the parent/guardian and student/athlete, have read the attached Goldendale School District Transportation and Overnight Stay information and we understand the areas of concern. We agree to follow the regulations outlined to minimize the chances of an accident or any problems during these activities.

PARENT/GUARDIAN SIGNATURE _____ Date: _____

STUDENT SIGNATURE _____ Date: _____

ATHLETIC/ACTIVITIES CODE CONTRACT

We, the parent/guardian and student/athlete, have read the attached Goldendale School District Athletics/Activity Code Contract and we understand its conditions and procedures. We realize that a violation of the conditions outlined in the code will be cause to enact disciplinary procedures or suspensions.

PARENT/GUARDIAN SIGNATURE _____ Date: _____

STUDENT SIGNATURE _____ Date: _____

Student/Parent/Guardian- Verification

I verify as follows:

- *I have carefully read the Goldendale School District Athletic & Activity Eligibility and Requirements packet and the Student Athletic & Extra-Curricular Activities Code of Conduct; and*
- *I understand participation in any such programs is not a right, but instead, is a privilege; and*
- *I agree to be bound by the terms of the Code for all programs participated in during the school/calendar year in which I signed this Code.*
- *I understand that the provisions of the Goldendale High School or Goldendale Middle School Student Handbook are in addition to the provisions of this Code.*

_____ Date signed: _____
[Parent/Guardian Signature]

[Print name]

_____ Date signed: _____
[Student Signature]

[Print name]

**THIS ATHLETIC/ACTIVITIES CODE SHALL
BE IN EFFECT FOR THE ENTIRE CALENDAR YEAR, 365 DAYS,
BEGINNING MID-AUGUST THROUGH THE FOLLOWING MID-AUGUST**

Consent to Treat and HIPAA/FERPA Release

Consent to Treat: As a result of athletic participation, injuries frequently occur. In the event that an injury does occur, I consent to allow Klickitat Valley Health's Sports Medicine professional(s) (Physical Therapists, Athletic Trainers and Physicians) to evaluate, treat, and manage any injuries, and activate emergency care as indicated within their scope of practice for my child. In the event of a serious injury, I understand that an attempt to contact me in the most expeditious manner possible will occur. In the event that I cannot be reached, the treatment or necessary referral for the best interest of my child will be given. I also give consent to KVH's Sports Medicine professional(s) to instruct my child in performance enhancing or corrective exercise.

Parental Authorization for the Use and Disclosure of Medical Information (HIPAA & FERPA): I hereby authorize the Sports Medicine Staff (Physical Therapists, Athletic Trainers and Physicians) to share appropriate information (medical and/or other) concerning my child that is relevant to participation/activities with coaches, other healthcare professionals (as determined by parent/guardian) and other school personnel as deemed necessary. I consent to the use of the Healthy Roster documentation system to communicate with coaches, parents/guardians and medical providers regarding my child's injuries and treatments. Healthy Roster complies with HIPAA regulations. I understand that I may revoke this authorization in writing and present my written revocation to the School Athletic Director. Unless revoked, this authorization is in effect for the entire school year.

I have read and understand the above release for consent to treat:

Student Athlete: _____

Date: _____

Parent/Guardian: _____

Date: _____

STUDENT ATHLETIC & EXTRA-CURRICULAR ACTIVITIES CODE OF CONDUCT

This procedure will provide our students with an opportunity to succeed. Athletics and extracurricular activities, including Homecoming, are completely voluntary and considered a privilege afforded to students who maintain appropriate standards of behavior. The premise of this procedure is based on the belief that Goldendale School District can be drug, alcohol, and tobacco free. All students shall refrain from using alcohol, drugs or tobacco either on or off campus throughout the calendar year, or from knowingly remaining present when drugs, alcohol or tobacco are being consumed by those under legal age. The following procedure becomes effective upon enrollment in the Goldendale School System and violations from previous schools will follow the student when enrolling in the Goldendale School District. This action shall include all associated student body groups, which include athletics, clubs, drama, music, NHS, ASB officers, and extra-curricular activities not part of a graded curriculum. This policy is effective in grades 5-12 for extra-curricular activities and 7-12 for athletics. Some violations that occur in middle school will follow the student to the high school.

Student Academic/Attendance Eligibility Expectations

Goldendale Grades 5-12

Students who participate in athletics, music, drama, and all other ASB sponsored activities must adhere to the “Good Standing” procedure:

Academics and Attendance. As a district we believe that when students miss school, they miss out. With that in mind, we believe that the first step to being successful in school is *being in* school and *passing* classes. The following **academic** measures will be in place for athletics and activities:

- A. **Academics.** If a student/athlete is **failing one or more classes** during any given week, that student will drop out of **good academic standing**, and not be able to participate in interscholastic competitions the following week. Grades are checked every Thursday morning. Regaining a passing grade after the Thursday morning check will not remove this consequence. Middle School athletic accountability measures will also be in effect. **Academic Consequences:** No student/athlete who has lost **good academic standing**, will be allowed to play in or attend sports events, attend dances, or participate in special events at school or activities that occur outside of the normal school day. That consequence is in effect the following Monday through Sunday, with exception to final semester grades being issued. **Athletes and activity participants are held to a higher standard than other students and cannot be failing any classes. Athletes may practice but not compete if failing a class. Athletes failing more than one class will be required to attend Wednesday after school tutoring to be eligible for practice that day and participation in their next eligible contest. Goldendale Middle School athletes will be required to attend Wednesday after school program for any D or F grades in order to be eligible for practice that day and participation in their next eligible contest.**

NOTE: A student who failed to make the grade requirements of passing all required classes in the previous term shall be placed on suspension from contests. The student may practice, but shall be ineligible for contests during the suspension period. If, at the end of the suspension period, the student is passing all classes, the student may then be reinstated for interscholastic competition. The suspension period for high school students shall be from the end of the previous semester through the fourth (4th) Saturday in September in the fall or the first five (5) weeks of the succeeding semester. The suspension period for middle level students shall be from the end of the previous semester through the first three (3)

weeks of the succeeding semester. Each student is eligible on Monday of the week following the end of the suspension period.

- B. **Regaining Good Academic Standing:** A student/athlete can regain *good academic standing* when they are passing all classes. That standing goes into effect the following Monday through Saturday.
- C. **Attendance:** In order to practice or compete in a contest, the participant must be in attendance the *entire day* of a practice or contest. To practice or play in a contest, students may not be tardy to school the first period of the day or the period immediately after lunch. *If the contest is during the school week, the participant must be in attendance the entire day afterward in order to practice that day.* There may be extenuating reasons for an absence, such as a medical, a dental, or a school-related appointment or activity. The athletic director or principal **should be notified** of the absence before it takes place and a medical note is required the day of the absence in order to practice and/or participate in contests. Rule violation will result in the loss of participation in a practice or contest.
- D. **Running Start:** The Goldendale School District has arrangements with three (3) colleges for GHS High School students to take Running Start classes: Columbia Gorge Community College (CGCC), Yakima Valley College (YVC) and Columbia Basin College (CBC).

Following is a guideline for the number of classes students may take each quarter:

Colleges	College Max	GHS Classes	NAV	Comments
YVC	5 credits	4 classes	Yes	No NAV cr. If it exceeds 1.2 FTE
CBC	10 credits	2 classes	Yes	
LCC	15 credits	NAV only	Yes	

All Running Start students who plan to participate in GHS Sports must complete a WIAA (Washington Interscholastic Activities Association) Eligibility Form with the Athletics Office.

Conduct and Citizenship

This procedure will provide each student with an opportunity to become a responsible citizen. Citizenship is very important in the Goldendale School District.

1. The student is expected to:
 - a) Exhibit exemplary behavior.
 - b) Follow civil laws.
 - c) Exhibit good sportsmanship.
2. Consequences for not meeting expectations:
 - a) Problems with conduct & citizenship will be dealt with by the coach when possible.
 - b) The athletic director and/or building principal will be consulted if problems continue.

Eligibility

Students who participate in interscholastic athletic or extracurricular programs are viewed by others – including fellow students, younger students, and children in the Goldendale School District – as role models. These program participants represent not only themselves to the public, both within and outside the physical boundaries of the Goldendale School District, but they also reflect on their schools, their teammates or fellow program participants, their coaches or advisors, and the District. Their conduct reflects on all of the persons and groups that they represent.

The Goldendale School District offers interscholastic athletic and extracurricular programs for many important reasons. A chief goal is to teach students to exhibit pride in treating their bodies and talents with care and respect. Correlative to this goal is the teaching of the importance of good conduct, citizenship, teamwork, responsibility and loyalty to one's own teammates or fellow participants, by following rules designed to produce individual discipline and team or organizational success and goodwill. To be eligible to participate in athletic or extracurricular programs, students are therefore expected to conduct themselves at all times in a manner that will reflect the high standards and ideals of their programs, schools, coaches or advisors, and communities.

The acts listed below shall be considered to be materially disruptive to the orderly operation or discipline necessary for successful athletic or extracurricular programs, or shall be considered **acts that reflect unfavorably on the student's teammates, fellow program participants, team, organization, school, or community.** That material disruption and/or unfavorable reflection occurs regardless of whether the act occurs during the school year or during breaks from school, such as during weekends, holidays, or summer breaks. **These eligibility criteria shall therefore be in effect year-round, i.e., 365 days per year.** A student who has chosen to purposefully engage in any act prohibited by this Code has chosen, by that willful act, to put his or her continued participation in athletic or extracurricular programs in jeopardy.

Drug and Alcohol Violations

School drug and alcohol policies will also be followed when applicable.

1st VIOLATION-GRADES 5-12

(Use/sale/possession of legend drugs, schedule one drugs, anabolic steroids, marijuana, alcohol, and drug paraphernalia. Athletes may not knowingly remain present when drugs, alcohol or tobacco are being consumed by those under legal age. Departure must be immediate.)

If the student is found in violation of the sale, possession and or use of the drug policy, including anabolic steroids, marijuana and alcohol, the student is:

- a) Referred to the building principal or assistant principal. The student will be subject to district policy and will be immediately declared ineligible from participating in any athletic and extra-curricular activity.
- b) Referred to the at-risk counselor for review. The at-risk intervention specialist reports his/her review of the case to the building Principal.
- c) The first violation will constitute a 30% contest ineligibility from any activity in which the student represents Goldendale Middle School or Goldendale High School. If the student is not currently involved in an athletic or extra-curricular activity, the student will face ineligibility in the next season s/he is involved in. Consequences for extra-curricular activities other than athletics will be determined by the advisor and principal, with comparable discipline to athletics.
- d) The student must undergo an assessment by a qualified agency to determine the extent of his/her substance abuse problem and follow its recommendations for treatment if warranted. **This assessment and treatment will be paid for by the student and/or family.**
- e) In all cases of students possessing, selling or distributing alcohol and other illegal drugs including the illegal distribution of prescription medications and "look-a-like" drugs will be turned over to law enforcement for prosecution.
- f) Student/athletes who violate this provision must serve the consequences in that sport season and, if not completely served, the next sport season. If the student fails to complete the season in which they are serving the consequence, the consequence must be served in whole, in the next sport season.

Q&A: What if the violation occurs at school or a school-related event during basketball season? The student would serve a minimum of a ten-day suspension from school during which time they will not be

eligible to practice or compete in contests. The 30% loss of season will not be calculated until the student/athlete would otherwise be eligible for competition.

Q&A: What if I quit a sport after I've served the loss of participation? *You will need to start the loss of participation over in the next full sport season you participate in.*

Self-Report: If a student self-reports to a school administrator (principal, assistant principal, athletic director) prior to being found in violation of use of legend drugs, including anabolic steroids, marijuana and alcohol. Self-report must happen within the first school day after the violation and prior to discovery by district personnel. The student is:

- a) Subject to district policy and will be immediately declared ineligible from participation in any athletic and/or extra-curricular activity.
- b) Referred to the intervention specialist for review. The intervention specialist reports his/her review of the case to the building principal.
- c) The student must undergo an assessment by a qualified agency to determine the extent of his/her substance abuse problem and follow its recommendations for treatment if warranted. **This assessment and treatment will be paid for by the student and/or family.**
- d) The first violation will constitute a 15% contest ineligibility from any athletic and extra-curricular activity in which the student represents Goldendale Middle School or Goldendale High School. If the student is not currently involved in an athletic or extra-curricular activity the student will face ineligibility in the next season they are involved in.
- e) All cases of students possessing, selling or distributing alcohol and other illegal drugs including the illegal distribution of prescription medications and "look-a-like" drugs will be turned over to law enforcement for prosecution.

Q&A: See above.

2nd VIOLATION GRADES 5-12

If a student is found to have violated the drug and alcohol policy for the second time during grades 5 through 12, the student will be immediately declared ineligible from participation in any Goldendale School District athletic and activity program for a period of one calendar year from the date the second violation was determined and discipline assigned.

3rd VIOLATION GRADES 5-12

If a student is found to have violated the drug and alcohol policy for the third time during grades 5-12, the student shall be immediately declared ineligible and permanently prohibited from participation in any Goldendale School District athletic and activity program for the remainder of his or her middle school and high school career.

TOBACCO/NICOTINE/USE OF VAPING DEVICE and PARAPHERNALIA VIOLATIONS

1ST VIOLATION GRADES 5-12*

If a student is found to have violated the tobacco, vaping, and paraphernalia policy for the 1st time during grades 5-12, the violation will constitute a 15% period of ineligibility from the current athletic and extra-curricular activity in which the student represents Goldendale Middle School or Goldendale High School. If the student is not currently involved in an athletic or extra-curricular activity, the student will face suspension in the next season s/he is involved in.

2ND VIOLATION GRADES 5-12*

If a student is found to have violated the tobacco, vaping, and paraphernalia policy for the 2nd time during grades 5-12, the violation will constitute a 30% period of ineligibility from the current athletic and extra-curricular

activity in which the student represents Goldendale Middle School or Goldendale High School. If the student is not currently involved in an athletic or extra-curricular activity, the student will face suspension in the next season s/he is involved in.

3rd VIOLATION GRADES 5-12*

If a student is found to have violated the tobacco, vaping, and paraphernalia policy for the 3rd time during grades 5-12, the violation will constitute a 50% period of ineligibility from the current athletic and extra-curricular activity in which the student represents Goldendale Middle School or Goldendale High School. If the student is not currently involved in an athletic or extra-curricular activity, the student will face suspension in the next season s/he is involved in.

*Students/athletes who violate this provision must serve the consequences in that sport season and, if not completely served, the next sport season. If the student fails to complete the season in which s/he is serving the consequence, the consequence must be served in whole in the next sport season.

**All subsequent violations will result in a full season period of ineligibility.

ATHLETIC & EXTRA CURRICULAR ACTIVITIES CODE OF CONDUCT VIOLATION APPEALS & DUE PROCESS

Due Process

Any parent/guardian or student who is aggrieved of an assigned consequence shall have the right to an informal conference with the principal to resolve the concern. In this conference the student and parent/guardian have the right to question the principal and involved staff members.

Procedure: If the parent/guardian and student are not satisfied with the informal conference, then the following Appeal Process is available.

Appeal Process

The following shall apply when consequences are imposed under this Code and the student/his or her parent or guardians wish to appeal.

Step 1: The student/his or her parent/guardian shall have the right, upon written request, to an informal conference with the *Building Hearing Committee (BHC)* to attempt an agreed resolution. The BHC shall be composed of the Principal (or Principal's designee), the Athletic Director, and the coach or advisor of the sport or extracurricular program involved. If any member of the BHC serves in dual roles (e.g., the same person is both the athletic director and the coach of the sport involved), the principal shall designate an additional person to serve on the BHC. The written request for this informal conference must be provided to the principal within three (3) business days (as opposed to school days) of the verbal notification of the consequence to the student. Upon receipt of a written request for an informal conference, the conference shall be held within five (5) business days.

If the informal conference results in an agreement, the agreement shall be reduced to writing and signed by all parties at the conclusion of the meeting. The terms of the agreement shall be then implemented and shall terminate all further appeal proceedings.

Step 2: If agreement cannot be reached at the informal conference, the appealing party may, by written request, appeal to the Building Eligibility Committee (BEC). *The BEC shall be composed of the Activities Director, one staff member of the school, and one student peer, with the staff member and peer being persons designated by the principal.* If any member of the BEC serves in dual roles (e.g., both athletic director and coach of the sport involved), the principal shall designate an additional person to serve on the BEC. The written request for a hearing before the BEC must be provided to the principal within three (3) business days of the informal hearing specified under Step 1. Upon receipt of a written request for a hearing before the BEC, the BEC shall conduct a hearing within five (5) business days. The BEC shall announce its decision in writing within three (3) business days of the hearing. In the event of a lack of unanimity in decision by the members of the BEC, a majority vote shall control.

Step 3: If the appealing party continues to feel aggrieved after receipt of the BEC's decision, that party may, by written request, appeal to the superintendent. The written request for a hearing before the superintendent must be provided to the superintendent within five (5) business days of the mailing to the appealing party of the BEC's decision under Step 2. Upon receipt of a written request for a hearing before the superintendent, the superintendent shall conduct a hearing within five (5) business days. The superintendent shall announce his or her decision in writing within five (5) business days of the hearing.

Step 4: If the appealing party continues to feel aggrieved after receipt of the superintendent's decision, that party may, by written request, appeal to the Board of Directors. The Board shall conduct a hearing at its next regularly scheduled hearing or meeting. The written request for a hearing before the Board must be provided to the principal within three (3) business days of the mailing to the appealing party of the superintendent's decision under Step 3. The Board shall announce its decision in writing by a mailing to the superintendent and to the appealing party within ten (10) business days of the hearing. The decision of the Board is final.

At all hearing levels (Steps 2, 3, and 4), the appealing party will be given an opportunity to present its reasons for appeal and the relief requested, as well as its supporting witnesses or documents, and a District representative shall be given an opportunity to respond by presenting the District's reasons for its position. At each step of the appeal process (Steps 1, 2, 3, 4) the appealing party shall specify the particular relief it asserts is appropriate under the circumstances (e.g., if the appealing party asserts that voiding the consequence altogether is appropriate, the party shall so state, or if the party asserts that a different consequence(s) is (are) more appropriate, the party shall state, with specificity, consequence(s) that it asserts is (are) more appropriate.)

The consequence imposed by the District shall not be stayed pending appeal, and shall remain in effect pending reversal or modification at any subsequent appeal level.

An appealing party's failure to submit a written appeal within a time frame specified in these procedures shall operate as a waiver of the next level of appeal and all other levels of appeal, and the consequence imposed shall not thereafter be subject to modification.

Travel

Participants must travel to and from events in transportation provided by the school district. Arrangements may be made, **on an extremely limited basis**, by written request between the participant's parent/guardian and the Athletic Director, for the participant to ride to a contest with the **parent/guardian only**. This request must be done at least 24 hours in advance. Under no circumstance shall athletes/members of a student group be transported by a volunteer. Parents/Guardians wishing to allow the transportation of an athlete other than their own from a contest must fill out the form titled "REQUEST FOR PARENTS/GUARDIANS TO USE PRIVATE VEHICLE TO TRANSPORT STUDENTS HOME" **at least 24 hours in advance**.

“In-Town” Transportation Policy

For some practices/activities at Goldendale High School, transportation may be provided on a limited basis. In some cases, depending on the program, your student may need to provide his or her own transportation. Such programs include, but are not limited to, Softball, Baseball, Tennis, Golf, and Basketball.

While we welcome your student’s participation, we care a great deal about his/her safety. For our own comfort level as well as the security of the school district, we need to be assured that you will provide transportation for your student or that s/he has your permission to drive to and from the activity, ride with another student, transport other students, or take the school transportation, when available.

For those students who have parent/guardian permission to drive and who might be transporting others, we ask that they sign a statement that serves as an extension of our Student Conduct Code and Athletic/Activities Code, and that provides evidence that students have been informed that they must obey all state driving laws. That statement must include the driver’s name, the names of students the driver will transport, and permission from the parent/guardian of the students who will be riding with the driver.

Overnight Stays with Student Groups

Goldendale School Procedures and Expectations

All students on school sponsored trips will be under the supervision of the advisor/coach unless released to their parents/guardians. Advisors will make room assignments. This will not be left to the discretion of students. Students will stay in their assigned rooms. At no time is there to be anyone other than participating students and advisors in these rooms or hanging around this section of the hotel. This includes parents/guardians, siblings, other students, girlfriends, boyfriends, alumni, fans, etc.

Advisors reserve the right to enter any room at their discretion. Advisors reserve the right to search bags and personal belongings that may be suspicious. Curfew will be set by the advisor. At curfew time all students are to be in their assigned room. At no time will members of the opposite gender be allowed in rooms. Students who violate these rules will face consequences that may include being sent home and denied participation. Coaches or advisors may impose stricter requirements for overnight stays. In some cases, a parent/guardian may be required to pick up the student to return the athlete/participant home.

“Lights out” and “in bed” times will be set by the advisor. Advisors will go into and inspect rooms at that time to ensure that all things are in order. Advisors may randomly go into rooms and make checks after that time as late into the night as necessary to ensure that there are no problems. An advisor may continue to monitor the rooms as long as necessary to ensure that rules are followed.

Students will stay together with the group throughout the trip. A student who feels s/he has a need to leave the group for any reason will seek permission from an advisor prior to doing so. At no time will a student leave the group in any non-school type of transportation, with the possible exception of a student leaving with his or her own parent/guardian with the advisor’s permission.

During the entire trip, all rules as defined in the Goldendale High School or Middle School Handbooks and Goldendale School District Policy are to be followed. Students who violate any of these rules and/or group rules will face consequences that may include denial of participation, sending the student home, and/or additional school consequences. In some cases, rule violations such as use/possession of alcohol and drugs are also a violation of school rules and will carry additional consequences at school. In such cases, a parent/guardian may

be required to pick up the student to return them home. Law enforcement may be requested for assistance. Any and all damages to hotel room property or other property will be the responsibility of the student and his or her family.

Management of Sports Related Concussions Goldendale High School

Medical management of sports-related concussion continues to evolve. Goldendale High School has established this protocol to provide education about concussion for coaches, school personnel, parents/guardians, and athletes. This protocol outlines procedures for staff to follow in managing concussions, and outlines school policy as it pertains to return to play issues following a concussion. For the purposes of this document, “parent” refers to parents, legal guardians, or emergency contacts as listed on the Annual Pre-participation form. “Health care professional: refers to Physician (MD), Doctor of Osteopathic (DO), Physician’s Assistant (PA), or Nurse Practitioner(NP), Zackery [Lystedt Law](#).

Klickitat Valley Health Sports Medicine seeks to provide a safe return to activity for all athletes following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day (including academic accommodations) and are fully recovered prior to returning to activity.

Definition of a Concussion or Mild Traumatic Brain Injury:

Trauma induced alteration in mental status that may or may not involve loss of consciousness

Mechanism of a Concussion:

Concussions occur from forces applied directly or indirectly to the skull that result in a rapid shift of the brain. An athlete does not have to be hit in the head to sustain a concussion.

Recognition of a Concussion:

The following signs and symptoms succeeding a witnessed or suspected blow to the head or body are indicative of probable concussion. Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the contest or practice and shall not return to play until cleared by an appropriate health care professional. (per Zackery [Lystedt Law](#), approved in Legislation 2009)

Signs (Observed by others)	Symptoms (Reported by athlete)
● Athlete appears dazed or stunned	● Headache
● Confusion	● Pressure in head
● Forgets Plays	● Neck pain
● Unsure about game, score, opponent	● Nausea or vomiting
● Moves clumsily (altered coordination)	● Dizziness
● Balance Problems	● Fatigue
● Personality/Mood Changes	● Numbness/ tingling
● Responds slowly to questions	● Sensitive to light or noise
● Can’t recall events prior to hit	● Double vision, blurry vision
● Can’t recall events after hit	● Ringing in Ears

● Loss of consciousness (any duration)	● Feels sluggish/ slowed down
	● Feels “foggy”, trouble thinking clearly
	● Difficulty concentrating
	● Difficulty remembering
	● Drowsiness
	● Difficulty Sleeping
	● Sadness
	● Nervousness/ Anxiousness
	● Irritability
	● Feeling more emotional

Management and Referral Guidelines for All Staff

1. The following situations indicate a medical emergency and require activation of the Emergency Medical System:
 - a. Any athlete with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to the nearest emergency department via emergency vehicle.
 - b. Any athlete who has symptoms of a concussion, and who is not stable (i.e. condition is worsening), is to be transported immediately to the nearest emergency department via emergency vehicle.
 - i. A headache that gets worse and does not go away
 - ii. Repeated vomiting
 - iii. Slurred speech
 - iv. Increasing confusion, restlessness, or agitation
 - c. An athlete who exhibits any of the following symptoms should be transported immediately to the nearest emergency department via emergency vehicle.
 - i. Deterioration of neurological function
 - ii. Decreasing level of consciousness
 - iii. Decrease or irregularity in respirations
 - iv. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - v. Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
 - vi. Seizure activity
2. An athlete who is symptomatic but stable, may be transported by his or her parent/legal guardian. All staff will be instructed to advise the parent/legal guardian to consult an appropriate healthcare professional on the day of the injury.

Guidelines and Procedures for Parents/Guardians:

Recognize concussion

All parents/guardians and athletes should become familiar with the signs and symptoms of concussion that are described above. Parents/Guardians know their athletes better than anyone, if a concussion is suspected please do not hesitate to act accordingly.

Remove from activity

A parent/guardian has every right to withdraw or hold their athlete from competition or practice if a concussion is suspected.

Refer the athlete for medical attention

Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the contest and shall not return to play until an MD has determined no concussion was sustained and cleared on the Return to Play checklist. Please contact the high school Physical Therapist or your primary care provider as soon as possible if concussion is suspected.

Guidelines and Procedures for Coaches:

RECOGNIZE, REMOVE, REFER

Recognize concussion

All coaches should become familiar with the signs and symptoms of concussion that are described above. Annual training will occur for coaches of every sport as required by the WIAA.

Remove from activity

Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the contest and shall not return to play until an approved medical provider has determined no concussion was sustained and cleared the athlete on the Return to Play Checklist.

Refer the athlete for medical evaluation

The coach will immediately refer any suspected concussion to the Klickitat Valley Sports Medicine Team

If the PT is unavailable, the following procedure will be followed:

1. The coach is responsible for immediately notifying the athlete's parent/guardian of the injury. [The coach will also notify the Physical Therapist (PT), as soon as possible.]
 - a. Contact the parent/guardian to inform them of the injury and notify them that the Physical Therapist will be contacting them. Depending on the injury, either an emergency vehicle will transport or parent/guardian will pick the athlete up at the event for transport.
 - b. A medical evaluation is required to begin the process of "Return to Play".
2. In the event that an athlete's parent/guardian cannot be reached and the athlete does not need immediate transport:
 - a. The coach should continue efforts to reach a parent/guardian.
 - b. The coach will remain with the athlete until a parent/guardian arrives.

Athletes with suspected head injuries should not be permitted to drive home.

3. Coaches should seek assistance from the host site certified AT, Physical Therapist or team physician, if available, at an away contest.

Guidelines and Procedures for Physical Therapist:

Recognize Concussion:

Physical Therapists are trained at recognizing and evaluating concussions along with preventing, recognizing, managing and rehabilitating injuries that result from physical activity. If signs, symptoms, and behaviors of a concussion are present, the Physical Therapist will appropriately evaluate the athlete.

Remove from Activity:

If the Physical Therapist should see an athlete present with any of the above symptoms related to a concussion, the athlete must be removed from team activity for concussion evaluation. Once the athlete is

removed from play, the athlete will be evaluated utilizing the SCAT5 form. If the PT determines a concussion is not present and the athlete is safe to participate, the PT will allow the athlete to return to play. If the PT suspects the presence of a concussion, the athlete will be held from activity. The athlete's parent/guardian will be notified and concussion education materials will be handed to the athlete and/or parent/guardian. The PT will send a secure email to the following school personnel to ensure effective communication with academics and athletics about return-to-play status and any accommodations or continuing treatment that is needed: Athletic Director, Coach, School Counselor.

Refer athlete for medical evaluation:

The Physical Therapist (PT) will check in with athletes on a daily basis and monitor any changes that occur.

1. All athletes with suspected concussion must be cleared by an appropriately trained health care professional. (per Zackery [Lystedt Law](#) approved by Wash Legislature in 2009)
2. If the athlete's symptoms have not improved or progressed for more than 1 week they should be referred back to their PCP or, depending on severity, a concussion specialist (neuropsychologist, physical therapist, occupational therapist, Speech Therapist etc.) An individualized treatment plan should be set in place at this point. Athletes should continue treatment with a specialist until discharged and RTP progression is completed.

Guidelines and Procedures for the guidance counselor:

The PT will notify the guidance counselor of the sustained injury, potential for academic accommodations, and the restriction from P.E. and weight lifting class until cleared by an MD. The guidance counselor will communicate with the student-athlete's teachers and contact the P.E. and weight lifting teacher, informing them of the restriction. The guidance counselor should also:

1. Monitor the student closely and recommend appropriate academic accommodations for students who are exhibiting prolonged post-concussion signs and/or symptoms.
2. Communicate with the PT as changes are made to the treatment plan, to provide the most effective care for the student, specifically if further referral is necessary.

WIAA Concussion Management Guidelines

Policies for the management of concussion and head injury in youth sports

An act relating to requiring the adoption of policies for the management of concussion and head injury in youth sports; amending RCW 4.24.660 and adding a new section to chapter 28A.600 RCW.

Each school district's board of directors shall work in concert with the Washington Interscholastic Activities Association (WIAA) to develop the guidelines and other pertinent information and forms to inform and educate coaches, youth athletes, and their parent(s)/guardian(s) of the nature and risk of concussion and head injury including continuing to play after concussion or head injury. On a yearly basis, a concussion and head injury information sheet shall be signed and returned by the youth athlete and the athlete's parent/guardian prior to the youth athlete's initiating practice or competition.

A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time. A youth athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to play from that health care provider.

Return to Play (RTP) Procedures after Concussion

Return to activity and play is a medical decision. The athlete must meet all of the following criteria in order to progress to activity:

- Asymptomatic at rest and with exertion (including mental exertion in school)
- Have clearance from a physician (MD, DO, PA, NP)
- Passed post-concussion testing (ImPACT, VOMS, BESS)
- Complete Stepwise RTP Progression

The Stepwise Return to Play Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the athlete, and sport/activity in which the athlete participates. An athlete with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may progress more slowly.

The athlete must wait a minimum of 24 hours between each step before advancing to the next. If post-concussion symptoms occur at any step, depending upon the specific type and severity of the symptoms, the athlete may be told to rest for 24 hours and then resume activity at a level one step below where s/he was at when the symptoms occurred. The PT must closely supervise each step.

Stepwise Return to Play Progression:

Step 1.

- A.** Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.
- B.** Return to school full-time. Due to the physical nature of P.E. and athletic development classes athletes will not be allowed to participate until they have completed step four of this progression.
- C.** Asymptomatic for 24 hrs.
- D.** Pass post-injury cognitive testing. Athletes must take the ImPACT post injury test until scores are back to baseline. Test results will be reviewed by the PT as well as the local ImPACT interpreting physician.

Step 2. Light Aerobic Activity. This step cannot begin until the athlete is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the athlete may begin elliptical or riding an exercise bike for approximately 15 minutes.

Step 3. Moderate Aerobic Activity. Running/Conditioning in the gym or on the field. No helmet or other equipment.

Step 4. Non-contact training drills in full equipment. Athlete must be cleared by appropriate healthcare professional before beginning this step. Weight-training may begin at this step.

- Football- No tackling/hitting (teammates or bags)
- Soccer- No headers or slide tackling
- Cheer- No stunting
- Wrestling- No live wrestling or takedowns
- Baseball/Softball- No sliding or diving catches
- Lacrosse- No stick or shoulder checks
- All Sports- No collisions with other persons or equipment, any activity that has potential of jarring movements must be avoided.

Step 5. Full contact practice or training in full equipment.

Step 6. Unrestricted participation including competition.

Athletes who sustain a second concussion in a single season will be required to be cleared by a medical professional with specific training in concussion management.

For any questions or concerns regarding concussions please contact:

Kasey Webber, PT, DPT
 Klickitat Valley Health Sports Medicine
 kwebber@kvhealth.net

You **MUST** also inform your child's coach if you think that your child may have a concussion, whether caused in or outside of a school sponsored event. Remember it's better to miss one game than miss the whole season, and when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSports/>

CROSS COUNTRY SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with cross-country. There is a chance of broken bones, muscle and back injuries which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place. Be aware of the potentially serious injuries if you do not follow correct procedures in stretching, running and conditioning.
2. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, and appropriate frames that are compatible with running. If you have a bi or tri-focal lens, contact your doctor to

- provide the best lens combination for running on surfaces with sudden changes in elevation.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
 4. Be sure all equipment, especially shoes, is fitting properly before each day's activity. Be cautious when running on slick surfaces.
 5. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
 6. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for cross-country.
 7. Be aware of your surroundings both home and away, including but not limited to surface conditions, obstructions in the proximity to the cross-country course and safe entrance/egress to/from the course and the locker room.
 8. Wear outer and under garments appropriate for humidity and temperature.
 9. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity of limiting conditions and participate only to the extent allowed by the coach.
 10. Hydration is essential with frequently scheduled drink breaks during practice and drinks available during all contests. Players should hydrate themselves frequently during practice and meets and follow the coach's direction on hydration prior to and following practices and meets.
 11. Notify the coach immediately if injured.
 12. Practice only when your coach is present.
 13. Run only on the course outlined by your coach. If running along a road, use the sidewalk and run single file. Avoid heavily traveled streets and intersections.
 14. Run in pairs in unfamiliar territory.
 15. When running on or near a roadway, always run facing the oncoming traffic.
 16. Beware of dogs.
 17. Beware of objects thrown from cars and from car doors opening.
 18. Runners should be familiar with basic recognition of heat exhaustion, heat stroke, sprained ankles, and shin splints and be familiar with basic first aid treatment for those conditions.

VOLLEYBALL SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with volleyball. There is a chance of broken bones, muscle, soft tissue and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place. Be aware of the potentially serious injuries if you do not follow correct procedures in stretching and conditioning.
2. Wear kneepads and all protective equipment as directed by the coach.
3. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, and appropriate frames that are compatible with volleyball. If you have a bi or tri-focal lens, contact your doctor to provide the best lens combination for playing in a game requiring quick reaction to an object (ball) traveling at a very rapid speed.
4. Perform only those skills and techniques as instructed and/or supervised by your coach.
5. Be sure all equipment, especially shoes, is fitting properly before each day's activity.
6. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
7. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for volleyball.
8. Be aware of your surroundings, both home and away, including but not limited to surface conditions, obstructions in the proximity to the volleyball court including nets, cables, supports official's stands, out-of-play areas and safe entrance/egress to/from the court.
9. Wear outer and under garments appropriate for humidity and temperature.

10. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity of limiting conditions and participate only to the extent allowed by the coach.
11. Players should hydrate themselves frequently during practices and matches and follow the coaches' direction on hydration prior to and following practices and matches.
12. Notify the coach immediately if injured.
13. Practice only when your coach is present.
14. Use correct techniques for jumping, diving, spiking, etc. as taught by your coach.

FOOTBALL SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur, especially in a contact sport. Football is a highly competitive, fast action game in which physical contact and collisions play a major role. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with football. There is a chance of broken bones, severe concussions, and back injuries, which could lead to some form of paralysis. It is important to understand the dangers and risks of practicing and competing in football include but are not limited to, death, serious neck and spinal injuries which may result in complete or partial paralysis, brain damage, serious injury to virtually all internal organs, serious injury to virtually all bones, joints, ligaments, muscles, tendons and other aspects of the muscular skeletal system, and serious injury or impairment to other aspects of the body, general health and well-being. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place.
2. Proper safety equipment including mouth guards must be worn and used according to instructions given by your coach.
3. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, and appropriate frames that are compatible with football helmets.
4. Perform only those skills and techniques as instructed and/or supervised by your coach.
5. Be sure all equipment is fitting properly before each day's activity. If any piece of protective equipment does not fit or is damaged, report this condition to your coach immediately.
6. If a piece of equipment becomes damaged or broken during an activity, report to a coach immediately for repair or replacement.
7. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
8. Remove all jewelry, metal hair fasteners and other body adornments as required by the rules and regulations for football.
9. Be aware of your surroundings, both home and away, including but not limited to field surface conditions, obstructions in the proximity to the playing field and safe entrance/egress to/from the field and the locker room.
10. Squad members must wear safe and proper fitting footwear. Be cautious when walking on slick surfaces with cleated shoes.
11. Wear outer and under garments appropriate for humidity and temperature.
12. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity of limiting conditions and participate only to the extent allowed by the coach.
13. Be aware of the potentially serious injuries if you do not follow correct procedures in blocking and tackling.
14. Hydration is essential with frequently scheduled drink breaks during practice and drinks available during all games. Players should hydrate themselves frequently during practices and games and follow the coach's direction on hydration prior to and following practices and games.
15. Notify the coach immediately if injured.
16. Practice only when your coach is present.

17. To prevent unauthorized use, at the conclusion of any practice or game, store equipment in a secure manner as directed by your coach.

Warnings Specific to Football: Coaches will teach players blocking and tackling techniques that are approved by the National Federation and the WIAA (Washington Interscholastic Activities Association). In addition the following safety warnings are of major importance for player safety:

1. Read all warnings from helmet and safety equipment suppliers prior to the first fitting of equipment.
2. Tackle, block or break tackles with the shoulder pads. NEVER USE THE HELMET TO STRIKE AN OPPONENT.
3. Keep the eyes and chin up when blocking, tackling or running with the ball. Lowering the head/helmet jeopardizes the neck and spinal cord.
4. Block from the front, side, and above the waist according to the current rules of football.
5. Do not pile on when an opponent is down.
6. Do not chop block.
7. Do not slash with a rigid arm when executing a tackle.
8. When on the ground, you are vulnerable to being stepped on or receiving an injury. Get up!
9. If injured and unable to move or movement is limited, stay on the ground until assistance is given to move you or you are capable of getting up without fear of additional injury.
10. Participate fully in all neck strengthening exercises.
11. Strength training is an important part of football. Observe all proper weight lifting procedures including lifting, spotting, storage of weights and general safety.

SOCCKER SAFETY GUIDELINES

This school strives to protect each student from possible injury while engaging in school activities. The guidelines and/or practices identified below have been established for this activity in order to protect the student and others from injury and/or illness. Participants and their parents should recognize that conditioning, nutrition, proper techniques, safety procedures, and well-fitting equipment are important aspects of this training program. Each participant is expected to follow the directions/standards of the coach.

Guidelines are as follows:

1. Make certain that you wear all equipment that is issued by the coach. Advise the coach of any Poorly fitted or defective equipment.
2. Advise the coach if you are ill or have any prolonged symptoms of illness.
3. Advise the coach if you have been injured.
4. Engage in warm-up activities prior to strenuous participation.
5. Be alert for any physical hazards in the locker room or in or around the participation area. Advise coach of any hazard.
6. Use equipment that complies with FIFA and/or WIAA rules, e.g., footwear, shin guards.
7. Travel to and from off-campus facilities shall be in accordance with the directions of the activity coach.
8. Comply with soccer rules with special attention given to avoiding such violations as:
 - a. Kicking or attempting to kick an opponent.
 - b. Tripping an opponent.
 - c. Jumping at an opponent.
 - d. Charging an opponent from behind.
 - e. Charging violently at an opponent.
 - f. Striking or attempting to strike an opponent.
 - g. Holding an opponent.
 - h. Pushing an opponent.
 - i. Playing in a manner considered by the referee to be dangerous, such as kicking at a shoulder high ball when an opponent is trying to head it.

Soccer is a **HIGH-RISK SPORT**, and that practicing or competing in soccer will be a dangerous activity involving **MANY RISKS OF INJURY**. Understand that the dangers and risks of practicing and competing in soccer include, but are not limited to, death, serious neck and spinal injuries which may result in complete or partial paralysis, brain damage, serious injury to virtually all internal organs, serious injury to virtually all bones, joints, ligaments, muscles, tendons and other aspects of the body, general health and well-being. The dangers and risks of practicing or competing in soccer may result not only in serious injury, but in a serious impairment of future abilities to earn a living, to engage in other business, social and recreational activities and generally to enjoy life.

We agree that neither the school district, nor the staff of the school district, nor the student organization of the school district shall in any way be held liable for any accident or injury in any way received on account of or while engaged in any athletic activity sponsored by the district. We further agree that neither the district nor any of their staff or student organizations shall be responsible for the payment of any bills rendered for medical services as a result of such accidents or injuries. We also acknowledge that it is our responsibility to provide for any medical, disability or other insurance to mitigate any costs that may be unfortunately incurred as a result of participation in this activity.

CHEERLEADING SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur, especially in a contact sport. Cheerleading is an activity in which stamina; strength, agility and fitness are important factors. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with cheerleading. There is a chance of broken bones, severe concussions, and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place.
2. Proper safety equipment must be used according to instructions given by your coach. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, appropriate frames and safe personal positioning on any stunt.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
4. Lead cheers and/or perform stunts only at appropriate times and at designated places on the court or field making sure you do not interfere with the game or the safety of players or other cheer squad members.
5. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
6. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for cheerleading.
7. Be aware of your surroundings both home and away including but not limited to floor and surface coverings, vertical and horizontal clearances, lightning and weather conditions. All of these conditions may dictate the proper footwear and limit the amount of cheer activity performed.
8. Keep all performance and practice areas clear of litter and place all personal items in a secured location not on the activity area.
9. Squad members must wear safe and proper fitting footwear.
10. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity and participate only to the extent allowed by the coach.
11. Be aware of the potentially serious injuries if you do not follow correct procedures in stunting. Stunt only as directed by and using only techniques taught by your coach. Participants cannot perform any stunts that are not permitted under the National Federation of State High School Associations Rules and that are not authorized by their coaches.
12. Be aware of instructions regarding communication between squad members during loading, mounting, results and dismounts phases of all stunts.

13. Use only trained spotters and use spotters as required by your coach and/or cheer rules and regulations.
14. Mini-tramps, springboards and similar equipment should be prohibited.
15. Notify the coach immediately if injured.
16. Practice only when your coach is present.
17. To prevent unauthorized use, at the conclusion of any practice or performance, store equipment in a secure manner as directed by your coach.

BASKETBALL SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur, especially in a contact sport. Basketball is a highly competitive, fast-action game that places great physical demands on the players. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with this particular activity. There is a chance of broken bones, severe concussions, and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper-fitting equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place.
2. Clothing and shoes should fit properly, be comfortable and allow maximum physical effort and allow dissipation of heat.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
4. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
5. Be aware of your surroundings both home and away, including but not limited to proximity of bleachers and courtside obstructions such as basket supports, lighting, access to and from courts, and court surfacing.
6. Be especially aware of the danger of illegal actions such as undercutting another player or grasping/hanging on the rim.
7. Players whose vision requires correction must wear shatterproof glasses or lenses. Glasses must be mounted in break resistant frames and must be held in place by an elastic strap.
8. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for basketball.
9. Make sure you drink adequate water to prevent dehydration; ask your coach for consumption guidelines based on the day's activity.
10. Notify the coach immediately if injured.

WRESTLING SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur especially with a sport as strenuous as wrestling. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with wrestling. There is a chance of broken bones, muscle, soft tissue and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place. Be aware of the potential for serious injuries if you do not follow correct procedures in stretching, and conditioning.
2. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, appropriate frames that are compatible with wrestling. If you have a bi or tri-focal lens, contact your doctor to provide the best lens combination for wrestling.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
4. Be sure all equipment, especially shoes and head gear, is fitting properly before each day's activity.

5. Athletes should wear the proper safety equipment as designated by the coach.
6. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
7. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for wrestling. Make sure your hair is of proper length meeting the standards of the WIAA.
8. Be aware of your surroundings both home and away including but not limited to surface conditions, obstructions in the proximity to the wrestling mat and safe entrance/egress to/from the wrestling area.
9. Wear outer and under garments appropriate for humidity and temperature.
10. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity of limiting conditions and participate only to the extent allowed by the coach.
11. Players should hydrate themselves frequently during practices and matches and follow the coaches' direction on hydration prior to and following practices and matches.
12. Notify the coach if you are injured.
13. Practice only when your coach is present.
14. Wrestlers must be aware of potentially dangerous holds and refrain from using them in any and all situations.
15. Do not attempt for the first time any hold or movement without the prior instruction and authorization of the coach. After the coach has determined your ability to apply the hold or movement in the proper manner, you may use the hold or movement at any time the hold or movement is legal or authorized.
16. Wrestling is designed to match two athletes of comparable weight and similar ability. Do not wrestle with someone much lighter than you or much heavier than you without the coaches' approval.
17. Only wrestle opponents who are certified to wrestle you at your approved weight class.
18. Check all equipment and apparatus prior to using them each day with special attention to sanitizing the mat on a daily basis both before and at the conclusion of practice or a match.
19. Make sure the border mats are in place before wrestling in a practice or competition.
20. During a match or tournament, locate the proper warm-up area and allow ample time for stretching and body warm-up before competing.
21. Athletes shall not attempt a new move or technique without the proper instruction from their coach and the approval of a coach to attempt a new move or technique.
22. Athlete weight control standards must be approved by a doctor and in compliance with WIAA rules and regulations.

I am aware that wrestling is a HIGH RISK SPORT and that practicing or competing in wrestling will be a dangerous and unpredictable activity involving MANY RISKS OF INJURY. I understand that the dangers and risks of practicing and competing in wrestling include, but are not limited to, transmittable disease and disorders, death, serious neck and spinal injuries which may result in complete or partial paralysis, brain damage, blindness, serious injury to virtually all internal organs, serious injury to virtually all bones, joints, ligaments, muscles, tendons and other aspects of the muscular skeletal system, and serious injury or impairment to other aspects of my body, general health and well-being. I understand that the dangers and risks of practicing or competing in wrestling may result not only in serious injury, but in a serious impairment of my future abilities to earn a living, to engage in other business, social and recreational activities and generally to enjoy life.

Because of the dangers of wrestling, I recognize the importance of following coaches' instructions regarding techniques, training and other team rules, etc., and to agree to obey such instructions.

BASEBALL/FASTPITCH SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur, especially in a contact sport. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with this particular activity. There is a chance of broken bones, severe concussions, and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are

listed, but athletes should be aware that fundamentals, coaching and proper-fitting equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place.
2. Proper protective equipment required by rule must be worn at practices and in competition.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
4. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
5. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for baseball.
6. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, appropriate frames that are compatible with baseball. If you have a bi or tri-focal lens, contact your doctor to provide the best lens combination for playing where tracking a fast moving object is paramount.
7. The bat can be potentially dangerous. Use only approved bats and use bats for their intended purpose.
8. Be aware of your surroundings both home and away including but not limited to batters warming up, thrown bats, thrown or batted balls, out of play markers or boundaries including fences or railings and field conditions such as holes, lips on grass infields and lighting conditions.
9. One person at a time in the on-deck-circle. Swing only one bat while taking practice swings. Use a bat ring that will not slide off the thick end of the bat.
10. Always use approved helmets for all batting, base running and for catchers and base coaches.
11. Be aware of the potentially serious injuries to your ankles, knees and legs if you do not follow correct procedures in base running. Slide only as directed by and using only techniques taught by your coach.
12. Be aware of instructions regarding communication between players, i.e. calling off players on fly balls, awareness of backstops and field boundaries and cutting off throws, etc.
13. Notify the coach immediately if injured.

GOLF SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with golf. There is a chance of broken bones, muscle, soft tissue and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place. Be aware of the potential for serious injury if you do not follow correct procedures in stretching, and conditioning.
2. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, appropriate frames that are compatible with golfing. If you have a bi or tri-focal lens, contact your doctor to provide the best lens combination for playing on surfaces with sudden changes in elevation.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
4. Be sure all equipment, especially shoes, is fitting properly before each day's activity.
5. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
6. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for golf.
7. Be aware of your surroundings both home and away including but not limited to surface conditions, obstructions in the proximity to the golf course and safe entrance/egress to/from the course.
8. Wear outer and under garments appropriate for humidity and temperature.
9. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity of limiting conditions and participate only to the extent allowed by the coach.
10. Players should hydrate themselves frequently during practices and matches, and follow the coach's direction on hydration prior to and following practices and matches.
11. Notify the coach immediately if injured.

12. Practice only when your coach is present.
13. Before swinging a club, make sure your grips are dry and make certain the area around you is clear of others. Never throw a club.
14. On the practice range hit balls within the boundaries of the driving range.
15. Be aware of the position of other golfers when you are hitting or when they are hitting. Do not hit the ball until the proper distance is available between you and other golfing groups.
16. If a ball you hit approaches another golfer, yell "FORE" to warn others of the shot.
17. In severe weather occurs while on the course:
 - a. Stop play immediately, do not hold clubs and head to a low protected area or clubhouse
 - b. Avoid hilltops, open spaces and isolated trees or metal objects

TENNIS SAFETY GUIDELINES

When a person is involved in any athletic activity, an injury can occur. The information presented in these safety guidelines is to inform the athlete of proper techniques and inherent dangers involved with tennis. There is a chance of broken bones, muscle and back injuries, which could lead to some form of paralysis. Not all potential injury possibilities in this sport are listed, but athletes should be aware that fundamentals, coaching and proper safety equipment are important to the safety and enjoyment of the sport.

1. Proper warm-up is essential before strenuous activity takes place. Be aware of the potentially serious injuries if you do not follow correct procedures in stretching, and conditioning.
2. If you wear eyeglasses, contact the coach for proper fitting of safety lenses, appropriate frames that are compatible with tennis. If you have a bi or tri-focal lenses, contact your doctor to provide the best lens combination for playing tennis.
3. Perform only those skills and techniques as instructed and/or supervised by your coach.
4. Be sure all equipment, especially shoes, is fitting properly before each day's activity.
5. Travel to and from off-campus facilities and practice/competition sites must be in accordance with school procedures.
6. Remove all jewelry and metal hair fasteners and other body adornments as required by rules and regulations for tennis.
7. Be aware of your surroundings both home and away including surface conditions, obstructions in the proximity to the tennis court and safe entrance/egress to/from the court.
8. Wear outer and under garments appropriate for humidity and temperature.
9. In order to help protect the safety of all squad members, squad members with physically limiting injuries and/or health conditions must inform the coach prior to each day's activity of limiting conditions and participate only to the extent allowed by the coach.
10. Players should hydrate themselves frequently during practices and matches and follow the coach's directions on hydration prior to and following practices and matches.
11. Notify the coach immediately if injured.
12. Practice only when your coach is present.
13. Before swinging a racket make sure your grips are dry and make certain the area around you is clear of others. Never throw a racket.
14. In doubles play, make sure of the location of your partner and understand the communication system between you and your partner.

TRACK & FIELD SAFETY GUIDELINES

Track and field is a high-risk sport and that practicing or competing in track and field will be a dangerous activity involving **many risks of injury**. It is important to understand the dangers and risks of practicing and competing in track and field include but are not limited to, death, serious neck and spinal injuries which may result in complete or partial paralysis, brain damage, serious injury to virtually all internal organs, serious injury to virtually all bones, joints, ligaments, muscles, tendons and other aspects of the muscular skeletal system, and serious injury or impairment to other aspects of the body, general health and well-being. The dangers and risks of practicing or competing in track and field may result not only in serious injury, but in a serious

impairment of future abilities to earn a living, to engage in other business, social and recreational activities and generally to enjoy life. Recognize the importance of following the coaches' instructions regarding techniques, training and other team rules, etc., and to agree to obey such instructions.

All athletes should understand, and be informed, that the sport in which they participate may be so inherently dangerous that no amount of reasonable supervision, protective equipment or training can eliminate all vestiges of danger and that the Goldendale School District does not assume the responsibility for the medical services required for these risks. In signing this document, it is agreed that neither the school district, nor the staff of the school district, nor the student organization of the school district shall in any way be held liable for any accident or injury in any way received on account of or while engaged in any athletic activity sponsored by the district. It is further agreed that neither the district nor any of their staff or student organizations shall be responsible for the payment of any bills rendered for medical services as a result of such accidents or injuries. Parents/Guardians also acknowledge that it is their responsibility to provide for any medical, disability or other insurance to mitigate any costs that may be unfortunately incurred as a result of participation in these activities.

PREPARTICIPATION HISTORY AND PHYSICAL EXAMINATION

This form is a sample. Medical Staff use their own forms. It is not required as long as the conditions of 18.13.0 are met.

Name: _____ Birth Date: _____ Exam Date: _____

Address: _____ City: _____ Zip: _____

Phone: _____ Sport: _____

HISTORY

- | | Yes | No |
|-------|--------------------------|---|
| 1 a. | <input type="checkbox"/> | <input type="checkbox"/> Have you had any illness/injury recently, or do you have an illness/injury now? |
| b. | <input type="checkbox"/> | <input type="checkbox"/> Have you had a medical problem, illness or injury since your last exam? |
| c. | <input type="checkbox"/> | <input type="checkbox"/> Do you have any chronic or recurrent illness? |
| d. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had any illness lasting more than a week? |
| e. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever been hospitalized overnight? |
| f. | <input type="checkbox"/> | <input type="checkbox"/> Have you had any surgery other than tonsillectomy? |
| g. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had any injuries requiring treatment by a physician? |
| h. | <input type="checkbox"/> | <input type="checkbox"/> Do you have any organ missing other than tonsils (appendix, eye, kidney, testicle, etc.)? |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> Are you presently taking ANY medications (including birth control pill, vitamin, aspirin, etc.)? |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> Do you have ANY allergies (medicines, bees, foods, or other factors)? |
| 4 a. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had chest pain, dizziness, fainting, passing out during or after exercise? |
| b. | <input type="checkbox"/> | <input type="checkbox"/> Do you tire more easily or quickly than your friends during exercise? |
| c. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had any problem with your blood pressure or your heart? |
| d. | <input type="checkbox"/> | <input type="checkbox"/> Have any close relatives had heart problems, heart attack or sudden death before they were age 50? |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> Do you have any skin problems (acne, itching, rashes, etc.)? |
| 6 a. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had fainting, convulsions, seizures or severe dizziness? |
| b. | <input type="checkbox"/> | <input type="checkbox"/> Do you have frequent severe headaches? |
| c. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had a "stinger" or "burner" or "pinched nerve"? |
| d. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever been "knocked out" or "passed out"? |
| e. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had a neck or head injury? |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had heat exhaustion, heat stroke, heat cramps or similar heat-related problems? |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> Have you had asthma, or trouble breathing, or cough during or after exercise? |
| 9 a. | <input type="checkbox"/> | <input type="checkbox"/> Do you wear eyeglasses, contact lenses or protective eye wear? |
| b. | <input type="checkbox"/> | <input type="checkbox"/> Have you had any problem with your eyes or vision? |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> Do you wear any dental appliance such as braces, bridge, plate, retainer? |
| 11 a. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had a knee injury? |
| b. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had an ankle injury? |
| c. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever injured any other joint (shoulder, wrist, fingers, etc.)? |
| d. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had a broken bone (fracture)? |
| e. | <input type="checkbox"/> | <input type="checkbox"/> Have you ever had a cast, splint, or had to use crutches? |
| f. | <input type="checkbox"/> | <input type="checkbox"/> Must you use special equipment for competition (pads, braces, neck roll, etc.)? |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> Has it been more than 5 years since your last tetanus booster shot? |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> Are you worried about your weight? |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> FEMALES: Have you any menstrual problems? |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> Have you any medical concerns about participating in your sport? |

***** ATHLETE SHOULD NOT WRITE BELOW THIS LINE *****

EXAMINER'S COMMENTS ON ALL "YES" ANSWERS (refer to question number):

PHYSICAL EXAMINATION

Optional

Age: _____ Pulse: _____	Urinalysis:
Height: _____ Blood Pressure: _____	Body Fat %
Weight: _____ Visual Acuity: Left 20/ _____ Right 20/ _____	HCT:
	EST VO2 Max:
	Audiometry:

Normal		Abnormal
<input type="checkbox"/>	1. Head	<input type="checkbox"/>
<input type="checkbox"/>	2. Eyes (pupils), ENT	<input type="checkbox"/>
<input type="checkbox"/>	3. Teeth	<input type="checkbox"/>
<input type="checkbox"/>	4. Chest	<input type="checkbox"/>
<input type="checkbox"/>	5. Lungs	<input type="checkbox"/>
<input type="checkbox"/>	6. Heart	<input type="checkbox"/>
<input type="checkbox"/>	7. Abdomen	<input type="checkbox"/>
<input type="checkbox"/>	8. Genitalia	<input type="checkbox"/>
<input type="checkbox"/>	9. Neurologic	<input type="checkbox"/>
<input type="checkbox"/>	10. Skin	<input type="checkbox"/>
<input type="checkbox"/>	11. Physical Maturity	<input type="checkbox"/>
<input type="checkbox"/>	12. Spine, Back	<input type="checkbox"/>
<input type="checkbox"/>	13. Shoulders, Upper extremities	<input type="checkbox"/>
<input type="checkbox"/>	14. Lower extremities	<input type="checkbox"/>

Assessment: Full participation
 Limited participation (describe limitations, restrictions):

Participation contraindicated (list reasons):

Recommendations (equipment, taping, rehabilitation, etc.):

DATE: _____ EXAMINER'S SIGNATURE: _____
EXAMINER'S PHONE: () _____ PRINT EXAMINER'S NAME: _____

PERSONAL TRAVEL REQUEST FORM

(Submitted by Parent/Legal Guardian 24 hours in advance of departure)

REQUEST FOR PARENT/GUARDIAN TO USE PRIVATE VEHICLE TO TRANSPORT STUDENTS TO/FROM EVENT/CONTEST:

Student making request _____ Date _____

Athletic Event / Destination _____ / _____

Date of Trip _____
Month/Day/Year Day of Week

Parent/Guardian Signature _____

Date _____

******COMPLETE THE FOLLOWING SECTION ONLY IF YOU ARE REQUESTING YOUR STUDENT RIDE WITH ANOTHER STUDENT'S***

PARENT/GUARDIAN ***

Please allow my student _____ to ride with _____

Signature of Parent/Guardian Transporting my student _____ Date _____

.....

Name _____ Date of Birth _____

Male _____ Female _____ Grade _____ Age _____ Telephone _____

Address _____
(Street or Box Number) (City) (State)

Emergency phone # _____ Who? _____

Family Physician _____ Policy Number _____

School Insurance: ___ School Time Plan ___ Full Time Plan ___ Tackle Football Plan (required if participating in Football)

In the event of serious injury and your family doctor cannot be contacted, and if we are unable to contact one or the other parent/guardian, does the parent/guardian transporting your student have your permission to seek medical attention from the nearest physician?

___ YES ___ NO If your answer is NO, please state the procedure you wish the parent/guardian to follow:

I authorize release of the healthcare practitioner's (family physician and/or athletic physical provider) exam findings and other pertinent medical data as it relates to the participation of my child in Goldendale School District sports activities. I understand that the physical exam documentation will be kept on file at their school for middle level athletes and in the Goldendale High School Athletic Department for High School athletes.

Parent/Guardian Signature _____

Date _____

(Completed by Athletic Dir./Principal/Superintendent)

APPROVED NOT APPROVED

_____/_____
Administrator

Cultural Activity/Ceremony Documentation Form

In recognition of the educational value of traditional cultural activities and their alignment to WA State Social Studies Standards, the Mt. Adams School District allows students to complete the following assignment in lieu of attending class during traditional cultural activities such as memorials; name-giving ceremonies; seasonal round food gathering including root digging, fishing, berry picking and hunting; and traditional funerals. For students who complete and submit this assignment to the building office where they attend within five (5) days of the activity/ceremony, there will be no absence recorded.

Student's Name:

Activity/Ceremony You Participated In:

Location Where Activity/Ceremony Took Place:

Duration of Activity/Ceremony (specific dates you were gone):

Relatives/People You Participated With:

What did you learn about yourself, your community, or your culture during this activity?

Why was participation in this activity important to your culture and traditions?

Signature of Student:

Signature of Parent/Guardian:

Phone Number:

WA State Social Studies Standards:

Essential Academic Learning Requirement (EALR) #3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Essential Academic Learning Requirement (EALR) #4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>

Forma de Documentación de Actividad de Cultura o Ceremonia

En reconocimiento del valor educativo de las actividades culturales tradicionales y su alineación con los Estándares de Estudios Sociales del Estado de WA, El Distrito Escolar de Mt. Adams les permite a los estudiantes completar la siguiente tarea en lugar de asistir a clase durante las actividades culturales tradicionales, tales como memoriales; ceremonias de entrega de nombres; Recolección de comida de temporada, incluida la excavación de raíces, pesca, recolección de bayas y caza; y funerales tradicionales. Para los estudiantes que completen y envíen esta tarea a la oficina del edificio donde asisten dentro de los cinco (5) días de la actividad o ceremonia, no se registrará ninguna ausencia.

Nombre de Estudiante:

Actividad o Ceremonia en la que participo :

Lugar donde fue la Actividad o Ceremonia:

Día de la Actividad o Ceremonia (fechas específicas de ausencia):

Familiares o Personas que participaron con usted:

Que aprendió de usted, su comunidad, o su cultura durante esta actividad?

Porque fue importante que participara en esta actividad en relación con su cultura o tradiciones?

Firma de Estudiante:

Firma de Padre o Tutor:

Numero de Teléfono:

Estándares de Ciencias Sociales del Estado de WA:

Requisito Esencial de Aprendizaje Académico (EALR) #3: GEOGRAPHIA

El alumno utiliza una perspectiva espacial para tomar decisiones razonadas al aplicar los conceptos de ubicación, región y movimiento y demuestra el conocimiento de cómo las características geográficas y las culturas humanas impactan a los entornos.

Requisito Esencial de Aprendizaje Académico (EALR) #4: HISTORIA

El alumno comprende y aplica el conocimiento del pensamiento histórico, la cronología, las épocas, los puntos de inflexión, las ideas principales, las personas y los temas de la historia local, de Washington, tribales, Estados Unidos e historia mundial para evaluar cómo la historia configura el presente y el futuro.

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>



Yearbook Consumer Marketing Enrollment Summary

Goldendale High School

Yearbook Job #: 8720
Yearbook Job Year: 2026

Delivery: SP CY
Yearbook Tax Status: Does not collect sales tax from consumer
List needed by: Sep 8, 2025

Your Offer & Campaign Dates

The Yearbook Consumer Marketing Program makes selling the book simple and fun by focusing on short selling campaigns. During each campaign Jostens will provide awesome marketing materials and a turnkey plan to sell yearbooks galore! All of the selling dates you need to know for the year are listed below, including your offer dates and your marketing campaigns:

Back to School

	Offer Dates: Aug 1 - Sep 12, 2025	\$45.00
	Campaign Dates: Sep 1 - Sep 12, 2025	

Campaign 1

	Offer Dates: Sep 13 - Oct 17, 2025	\$55.00
	Campaign Dates: Oct 6 - Oct 17, 2025	

Campaign 2

	Offer Dates: Oct 18 - Nov 14, 2025	\$55.00
	Campaign Dates: Nov 3 - Nov 14, 2025	

Campaign 3

	Offer Dates: Nov 15 - Jan 30, 2026	\$60.00
	Campaign Dates: Jan 19 - Jan 30, 2026	

Campaign 4

	Offer Dates: Jan 31 - Jun 30, 2026	\$60.00
	Campaign Dates: Feb 9 - Feb 20, 2026	