Superintendent/Principal's Message

At Lyle Secondary School we are here to serve our clients, the students within our community and their families. Our goal is to ensure that every student graduates college and career ready, on a trajectory for success. To reach our goal of supporting you, we'll all need to work together. Families, teachers, students and community...all pulling together for each of our kids will ensure success!

Andrew E. Kelly
K-12 Superintendent/Principal
FACULTY AND STAFF
Lyle Schools District Office
Andrew E. Kelly (Andy)  Superintendent
Susan Carabin    Business Manager
Mike Murphy   Maintenance, Grounds and Transportation Director
Deb Stenberg   Executive Assistant

<table>
<thead>
<tr>
<th>Lyle Secondary School</th>
<th>Dallesport Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew E. Kelly (Andy)</td>
<td>Principal</td>
</tr>
<tr>
<td>Jen Machado</td>
<td>Executive Assistant/Office Manager</td>
</tr>
<tr>
<td>Rochelle Haynes</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Bruce Haynes</td>
<td>Custodian</td>
</tr>
<tr>
<td>Robert Allen</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Michelle Bartz</td>
<td>Lead Food Service</td>
</tr>
<tr>
<td>Terrie Stephenson</td>
<td>Food Service</td>
</tr>
<tr>
<td>Janelle Tuttle</td>
<td>Special Education Director</td>
</tr>
<tr>
<td>Vernon Bruni</td>
<td>Social Studies/Spanish</td>
</tr>
<tr>
<td>Josh Padgett</td>
<td>Health and Fitness/Calculus</td>
</tr>
<tr>
<td>Eva Knowles</td>
<td>English</td>
</tr>
<tr>
<td>John Bister</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Marlowe Lydton</td>
<td>Art</td>
</tr>
<tr>
<td>Glenn Wood</td>
<td>Shop</td>
</tr>
<tr>
<td>Greer Curry</td>
<td>6th grade teacher</td>
</tr>
<tr>
<td>Alexander Dotz</td>
<td>Middle School Humanities</td>
</tr>
<tr>
<td>Jim Wise</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Risi Howard</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Don Smith</td>
<td>Bus Driver</td>
</tr>
<tr>
<td>Shelly Spadaro</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Nancy Moon</td>
<td>1st Grade Teacher</td>
</tr>
<tr>
<td>Marlene Perez</td>
<td>2nd Grade Teacher</td>
</tr>
<tr>
<td>Dan McDonald</td>
<td>3rd Grade Teacher</td>
</tr>
<tr>
<td>Lori Smith</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Cathy Wood</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Ping Kilian</td>
<td>Pre-K</td>
</tr>
<tr>
<td>Barb Alaimo</td>
<td>Pre-K</td>
</tr>
<tr>
<td>Heather Lopez</td>
<td>Pre-K</td>
</tr>
<tr>
<td>Brianna Brock</td>
<td>Pre-K</td>
</tr>
<tr>
<td>Carol Ullom</td>
<td>Educational Assistant</td>
</tr>
<tr>
<td>Diana Solomon</td>
<td>Educational Assistant</td>
</tr>
<tr>
<td>Shelby Casey</td>
<td>Educational Assistant</td>
</tr>
<tr>
<td>Cody Magill</td>
<td>Educational Assistant</td>
</tr>
<tr>
<td>Sue Darland</td>
<td>Special Education Assistant</td>
</tr>
<tr>
<td>Shelia Burrows</td>
<td>Special Education Assistant</td>
</tr>
<tr>
<td>Alissa Rodriguez</td>
<td>AmeriCorps Reading Instructor</td>
</tr>
</tbody>
</table>

VISION OF LYLE SCHOOLS
“We of Lyle Schools believe that everyone can master challenging educational experiences, and learn from a real-world environment, thus allowing all to apply knowledge, skills and abilities needed to succeed in life”.

SCHOOL DISTINCTIONS AND TRADDITIONS

School Colors

- Royal Blue and White

School Mascot

- Cougars

School Motto – “Educating Minds, Elevating Lives”

SCHOOL FIGHT SONG

“Onward Cougars, mighty Cougars we want victory!
Heads held high we’ll do or die, just come along and see!
Go and fight big blue and white, we’ll love and honor thee!
C-O-U-G-A-R-S, our cry for victory!”
Behavior Expectations for All
Lyle High School, Lyle Middle School and Dallesport Elementary school are communities for growth and learning. All people on the campuses and at school activities, including students, families and visitors contribute to creating an environment for maximum student success by:

- Demonstrating respect
  - for self
  - for others
  - for the educational process
  - for the environment

STUDENT ACTIVITIES
Student activities are a vibrant and important part of school culture. They must be sanctioned by an administrator and overseen by at least one staff member. Staff members in charge are responsible for making sure students are adhering to the school rules of respect for self, others and environment and for disallowing involvement by all students not adhering to school rules. Students who missed on the day of the activity or who need to get caught up on academics or make amends for violating school rules may be excluded from student activities. Students and their families must arrange transportation to and from school activities.

GENERAL INFORMATION

SCHOOL HOURS
Lyle Secondary Schools
- Breakfast 7:30 A.M.
- Classes Begin 8:00 A.M.
- Dismissal 3:00 P.M.
Dallesport Elementary School
- Breakfast 8:00 A.M.
- Class begins 8:15 A.M.
- Dismissal 3:00 P.M.

The Lyle Community School building is open from 7:20 A.M. until 3:30 P.M. Students are allowed in the building before or after this time only when they are supervised by a faculty or staff member. All students are expected to be well-behaved in the hallways and classrooms. Behavior that does not respect the school environment or the conditions other people need to work, study, practice, or plan does not conform to Lyle School District expectations. Students who cannot behave with respect for self, others, and environment while on campus and at all school events, will work with administrators and others (which may include family) to identify the best method of redressing the disrespect that was done.

CHANGE OF ADDRESS OR PHONE
If at any time during the school year a student moves to a different address or his/her guardians change phone numbers, please report the change to the office immediately.

FEES
Some elective classes, such as Family and Consumer Science, Art, Shop and other electives may charge a fee for the cost of projects or materials. Financial Aid is available to cover these fees. Please ask the administration for details.

PARENT AND COMMUNITY INVOLVEMENT
Lyle Schools are a vital part of the Western Klickitat community and the community is a vital part of Lyle Schools. Parents and community members are encouraged to work with teachers and administration to find ways of bringing volunteers, speakers, and teachers into the school and to find meaningful learning experiences for students outside of the community. Please volunteer in classrooms and ask about attending Parent Teacher Organization (PTO) meetings.

ASSOCIATED STUDENT BODY CARDS
ASB cards entitle students to participate in certain activities, free or for reduced or free prices, as the money raised by the sale of ASB cards goes directly to support those activities. The ASB card is required for participation in athletics and to vote in some elections. The ASB card is valid for the current school year and cost $40.00. Financial Aid is available to cover these fees. Please ask the administration for details.
**FAMILY/TEACHER CONFERENCES**
Communication between teachers, students, and families must be frequent to ensure student success. Teachers will communicate about grades and assignments throughout the grading period. Families know their student best and are a vital part of the academic support for their student. Often families can help teachers better support students by sharing information. If families have questions, want additional information, or want to share their perspective, they should ask for an appointment with the teacher, counselor, and/or principal. Students who wish to talk with a teacher should request a conference at a time convenient to both during the school day. Teachers may also request conferences with a student in order to give or arrange individual help, or to discuss behavior issues. Twice a year there are scheduled conferences that the school requests parents and students attend.

**OPEN HOUSE**
Open House is an opportunity for families to meet individual teachers and become familiar with classroom policies and requirements; all families and students are encouraged to attend. Families enhance the school community and student success.

**LOST AND FOUND**
All articles found in or near school should be turned in at the school office. The lost and found is located in the multi-purpose room and lost items can be picked up there during the students’ free time. Articles not claimed within 30 days will be donated to a charitable organization. Each student should write his/her name on all personal possessions.

**VISITORS**
Community members, parents, and alumni are vital and integral parts of the campus community. The encouraged to meet with school staff and administration about how they can be a part of teaching and learning at Lyle Secondary School and Dallesport Elementary School. To help ensure the safety of all students, adults who are not faculty or staff must sign in at the office and get a visitor’s badge when they are visiting the school. To ensure the integrity of the instructional day, we ask that students not bring visitors to school with them.

**PHONES/PERSOINAL ELECTRONICS**
At Lyle School District, we understand that your cell phones and other personal electronics are important connections to your family and community and are often ways of grounding yourself and giving yourself important brain breaks. However, technology is never appropriate during instructional time and it should never be out or being used in a classroom without permission from your teacher. Students should never take pictures of or record others without permission; this may constitute bullying.

Students that are caught using their cell phones during unauthorized times, will have the phone confiscated and held securely in the office. We have a progressive 3 Strike policy on cell phone usage:

1. First offense the phone will be confiscated and held in the office for the remainder of the day
2. Second offense: The phone will be confiscated and held until a parent/guardian can pick it up
3. Third offense: Student will not be allowed to bring a phone to school

Phones in the office are available for students to use to communicate with families, employers, coaches and school-related activities before school, after school and at lunch. Students and families will demonstrate respect for the educational process by not using school or personal phones during class time.

**SCHOOL COMPUTER NETWORK**
Students using the Lyle School District networks and the Internet are expected to demonstrate respect for self, for others, for the educational process, for the school and community environment while using either school or personal computers or electronics while on campus or at a school activity. District computers and internet access must always be used to access, use and create content that demonstrates respect for self, for others, for the educational process, for the school and community environment. System administrators will report inappropriate use to the school administration and may close an account that is not being used in accordance with school expectations.

**ATHLETICS**
Students are encouraged to participate in school sports. All athletes need a current physical examination, proof of insurance (or student insurance offered through the school), and a consent form signed by a parent or guardian before they can participate in sports. All forms are available in the office or from the athletic director. All required forms must be turned in before a student will be cleared to participate.
STUDENT INSURANCE
Insurance is available for students to purchase. Only athletes are required to have insurance; however you are encouraged to purchase it if not covered by any other insurance program. School district liability insurance will not automatically cover accidents occurring on school grounds.

BUS RIDING RULES
Students riding the bus will adhere to school rules for respecting self, others (including the driver, other riders and those not on the bus) and the environment (including the seats, windows and rest of the bus). Some guidelines to follow to demonstrate this respectful, responsible behavior:
- Speak in a normal voice, using appropriate language.
- Never sit in a driver’s seat or touch the controls.
- Don’t throw anything out the windows.
- Remain seated while the bus is moving.
- Always cross the roadway in front of the bus.
- Be careful at your bus stop and wait for the driver to signal you to cross the street.
- Be on time to your bus stop.
- Keep your bus clean and free of litter.
- Open windows only with the driver’s permission.
- Never put part of your body outside an open window.
- You must get on and off at your scheduled bus stop unless you have a note from home.
- Inappropriate items are strictly prohibited. These items include: animals, matches, breakable containers, flammable liquids, cigarettes, weapons, or nuisance items. If in doubt, ask your driver.

FIELD TRIPS
Field trips within our community and to nearby points of interest are an exciting and important way to enrich curriculum and the school experience. Parents will receive notices of field trips, which must be signed and returned prior to the trip. Sometimes field trips will have fees to help defray transportation or facility use costs. Scholarships are available for families who cannot pay these costs. Parents are always welcomed to school events and outings and are encouraged to attend field trip outings with their children.

STUDENT CENTER
The Student Center is provided for students’ use and enjoyment. The school behavioral expectations of demonstrating respect for self, for others, for the educational process, and for the environment apply in the library as everywhere else. Students and adults are expected to engage in discovery and learning and to not impede or interfere with the discovery and learning of others. The educational environment and the media and technology are important to the school and must be respected. Books must be cared for, returned on time and in the condition they were checked out in or fines and replacement fees will be assessed. Students must have a pass to be admitted to the library during class time.

LOCKERS
Students attending Lyle Secondary school will be assigned a school locker. School administrators may search lockers and their contents at any time. School administrators may ask law enforcement to help search lockers and contents. Students may not use a lock other than their assigned lock. Students are advised not to store anything valuable in their lockers or backpacks. The school is not responsible for lost or stolen items.

SALE OF ITEMS ON CAMPUS
Fundraisers are a fun way of bringing activities and events to Lyle Schools. Students, staff, faculty, parents, and volunteers need to get permission from school administration or the Associated Student Body before holding any fundraiser. All fundraisers must benefit the school directly.

SCHOOL MEAL PROGRAM
Free breakfast and lunch will be provided at school to all students because of our Provision II Federal Meal Program this school year. Please make sure you arrive at school in time to get breakfast in the morning.

SKATEBOARDS, ROLLERBLADES & SCOOTERS
Skateboard, rollerblades and scooters should either be kept locked up outside of school or in a locker, or kept in the front office. They may not be ridden or used on campus and they cannot be carried around school.
CAFETERIA RULES
While in the cafeteria, please observe the Lyle School District rules of respecting self, others, and environment. In the cafeteria, this means, among other things: walking calmly, being patient, keeping tidy, and speaking quietly.

BEING PRESENT FOR EDUCATIONAL OPPORTUNITIES
During instructional time, it is important for students to be present in class and respectfully collaborating with teachers and classmates. Students who are not in class during instructional time miss out on educational experiences. Students should limit trips to the restroom and drinking fountain during class time and should always have a hall pass signed by a teacher when they are out of class. Students who are out of classes frequently will work with school administrators to design a plan to help get present and focused.

LUNCH/RECESS/BREAKS
Free time is a perfect time for students to practice being respectful of others and the school environment. Students will show respect for all students and people, present or not and will use all school facilities and playground equipment safely, respectfully and as they are intended to be used. Students will let all other students move about freely and safely and without risk of being hurt, bullied, having their movement impeded or receiving any unwanted attention.

TEXTBOOKS
Many teachers issue textbooks to students at the beginning of the school year. Please cover them as soon as possible. Issued textbooks are the responsibility of each student; loss or damage may result in fines.

WEBSITE
Lyle School District’s website is www.lyleschools.org. Families and community members are encouraged to use the website frequently to learn what is happening at Lyle Schools and in classrooms. Please contact the district office to suggest items to add to the calendar or to share photos and content for the website.

HEALTH AND SAFETY INFORMATION

Emergency School Closures
On days when snow, rain, rock slides, and other such problems occur necessitating closures, delays, or bus route changes, local radio stations will be advised, as well as channels 2, 6, 8 and 12 out of Portland. Such notifications are also posted at www.lyleschools.org and on the Lyle School District’s Facebook page.

The Dalles       KODL, KACI, KIHR
Hood River       KIHR
Goldendale       KLCK

ILLNESS OR EMERGENCY
Our schools are small communities, and viruses can spread rapidly through the school. Students who are not well because of a viral or bacterial infection must go home. If a student is ill, parents or guardians (or an emergency contact if parents/guardians can’t be reached) will be contacted to arrange for the student to go home. Students will be sent home for the following:
1. Vomiting or diarrhea
2. Fever of over 100.0-The office will call parents with any elevated temperature as you know your child best or that may be associated with a sore throat, cough, excessive sneezing or other symptoms that may present
3. Excessive coughing regardless of temperature
4. Other illness as deemed contagious or distracting by staff

Head Lice-Head lice is an inconvenience, not a public health threat. The CDC no longer recommends that students be removed for head lice infestation. We as a district will inform parents when the problem arises that may possibly affect your child. Routine head checks, treatment and home care is the best way to prevent and treat any outbreak you may come in contact with. If you need help obtaining treatment, please contact the school office.

In the case of an accident or emergency, the school will provide immediate first aid, and contact parents or guardians for further instructions. If the parents or guardians cannot be reached, the student may be taken to the medical facility that is listed in the student’s file on the emergency care form.
ACCIDENT REPORTING
Any accident in the school building, on the school grounds, at practice sessions, or at any event sponsored by the school must be reported immediately to the person in charge, who in turn must file a written report with the school office.

MEDICATION (WAC 180-38-005) (RCW 28A.210.080)
No student will be allowed to take any form of medication, even aspirin, while at school unless the school receives written notification from a licensed medical professional. Ideally, parents should give medication to children at home, not at school. However, if a student’s medication program requires medication during school hours, parents must have on file an “Authorization to Dispense Medication” form completed by a physician and the parent or guardian. This includes both prescription and over-the-counter medications in this requirement. (Forms are available from the school office and most local medical offices.) The medicine to be dispensed must be in an original container with the child’s name, dosage and frequency instructions.

The only medications that can be administered by Washington State law are oral medications. Oral medications are those taken by mouth. They need not be swallowed, but may be inhaled through the mouth. Oral medications administered through a gastrostomy tube are also considered oral. This excludes administration of topical ointments or creams or any medication given by a route other than orally.

HEALTH SCREENING (RCW 28A.210.180) (RCW 28A.210.030)
The law states that students in grades 7, and 10 must have their hearing and vision screened. Additionally, a teacher at any grade level may request a student's health be screened. Parents or guardians, have the right to deny screening for their child. Parents not wishing to have their child's health screened this year must submit a written statement to the school's office stating your refusal. This should be prior to October 1st each year.

HEALTH INFORMATION (WAC 180-38-005)(RCW 28A.210.080)
Timely immunizations against infectious diseases are vital to a child’s health, and are required prior to school entry. For information on specific immunization requirements please contact the school office.

For the protection of all students including your own student, please abide by the following guidelines:

- Never send an obviously ill child to school.
- A child with a sore throat, a severe cough, vomiting, or who has had a fever of 100 degrees or higher within the past 24 hours should not be sent to school.
- A child with a known communicable disease or infestation, such as chickenpox, impetigo, strep throat, scarletina, scabies, head lice, conjunctivitis (pink eye) or ringworm should not be sent to school without the approval of a physician.
- A child with a skin rash must be cleared prior to entry to school.
- If your student has a special medical condition such as allergies, alert the school office in writing yearly.

Health inventory forms are sent home each year. Parents are encouraged to make sure to keep this information up to date including emergency contact information and any changes in acute or chronic health conditions.

FIRE DRILL PROCEDURES
All faculty and staff, especially teachers, must take special care to keep students safe and to instruct students in the expected procedures for fire and safety drills. All students and adults in each building are responsible for knowing how and where to exit the building in an emergency. Fire drills are important to make sure all students and adults can get themselves and others to safely quickly in the event of a real emergency. False alarms can lead to confusion and/or recklessness in a real emergency. It is imperative that no one ever pull the fire alarm not during an emergency. Pulling a false alarm will have consequences commensurate with disregarding the safety of others.

SCHOOL EVACUATION
In certain emergencies, it may be necessary to evacuate students from the school. Such an emergency would be of great concern to the school community and to the greater Klickitat county community. In order to maintain student safety, students must remain with their assigned teachers until the situation is under control enough to ensure that students can be signed out to their parents without compromising the safety of others. Parents or guardians should talk with their children about what a child should do in the event of an early dismissal. Is there somewhere they should go to rendezvous with family?
EMERGENCY SCHOOL CLOSURE
In case of severe weather conditions, rock slides or other emergencies please tune to local radio stations and channels 2, 6 and 8 out of Portland or check the school website for guidance. Families should have a plan in the event of early dismissal or an unexpected emergency during the school day.

ATTENDANCE REQUIREMENTS
Our school-wide expectation of respecting the learning process can only be honored by students who attend regularly. Students must be present every day in order to learn and grow; missing days causes breaks in the learning process which can have dire consequences on the learning process and school success.
Parents/guardians: Please phone the school to excuse absences first thing in the morning.
Washington State’s Compulsory School Attendance Law states the following:

1. The school is to inform the parent of any unexcused absences.
2. The school is to schedule a conference with parents after two unexcused absences in a given month.
3. After five or more unexcused absences in one month or a total of ten or more unexcused absences during the school year, the school will file a truancy petition and refer the student to juvenile court.
4. Absence due to administration authorized field trips, co-curricular activities and administrative imposed suspensions do not count.

SIGN-IN AND SIGN-OUT PROCEDURE
Students must demonstrate respect for the educational process by remaining on campus throughout class time and throughout the school day. Families, please make appointments for after school and/or on weekends as you are able. If a student must leave school, please send a note or call the office to arrange for your child to leave. Students must make arrangements with the office before they can leave campus.

TARDINESS
Because breakfast is served before school, it is important to be on campus by 7:45. If you arrive late, please sign in at the office.
Students who are late to class will be considered tardy. Excessive tardies will be addressed in a conference with families.

TRUANCY
Truancy is defined as a student leaving or failing to report to the appropriate school area or activity or being gone without permission for any length of time from an assigned area without the approval of the teacher or other supervising personnel. Truancy is a problem that interferes with a student’s ability to engage in learning and which isolates the student from the support of the school. Truancy will be addresses as an indicator of a greater problem and will result in conferences which may result in behavior management plans and referrals to outside agencies.

CLOSED CAMPUS
High School students who have been honored in an awards ceremony for making a difference or who are on the honor roll may apply for an off-campus pass. These students must have a good behavior record and no failing grades. For all other students, our schools are closed campus. In order to obtain an off-campus pass, students must get an application from the front office and get it signed by a parent or guardian and an administrator. If students are not complying with school-wide behavior expectations at lunch or upon returning to campus, students will lost their off-campus pass.

STUDENT DRIVING POLICY
Students that have a current, State Issued Driver’s License, are allowed to transport themselves and immediate family members to and from school. Students may not leave campus with another student driver. In rare cases, an exception to this may need to be made but it must be approved by parent request to the Superintendent.

HOMEWORK POLICY
Because life-long learning cannot be confined to the classrooms with the school walls, school work also will not always fit tidily into the school day. Students may have work to do for projects or to prepare for classwork that will need to happen outside of school hours. Teachers, school administration, students and parents will work together to ensure that homework strengthens student learning and does not hinder a student’s success. Guidelines for good homework goals and procedures can be found here: http://www.teachit.so/index_htm_files/homeworkprotheroe.pdf
Homework benefits:
- Long-term academic benefits such as better study habits and skills;
- Nonacademic benefits, including greater self-direction, greater self-discipline, better time organization, and more independent problem solving; and
- Greater parental appreciation of and involvement in schooling.

Teachers’ responsibilities:
- Communicate clear expectations for each assignment;
- Assign developmentally appropriate homework—not busy work;
- Limit the amount of homework given to allow for independent reading time;
- Acknowledge an assignment’s importance with corrections and feedback; and
- Periodically solicit feedback on assignment difficulty and completion time from parents and students.

Parent Responsibilities
- Encourage and to support the student’s efforts by being available for questions, but remembering that homework is the student’s responsibility;
- Communicate with the teachers whenever the student has consistent difficulty with homework or assignments;
- Establish a regular “homework time” to help the students better organize their time;
- Provide a quiet, well-lighted place for the student to study;

Student Responsibilities
- Know the purpose, deadline, and instructions of the homework assignment;
- Take home any materials and information needed to complete assignments;
- Ask about and complete work missed during an absence from school;
- Develop good work and study habits;

School Wide Make-up & Late Work Guidelines

Rationale: Lyle Secondary School has established school wide Make-up and Late Work guidelines in order to provide consistency across the school with regard to the acceptance and credit awarded for work that is turned-in by students beyond a prescribed deadline. The expectation is that all students turn in assignments on time. But, when this does not occur, we encourage students to show responsibility for their learning by completing the assignments. The philosophy of awarding partial credit for late work takes into account the following assumptions:
- The teacher had a valid reason for assigning the work.
- The assignment is aligned to the curriculum.
- The assignment is designed to help inform the student and teacher of the student’s level of mastery of the course objectives.

Late Work: If a student turns in work late, s/he may lose partial points on the assignment.

STUDENT SERVICES

SPECIAL SERVICES
Special Services are available within the district for those students who qualify. Services available include: Special Education, Speech, Learning Disabilities Resource Room, Counseling and referral to outside services.

COUNSELING SERVICES
The primary goal of the counseling program is the personal development of the individual. By helping students explore available options and the possible outcomes resulting from these options, the counselor will help students feel more confident in making decisions concerning the following:
- Personal problems.
- Academic decisions.
- Social problems.
- Potential career choices.

Students should not leave class to talk with the counselor unless they have a signed appointment slip.
The counselor will use individual and group counseling attempting to promote interpersonal growth by (1) helping the student understand and accept himself/herself as an individual developing an awareness of unique ideas, feelings, values, and needs in a complex society; (2) furnishing various forms of information
and resources to deal with a particular student's needs; and (3) providing an opportunity to learn how to interact positively with fellow students through communication, listening, understanding, and accepting others.

**SCHEDULE CHANGES**
Changes in a secondary student’s schedule may be made with the counselor within the first three days of each semester, based on the student’s need the parent’s input and the space available in the class. Students may not take more than one P.E. class per semester.

**MIDTERM AND PROGRESS REPORTS**
Midterm reports are sent home near the middle of each grading period to let parents know the grade status of their student. If at any time during the term a student’s grade falls below acceptable standards due to poor study habits, poor effort, or a student is in jeopardy of failing a class, a progress report will be sent home. Parents will be encouraged to discuss the situation with their student and the teacher to work on possible solutions for improvement.

**REPORT CARDS**
Report cards are issued for high school students at the end of each semester. Elementary and Middle school students are issued report cards at the end of each quarter.

**SECONDARY GRADING SYSTEM**
The evaluation of student achievement is one of the most important functions of the teacher. The accepted grading scale is as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Scale</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60% - 66%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>59%&gt;</td>
</tr>
</tbody>
</table>

An incomplete is given only in those cases where illness, emergency, or by pre-arrangement if the student has not been able to complete the requirements of a course. A student has two weeks following the date an incomplete is issued to complete the course requirements or the incomplete will convert to an “F” grade on the official transcript and the student will not receive credit for the course.

**HONOR ROLL**
Students who achieve high grade point averages on their report cards will be placed on the honor roll of academic performance. Grade point averages (GPA) will be computed on a 4.0 scale.

- Highest Honors 4.0 GPA
- Honors 3.5 - 3.99 GPA
- Honorable Mention 3.0 - 3.49 GPA

Honor roll students will be recognized at academic awards assemblies and will be publicized in the local news media.
LYLE SCHOOL DISTRICT GRADUATION REQUIREMENTS

A senior of the Class of 2016 will need a minimum of 24 credits from the required subject areas and must meet all of the Washington State and Lyle School District additional requirements to receive a diploma or to participate in any senior activities including the graduation ceremony.

One (1) credit equals one year of study in a class that meets at daily for a full school year. Therefore, a passing grade in a semester class equals 0.5 credit.

<table>
<thead>
<tr>
<th>Subject</th>
<th>LSD Min. Grad. Reqs</th>
<th>Credits I have earned:</th>
<th>Min. reqs for public, 4-year colleges and universities</th>
<th>Rec. courses for selective colleges and universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Science</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Elect.</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash State</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWP</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
<td>2 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World language (same language)</td>
<td>0 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>1 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>2 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WASHINGTON STATE REQUIREMENTS

To be eligible to graduate in Washington, high school students must: pass specific state exams, earn all required state and local credits, and successfully complete a high school and beyond plan and a culminating project. The state testing requirements are as follows:

- Classes of 2013 and 2014: Students must pass a state exam in reading and writing and one end-of-course exam in math, state-approved alternatives or assessments for students in special education.
- Classes of 2015 and beyond: Students must pass a state exam in reading and writing, one science end-of-course exam and two math end-of-course exams, state-approved alternatives or assessments for students in special education.

Beginning with the class of 2013, students must earn a Certificate of Academic Achievement or Certificate of Individual Achievement, the latter being for students in special education.

- **High School and Beyond plan:** Within the first year of high school enrollment, each student shall develop a plan for satisfying the District’s high school graduation requirements and for his/her first year after high school completion. The plan shall be developed in collaboration with the student, parent/guardian and District staff. The plan shall include how the student will satisfy the District’s academic credit requirement, preparation for successfully completing the Washington Assessment of Student Learning, a description of the student’s culminating Graduation Project and the student’s goals for the year following graduation.
**GRADUATION**
It is an honor to walk in the graduation ceremony. Any student can be denied the opportunity to participate in the graduation ceremony due to discipline issues or if the student fails to meet all graduation requirements three days prior to the ceremony. Students must have met all graduation requirements completed and be certified by the principal as having met all of the Lyle School District and Washington State requirements before receiving a diploma. **Diplomas and transcripts will be withheld by the school until all student fees or fines are paid in full and all school district issued equipment is returned by the student.**

**HONOR CORDS AT GRADUATION**
Students that have met the following minimum requirements for subject area honors will be recognized with an honor cord to be worn at graduation. (All GPA’s are cumulative for all classes taken during high school.)

<table>
<thead>
<tr>
<th>Honor Cord Type</th>
<th>Subject Area</th>
<th>Minimum GPA</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics Honors – Gold Cord</td>
<td>Science Honors – Powder Blue Cord</td>
<td>3.0 GPA or above</td>
<td>3.5 GPA or above in Science Classes</td>
</tr>
<tr>
<td>Physical Education – White Cord</td>
<td>Social Studies – Burgundy Cord</td>
<td>3.7 GPA or above in P.E. Classes</td>
<td>3.3 GPA or above in S.S. Classes</td>
</tr>
<tr>
<td>Mathematics – Royal Blue Cord</td>
<td>Foreign Language – Maroon Cord</td>
<td>3.5 GPA or above in Math Classes</td>
<td>3.5 GPA or above in Foreign Language</td>
</tr>
<tr>
<td>Family and Consumer Science – Red Cord</td>
<td>Industrial Arts – Forest Green Cord</td>
<td>3.5 GPA or Above in FACSE Classes</td>
<td>3.5 GPA or above in Shop Classes</td>
</tr>
<tr>
<td>English Honors – Purple Cord</td>
<td>Music – Black Cord</td>
<td>3.5 GPA or above in English Classes</td>
<td>3.5 GPA or above in Music Classes</td>
</tr>
<tr>
<td></td>
<td>Business – Orange Cord</td>
<td></td>
<td>3.5 GPA or above in business classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits: 4 Required – Algebra I, Geometry, Algebra II

Credits: 3 Required – Physics, Chemistry

Credits: 3 Required – Physical Education

Credits: 3.5 Required – History

Credits: 4 Required – Algebra II

Credits: 2 Required – Algebra I

Credits: 3 Required – Family and Consumer Science

Credits: 4 Required – English

Credits: 3 Required – Physical Education

Credits: 3 Required – Mathematics

Credits: 3 Required – Science

Credits: 4 Required – Social Studies

Credits: 2 Required – World Language

Credits: 3 Required – Business

Credits: 4 Required – Industrial Arts
Lyle School District Conduct and Conflict Policy

Statement of Purpose
Lyle High School and Dallesport Elementary School are small communities. The students of these communities, their physical and emotional safety, their growth and their learning are the top priority of every adult in Lyle School District. In order to help students learn and refine pro-social behaviors and non-cognitive skills, faculty and staff will work with students and families to help students understand their role in the community and their impact on it. Students, teachers, administrators, school staff and families will work together with each child to understand and foster the healthiest behaviors for each child in Lyle School District.

Behavior Expectations for All
Lyle High School and Dallesport Elementary school are communities for growth and learning. All people in the building, including students, families and visitor contribute to creating an environment for maximum student success by:

- Demonstrating respect
  - for self
  - for others
  - for the educational process
  - for the environment

Should conflicts arise, restorative justice practices will be use to educate, empower, heal and make sure that all parties are allowed dignity and are physically safe.

Restorative Justice
In Lyle School District classes and schools will use restorative justice practices to promote healing and growth in response to conflict. Schools may involve a wide range of people in the restorative justice process, including the victims (who maybe teachers), school staff, bystanders, and other students, and the school community.

Restorative justice’s three main goals are:

- **Accountability.** Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.

- **Community safety.** Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.

- **Competency development.** Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

Information about restorative justice is readily available online. One resource for schools is: [http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf](http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf)

Staff

<table>
<thead>
<tr>
<th>Use of Physical Environment</th>
<th>The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students).</td>
</tr>
<tr>
<td></td>
<td>Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Routines and Rituals</th>
<th>Classroom systems and routines facilitate student responsibility, ownership and independence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available time is maximized in service of learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Culture</th>
<th>Classroom discourse and interactions reflect high expectations and beliefs about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom norms encourage risk-taking, collaboration and respect for thinking.</td>
</tr>
</tbody>
</table>
The Washington CEL5D+ teacher evaluation framework outlines expectations for how teachers will manage the environment in the classroom to maximize learner safety and engagement.

Teachers will communicate regularly with learners and parents in written, oral and/or digital form about procedures and expectations for classroom learning. Reteaching and modeling expectations will be built into classroom activities.

**Non-productive class periods**
When a student and teacher cannot find a way to work productively together for a class period, the student may be given a new place to work for the class period. Students and teachers will both write up why they found working together to be difficult, what they did to try to work together and what needs to be done for a smoother working relationship in the future.

Students and teachers will have an opportunity to work together in a restorative, which may include the student’s family and which will include an administrator.

**Conduct Corrections**
Students who violate school or classroom rules may be assigned after school detention, lunch detention, in-school suspension, out-of-school suspension, or a consequence designed to help the student understand the negative impact of his/her behavior and give him/her an opportunity to mitigate this impact and reflect on making better choices in the future. Consequences will be decided upon through a restorative justice process, which may include the student’s family, may include other students, and which will include an administrator.

**Searches**
Lyle school district may, in certain circumstances search a student, the student’s possessions, the student’s desk and/or the student’s locker, if the administrator or designee has reasonable suspicion that the search may yield evidence of the student’s violation of the law or school rules.

**FIGHTING**
Any student(s) that engage in physical assault upon another student or staff will be disciplined according to the policy of this district. Fighting includes, but is not limited to:
- Pushing
- Tripping
- Slapping
- Punching

**HARRASSMENT, INTIMIDATION OR BULLYING**
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) or other distinguishing characteristics, when the intentional written, verbal, or physical act:
1. Physically harms a student or damages the student’s property; or
2. Has the effect of substantially interfering with a student’s education; or
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.
A school employee, student, or volunteer who has witnessed, or has reliable information that a student has been subjected to harassment, intimidation or bullying, whether verbal or physical, should report such incident to an appropriate school official.

Harassment, intimidation, or bullying by electronic means (commonly referred to as cyber bullying or cyber threats) is defined as the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the internet, social networking sites or other digital technologies, as well as breaking into another person’s account and assuming that person’s identify in order to damage that person’s reputation or friendships. This policy prohibits those acts when they occur while on school grounds and during the school day.

**HAZING**

Students are strictly prohibited from engaging in any type of hazing or initiation rituals. A student shall not participate in an initiation. Initiation or hazing that involves actual or threatened verbal, physical or sexual abuse is absolutely prohibited. This includes any type of “Freshman Initiation.” Initiations related to any school club, athletic team or other group, are subject to the above prohibitions whether or not the conduct occurs on school grounds. Students involved in any way with hazing or initiation will be dealt with according to Washington State Law and reported to law enforcement.

**VANDALISM (RCW 28a.635.060)**

Vandalism and property damage to our school building and equipment cost our taxpayers. Students who destroy or vandalize school property will be required to pay for losses or damages. Grades, diplomas and transcripts may be withheld until payment for vandalism or property damage has been made. If a student should happen to damage something by accident, he/she should report it to a teacher or the office immediately.

**TOBACCO, DRUGS AND ALCOHOL: USE AND DISTRIBUTION**

It is a violation of state law and district policy to possess, use, transmit, distribute or be under the influence of a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, inhalant or intoxicant of any kind or any item that closely resembles or is presented to be any of the above items. Students violating this policy will be subject to discipline up to and including expulsion from the school district. Students that willingly participate and complete a school approved treatment program may have their punishment reduced or removed.

**NOTIFICATIONS REQUIRED BY LAW**

**Vaccines Required For School Attendance**

"The attendance of every child at every public and private school in the state...shall be conditioned upon the presentation before or on each child's first day of attendance of proof of either 1) full immunization, 2) the initiation of ...a schedule of immunization, or 3) a certificate of exemption as provided for in RCW 28A.210.090. EXEMPTIONS: MEDICAL exemption requires a physician’s signature. PERSONAL/RELIGIOUS exemptions require the signature of a parent/guardian.

**Childfind Notification**

The Lyle School District provides many programs for the children in our school district at no cost to you. The district offers special programs such as speech therapy, physical and occupational therapy. Developmental screenings and/or comprehensive assessments for children who are suspected of having a disability that could adversely affect their educational development are available at no cost to you. These services are available for persons between the ages of birth and 21 years of age. An appointment for further information is available from the district at 509-365-2191.
Family Educational Rights of Privacy Act (FERPA)
The Lyle School District provides the following notification to parents of students currently in attendance and eligible students currently in attendance, of their right under the Act and this part. Specifically, the parent of an eligible student has the right to:

- Inspect and review the student’s education record
- Request an amendment of the student’s education record to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the students education records, except to the extent that the ACT and the regulations in the part authorize disclosure without consent.
- File with the U.S. Department of Education a complaint under Sec. 99.64 concerning alleged failures by the Lyle School District to comply with the requirements of the act and this part; and obtain a copy of the policy adopted under Sec. 66.64. Copies of the policy are located in the district office at 625 Keasey Ave, Lyle, WA 98635.

Drug-Free, Weapon Free Schools
Lyle Schools maintain all school district facilities in compliance with state law as drug-free and weapon-free facilities. No alcohol, tobacco consumption, or weaponry is allowed on district property except:

a. Persons engaged in military, law enforcement or district security activities.
b. Persons involved in a school-authorized convention, showing, demonstration, lecture or firearm safety courses.
c. Persons competing in school authorized firearm or air gun competitions.
d. Any federal, state, or local law enforcement officer.
e. Persons, over 18, who are not enrolled as students, with concealed weapons permits who are picking up or dropping off students.
f. Persons, over 18, not enrolled as students conducting legitimate business at the school and have lawful possession of a firearm or other dangerous weapon, if the weapon is secured in a vehicle; or is concealed from view in a locked, unattended vehicle.
g. Persons bringing dangerous weapons other than firearms, if they are lawfully possessed, and are to be used in a school authorized martial arts class.
h. Persons over 18, or between 14-18 years of age with written parental permission, who possess personal protection spray devices to be used only in self-defense as defined by the state law.

**Possession of firearms on school property will result in a one-year mandatory expulsion, subject to appeal with notification to parents and law enforcement.*

BECCA Bill
This bill was originally written to deal with juvenile runaway problems. Some attendance provisions were added by amendment. There are several parts to this bill that parents and school-age children need to note and understand. The BECCA bill increased the school responsibility for communication with parents on unexcused absences. If your child has more than two unexcused absences within a month, you will be asked to come into the school for a conference. If your child receives a fifth unexcused absence within a year, you and your child will be petitioned into the Superior Court. It is mandatory under this law that the school carries out the petition process if the student is under the compulsory attendance law. Superior Court may order:

- Student back to school
- Community service by the student/and or parent
- Parent to attend school with the child
- Other actions or penalties designed to alleviate the truancy problem

If conditions imposed by the Court are not met, the child or parent may be found in contempt of court and additional penalties may be imposed, including incarceration. This law also allows the parent to petition their child into Superior Court. This is an option that parents may want to consider in the case that the parents feel like that they are at the “end of their rope” with their child and cannot get the child to attend. Parents may contact the school or the Juvenile Prosecutor in the county in which they reside for more information on this option.
LYLE SCHOOL DISTRICT DRUG/ALCOHOL/TOBACCO FREE SCHOOLS

Substance abuse and addiction, including the recreational use of drugs, alcohol and tobacco are concerning, dangerous and often indicative of greater problems. A healthy and successful adulthood begins with a healthy middle school and high school experience. The adolescent brain is developing quickly and drug, alcohol and tobacco use can alter and harm this development. Because of the harm that drugs, alcohol and tobacco can do to our students and their lives, Lyle School District schools are all considered drug-free zones. Lyle School Board views drug abuse as a serious health problem, as well as a serious safety and liability issue on school premises or at school sponsored events. It is also illegal for youth to be under the influence or in possession of any legal or illegal substance not prescribed to them. Perhaps most importantly, all of our students deserve to thrive in a positive school climate free from the impact of substance abuse while they are here. In Lyle Schools, we encourage learning and growth and for students to learn to use community to help them make healthy decisions, so we want to make clear that drug/alcohol/tobacco abuse is taken seriously by our District. It should also be understood that if the district does not address issues related to students being under the influence or in possession of illegal substances, it is a gross violation of liability standards put forth by Federal and Washington State law, OSPI and our insurers.

The rules of conduct within Lyle School District directs that students shall not possess, use, manufacture, transfer, conceal, sell, attempt to sell, deliver or be under the influence of narcotics, other drugs, or materials/substances represented to be a drug, or to be in possession of drug related paraphernalia. This rule also covers prescription medications that are distributed illegally, or the willful misuse/abuse of prescribed medications. Students should also not be in possession of any products that are known inhalants. This rule will be in effect on property owned, leased, or maintained by Lyle School District, at all school sanctioned activities, and off campus in vehicles used to transport students for any reason. A student in violation of this rule will be subject to appropriate building and administrative disciplinary procedures, as well as reported to law enforcement.

Sanctions and avenues for support and encouraging positive change when a student violates substance related policies will be handled by the Care Team. The Care Team will determine and make recommendations for a possible reduction in suspension/expulsion time based on student and the student’s family’s needs and ability to comply with those recommendations. Law enforcement will be notified in all cases regarding the sale, manufacture, possession or distribution of illicit drugs or alcohol, or possession of drug related paraphernalia, including inhalants. Law enforcement will also be notified of any reasonable suspicion that a student is under the influence of any substance while at school or a school sponsored event. Reasonable suspicion will also draw upon existing Lyle School District policies regarding search and seizure. Lyle School District is supported by state and federal law that student’s belongings, possessions and lockers may be searched by virtue of reasonable suspicion alone.

Any student whose symptoms and behaviors indicate a reasonable suspicion of being under the influence by meeting a checklist of observable behaviors, has the right to disprove the allegations by requesting a drug test (urine screen). The drug screen will be administered by a trained member of the Care Team. If no drug test is performed, reasonable suspicion or admission by a student of being under the influence will stand as evidence in the Care Team decision making tree in determining consequences. Contested drug screen results may be forwarded to a certified lab at the family’s expense.
Message to Students and Families

While the drug/alcohol policy may appear to be punitive on the surface, it is at its heart about creating an opportunity to turn what might be a negative experience into something positive. Lyle Schools are dedicated to the well-being of all of our students, and are taking this step to be able to offer support and encouragement toward students’ mental, cognitive and emotional health, as well as provide better decision making skills and create a more positive school climate/learning environment. We are not taking power over you or your body - we are maintaining control over our school. It is illegal for students to use or possess drugs at any time, but especially at school or school sponsored events - this is State and Federal Law, not just a district rule. The consequence for breaking this rule is immediate removal from the school for up to 5 days, followed by the opportunity to choose involvement with the Care Team, or a full 90 days Out of School Suspension (see steps for Long Term Suspension below). The Care Team provides you a second chance, but it is your choice to be involved with the Care Team. If you choose to be involved with the Care Team, you still have the right to back out and choose the Out of School Suspension at any time. We firmly believe that students who come to school drunk or high, or find it necessary to get through the school day by self-medicating with drugs or alcohol, have a problem and need assistance. We want the student to get some help by getting involved with the Care Team, but if he or she chooses not to do this, then we will not allow the student to continue coming to school and disrupting the education of other students.

The Care Team

Care Team:
If you are facing consequences of being in possession or under the influence of alcohol or other drugs, then you are facing a ninety-day suspension from school. We don’t want you to be excluded from school. We want you healthy, engaged and working towards your goal. You can choose to engage with Care team and want you to know what that means.

Why a Care Team
Drug and alcohol use as a minor won’t help you move towards healthy goals or a happy future and puts your safety and success and the safety and success of your peers in jeopardy. Care team can help you find different solutions to ensure your well-being and success.

Who we are
We are a group of school staff and community partners from all walks of life who want to make sure that students who are struggling with personal problems get the help they need. We meet regularly to help students who are experiencing troubles at our school.

What we do
If you choose to get involved with our program, we will take the following steps:
1. We will ask all your teachers if they are concerned about you and what they perceive your strengths and challenges to be.
2. We will ascertain what you believe the challenge to be and what the plan to support you would be.
3. We will partner with your parent/guardian and work to learn, from their perspective, what they believe the challenge to be and how best to resolve the challenge.
4. Based on this information the Care Team will come together and co-create a success plan with you. This plan could include anything from being involved in a support group to something more intensive such as referral to a treatment program.

Once the plan is co-created with you, the Care team and your parent guardian you’ll be expected to accept and follow the plan. When you accept the plan you will continue in school and follow the provisions of the plan. Should you reject the plan, you are choosing out-of-school suspension. If you choose the Care Team plan, but then do not follow through with every point of the plan, the out-of-school suspension will begin or we will work together to get you back on track and revise the plan/parameters to ensure your success.

About your rights:
The Care team exists to support you and keep you in school to ensure your success. It’s your choice to engage or not. Partnering with the Care team is your proactive choice to ensure that you can remain in school and work to correct the abuse issues that are neither legal nor healthy.

Definition of Drug and Alcohol Violation

Violation of the drug and alcohol policy includes: possession, use, consumption and/or distribution of substances or materials that represent illicit drugs/alcohol or prescription drugs, or being under the influence of alcohol/drugs, possession of drug paraphernalia, or test positive for illegal substances. This includes the misuse/abuse of prescription medications by failing to take them as prescribed by a physician and resulting in intoxication. Also included is the act of “huffing” which is the willful use of inhalants for the purpose of intoxication, as well as possession of products which are known inhalants.
Drug and Alcohol Finding

If there is reasonable suspicion of a student being under the influence of drugs or alcohol, and meets criteria put forth on a standard checklist of symptoms indicating substance use at school or a school sponsored function, the student will have the option of performing a drug test to disprove the allegations. In all cases, law enforcement will be called and may implement their own observational and behavioral tests (breathalyzer, coordination tests, etc.) In the absence of testing procedures to verify false suspicions, students will be assigned consequences and referral to the Care Team as if they had failed the test. If a student admits to being under the influence or agrees to follow the prescribed recommendation of the care team, he/she will receive a major reduction in disciplinary consequences. Students who decline their right to follow Care Team recommendations will be assigned the maximum consequences for each violation.

Procedures

1. In all cases, parents will be notified that emergency suspension/expulsion procedures are under way by an administrator. Parents will be requested they attend the investigation.
2. Law enforcement will be notified in all cases of reasonable suspicion involving a student being in possession or under the influence, or in possession of drug paraphernalia. Report to law enforcement will be generated by an administrator or designated staff.
3. Administration and a member of the Care Team will assist Law Enforcement as needed.
4. If a student or family denies existing evidence and requests drug testing procedures, the test will be implemented by trained Care Team staff.

First Offense for Violation Drug/Alcohol Policy

LONG TERM SUSPENSION OF 90 DAYS, in compliance with WAC 180-40-260.

However, the long term suspension may be reduced to 5 days based on the following:
1. Immediate out of school suspension for up to 5 days based on admission of guilt or observable behaviors, as well as concrete evidence provided by possession of a substance/paraphernalia or positive drug screen results.
2. The student’s case will be referred to the Care Team for review. The Care Team will meet as soon as possible to devise a network of assistance and support to the student, and may be unique to each case. Recommendations may include referral for a full Drug/Alcohol Assessment by a licensed professional, referral to school based services, referrals for community services, recommendations for student’s family, but may not be limited to this.
3. The CARE team will meet with the family to share recommendations as soon as possible. If the student and parent agree to the recommendations, the long term 1. 90 day suspension will be automatically reduced to 5 days served.
4. Student, parent and administrator will review and sign a contract for re-entry. This contract will become part of the student’s disciplinary file, and will remain in effect for the remainder of his/her enrollment in Lyle schools.
5. Compliance with Care Team recommendations will be monitored by the Prevention/Intervention Specialist. Violations of contract/agreements will be reported to administrators, and if not corrected, the full 90 days Out of School Suspension will be implemented.

Additional consequences and charges may be brought by law enforcement, and in all proven cases, student will have to abide by all juvenile justice and court sanctions.

Students who are found to be selling drugs, alcohol, tobacco, or inhalants on campus or at school activities may be expelled from Lyle School District, as well as be subject to law enforcement consequences.
Administrative Procedures

1. Staff member escorts student to administrative offices.
2. Administrator, staff and an available member of the Care Team will complete a drug-impaired behavioral check-list.
3. The student will be shown the data that leads staff to believe that he or she is under the influence or drug impaired.
4. Only then will the student be asked if he or she is under the influence of alcohol or other drugs. If a student admits to having consumed a mind-altering substance today, follow student substance abuse guidelines below. If student denies use, take a moment to make a determination on whether the administrator and staff agree or believe the student is impaired. If you still believe the student is impaired, then follow substance abuse guidelines.

Substance Abuse Guidelines

1. Tell the student that the evidence suggests that he or she is under the influence.
2. Explain to the student and parent how the Care Team works and functions.
3. Call in all available counseling staff, ensuring a team effort and coordination with the Care Team.
4. Inform student and parent that there is reasonable evidence suggesting that the student is impaired. Show them the drug-impaired behavioral checklist.
5. Outline Lyle School District policy which requires an immediate 5 day suspension and a choice of being involved with the Care Team and agreeing to all of their recommendations, or 90 days suspension from school.
6. Schedule a re-entry conference to discuss whether the student and parents are choosing the Care Team or 90 day suspension option.
7. If student continues to insist that he or she is not drug-impaired, then outline the option of urinalysis. Be sure to point out that this is not something the school is mandating, but is a measure they can take to prove that the student is not drug-impaired, if they wish. Without valid and negative UA test results, we will assume the student is drug-impaired based on both the referral and the drug-impaired checklist.

Urinalysis Guidelines

The only test results the school district will accept is a minimum 5 panel screen. The sample must be taken within 2 hours of the initial interview. NOTE ABOUT CANNABIS: THC, the active ingredient in Marijuana, can remain at detectable levels in the body for 30+ days. Therefore, only readings of over 100 nanograms will be considered as being under the influence. Under 100 ng will be considered negative.* If the results of the 5 panel screen are contested, parents have the option of paying for confirmation tests from a certified lab, or taking the student immediately and directly to their PCP, Skyline Hospital or MCMC for further testing/second opinion.

The student will remain on up to 5 days OSS (Out of School Suspension) until all test results are finalized and documented.

*Students who do test positive for THC, even at levels which would indicate that they are not currently under the influence, will still be referred to the Intervention Specialist for counseling services. However, no further disciplinary action will be taken at this time.

Following OSS

Parent and student will meet with an administrator to discuss re-entry conditions. The student and family will be asked to sign the re-entry contract. The recommendations by the Care Team will also be reviewed with the family. The student will be placed on a 90 day probationary period. If during this time the student fails to follow recommendations, then it will be considered a violation of their re-entry contract and a long term suspension will be implemented. The school’s Intervention Specialist will monitor student compliance with their disciplinary contract, and report to administrators any failure to follow through on Care Team recommendations. If student is also being supervised by the Juvenile Department, violations must be reported to them within 72 hours. To remain in compliance, the student will also be required to engage in weekly individual and group sessions with the Intervention Specialist, as well as comply with any other recommendations by the Care Team.

At the end of a student’s successful completion of the 90 day probationary period, a certificate of completion and a letter of commendation from the Care Team will be presented to the student and family. Copies of the completion certificate and letter will be placed in the student’s disciplinary file.

Please remove this page from the student handbook and return to the Lyle Secondary School office as soon as possible.
DISCRIMINATION

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

- Civil Rights Coordinator: Andrew Kelly, andrew.kelly@lyleschools.org, 625 Keasey Ave. Lyle, WA. 98635
- Title IX Officer: Andrew Kelly, andrew.kelly@lyleschools.org, 625 Keasey Ave. Lyle, WA. 98635
- Section 504 Coordinator: Andrew Kelly, andrew.kelly@lyleschools.org, 625 Keasey Ave. Lyle, WA. 98635

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office.

SEXUAL HARASSMENT

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

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

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

Examples of Sexual Harassment:

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

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

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

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

Complaint to the School District

Step 1. Write Our 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**

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.

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](http://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*


*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

**Teacher-Parent-Student-Success Compact**

As Lyle School District strives to achieve academic excellence for all students K-12, we encourage you to join us in our commitment to ensure that every child succeeds.

**Dallesport Elementary-Pre-K through 5th grade:**

As a teacher I will strive to:

- Provide a quality, rigorous education to all students
- Provide daily reading and math instruction to meet the needs of individual students. This will be provided in a group and one-on-one settings
- Teach current standards and check for understanding through innovative and researched based techniques
- Support positive behavior
- Model appropriate behavior
- Maintain open lines of communication with students and their parents/guardians through various routes, including phone calls and email
As a parent I will strive to:
- Establish a home routine that includes time for my child(ren) to work on becoming a successful student
- Work daily on reading and math skills. Some examples of this are:
  - Review daily school work with my child and provide time for any corrections or home assignments as needed
  - Math games
  - Baking and cooking
  - Counting money
  - Reading to another household member
  - Reading silently to themselves
  - Creating arts and crafts
- See that my child has regular attendance and is at school on time
- Communicate concerns with teachers and staff

As a student I will strive to:
- Work to become a successful student. Some examples of how I can achieve this goal are:
  - Listen and focus on what I am being taught
  - Participate in my class and do the work the teacher is presenting to me
  - Ask questions when I don’t understand what is being taught
  - Review my classwork with my parents/guardians and do any homework needed to be completed.
- Do fun things that help increase my understanding of math and my reading ability. Some ways I can do this are:
  - Play math games
  - Read to myself or to other members of my family
  - Write letters or email
  - Bake or cook
  - Create arts and crafts

Lyle Middle School-6th through 8th Grades
As a teacher I will strive to:
- Provide a quality, rigorous education to all students
- Teach current standards and check for understanding through innovative and researched based techniques
- Make myself available to students that have questions or need help
- Keep Skyward current so that students and parents can check and monitor student progress
- Support positive behavior
- Model appropriate behavior
- Maintain open lines of communication with students and their parents/guardians through various routes, including phone calls and email

As a parent I will strive to:
- Establish a home routine that includes time for my child(ren) to work on being a successful student
- Work daily on reading and math skills. Some examples of this are:
  - Review daily school work with my child and provide time for any corrections or home assignments as needed
  - Look for and/or create opportunities to involve my child in math activities such as games, shopping, budgets, etc.
  - Baking and cooking
  - Counting money
  - Encourage reading
- Regularly check Skyward to monitor my child’s progress
- See that my child has regular attendance and is at school on time
- Communicate concerns with teachers and staff
As a student I will strive to:

- Work to become a successful student. Some examples of how I can achieve this goal are:
  - Listen and focus on what I am being taught
  - Participate in my class and do the work the teacher is presenting to me
  - Ask questions when I don't understand what is being taught
  - Review my classwork with my parents/guardians and do any homework needed to be completed.
- Do fun things that help increase my understanding of math and my reading ability. Some ways I can do this are:
  - Play math games
  - Read to myself or to other members of my family
  - Write letters or email
  - Bake or cook
  - Create arts and crafts

Lyle High School-9th through 12th grade

As a teacher I will strive to:

- Provide a quality, rigorous education to all students
- Teach current standards and check for understanding through innovative and researched based techniques
- Make myself available to students that have questions or need help
- Keep Skyward current so that students and parents can check and monitor student progress
- Work with students to ensure that every student passes mandatory state testing requirements for graduation
- Work with students to create career, college and life goals and ensure that to the best of my ability, students are taught the skills to achieve these goals
- Support positive behavior
- Model appropriate behavior
- Maintain open lines of communication with students and their parents/guardians through various routes, including phone calls and email

As a parent I will strive to:

- Establish a home routine that includes time for my youth to work on being a successful student and responsible adult
- Provide real life opportunities for my youth to have real world experience that will enrich their understanding in math and reading. This could include:
  - Banking
  - Shopping for household items
  - Home repair
  - Baking and cooking
  - Driving and car maintenance as appropriate
  - Appropriate use of technology such as the internet, social media and email
- Regularly check Skyward to monitor my youth’s progress
- See that my youth has regular attendance and is at school on time
- Communicate concerns with teachers and staff

As a student I will strive to:

- Work to become a successful student and young adult. Some examples of how I can achieve this goal are:
  - Listen and focus on what I am being taught
  - Use my knowledge and skills to pass and perform well on state mandated tests
  - Participate in my classes and do the work the teacher is presenting to me
  - Ask questions when I don’t understand what is being taught and/or seek help outside of the normal instruction time
  - Create college and career goals for myself and continue to pursue them
I have received a copy of the 2017-18 Lyle School District Handbook and have reviewed its contents with my student.

Student Signature ___________________________ Date __________

Parent/Guardian Signature ___________________________ Date __________