



Welcome to Wa He Lut!

Mission Statement

Wa He Lut Indian School provides a safe, culturally relevant academic environment that empowers Native Learners, and embraces traditional teaching and values of respect, responsibility, and pride.

Table of Contents

General School Information.....	4
Enrollment Process.....	4
Academics.....	5
Academic Performance Level for Common Core Rubric.....	5
Culture and Language.....	6
Closed Campus.....	7
Emergency and School Closure Policy.....	7
Safety Drills.....	7
Emergency Release.....	7
Inclement Weather/School Closures.....	8
Attendance Requirements.....	8
Excused Absence.....	8
Unexcused Absence.....	9
Make-up Work Due to Absences.....	9
Tardies to School.....	9
Consequences for Unexcused Tardies.....	10
Behavior.....	10
Positive Behavior Interventions and Supports (PBIS).....	10
Dress Code Policy.....	12
Student Misconduct.....	12
Corrective Actions.....	16
Classroom Exclusion.....	17
Suspension.....	18
Expulsion.....	18
Emergency Expulsion.....	19
Due Process.....	19
Students with Disabilities.....	21



Resources & Student Support Services..... 21

- Counseling Services..... 21
- Special Education / Speech / 504 Plan..... 22
- Gifted & Talented..... 22
- Homeless Liaison..... 22
- Additional Supports..... 22

Health & Wellness..... 22

- Meals..... 22
- Routine Health Screenings..... 23
- Medication While at School..... 23
- Vaccinations..... 23
- Illness or Injury While at School..... 24
- When to keep your child home..... 24

Harassment, Intimidation and Bullying..... 24

- Cyberbullying..... 25
- Reporting..... 25
- Nondiscrimination Statement..... 25
- Discriminatory Harassment..... 26
- Sexual Harassment..... 26

Transportation..... 26

- Bus Transportation..... 26
- Transportation Rules..... 26
- Bus Misconduct..... 27

Technology..... 27

- Internet Use..... 27

Acknowledgement Signature Page..... 28



General School Information

Enrollment Process

Wa He Lut Indian School welcomes students that are enrolled members or descendants of a federally recognized tribe to the extent space and funds are available. The Registrar is located in our front office and will assist parents/guardians with enrollment of each child to ensure that all required documentation is complete and procedures are followed.

The following documents are required to complete enrollment at Wa He Lut Indian School:

New Students:

- Enrollment Packet
- Emergency Information Form
- Student-Parent-School Compact
- Birth Certificate
- Certification of Indian Blood or Tribal Enrollment Documentation
- Immunization Records
- Previous School Records/Signed Release of Information to obtain records
- WA State Required Forms
- School Nutrition Forms
- Technology Agreement

The registration process *requires a minimum of three days to complete* the following:

- Review by Special Services Director, Counselor, Transportation, and Principal
- Set up transportation
- Enter enrollment into Native American Student Information System (NASIS)
- Set up student's individual schedule
- Enter enrollment into Washington State Data Systems
- Notification of start date to teachers, parents/guardian, and student

Students must be fully potty trained and 5 years of age by August 31st to enter kindergarten.

Returning Students:

- Enrollment Form
- Emergency Information Form
- Updated Immunization Records (if applicable)
- Student-Parent-School Compact
- WA State Required Forms
- School Nutrition Forms
- Technology Agreement



New enrollments will not be accepted after the 12th day of any quarter. Exceptions may be granted to a student who is moving to the Frank's Landing Indian community area and transferring with an acceptable record of school attendance, behavior, and academic success. Students not enrolled in a federally recognized tribe or their descendants (with appropriate paperwork) may be accepted on a case by case basis after a review by the Superintendent.

Academics

Wa He Lut Indian School ensures that each student has the tools, supplies and materials they need to focus on their academic goals and enhance their learning experience each day. All school supplies and materials are provided by the school for students.

Wa He Lut uses Standards-based grading that measures academic performance level for Common Core State Standards.

Academic Performance Level for Common Core Rubric

4	Exceeding Standards
3	Meeting Standards
2	Working Towards Standards
1	Not Meeting Standards
*	Incomplete

Report Cards and Progress Reporting

Report cards are given to Parents/Guardians at conferences each quarter or sent home quarterly. If you have any questions, please contact individual teachers.

Progress reports are sent out at the request of parents/guardians.

Teacher Conferences

Conferences are scheduled twice a year to discuss your child's educational progress with respect to the objectives for each course, meeting state standards and proficiency for state assessments. Families may call and request an appointment for a conference at any time during the school year.

Assessments

Wa He Lut Indian School follows assessment guidelines for both the State of Washington and the Bureau of Indian Education.

- All Students K-8 are assessed using DIBELS at grade level in the fall, winter and spring. Progress monitoring is administered throughout the school year, as needed.
- All students K-8 are assessed online in Reading and Mathematics using i-Ready, where an individual



learning path is created and used both in class and at home for extra instruction.

- Students in 3-8 grade are required to complete the Smarter Balanced Assessment in both ELA and Mathematics.
- Students in Grades 5 and 8 are assessed in Science using the Washington Comprehensive Assessment of Science.
- Students in K-2 are screened for Dyslexia at the beginning of each school year.
- All teachers will establish clear expectations for all students based on a culturally relevant curriculum that is aligned with state standards and
- assessed frequently.

Culture and Language

The Heritage Language Restoration Program has been designed to keep traditional ways of speaking, thinking and living alive for our students today. Our language program strives to provide our students with access to their lost ancestral language which was taken away from the community in the process of assimilation. The language and culture has always been intricately entwined. We believe, and research supports, that providing our students with this unique opportunity to learn traditional language empowers students' sense of identity and worth which aligns with our school's mission. Students are invited to participate in cultural activities such as:

- Circle
- Quilshootseed language lessons
- First Foods Ceremony
- Story Telling
- Coastal Art and Design
- Dance Paddle Making

Closed Campus

Wa He Lut Indian School is a closed campus. Violation of the regulations will result in progressive disciplinary action.

Visitors

Wa He Lut Indian School is a closed campus. Visitors are not permitted on campus without prior permission from an administrator. After permission is granted, a visitor's pass must be obtained in the main office. The pass must be displayed at all times and returned to the office at the end of the visit/business. Visitors will not be allowed in classrooms or work areas without permission from the Superintendent.

Volunteers

Volunteers must complete a Volunteer application, sign a release, meet with the Principal for approval, and complete a background check prior to volunteering in the School.

At no time will visitors or volunteers have unsupervised contact with students.



Contractors

Contractors shall provide assurances that all persons working for the contractor on school premises, that may have contact with students, have taken and passed a drug test and background check before the employee arrives campus.

Pets and Animals

Students and visitors are not to bring animals to school. Any request to do so must be pre-approved by the Principal, including service animals. Failure to comply will require that the animal be removed from campus. Time missed for this will be considered unexcused.

Emergency and School Closure Policy

Safety Drills

Regular Fire, Earthquake and other safety drills will be implemented throughout the school year. These drills are coordinated by the Safety Manager to limit the disruption in student learning. The School will implement the most up-to-date and accepted procedures to provide for the safety of the students. As a result, as new and better procedures are approved those will be implemented at the School.

Emergency Release

When the school is operating under emergency conditions that disrupts the normal school routine for the entire school which results in the need to release students at other than the regular release time the following emergency procedures for the release of students will be implemented.

- All students must check out through the School Office/Designated Area prior to leaving. This includes students who are normally released early as well as students with already approved early dismissal notes.
- No student will be released by phone contact. A guardian or a pre-designated emergency contact person must come to the School Office/ Designated Area and sign the student out of school.
- The School will attempt to contact each parent or guardian via the students emergency contact information to alert the guardian or guardian that the student will be released early or secure arrangements to have the parent or guardian pick the student up.
- If no parent or guardian can be reached the student will be cared for at a safe location with proper supervision until a parent or guardian is contacted.

Inclement Weather/School Closures

Our emergency communication system is designed to go into effect by 6:00 A.M. Closure information will be put out by a Flash Alert System. Information will be broadcast by local T.V./Radio stations. For updated information on possible school closures or delays, families will be notified by bus drivers or families can contact the school office at 360-456-1311 for a recorded message/update.



Possible notifications may be:

- Closed - No School - School and All Activities Canceled
- Open, Two hours late - Student pickup will be 2 hours later than normal time
- Increased school delay periods

Please keep the office informed of any contact information changes.

Attendance Requirements

Daily Attendance at school is critical to the success of all students. Attendance directly affects learning and proficiency on state tests. The standards set by the state of Washington and by the Bureau of Indian Education require students to meet Adequate Yearly Progress (AYP) standards which include proficiency on assessments and minimum of 90% attendance rate. Attendance also teaches students the importance of dependability required as an adult in college, careers, etc.

Excused Absence

An excused absence is granted after the parent/guardian provides notice which states the dates and reasons for the missed days. Failure to do so will result in an unexcused absence for the days missed. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in a manner provided by the teacher.

Valid excuses are defined as:

- Illness, health conditions, legally required appearance, family emergency purposes.
- Absence resulting from disciplinary action or short-term suspension.
- Any other absence approved by the principal including but not limited to cultural leave.
- Parents will not be able to excuse previous absences after 5 school days have passed.

Unexcused Absence

An unexcused absence is a result of:

- Notice which does not constitute an excused absence as defined previously
- Failure to provide notice by a parent/guardian upon *student's return to school*
- Truancy: Un-excused absence for more than half-day

Consequences of Unexcused Absences

The following steps will be taken when a student accumulates the following number of unexcused absences. All correspondence will be placed in the student's file.

- Each unexcused absence: Call from attendance office
- Three (2) unexcused absences an electronic message will be sent to parent/guardian to check in.
- Five (5) unexcused absences a letter will be sent home.
- Nine (9) unexcused absences in a quarter: guardian conference required and student placed on attendance contract.



Per Federal regulations any student with **10 consecutive unexcused or excused absences** will be dropped from enrollment. guardians and students will need to meet with the Principal to discuss the possibility of re-enrollment.

Make-up Work Due to Absences

Teachers shall give students the opportunity to complete and receive all assigned work missed during an absence. Students will assume the responsibility of obtaining and completing the missed class work within the timeline established by the teacher. Credit for participation-based learning experiences or a teacher-selected alternative may be allowed for school exempted absences.

Tardies to School

A Student is tardy to school when he/she arrives after class has started. Students who arrive to class more than 10 minutes late will be counted absent and must report to the Office before going to class, and students must attend classes for the rest of the period.

Definition of Absence

- A student is absent when they are:
 - Not physically present on school grounds
 - Not participating in the following activities at an approved location
 - A student shall be considered absent if they are on school grounds but not in their assigned setting
 - A full day absence is when a student is absent for fifty percent or more of their scheduled day.
- Instruction:
 - Any instruction-related activity
 - Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Students shall not be absent if:

- They have been suspended, expelled, or emergency expelled
- Are receiving educational services
- The student is enrolled in qualifying "course of study" activities
- A school/district shall not convert or combine tardies & absences to contribute to a truancy petition.

Consequences for Unexcused Tardies

Tardies will be handled through the Progressive Discipline Process

- For middle school students who have 3 tardies between classes (passing periods) will be given lunch detention and notification will be sent home



Behavior

Positive Behavior Interventions and Supports (PBIS)

We are a PBIS school with native values:

- Respect
- Responsibility
- Pride
- Safety

What is PBIS?

Positive Behavior Interventions and Support is a system for improving student behavior and a planned way to meet the behavioral needs of students in a school. guardians are important in the success of PBIS, and many choose to use a similar system at home. PBIS consists of three steps:

Step 1: Identify and Teach Expected Behavior

- Identify expectations across all environments.
- Provide examples of what behaviors are expected, including for the cafeteria, bus, gym, playground etc.
- Post the expectations throughout the building.

Step 2: Positively Reinforce and Reward Expected Behaviors

When students meet school-wide expectations, school staff will note their success with positive reinforcement. This might include weekly drawings for rewards, special privileges, or recognition during student assemblies. All staff (principal, teachers, lunchroom staff, bus drivers, janitor, etc.) will use the system.

Step 3: Enforce Meaningful Consequences for Violations

In addition to teaching and rewarding positive behaviors, the school will identify a consistent way to respond to problem behavior when it occurs. This will help everyone to know what behaviors violate the expectations. Problem behaviors typically fall under the categories of minor or major problems.

- Minor behaviors are dealt with by building staff or the classroom teacher
- Major violations are managed by administrative staff.

Levels of School-Wide Support:

Schools that use PBIS create and maintain supports to meet the needs of all students. These supports are based on the understanding that specific behaviors need to be taught, not just expected. However, even with PBIS in place, about 5-10% of students will need additional support to be successful.

A continuum of support is described below:

- Universal systems of support (school-wide behavior support):
 - Behavioral support is provided for ALL students throughout the school. These supports might include:
 - Social skills instruction
 - Positive discipline that is proactive
 - Behavior expectations that are taught



- Active supervision and monitoring
 - Fair and corrective discipline
 - Parent collaboration
- Small group systems of support:
 - This level of support provides additional help for 10-15% of students who need more support. Interventions are more intensive and are for a smaller number of students. They are often provided in small groups, and include:
 - Social skills groups
 - Conflict resolution
 - Self-management programs Adult mentors (check-ins)
- Targeted systems of support (focused on the individual child):
 - Intensive, individual support for a few students with problem behaviors. These supports are used when universal and group/classroom supports are not effective in teaching behavioral skills in all settings. About 5% of students need this more intensive level of support. It might include:
 - Individual academic support
 - Intensive social skills instruction
 - Behavior intervention plans (BIP)
 - Supervision and monitoring
 - Interagency collaboration
 - Intensive collaboration with family

Dress Code Policy

The following types of clothing/attire are **examples** of inappropriate clothing:

- Clothing that promotes alcohol, tobacco, other drugs, sexual innuendo, displays profanity, or promotes violence.
- Clothing that exposes inappropriate areas.
- Gang-type attire, including bandana, sleeveless underwear shirts.
- Any clothing or accessory that is potentially dangerous.

Dress code guidelines will be developed to provide a safe, healthy, orderly, and positive environment for students. All clothing shall be age appropriate.

Student Misconduct

Behavior violations listed in district Procedure 3240P that are prohibited and may result in corrective disciplinary action include:

Alcohol & Drugs: Possession, use, selling, giving, or otherwise supplying liquor, showing evidence of having consumed, soliciting or facilitating the sale of alcohol or illegal drugs, including e- cigarettes, vaporizers, and drug paraphernalia.

Alteration of Records: The falsification, alteration, or destroying of a school record or any communication from home and school, including electronic.



Arson: The intentional setting of fire or possession of fire-ignition devices.

Assault/Threat of: The use of excessive physical force or threatening the use of physical force against a specific person or group of people, including use of a weapon or other instrument in order to inflict injury.

Bomb Threat: Threatening to plant, and/or claiming to possess, and/or detonate a bomb at any school building facility or property

Bullying, Intimidation, or Harassment: (Policy 3207 and Procedure 3207P) any intentionally written message or image—including electronically transmitted— verbal, or physical act, including, but not limited to, one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

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

Burglary: Breaking into a school with or without intent to steal.

Cheating/Plagiarism: Any student who knowingly submits the work of others represented as his or her own will be considered to have cheated or plagiarized. Cheating also includes the aiding and abetting of cheating by others.

Criminal Behavior: Students who involve themselves in criminal acts on school property, off school property at school-supervised events, or off school property when such acts have a detrimental effect upon the maintenance and operation of the schools or the District are subject to corrective action by the school as well as potential prosecution under the law.

Cumulative Violations: The frequency with which students violate various school policies, rules, and regulations is often of equal or greater concern than individual violations. Discipline is based on the cumulative effects of these acts.

Cyberbullying: Any action that violates the district’s Acceptable Use Policy or policies prohibiting harassment, intimidation or bullying including but not limited to:

- Using technology (computers, handheld devices, smartphones, etc.) owned by the district or used on the district’s grounds, or at a district-event to harass, bully, or intimidate any student, staff member, or volunteer.
- Communicating downloaded vulgar or obscene materials to others.

Defacing or Destroying Property: Intentional damage to district property or to property of others, including, but not limited to, staff, visitors, or students. Deliberate abuse and/or misuse of school equipment, supplies, or facilities, including failure to follow safety rules established for laboratory instructional areas.

Discrimination Harassment: Harassment, discrimination, disturbing, tormenting, or pestering an individual(s) on the basis of race or religion by words, in writing, by gestures, or actions. See Policy 3210 and Procedure 3210P.



Disruptive Conduct: Conduct that materially and substantially interferes with the educational process. A “material and substantial disruption” of the school day is more than a minor disruption and has an impact on more than just the student involved. If an Administrator believes that a material and substantial disruption may occur because of an incident that belief must be based on prior experience with that student, not simply a worry that a disruption may occur.

Explosives: Possession, use, or threat of explosives on district property or school-sponsored events (i.e. firecrackers, bullets).

Extortion/Blackmail/Coercion: Obtaining money or property by violence or threat or forcing someone to act against their will.

False Alarm: Activating a fire alarm for other than the intended purpose of the alarm.

False Reporting: Knowingly and falsely reporting or corroborating misbehavior of others that did not occur, spreading a false rumor maliciously, or making defamatory statements.

Fighting: Engaging in or provoking mutual physical contact involving anger or hostility, including deliberately arranging a fight or willingly participating in an arranged fight that creates substantial risk of serious physical injury to the participants.

Forgery: Falsifying parental/ guardian signatures on any letter to the school or falsifying times, dates, grades, addresses, or other data on school forms or other documents.

Gambling/Wagering: Playing cards, dice, or games of chance for money or other valuables.

Gang-Related Behavior: Students who participate in gang-related behavior will be subject to intervention and may be reported to law enforcement. The type of student dress, apparel, activities, acts, behavior, or manner of grooming displayed, reflected, or participated in shall not:

- Lead school officials to believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity.
- Present a physical safety hazard to self, students, and/or employees.
- Create an atmosphere in which a person’s well-being is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence.
- Imply gang membership or affiliation by written communication, tattoos, drawing, marking design/emblem on school or personal property or one’s person.

Hate Group Activity: Engaging in hate group activities on school grounds or during school activities or functions.

Inappropriate Contact: Students playing or roughhousing and intentionally touching, pushing, shoving, or kicking another student, or unwanted inappropriate touching of another person’s body such that the person is uncomfortable by the behavior.

Inappropriate Language: Using profane, foul, violent, hateful language. (Policy 3220 and Procedure 3220P)

Inciting Aggression: Causing others to fight or behave aggressively; “egging on” students to fight. Includes failure to disperse from a fight or failing to report a fight.

Interference with Authority: Interfering with school personnel by force or violence, or threat of force or violence. Physically preventing a school authority from completing their responsibilities.

Knives/Small folding: Possessing a folding knife with a blade length of 2-1/2 inches or less and with a blade width 1/2-inch or less on school property, district transportation, or at school-sponsored events or activities.



Lasers and Similar Devices: Possession or use of lasers and similar devices not authorized in advance by school authorities.

Lewd Behavior: Engaging in inappropriate sexual behavior, displaying and/or exhibiting indecent, lewd, profane, or obscene sexual behavior or images, including pornography, while on school grounds.

Misuse of Technology: Unauthorized, illegal, or inappropriate use of the District's internet, telecommunication network system, electronic devices, personal student devices. Includes tampering with electronic hardware, data files, or software or unauthorized access to, or use of, such technology.

Misuse of School Equipment: Deliberately abusing and/or misusing school equipment, supplies, or facilities, including failure to follow science laboratory safety rules is prohibited.

Noncompliance with School Personnel: Disregarding, showing contempt for, intentionally deceiving, or refusing to obey lawful authority/instructions of district staff, including failure to identify self to district staff.

Robbery: Stealing from an individual by force or threat of force.

Sexual Harassment: Sexual harassment is behavior that is unwelcome, offensive, interfering with effectiveness, or creating uneasiness in the educational and work environment. It may include, but is not limited to: making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes or remarks of a sexual nature about a person's appearance, gender, or conduct; using derogatory sexual terms for a person; standing too close, inappropriate touching, cornering, or stalking a person; sexting; or displaying offensive or inappropriate sexual illustrations on school property. Any student who believes that he or she has been subjected to sexual harassment should contact a school counselor or administrator. See Policy 3205 and 3205P.

Tobacco Products and Vapor Devices: A student shall not carry or smoke any kind of pipe, cigar, cigarette, e-cigarette, vaporizer, or any other smoking equipment or material, nor shall students be in possession of or use, chew or snuff tobacco products at school or school-sponsored events/activities, or while a passenger in district vehicles, or on school property. Near school property is defined as being within the line of sight from the school.

Theft: Taking the property of another without permission.

Toy Guns and Toy Weapons: Possessing a toy gun or other toy weapon not appearing to be a real gun or weapon; or appearing to be a real gun or weapon, but not used or displayed with malice.

Trespass/Occupying Unauthorized Area: Entering or being present unlawfully on school property without permission of school authorities or refusing to leave when ordered to do so.

Truancy: Failure to attend class/school, without an excused absence, for at least seven days in one month or 10 in a year. Students may be referred to Juvenile Court for truancy issues.

Weapons and Other Dangerous Devices: Students will not possess, display, handle, or transmit weapons, other dangerous devices, or any item which reasonably appears to be such on school property, school-provided transportation, or at school-sponsored events. *It is not a violation of the behavior code if the student's sole purpose of bringing or possessing the weapon or firearm at school is to report the item to a school authority.*



1. Any elementary or secondary student who is determined to have carried a firearm onto, or to have possessed a firearm on, school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, shall be expelled from school for not less than one year. The superintendent of the school district may modify the expulsion of a student on a case-by-case basis.
 - a. A firearm, or gun, is defined as a weapon or device from which a projectile or projectiles may be fired by an explosive such as gunpowder.
2. Students who possess a dangerous weapon or who carry, exhibit, display, or draw any dangerous weapon, look-alike weapon, any toy that looks like a weapon, or any other weapon apparently capable of producing bodily harm in a manner, which, under the circumstances, manifests an intent to intimidate another or warrants alarm for the safety of others shall be subject to discipline up to and including expulsion.
3. Possession includes, having dangerous weapons on school district property or at a school district-sponsored event located:
 - a. In a space assigned to a student locker or desk
 - b. On the student's person or property (on the student's body, in their clothing, backpack, or automobile)
 - c. Under the student's control or accessible or available, such as hidden by the student.
4. Any Personal Protection Spray Device (PPSD) not used other than in self-defense.. State law requires that students aged fourteen to seventeen have guardian permission to carry a personal protection spray device (PPSD) that must be registered with school administration officials. Students who unlawfully carry, discharge, or distribute a PPSD will be subject to disciplinary action.
5. A dangerous weapon includes:
 - a. Any firearm
 - b. Any slingshot, sandclub, dirk, chains, or metal knuckles
 - c. Any knife or cutting or stabbing instrument that is carried, exhibited, displayed, or drawn in a manner and at a time and place that manifests an intent to intimidate another or threatens the safety of other persons
 - d. Any device known as “nu-chu-ka sticks” consisting of 2 lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means
 - e. Any device called “throwing stars” which have multi-pointed metal objects that embed upon impact
 - f. Explosives of any type
 - g. Anything used as a weapon such as any air gun, including any air pistol or air rifle designed to propel a BB, pellet, or other projectile.

* Policies and Procedures listed above can be found in the main office or on our district website.

Corrective Actions

Students come to school to learn. Learning involves making mistakes. However, when students make negative choices involving a behavioral violation at school, on school grounds, at a school- sponsored event, or on school-district sponsored transportation, a corrective action may be necessary.



Classroom, activity, and/or school level corrective interventions may include:

- Classroom Level Interventions
 - Offer leadership opportunities in classroom to highlight strengths
 - Students tell their side of the incident.
 - Students determine how to repair the harm.
 - Self-reflection activity
 - Reteach behavioral expectations
 - Behavior agreement and recognition
 - Change environment (special seating, providing a distraction, use of break system, removal of triggers)
 - Teacher uses proximity
 - Student spends extra time in classroom where harm occurred to repair the relationship with staff/students
 - Loss of classroom privileges
 - Teach replacement skills directly related to behavior or concern
 - Model replacement skills directly related to behavior of concern
 - Teacher or designated staff counsels with student in private
 - School leaders take over instruction, allowing the teacher to step out of the classroom to problem solve with the student in private
 - Teacher or designated staff notifies parent/guardian
 - Teacher or designated staff notifies parent/guardian
 - Social-emotional check in
- School Level Interventions:
 - Family conference with teacher, school staff and administrator
 - Create a Behavior Intervention Plan (BIP)
 - Behavior coaching for the student
 - Reevaluate support/safety plans that are currently in place
 - Peer mediation
 - Referral to school support staff (nurse, counselor, mental health associate)
 - Mediation
 - Restitution of damages or stolen property
 - Loss of computer privileges
 - Community/school service
 - Informal/formal check-ins
 - Develop a support safety or crisis plan
 - Detention
 - Referral to Student Intervention Team
 - Review or revise IEP or 504 Plan
 - Pair student with a mentor
 - Refer to community agency for support with identified needs



- Exclusionary Interventions:
 - Classroom Exclusion, Suspension, Expulsion or Emergency Expulsion from the school, a class, subject, activity, and/or district transportation.

Classroom Exclusion

Definition: the exclusion of a student from a classroom, instructional period, or activity area for behavioral violations for no more than the balance of the day or class period.

Classroom exclusion does not include action that results in missed instruction for a brief duration (i.e. 20 minutes) when the teacher or other staff attempts other forms of discipline to support the student in meeting behavioral expectations and the student remains under adult supervision. Classroom exclusion also does not include times when a student takes a break as outlined in a behavior plan.

Limitations:

- Some other form(s) of discipline must be attempted first, unless the student’s presence poses an immediate and continuing danger or an immediate and continuing threat of substantial disruption.
- Removals may be administered for some or all of the school day; if longer than the one day the school must provide notice and due process for a suspension.
- The person who removed the student must report the removal to the principal/designee as soon as possible, or immediately if the removal was because of a danger or threat of substantial disruption.
- Notify the guardian as soon as possible.
- The student must be allowed to make up any assignments and/or tests missed during the classroom exclusion.
- If the removal was for danger or substantial disruption the principal/designee must meet with the student as soon as possible and decide next steps.
- In no event without the consent of the teacher may an excluded student return to the class, unless the principal/designee and teacher have conferred.

Suspension

Definition: the denial of attendance for a behavior violation for any single subject or class or for any partial or full schedule of subjects or classes.

Duration:

There are three types of suspensions: In-school, Short-Term, and Long-Term

1. In-school
 - a. a student is removed from the regular educational setting but remains in school for ten (10) consecutive school days or less per semester.
2. Short-Term Suspension
 - a. a student is removed from school for up to ten (10) consecutive school days per semester.

Limitations:

- Grades K-4: No more than ten (10) cumulative school days or less than semester.
- Grades 5-8: No more than ten (10) cumulative days per trimester or fifteen (15) cumulative days per semester.
- Must consider individual circumstances and must attempt one or more other forms of discipline to support the student in meeting behavior expectations.



3. Long-Term Suspension

- a. a student is excluded for more than ten (10) and up to 90 consecutive school days.

Limitations:

- Cannot be used for K-4
- Cannot be imposed beyond the school year in which the student's misconduct
- occurred.
- Must consider individual circumstances.
- Must consider other forms of discipline to support the student in meeting behavior expectations.

Expulsion

Definition: the denial of admission to the student's current school in response to a violation. One calendar year expulsion is required for any student K-12 who brings or possesses a firearm or gun on campus, at a school activity, or on transportation: expulsion is from every school in the state.

Duration:

- Expulsion for incidents other than firearms means a student is excluded for up to 90 consecutive days; and expulsion is only from the school where the incident occurred.
- Can extend beyond the current school year.

Limitations:

- Cannot be for K-4 unless for a firearm offense.
- Must consider individual circumstances.
- Must consider other forms of discipline.

Emergency Expulsion

Definition: the immediate removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to students or staff or substantial disruption of the educational process.

- *substantial disruption* means the student's behavior results in extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day and school personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

Duration:

- An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days. See WAC 392-400-510 through 392-400-480.

Limitations:

- Student behavior must pose either
 - an immediate and continuing danger
 - an immediate and continuing threat of substantial disruption
- The district may not impose an emergency expulsion solely for investigating student conduct.



Due Process

Classroom Expulsion:

Any parent/guardian or student who is aggrieved by the imposition of the classroom exclusion has the right to an informal conference with the principal for resolving the grievance. At such conferences, the student and guardian will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff will have an opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have the opportunity to address issues and questions raised and to ask questions of the parent, student and staff members.

- The student and guardian must request the meeting within five (5) school business days of imposition of the classroom exclusion.
 - The request must be made in person with the principal or by email to the principal's school email address.
- The principal will issue written notice of their decision in person, by mail or by email no later than five (5) school business days after the meeting.
 - The classroom exclusion or other form of discipline will continue during the grievance procedure unless the principal elects to postpone the action.

Suspension:

1. In-school and Short-term Suspension

- a. Must conduct Informal Initial Hearing (IIH) in which the student is
 - i. notified of behavioral violation, evidence of violation, and the discipline that may be administered
 - ii. given an opportunity to share their perspective and provide an explanation of the violation
 - iii. given an opportunity to call their parent
- b. Provide guardian written notification within one (1) day of the student's Informal Initial Hearing
- c. Guardian/student has a right to an informal conference with the principal within three (3) days of requesting an informal conference
- d. Guardian/student has five (5) school business days to appeal orally or in writing to the principal.
- e. Guardian/student can apply for readmission.
- f. Guardian/student has the right to appeal the principal's decision within ten (10) days of the initial appeal decision.

2. Long-term Suspension

- a. Must make reasonable attempts to invite guardians to an Informal Initial Hearing (IIH).
- b. Must conduct an IIH in which the student is
 - i. notified of behavioral violation, evidence of violation, and the discipline that may be administered
 - ii. given an opportunity to share their perspective and provide an explanation for the violation.
- c. Provide guardian written notification within one (1) day of the student's IIH.



- d. Parent/guardian/student has a right to an informal conference with the principal within three (3) days of request.
 - e. Parent/guardian/student has five (5) school business days to appeal orally or in writing to the principal.
 - f. Parents/guardians/students have the right to apply for readmission.
 - g. Parent/guardian/student has the right to appeal the principal's decision within ten (10) days of the initial appeal decision.
 - h. Re-engagement meeting/plan is required within five (5) days of returning to school or promptly upon parent/student request.
3. Expulsion
- a. Must make reasonable attempts to invite guardians to IHH.
 - b. Must conduct an IHH in which the student is
 - i. notified of behavioral violation, evidence of violation, and the discipline that may be administered
 - ii. given an opportunity to share their perspective and provide an explanation for the violation.
 - c. Provide guardian written notification within one (1) day of the student's IHH.
 - d. Parent/guardian/student has a right to an informal conference with the principal within three (3) days of request.
 - e. Parent/guardian/student has five (5) school business days to appeal orally or in writing to the principal.
 - f. Parents/guardians/students have the right to apply for readmission.
 - g. Parent/guardian/student has the right to appeal the principal's decision within ten (10) days of the initial appeal decision.
 - h. Re-engagement meeting/plan is required within 20 calendar days of expulsion and within five (5) days of return to school or sooner if guardian/student requests.
4. Emergency Expulsion
- a. Attempt to notify guardians as soon as reasonably possible and provide reason the student's presence posed a risk of danger/disruption.
 - b. Provide guardian written notice within 24 hours.
 - c. Optional conference within three (3) days of request.

Students with Disabilities

Wa He Lut Indian School discipline procedures for students with disabilities will be consistent with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. These procedures apply under the following conditions:

- The student has an Individual Education Program (IEP), Individual Health Plan (IHP), and/or a Section 504 Plan.
- The student has not yet been determined eligible for Special Education services, but the parent/guardian has requested concern in writing (or orally) to the principal, teacher, or district special education staff that the student be evaluated for special education and other related services; or the teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to Special Education or other supervisory personnel.



Limitations:

- A disabled student can be suspended for up to ten (10) cumulative days a year. *Anything more is considered a placement change* and requires an IEP/504 team meeting, with parents, BEFORE imposing the action.
- If the behavior is determined to be a manifestation of the disability or a failure to implement the IEP or 504 plan, the district must return the student to the placement from which he or she was removed, unless the guardian and the district agree to a change of placement as part of the modification of the behavior intervention plan.

Resources & Student Support Services

Counseling Services

Counseling services are available to help all students balance the demands for academic, career and social/emotional competence. Service includes classroom activities, group counseling, and individual counseling.

Learning Assistance Program (LAP)

The Learning Assistance Program (LAP) offers supplemental services for K-8 students scoring below grade-level standard in English Language Arts (ELA). These services focus on accelerating student growth to make progress towards grade level and addressing barriers preventing students from accessing core instruction

Special Education / Speech / 504 Plan

If your child has any needs that require special attention, or if you suspect your child has a learning disability, you may discuss the issue with their teacher or principal, or contact our Special Services Coordinator for information on assessment and program placement. Qualifying students have Individual Education Plans (IEP) written by a committee including the guardian to assist with accommodations to make the child successful in school.

Section 504

This is a program within Special Education for students with mental, emotional or physical disabilities who don't qualify for Special Education services. For example, more and more children are being diagnosed with disorders related to attention deficit and hyperactivity (ADHD), conduct problems, depression, anxiety, etc. These students may fall under the 504 guidelines.

Gifted & Talented

These programs are for students whose needs are not met by the regular program. Students are placed into the program based on ability testing and teacher/parent nominations. If you feel that your student should be considered for placement, contact your student's teacher.



Homeless Liaison

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. For information, contact one of the Wa He Lut Indian School homeless liaisons, Tera Ronish or Stacy Turner. Please ask for the Student Housing Questionnaire.

Additional Supports

Student Intervention Team (SIT)

The SIT team consists of an administrator, teachers, counselor, and any other relevant staff, who look at the student's data and discuss possible solutions, interventions, unmet needs etc that may help the student reach their goals.

Positive Behavior Intervention & Support PBIS Team

The PBIS Team looks at various data to decide either school-wide or targeted interventions to increase positive behavior outcomes for all students. Targeted interventions might be individual or include other students such as social skills groups, anger management groups, daily check-ins, etc.

Health & Wellness

Meals

All enrolled students are offered Breakfast between 7:30 am and 9:00 am. All enrolled students are offered a free Lunch between 11:00 am and 1:00 pm. Consumption of all food and drink is limited to the cafeteria with the exception of water in a closed container. Menus are available from the school office upon request. Guardians whose children have food allergies should work with the School Nurse or School Cafeteria Director on appropriate substitutes.

Wa He Lut Indian school is now participating in the Fresh Fruit and Vegetable Program. Each day Kindergarten through 8th grade receives a fresh fruit or vegetable for snack. We provide the teachers a "fun Food Fact" each day for educational purposes.

Routine Health Screenings

Vision and hearing screenings are completed by the school nurse in the beginning of the school year. In addition, students who are referred by guardians and/or teachers for symptoms of possible vision or hearing problems will be screened. If a student is found to have difficulty in an area, he/she will be re-screened in approximately 4-6 weeks. Guardians will then be notified if the difficulty persists and be requested to seek further evaluation by a private physician. Other screenings such as head lice, blood pressure and height/weight may also be done. All Kindergarten and 1st grade students will be screened for speech/language and motor skills.



Medication while at school

All medications, including over the counter remedies, must be checked in at the nurse's office by a parent/guardian. A medication form must be completed by both the parent/guardian and a physician must accompany the medication. Under normal circumstances, students should be given medication before and after school. A violation of this procedure will result in a school discipline process. Any medication given or sold by students will result in suspension.

Vaccinations

All immunization records turned in to schools by state law to be medically verified. This means immunization records turned in to the school must be from a health care provider, or you must attach paperwork from a health care provider to your handwritten form that shows your child's records are accurate.

Examples of medically verified immunization records:

- A completed Certificate of Immunization Status (CIS) signed by a healthcare provider. Find the CIS form by visiting <https://www.doh.wa.gov/SCCI> and clicking on "Certificate of Immunization Status."
- A CIS filled out by you or another parent/guardian with medical records attached.
- A CIS printed by a health care provider or school from the Washington State Immunization Information System.
- A CIS printed from MyIR which is a free Department of Health online tool that allows families to view and print their official immunization records themselves. Go to <https://wa.myir.net/register> to begin the sign-up process.

If you are requesting an exemption from one or more of the immunization requirements, you must provide the school a completed Certificate of Exemption. If you have any questions or concerns, please contact your school nurse.

Illness or Injury While at School

If a student becomes ill at school, he/she must get permission from the teacher in the classroom to get a hall pass to report to the nurse's office. Failure to report to the nurse's office and sign-in will result in truancy. The nurse will determine whether the student should be sent home, return to class or remain in the nurse's office. The student will be provided with a re-entry slip if he/she is able to return to class. If the student is to go home, he/she will remain in the nurse's office until the parent/guardian or the emergency contact arrives.

The authorized adult picking up your child must sign the student out at the office. If the nurse decides that the student should be sent to a doctor, an authorization slip will be provided and the parent/guardian will be contacted as soon as possible. If parents/guardians have any questions or concerns about the health of a student, please call the front office at (360) 456-1311.



When to keep your child home

- A fever of 100.1 or higher. A student must be fever free for 72 hours WITHOUT medication such as Tylenol or Motrin before returning to school.
- Diarrhea – more than 1 time in a 24-hour period
- Vomiting – more than 1 time in a 24-hour period.
- A blistering sore or rash, especially if accompanied by a fever.
- Students will need to be cleared of any contagious illness by their physician before returning to school.
- Keep your child at home if he/she has HEAVY nasal congestion or has a persistent cough.
 - If your child has a fever with a persistent cough, they will need to be fever free for 72 hours WITHOUT medication and overall symptoms must improve before they will be allowed to return to school
- If your child has untreated head lice the opportunity to stay home to be treated
- If your child has been diagnosed with strep throat, pink eye, ringworm, or impetigo, etc.. he/she must be on antibiotics 24 hours before returning to school and be fever free.

Harassment, Intimidation and Bullying

Sometimes people don't get along. This is not always bullying. Bullying and harassment are behaviors that make someone feel intimidated or offended. Bullying and harassment are one-sided, repeated, and often involve one person using their power over another person.

Definition: any intentionally written message or image-including those that are electronically transmitted-verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Cyberbullying

Definition: impersonating another person, sending hate mail, defamation, harassment, or intimidation of any kind.

Cyberbullying is bullying or harassment that happens online. It can happen on a social networking site, in a text message, and email, an online game or comments. It might involve rumors or images posted on someone's profile or passed around for others to see or creating a group or page to make a person feel left out. Because cyberbullying messages can be rapidly sent to many people, they can cause considerable damage to children. Use the HIB reporting form to report cyberbullying.



Reporting

Anyone who experiences or sees harassment, intimidation or bullying behavior must report it to school counselors, teachers or administrators. School administrators will act. The report can be verbal or put in writing using the Harassment, Intimidation, Bullying (HIB) Incident Reporting form found online or in the school office. Return the form to the school office. School staff will investigate the incident, communicate findings to the guardian and create a plan to stop the bullying/harassment.

Nondiscrimination Statement

WA HE LUT Indian School Agency is an equal opportunity employer and does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, marital status, identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups, except as provided under the Indian Preference Act (Title 25, U.S. Code section 472 and 473).

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

Superintendent and Principal Harvey Whitford
harvey.whitford@bie.edu

Section 504 and School Counselor Stacy Turner
stacy.turner@wahelutindianschool.org

School Contact

Phone: 360-456-1311

11110 Conine Ave SE, Olympia, WA 98513.

Discriminatory Harassment

If you believe your student has been discriminated against, or treated unfairly or unlawfully because of their race, religion, gender, sexual orientation, gender identity, gender expression or other protected class, you can report the incident to the school's principal or Civil Rights Coordinator, Stacy Turner Contact Information listed above.

Sexual Harassment

Report sexual harassment to any school staff member or the Title IX Officer, Harvey Whitford- Contact Information listed above.



Transportation

Bus Transportation

Free bus transportation is provided for all Wa He Lut Indian School Students who live within the transportation service areas. During the first couple weeks of school we ask for your patience as the routes change as a result of enrollment changes. We do our best to inform you of your child's bus assignment, pick up/drop off times and when there has been a delay or change. If you have any questions about routes, pick up/drop off times please contact the School Office at 360-456-1311.

All bus route changes (i.e. students riding a different bus home, etc.) must be in writing to the office the morning of the scheduled change. For safety purposes, all changes must be submitted to the office no later than 2:00pm.

Students are expected to comply with the transportation rules listed below. Bus transportation is a privilege. If there is an issue with buses, please contact the School Office or Principal for an incident report.

Transportation Rules

The majority of our students ride the school bus to and from school daily. From a safety standpoint, it is imperative that proper behavior be rigidly adhered to at the bus stops as well as during the ride on the bus. guardians will be notified if infractions occur and of any consequence as a result of the infraction with a bus report.

Students are expected to be ready five minutes prior to the bus pickup time. Please work with your child to develop a schedule which will allow them to be outside on time, buses will wait no longer than two minutes at each stop.

- Students must stand completely off the roadway while waiting for the bus.
- Board and depart the bus in an orderly manner
- Cross only in front of the bus after receiving consent from the bus driver.
- Every student will get on and off the bus at his or her regular stop unless written permission is given beforehand by school authorities after receiving a note from a parent/guardian which contains an address of the temporary stop.
- Students are to remain seated while the bus is in motion. Students must ask permission prior to changing seats.
- Only items that can be held comfortably on your lap are allowed on the bus.
- Appropriate conduct will be required while on the bus.
- Seats must be shared.
- Eating, drinking and gum chewing are not permitted.
- Fellow students will be treated with courtesy.
- Keep your hands, head and feet inside the bus.
- Get permission from the driver before lowering windows.
- The possession or use of tobacco, alcohol and drugs is prohibited.
- No matches, lighters, glass, skateboards, sharp items & flammable materials brought onto the bus.



- Service dogs assigned to students with special needs are the only animals allowed on the bus.
- All students must actively participate in emergency evacuation drills. In the event of an emergency, evacuation procedures will be followed.
- Electronic devices need to be used with headphones so as to not cause a distraction to the driver and fellow riders.

Bus Misconduct

Riding the bus is a privilege that may be suspended at any time for inappropriate or dangerous behavior. Student misconduct will be sufficient reason for transportation to be discontinued and guardians will need to make other arrangements for transportation. Students and their parents/guardians will be held financially responsible for any act of vandalism.

The following consequences may be implemented should discipline become necessary:

- Incident 1: Verbal reprimand with a seat assignment and guardian contact by the driver.
- Incident 2: Discipline report with a three day bus suspension following guardian contact.
- Incident 3: Discipline report with a five day bus suspension following guardian contact.
- Incident 4: Discipline report with a 10 day bus suspension following guardian contact.
- Incident 5: Discipline report with a 15 day bus suspension following guardian contact.
- Incident 6: Discipline report with a 20 day bus suspension following guardian contact.
- Incident 7: Discipline report with a 25 day bus suspension following guardian contact.
- Incident 8: Discipline report with a 30 day bus suspension following guardian contact.
- Incident 9: Discipline report with a bus suspension for the remainder of the school year following guardian contact.

*Serious Misconduct may result in immediate bus suspension

Technology

Internet Use

Use of the internet and computer network access through the tribal school is a privilege, not a right. Any inappropriate use will result in disciplinary action, up to and including suspension and/or possible legal action.

Students and their parents/guardians must complete an Internet Agreement prior to using school technology. A student's use of the school's computers, computer network or internet access is subject to monitoring by the school. There is no expectation of privacy when using the school's computers, computer network, or internet access.



Acknowledgement Signature Page

This acknowledges that you have received the Wa He Lut Family Handbook.

Guardian/Parent

_____ [First name]

_____ [Last name]

_____ [Date]

Student

_____ [First name]

_____ [Last name]

_____ [Date]

