



2019-2020

Rights and Responsibilities

**Information Handbook for Students, Parents,
and School Personnel**

Port Angeles School District
905 West 9th Street
Port Angeles, WA 98363
www.portangelesschools.org

Important

Please review the policies and procedures listed in the booklet. The online version can be found at www.portangelesschools.org.

Please complete the “Acknowledgement of Receipt” form on page 2. If applicable, please complete the “McKinney-Vento Program” form and return all forms to your student’s school as soon as possible. Thank you!



Student Code of Conduct Handbook 2019-2020
Distribution Notice and Acknowledgment Signature Page

Please complete, sign and return this page to your student's school as soon as possible.

The purpose of the handbook is to familiarize students and families with their rights and responsibilities in helping maintain a dynamic, responsive, and nurturing learning environment. This handbook is available to all students, staff and families on the district website at www.portangelesschools.org. Hard copies will be distributed to all students within the first few days of school. If you have any questions regarding this handbook, please contact your school administrator.

Please note that this page of the handbook is the *Annual Distribution Notice and Acknowledgement of Receipt* form. **This form must be filled out and signed by the student and the parent each year.**

With the signatures below, we acknowledge that we have reviewed the contents of the **2019-20 Rights and Responsibilities: A Student, Parent and School Personnel Handbook**. This document has given me and my student notice of the types of misconduct for which discipline, suspension, or expulsion may be imposed and procedures for administering such corrective action. It has also provided us with important information regarding the Family Educational Rights and Privacy Act (FERPA), student use of technology, district pesticide use, and asbestos management practices.

Student Name: (Please print)

Student Signature:

School:

Parent/Guardian Name: (Please print)

Parent/Guardian Signature: _____

Date: _____



McKinney-Vento Program Questionnaire, Intake and Referral Form

Send completed form to farnstrong@portangelesschools.org

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness.

If you own/rent your own home, you do not need to complete this form

STUDENT NAME	STUDENT NO.	GRADE	GENDER	Ethnicity: <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Other
CURRENT SCHOOL OR LAST ATTENDED	ENROLLED IN SCHOOL? <input type="checkbox"/> Yes <input type="checkbox"/> No	AGE	DATE OF BIRTH	
NIGHTTIME ADDRESS	PARENT/GUARDIAN	PHONE		

Please list siblings or other children in the home:

Name	Student No.	Grade	Age	School (if not enrolled, please indicate)

Foster Care Status?
 Student is currently in Foster Care Student is not currently in Foster Care

Where does the student stay at night?

<input type="checkbox"/> Shelter	<input type="checkbox"/> Doubled Up ¹	<input type="checkbox"/> Temporary Placement ⁴
<input type="checkbox"/> Unsheltered ²	<input type="checkbox"/> Motel/Hotel	<input type="checkbox"/> Migrant
<input type="checkbox"/> Unaccompanied Youth ³	<input type="checkbox"/> Awaiting Foster Care	<input type="checkbox"/> Transitional Housing

¹ Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
² Living in a car, park, campsite, trailer park, bus/train station, abandoned building, abandoned hospital, or other location not ordinarily used as sleeping accommodations
³ Unaccompanied youth not living with a parent or guardian
⁴ Child temporarily placed with relative or guardian

Is your current residence a temporary living situation? Yes No
 Is your living arrangement due to the loss of housing or economic hardship? Yes No

Please check the following services that are needed or desired:

<input type="checkbox"/> Free breakfast/lunch	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Migrant Education programs
<input type="checkbox"/> After-school programs	<input type="checkbox"/> Community resource	<input type="checkbox"/> Preschool enrollment records
<input type="checkbox"/> Clothing	<input type="checkbox"/> Band/Orchestra	<input type="checkbox"/> Early childhood programs
<input type="checkbox"/> School supplies	<input type="checkbox"/> Special Education	<input type="checkbox"/> Fees
<input type="checkbox"/> Counseling	<input type="checkbox"/> Gifted/talented	<input type="checkbox"/> ASB, lab fees, etc
<input type="checkbox"/> Medical/dental referral	<input type="checkbox"/> Vocational/technical	<input type="checkbox"/> Credit Recovery
<input type="checkbox"/> Vision referral	<input type="checkbox"/> Section 504	<input type="checkbox"/> College/FAFSA
<input type="checkbox"/> Missing enrollment records:	<input type="checkbox"/> Title 1/LAP	<input type="checkbox"/> Other _____
<input type="checkbox"/> Birth Certificate	<input type="checkbox"/> Prior academic records	<input type="checkbox"/> Other _____
<input type="checkbox"/> Immunization/medical records	<input type="checkbox"/> Guardianship issues	<input type="checkbox"/> Other _____

Is Special Transportation Needed? Yes No

Parent/Guardian/Unaccompanied Youth Signature: _____

Signature _____ Date _____

Building Liaison Signature: _____

Signature _____ Date _____

BELOW FOR DISTRICT STAFF ONLY		
SCHOOL <input type="checkbox"/> Skyward <input type="checkbox"/> Free/Reduced Meal Form <input type="checkbox"/> Sent to McKinney-Vento Liaison Date Sent _____	TRANSPORTATION <input type="checkbox"/> Transportation Request <input type="checkbox"/> Bus Pass <input type="checkbox"/> Cooperating District: _____ Cooperating District Name	District Office <input type="checkbox"/> Approved <input type="checkbox"/> Denied Liaison Signature _____ Date _____



McKinney Vento Request for Student Transportation

Date Approved for MKV _____

New Student Address Change Siblings in SD Transportation needed AM PM

Requested By _____ EXT. _____ Date of Request _____

Student Name _____ Student ID # _____ Birth Date _____ Age _____ Grade _____

Student Address _____ Unit # _____ Apt. Name _____ Date of Request _____

Prior Address _____ School & Address _____ Start Time _____ End Time _____

Parent/Guardian _____ Home Phone _____ Cell Phone _____ Work Phone _____

Medical Alert Attached Special Equipment _____ Sped Program _____ Restraining Order Sent

After School Program _____ Days of Program _____ Dismissal Time _____

Mode of Transportation – Transportation Use Only _____ Date Received _____

AM SCHOOL BUS OTHER PARENT METRO TICKET

Stop Location _____

Time _____ Route # _____

Transfer @ _____ To Route # _____

Comments _____ Late Start Bell Time _____

PM SCHOOL BUS OTHER PARENT METRO TICKET

Stop Location _____

Time _____ Route # _____

Transfer @ _____ To Route # _____

Comments _____ Late Start Bell Time _____

Transportation Use Only

Start Date _____

End Time _____

Billing AM _____

Billing PM _____

Split Cost

School District _____

Staff Contact Shared District Notified

AM Driver Other

PM Driver Staff

Contact _____

PORT ANGELES SCHOOL DISTRICT #121
STUDENT CODE OF CONDUCT HANDBOOK
2019-2020, v.1 (August 2019)

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PLEASE NOTE:

The Student Code of Conduct Handbook is published online on the school district website, www.portangelesschools.org. To find the handbook, click on Students > Code of Conduct Handbook. The handbook is subject to change at any time, with or without notice, and the most current version is always available online. If you have questions or comments about the handbook, please consult with school principals.

Non-Discrimination Statement

Port Angeles 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 or identify, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Civil Rights Compliance Coordinators: Scott Harker, 905 W 9th St, Port Angeles, WA 98363, (360) 457-8575, sharker@portangelesschools.org, and for Section 504/ADA Coordinator, Pamela Sanford, Special Services Director, 905 W 9th St, Port Angeles, WA 98363, (360) 457-8575, psanford@portangelesschools.org.

Port Angeles School District Notifications

Title One School Notification – Refers to all Elementary Schools and Lincoln High School

Parents have the right to request specific information of staff in a Title 1 school who work with their child. This information includes:

- whether the teacher has met state qualifications and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
- whether the teacher is teaching under emergency; or conditional certification;
- the baccalaureate degree major of the teacher and other graduate certification or degree;
- and, the field of discipline of the certification and/or degree.

Parents may also have information as to whether their child is provided services by paraeducators, and if so, the paraeducators qualifications. (Section 1111(h) (6) (A), ESEA.) Guidance, C-6.

Discrimination

The Port Angeles 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 identify, 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 and Title IX Officer: Scott Harker, Human Resources Director,
sharker@portangelesschools.org, 905 W 9th St, Port Angeles, WA 98363, 360-457-8575

Pamela Sanford, Director of Special Services - Section 504 Coordinator
psanford@portangelesschools.org, 905 W 9th St, Port Angeles, WA 98363, 360-457-8575

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online: <https://app.eduportal.com/share/46CBADB6-1>

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, emails, or pictures

PORT ANGELES SCHOOL DISTRICT NO. 121
Port Angeles, Washington

TO: All Principals, Assistant Principals, Teachers, Support Staff, Parents, and Students

FROM: Martin Brewer, Superintendent of Schools
Chuck Lisk, Assistant Superintendent – Teaching and Learning

RE: Student Code of Conduct Handbook

DATE: August 2019

Dear Parents, Students, and Staff:

Welcome back to the 2019-20 school year! We look forward to a positive partnership with you this year as our teachers, support staff, and principals work to provide students with a quality educational experience. The Port Angeles School District creates learning communities that prepare each student to live, work, and learn successfully in a changing world.

Our schools must be safe and orderly, places where each student is free to fully participate in all educational opportunities. We are committed to creating an environment where people can trust and be trusted, and where treating people with dignity and respect is a day-to-day expectation. No one deserves less. These guidelines are aimed at creating a learning climate where everyone can learn successfully, and where we expect high performance and responsible behavior from students.

Most students are very serious about taking full advantage of the time they spend in school. Students who come to learn and to participate in extra-curricular activities seldom have problems with school rules. Port Angeles School District's student code of conduct is reasonable, consistent, respectful and progressive.

All Port Angeles School District students will graduate prepared for life-long learning.

We wish each of you a successful year and know that we are here to help and support all students and parents.

Distribution: This handbook is to be distributed to all students at the outset of each school year and upon enrollment in the school district. The handbook is also distributed via the district’s website with notice to parents and students of where to find the handbook online.

Disclaimer: This handbook and policies are governed by the laws of the State of Washington and the United States of America. The policies and procedures contained herein are subject to amendment from time to time by Congress, the State Legislature, or Board of Education. Every attempt to provide accurate information has been made. The most current versions are published online on the district’s website, www.portangelesschools.org.

Technology - Acceptable Use for the Internet

The Port Angeles School District is providing the computer network and internet access for all students and employees. This service allows employees and students to share information, learn new concepts, and research diverse subjects. Students and their parents are responsible for knowing and complying with all district policy including policies 2022 and 3245 which relate to use of the computer network and internet and agree to report any misuse of the computer network or the Internet to a teacher or supervisor. Students and staff members using the computer network or internet must understand the district may revise policy governing the use of these resources as it deems necessary. The district will provide notice of any changes either by posting such a revised version of a policy on its website or by providing written notice to the students, parents/guardians, and district employees. Access to these resources may be revoked without notice at any time. **Parents/Guardians who do not wish their child to have access to the computer network and/or internet will need to sign and file with the district office or school building office the “Student Internet Access Opt-Out Form” 2022F on an annual basis.** This form can be acquired on the district website, or by contacting the Director of Educational Technology.

Disclaimer

- The district makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of the accounts. The district also denies any responsibility for the accuracy or quality of the information obtained through the account.
- Any statement, accessible on the computer network or the Internet, is understood to be the author’s individual point of view and not that of the district, its affiliates, or employees.
- Account users are responsible for any losses sustained by the district or its affiliates, resulting from the account users’ intentional misuse of the accounts.

INTRODUCTION

The Port Angeles School District Student Code of Conduct Handbook sets forth the written rules and regulations of the Port Angeles School District regarding student conduct, recognitions and positive reinforcements, corrective actions and rights, and it indicates the types of misconduct for which discipline, suspension and expulsion may be imposed. In addition to these rules and regulations, each school in the district may provide additional rules and procedures regarding student conduct and the administration of positive reinforcements and corrective actions at that school. Compliance with standards of conduct is mandatory.

Every teacher, school administrator, school bus driver, and other school employees of the school district shall have the authority to impose reasonable consequences on any student for misconduct in accordance with the procedures specified in this handbook; to temporarily remove a student from a class, subject, or activity as provided for herein; and to make recommendations to appropriate school authorities for the discipline, suspension or expulsion of any student. Except as otherwise provided, only a school administrator, the superintendent, or his or her designee may initiate a suspension or expulsion.

This handbook is promulgated and distributed pursuant to Washington Administrative Code (“WAC”) Chapter 392-400, which prescribes substantive and procedural due process rights of students. A copy of WAC 392-400 may be obtained from the Office of the Superintendent of the District or online at <http://apps.leg.wa.gov/wac/>. In the event of any conflict between a school’s rules and this handbook, the terms of this handbook shall control. In the event of a conflict between this handbook and the provisions of Chapter 392-400 WAC, the WAC shall control.

This handbook is also in compliance with Public Law 101-226, Drug-Free Schools and Communities Act Amendments.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) [20 U.S.C. § 1232g; 34 CFR Part 99]

From the U.S. Department of Education website, <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects

the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- A. The Family Education Rights and Privacy Act of 1974 requires school districts to notify parents that schools maintain official records regarding their child which include information deemed necessary to the welfare of students and the orderly operation of schools or information required by law and regulation. FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:
1. The right to inspect and review the student's education records within 45 school days of the day the district receives a request for access.
 - a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect.
 - b. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
 2. The right to request the amendment of a student's education records that the parent or eligible student believes are inaccurate or misleading.
 - a. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
 - b. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
 3. The right to object to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.
 - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - b. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.

For an Exemption Request, contact the receptionist at the Central Services Building at 216 East Fourth Street, 360.457.8575.

Policy No. 3200 - Rights and Responsibilities

Revised: 6/23/2008

Rights and Responsibilities

Annually, the superintendent or designee will develop handbooks pertaining to student rights, conduct, and discipline, and make the handbooks available to all students, their parents/guardians, and staff members. The building principal and certificated building staff member(s) will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will seek to develop precise definitions for common problem behaviors and build consensus on what constitutes manifestation of those problem behaviors. The definitions will also address differences between major and minor manifestations of problem behaviors to identify those problem behaviors that teachers and other classroom staff members can generally address and those problem behaviors that are so severe that a district administrator needs to be involved. This work will also help district staff members identify and address differences in the perception of subjective misbehaviors and reduce the effect of implicit bias. They will also confer annually to establish criteria for determining when certificated staff members will complete classes to improve classroom management skills. All students who attend the district's schools will comply

with the written policies, rules, and regulations of their schools, will pursue the required course of studies, and will submit to the authority of building staff member(s), subject to such discipline, including other forms of discipline as the school building principal or designee will determine.

Cross References: 3241 - Student Discipline

Legal References: RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty 28A.400.110 Principal to assure appropriate student discipline — building discipline standards — classes to improve classroom management skills 28A.405.060 Course of study and regulations - Enforcement — Withholding salary warrant for failure 28A.600.010 Enforcement of rules of conduct — Due process guarantees — Computation of days for short-term and long-term suspensions 28A.600.020 Exclusion of student from classrooms — Written disciplinary procedures — long term suspension or expulsion 28A.600.040 Pupils to comply with rules and regulations Chapter 392-168 WAC Special service programs - Citizen complaint procedure for certain categorical federal programs

Adoption Date: 10/10/2005

Revised Dates: 10/10/2019

Policy 3241 – Student Discipline

Revised: 6/13/19

Rules of student conduct are essential for maintaining a safe and supportive learning environment for all students. A student’s refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for disciplinary action.

Staff members are responsible for supervising student behavior, employing effective classroom management methods, and enforcing the rules of student conduct in a fair, consistent, and nondiscriminatory manner. Disciplinary action must be reasonable, culturally responsive, and necessary under the circumstances, while reflecting the district’s priority to maintain a safe and positive learning environment for all students and staff members. The district will administer disciplinary action in a way that responds to the needs and strengths of students, supports students in meeting behavioral expectations, and keeps them within the classroom to the maximum extent possible.

When administering discipline under this policy and the related procedure, district staff member(s) must not:

- Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;
- Deprive a student of constitutional rights to freedom of speech, press, peaceable assembly, petition the government and its representatives for a redress of grievances, free exercise of religion, free from sectarian control or influence, subject to reasonable time, place, and manner limitations on exercising such rights;
- Deprive a student of the constitutional right to be secure in the person, papers, and effects against unreasonable searches and seizures;
- Unlawfully interfere in a student’s pursuit of an education while enrolled in the district; or
- Deprive a student of the right to an equal educational opportunity, in whole or in part, without due process of law.

The district will distribute its discipline policy and procedure to students, their parents/guardians and the community on an annual basis. The district will provide students and/or their parents/guardians with all required substantive and procedural due process concerning grievances, hearings, and/or appeals of corrective action. The district will ensure that it provides such information with language assistance for students and parent/guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and staff members whose duties require them to interact with students and enforce or implement components of student discipline. The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a re-engagement plan tailored to the student’s individual circumstances, including consideration of the incident that led to the student’s long-term suspension or expulsion.

The District, however, may preclude a student from returning to the student’s regular educational setting following the end date of a **suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:**

- A student committing an offense under RCW 28A.600.460 (2), when the activity is directed toward a staff member will not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the staff member is assigned; and
- A student who commits an offense under RCW 28A.600.460 (3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student’s attendance at that school or any other school where the victim is enrolled.

The district will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review will include short-term suspensions, long-term suspensions, and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If the district finds disproportionality, the district will take action to ensure that it is not the result of discrimination.

In consultation with district staff members, students, families, and the community, the district will periodically review and update this policy and its accompanying procedure.

Cross References:

- 2121 - Substance Abuse Program
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 - Excused and Unexcused Absences
- 3210 - Nondiscrimination
- 3240 - Student Conduct Expectations and Reasonable Sanctions
- 3244 - Prohibition of Corporal Punishment
- 3520 - Student Fees, Fines, or Charges
- 4210 - Regulation of Dangerous Weapons on School Premises
- 4218 - Language Access Plan

Legal References:

- RCW 9A.16.100 Use of force on children — Policy — Actions presumed Unreasonable
- RCW 9A.1.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
- RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty Chapter 28A.225, RCW Compulsory school attendance and admission Chapter 28A.320, RCW Provisions applicable to all districts
- RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
- RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management Skills
- Chapter 28A.600 RCW, Students
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 392-400, WAC, Student Discipline
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964

Adoption Date: 10/10/2005

Revised Dates: 6/9/2008, 9/28/2009, 8/9/2010, 2/27/2014, 5/25/2017, 5/1/2019, 6/13/2019

Policy NO. 3241P – Student Discipline

Revised 6/20/19

I. Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- A. “Behavioral violation” means a student’s behavior that violates the district’s discipline policies.
- B. “Classroom exclusion” means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - 1. A teacher or other school personnel attempts “other forms of discipline” to support the student in meeting behavioral expectations; and
 - 2. The student remains under the supervision of the teacher or other school personnel during such brief duration.
- C. “Culturally responsive” has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- D. “Discipline” means any action taken by a school district in response to behavioral violations.
- E. “Disruption of the educational process” means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- F. “Emergency expulsion” means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- G. “Expulsion” means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- H. “Length of an academic term” means the total number of school days in a single semester, as defined by the board of directors.
- I. “Other forms of discipline” means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- J. “Parent” has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent will be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- K. **“Reengagement meeting”** means a meeting held between the district, the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.
- L. **“Reengagement plan”** means a culturally responsive written plan developed between the district, a student and his/her parent/guardian designed to aid the student in taking the necessary steps to remedy the situation that led to the student’s suspension or expulsion and to return to an educational setting as soon as possible. Parents/guardians of students must have access to, provide meaningful input on, and have the opportunity participate in the student’s reengagement plan.
- M. **“School board”** means the governing board of directors of the Port Angeles School District.
- N. **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the superintendent’s office for the calendar day.
- O. **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- P. **“Suspension”** means the denial of attendance in response to inappropriate behavior from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
- Q. **“In-school suspension”** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
- R. **“Short-term suspension”** means a suspension in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
- S. **“Long-term suspension”** means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

II. Engaging with Families & Language Assistance

- A. The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.
- B. The district must ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally.

III. Supporting Students with “Other Forms of Discipline” - Interventions

- A. Unless a student’s on-going behavior poses an immediate and continuing danger to others, or a student’s on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.
- B. The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes

manifestation of problem behaviors. (See policy 3220 – Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

- C. These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>

The district has identified the following examples of supports and interventions that staff may use as “other forms of discipline”:

Examples of Classroom Interventions Prior to Exclusion	Examples of Building Interventions Prior to Exclusion
<ul style="list-style-type: none"> • Specific Praise 	<ul style="list-style-type: none"> • School-wide behavior expectations that are taught and retaught
<ul style="list-style-type: none"> • Reinforcement plans 	<ul style="list-style-type: none"> • Building-wide lessons taught to the expectations
<ul style="list-style-type: none"> • Ongoing teaching/re-teaching of behavioral expectations 	<ul style="list-style-type: none"> • Video modeling
<ul style="list-style-type: none"> • Social-emotional curriculum taught by counselors 	<ul style="list-style-type: none"> • Visual expectations
<ul style="list-style-type: none"> • Specialized schedule 	<ul style="list-style-type: none"> • Re-teaching expectation
<ul style="list-style-type: none"> • Visual break schedule 	<ul style="list-style-type: none"> • Positive behavior intervention strategies
<ul style="list-style-type: none"> • Visuals for expectations 	<ul style="list-style-type: none"> • Community circles
<ul style="list-style-type: none"> • Sensory space in the classroom 	<ul style="list-style-type: none"> • Give verbal and/or visual warning about expectations
<ul style="list-style-type: none"> • Prompt entire class about expectations 	<ul style="list-style-type: none"> • Meet with intervention specialist
<ul style="list-style-type: none"> • Give verbal and/or visual warning about expectation 	<ul style="list-style-type: none"> • Work with an advocate or counselor
<ul style="list-style-type: none"> • Provide choices 	<ul style="list-style-type: none"> • Check in/check out process
<ul style="list-style-type: none"> • Re-teaching behavior expectations 	<ul style="list-style-type: none"> • Behavior plan
<ul style="list-style-type: none"> • Behavior support plan 	<ul style="list-style-type: none"> • Anger management skills
<ul style="list-style-type: none"> • Behavioral progress monitoring record 	<ul style="list-style-type: none"> • De-escalation strategies • Brain/physical break/calming walk
<ul style="list-style-type: none"> • Trauma-informed practices 	<ul style="list-style-type: none"> • Alter passing time to limit time in hallways with other students
<ul style="list-style-type: none"> • Check-in / check-out process 	<ul style="list-style-type: none"> • Restorative practices

	<ul style="list-style-type: none"> • Buddy Rooms
<ul style="list-style-type: none"> • Move seat • Mentor advocates for students 	<ul style="list-style-type: none"> • Brain breaks – de-escalation strategies • Whole group incentives
<ul style="list-style-type: none"> • Discipline by proximity • “Caught you being cool” 	<ul style="list-style-type: none"> • Work with MTSS team or building PBIS team
<ul style="list-style-type: none"> • Behavior and classroom management techniques for healthy relationships 	<ul style="list-style-type: none"> • Peer mediation

- D. Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).
- E. Additionally, staff may use after-school detention as another form of discipline for not more than thirty (30) minutes for kindergarten (K) through (5th) grades or sixty (60) minutes for (6th) through twelfth (12th) grades on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.
- F. Administering other forms of discipline cannot result in the denial or delay of the student’s nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.
- G. Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

IV. Staff Authority and Exclusionary Discipline

- A. District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.
- B. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. If the district wants other staff members to have exclusionary discipline authority, the procedure must identify by title. The Superintendent designates disciplinary authority to impose short-term suspension, long-term suspension, expulsion and emergency expulsion to school principals, assistant principals, assistant superintendents, directors of special education, and directors of human resources.

V. Classroom Exclusions

- A. After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias. The superintendent designates disciplinary authority to school principals, assistant principals, assistant superintendents, directors of special education, and directors of human resources to impose classroom exclusion with the same authority and limits of authority as classroom teachers.
- B. Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the notification and due process as stated in the section below.

- C. Classroom exclusion cannot result in the denial or delay of the student’s nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.
- D. The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements
- E. Following the classroom exclusion of a student, the teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal’s designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as “other” is insufficient.
- F. The teacher, principal, or the principal’s designee must notify the student’s parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.
- G. When the teacher or other authorized school personnel administers a classroom exclusion because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:
 - 1. The teacher or other school personnel must immediately notify the principal or the principal’s designee; and
 - 2. The principal or the principal’s designee must meet with the student as soon as reasonably possible and administer appropriate discipline.
- H. The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

VI. Grievance Process for “Other Forms of Discipline” and Classroom Exclusion

- A. Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.
- B. At such conference, the student and parent 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 members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.
- C. If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.
- D. Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

VII. Suspension and Expulsion – General Conditions and Limitations

- A. The district’s use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not expel, suspend, or discipline in any manner for a student’s performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

- B. As stated above, the district must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student’s individual circumstances and the nature of the violation before administering a short-term or in-school suspension.
- C. The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as “other” is insufficient.
- D. An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student’s regular educational setting as soon as possible. Additionally the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.
- E. When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below).
- F. The district will not suspend or expel a student from school for absences or tardiness.
- G. If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student’s regular educational setting following the end of the suspension or expulsion, unless one of the following applies:
 - 1. The Superintendent or designee grants a petition to extend a student’s expulsion under WAC 392-400-480;
 - 2. The change of setting is to protect victims under WAC 392-400-810; or
 - 3. Other law precludes the student from returning to his or her regular educational setting.
- H. In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.
- I. A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

VIII. In-School Suspension and Short-Term Suspension

- A. The superintendent designates school principals, assistant principals, assistant superintendents, directors of special education, and directors of human resources with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student’s individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student’s nutritionally adequate meal.
- B. Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated above, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:
 - 1. Commission of any crime on school grounds or during school activity;
 - 2. Possession, use, sale, or delivery of illegal or controlled chemical substances;

3. Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
4. Threats of violence to other student or staff;
5. Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
6. Bomb scares or false fire alarms that cause a disruption to the school program;
7. Cheating or disclosure of exams;
8. Commission of any crime on school grounds or during school activities;
9. Dress code violations that the student refuses to correct including but not limited to clothing with lewd, sexual, drug, tobacco, alcohol-related messages, or apparel closely associated with gangs or hate groups;
10. Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
11. Gang-related activity;
12. Harassment/intimidation/bullying;
13. Intentional deprivation of student and staff use of school facilities;
14. Intentional endangerment to self, other students, or staff, including endangering on a school bus;
15. Intentional injury to another;
16. Intentionally defacing or destroying the property of another;
17. Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
18. Possession, use, sale, or delivery of illegal or controlled chemical substances;
19. Preventing students from attending class or school activities;
20. Refusal to cease prohibited behavior;
21. Refusal to leave an area when repeatedly instructed to do so by school personnel;
22. Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
23. Substantially and intentionally interfering with any class or activity;
24. Threats of violence to other students or staff;
25. Use or possession of weapons prohibited by state law and Policy 4210.

C. Initial Hearing: Obtaining the Student's Perspective

1. Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.
2. At the initial hearing, the principal or designee will provide the student:
 - a. Notice of the student's violation of this policy;
 - b. An explanation of the evidence regarding the behavioral violation;
 - c. An explanation of the discipline that may be administered; and
 - d. An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

D. Notice

1. Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.
2. No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:
 - a. A description of the student's behavior and how the behavior violated this policy;

- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
 - d. The opportunity to receive educational services during the suspension or expulsion;
 - e. The right of the student and parent(s) to an informal conference with the principal or designee; and
 - f. The right of the student and parent(s) to appeal the in-school or short-term suspension;
- E. For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any single semester. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.
- F. The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.
- G. When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

IX. Long-Term Suspensions and Expulsions

- A. Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.
- B. Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:
- 1. Commission of any crime on school grounds or during school activity;
 - 2. Possession, use, sale, or delivery of illegal or controlled chemical substances;
 - 3. Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
 - 4. Threats of violence to other student or staff;
 - 5. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
6. Any of the following offenses listed in RCW 13.04.155, including:
- a. Any violent offense as defined in RCW 9.94A.030, including
 - b. Any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - c. Manslaughter;
 - d. Indecent liberties committed by forcible compulsion;
 - e. Kidnapping;
 - f. Arson;
 - g. Assault in the second degree;
 - h. Assault of a child in the second degree;
 - i. Robbery;
 - j. Drive-by shooting; and
 - k. Vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.

7. Any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
8. Inhaling toxic fumes in violation of chapter 9.47A RCW;
9. Any controlled substance violation of chapter 69.50 RCW;
10. Any liquor violation of RCW 66.44.270;
11. Any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
12. Any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
13. Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
14. Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
15. Any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
16. Two or more violations of the following within a three-year period
 - a. Criminal gang intimidation in violation of RCW 9A.46.120;
 - b. Gang activity on school grounds in violation of RCW 28A.600.455;
 - c. Willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - d. Defacing or injuring school property in violation of RCW 28A.635.060; and
 - e. Any student behavior that adversely affects the health or safety of other students or educational staff.

C. In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

D. Behavior agreements

1. The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.
2. A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

E. Initial hearing

1. Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:
 - a. Notice of the student's violation of this policy;

- b. An explanation of the evidence regarding the behavioral violation;
 - c. An explanation of the discipline that may be administered; and
 - d. An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.
2. Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

F. Notice

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

- 1. A description of the student’s behavior and how the behavior violated this policy;
- 2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- 3. The other forms of discipline that the district considered or attempted, and an explanation of the district’s decision to administer the suspension or expulsion;
- 4. The opportunity to receive educational services during the suspension or expulsion;
- 5. The right of the student and parent(s) to an informal conference with the principal or designee;
- 6. The right of the student and parent(s) to appeal the suspension or expulsion; and
- 7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

G. Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

H. If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

X. Difference between Long-Term Suspension and Expulsion

- A. A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.
- B. An expulsion may not exceed the length of an academic term, unless the superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

XI. Emergency Expulsions

- A. The district may immediately remove a student from the student’s current school placement, when the district has sufficient cause to believe that the student’s statements or observable behaviors pose:
 - 1. An immediate and continuing danger to other students or school personnel; or
 - 2. An immediate and continuing threat of material and substantial disruption of the educational process.
- B. The district may not impose an emergency expulsion solely for investigating student conduct.
- C. For purposes of determining sufficient cause for an emergency expulsion, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:
 - 1. The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - 2. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

- D. An emergency expulsion may not exceed ten (10) consecutive school days. An emergency expulsion will end or be converted to another form of discipline within ten (10) school days from its start.
- E. After an emergency expulsion, the district will attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

F. Notice

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice will include:

1. The reason the student's statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
2. The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
3. The opportunity to receive educational services during the emergency expulsion;
4. The right of the student and parent(s) to an informal conference with the principal or designee; and
5. The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

G. If the district converts an emergency expulsion to a suspension or expulsion, the district will:

1. Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
2. (b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

H. All emergency expulsions, including the reason the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, will be reported to the superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

XII. Appeal, Reconsideration, and Petition

A. Optional informal conference with school administrator

1. If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.
2. The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).
3. During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.
4. An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

B. Appeals

1. The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.
2. A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.
3. When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:
 - a. The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
 - b. The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
 - c. If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.
4. In-school and short-term suspension appeal
 - a. For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.
 - b. The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:
 - i. The decision to affirm, reverse, or modify the suspension;
 - ii. The duration and conditions of the suspension, including the beginning and ending dates;
 - iii. The educational services the district will offer to the student during the suspension; and
 - iv. Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.
5. Long-term suspension or expulsion and emergency expulsion appeal
 - a. For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:
 - i. The time, date, and location of the appeal hearing;
 - ii. The name(s) of the official(s) presiding over the appeal;
 - iii. The right of the student and parent(s) to inspect the student's education records;
 - iv. The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
 - v. The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
 - vi. Whether the district will offer a reengagement meeting before the appeal hearing.
 - b. For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

C. Hearings

1. A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.
2. When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:
 - a. A single hearing will not likely result in confusion; and
 - b. No student will have his/her interest substantially prejudiced by a group hearing.
3. If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.
4. For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).
5. For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.
6. The school board will designate the superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.
7. Upon request, the student and parent(s) may review the student's education records or physical evidence. The district will make the records or physical evidence available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.
8. If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:
9. The district will audio record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.
 - a. The district made a reasonable effort to produce the witness; and
 - b. The witness' failure to appear is excused by fear of reprisal or another compelling reason.
10. The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.
11. For long-term suspension or expulsion, the presiding official(s) will base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision will include:
 - a. The findings of fact;
 - b. A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
 - c. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
 - d. Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and

- e. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.
12. For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision will include:
- a. The findings of fact;
 - b. A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
 - c. Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
 - d. Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

D. Reconsideration of Appeal

1. The student or parents may request the school board review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.
2. For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.
3. For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.
 - a. In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
 - b. The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.
4. For long-term suspension or expulsion, the school board will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - a. Whether the school board affirms, reverses, or modifies the suspension or expulsion;
 - b. The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
 - c. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.
5. For emergency expulsion, the school board will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - a. Whether the school board affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
 - b. If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and

parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

XIII. Petition to Extend an Expulsion

- A. When risk to public health or safety warrants extending a student's expulsion, the school administrator or designee may petition the superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition will inform the superintendent or designee of:
1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
 2. The student's academic, attendance, and discipline history;
 3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
 4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
 5. The proposed extended length of the expulsion; and
 6. The student's reengagement plan

- B. The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

C. Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The written notice will include:

1. A copy of the petition;
 2. The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
 3. The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.
- D. The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.
- E. If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.
- F. If the Superintendent or designee grants the petition, the written decision must include:
1. The date on which the extended expulsion will end;
 2. The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
 3. Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;
- G. Review and Reconsideration of extension of expulsion
1. The student or parent(s) may request that the school board review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the superintendent or designee provides the written decision;
 2. The school board may request to meet with the student or parent(s) or the school administrator to hear further arguments and gather additional information;

3. The decision of the school board may be made only by discipline appeal council members who were not involved in the responding to the inappropriate behavior, the decision to expel the student, or the appeal decision;
4. The school board will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision will identify:
4. Any extension of an expulsion may not exceed the length of an academic term; and
5. The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction (OSPI).

XIV. Educational Services

- A. The district will offer educational services to enable a student who is suspended or expelled to:
 1. Continue to participate in the general education curriculum;
 2. Meet the educational standards established within the district; and
 3. Complete subject, grade-level, and graduation requirements.
- B. When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:
 1. Meaningful input from the student, parents, and the student's teachers;
 2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- C. After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include, but are not limited to:
 1. Classwork assigned and returned through email;
 2. On-line class materials with a staff contact person who can offer support to the student;
 3. An assigned staff person to work with the student/parent/guardian to provide support;
 4. Access to on-line courses;
- D. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.
- E. As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.
- F. For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:
 1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
 2. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
 3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.
- G. For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:
 1. Course work, including any assigned homework, from all of the student's regular subjects or classes;
 2. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
 3. Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the

student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:

- a. Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - b. Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.
- H. For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

XV. Readmission

- A. The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:
1. The reasons the student wants to return and why the request should be considered;
 2. Any evidence that supports the request; and
 3. A supporting statement from the parent or others who may have assisted the student.
- B. The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

XVI. Reengagement

Reengagement Meeting

- A. The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.
- B. Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.
- C. The reengagement meeting must occur:
1. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
 2. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement Plan

- D. The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:
1. The nature and circumstances of the incident that led to the student's suspension or expulsion;
 2. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
 3. Shortening the length of time that the student is suspended or expelled;
 4. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
 5. Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

- E. The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.
- F. Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

1. A student who commits an offense under RCW 28A.600.460 (3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.
2. A student who commits an offense under RCW 28A.600.460 (3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Management Resources: 2019 - April Policy Alert
2014 - August Issue
2016 - July Policy Issue
2018 - August 2018 - August Policy Issue

Adoption Date: 8/27/2007

Revised Dates: 8/24/2009, 8/9/2010, 6/14/2017, 6/20/2019

APPENDIX A

PORT ANGELES SCHOOL DISTRICT - RULES FOR STUDENTS RIDING A SCHOOL BUS

Bus Driver has full authority from the School District, to ensure students comply with the following rules and regulations for the safe operation and transportation of students on our buses.

I. General Rules and Regulations

- A. Students will comply and obey the bus driver promptly when instruction is given.
- B. Failure of a student to follow and comply with bus rules and regulations or other misconduct on the bus will result in parent contact to enlist corrective actions of disruptive behavior. Continued unacceptable behavior will result in suspension or termination of bus privileges.
- C. Exceptions to any of the following rules must be approved by a School District authority.

II. Specific Rules and Regulations

- A. Cellphone use is not allowed on the school bus during regular school hours. Cellphones must be put away until the student is off the bus.
- B. Students must give their proper identity when requested by the bus driver.
- C. Students shall only ride their regularly scheduled bus. Exceptions are by written approval of a School District authority to be shown to the bus driver when boarding the bus.
- D. Students shall meet the bus and exit the bus only at their regularly assigned stops. Upon exiting the bus, students will go straight to their destination.
- E. Students are expected to follow all school rules of conduct at bus stops. Self-discipline should be exercised by students at all bus loading areas.

- F. Students are expected to be at their bus stop 5 minutes before the scheduled arrival. Bus drivers are instructed not to wait for tardy students. Drivers are instructed not to honk their horn to gain the attention of a student or parent.
- G. Students shall remain seated while the bus is in motion and until the bus comes to a complete stop.
- H. Students shall be seated quickly after boarding the bus and seat assignments may be issued to students by the bus driver. Failure to follow the bus driver's instructions can result in enforcement of rule #2, under "General Rules & Regulations".
- I. Students shall board and exit the bus in an orderly manner. Pushing and shoving may result in disciplinary action.
- J. When a bus is arriving or departing from any stop, students shall stand clear. A minimum of 10 feet is expected.
- K. Students shall not stand or play in the roadway while waiting for the bus.
- L. Students walking on the roadside should walk facing oncoming traffic whenever possible.
- M. Students shall cross the road or highway only in front of the bus, never behind. The student shall wait for the bus driver to cross them with a hand signal when it safe to proceed.
- N. Private property and school property for bus stops shall be respected at all times.
- O. Students shall refrain from throwing refuse or any other object within or outside the bus.
- P. Students are not permitted to eat or drink when being transported on the bus.
- Q. Students and parents shall not smoke, vape or use tobacco/nicotine products, light or use any combustible product on or around the bus or at the bus stops.
- R. Students shall not open windows on the bus more than six inches or to a line indicated on the window frame.
- S. Students shall not extend any part of their body out the bus window regardless if the bus is moving or not.
- T. Students shall not bring on board or possess any object that can cause injury or damage to the bus, such as; skateboards, sharp objects, any glass containers, weapons of any type, straps or pens extending from clothing or backpacks which could adversely affect the safety of bus passengers.
- U. Parents or guardians of students damaging school buses shall be responsible for proper reimbursement of the cost to repair damage to the Port Angeles School District.
- V. Large objects shall not be transported on the school bus during regular to and from school routes. (Music instruments, sports equipment, etc.)
- W. The bus isles and emergency exits shall be kept clear of objects at all times.
- X. The use of loud, abusive or vulgar language or obscene gestures is prohibited.
- Y. No unnecessary talking with the bus driver. Distractions can lead to a potential accident.
- Z. Students shall observe silence upon the drivers request during dangerous situations, i.e.: railroad crossings, emergency situations either on or outside of the bus, etc.
- AA. Students are not permitted to sit in the driver's seat at any time.
- BB. Emergency Exit Doors shall be used only in the case of an actual emergency and emergency exit drills. In the event of an actual emergency, emergency exit procedures as practiced during the drills shall be followed.

- CC. Animals are not permitted on school buses. Exceptions are: service animals with valid certification/I.D.'s, such as Seeing Eye dogs, Hearing and Enabler dogs.

APPENDIX B

PORT ANGELES SCHOOL DISTRICT ATHLETIC CODE

The opportunity to participate in the interscholastic program is a privilege granted to all students of the district. Participants in this voluntary program are expected to conform to specific regulations established by the WIAA, district policy, coaches or advisors, and the specific league in which they are participating ("the Olympic league"). A student who violates any rule is subject to suspension or expulsion from the activity. The procedural guidelines to enforce Washington Interscholastic Activity Association (WIAA) regulations, the league rules and Port Angeles School District policies consistently throughout the district, and to provide students certain rights, are available on the Port Angeles School District website at:

https://www.portangelesschools.org/UserFiles/Servers/Server_142018/File/Departments/Athletics/2151Pupdates2014-1552115.pdf.

- I. Behavior and academic eligibility rules also apply.

APPENDIX C

II. MANDATORY ATTENDANCE

- A. In this state all parents of a child eight years of age and under eighteen years of age shall cause such child to attend the public school of the district in which the child resides and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless:
1. The child is attending an approved private school for the same time or is enrolled in an extension program as provided in RCW 28A.195.010(4).
 2. The child is receiving home-based instruction.
 3. The school district superintendent of the district in which the child resides shall have excused such child from attendance because the child is physically or mentally unable to attend school.
 4. The child is fifteen years of age or older and:
 - a. The superintendent determines that such child has already attained a reasonable proficiency in the first nine grades of the public schools of this state.
 - b. The child is regularly and lawfully engaged in a useful or remunerative occupation.
 - c. The child has already met graduation requirements in accordance with state board of education rules and regulations.
 - d. The child has received a certificate of educational competence.

B. SCHOOL'S DUTIES UPON CHILD'S FAILURE TO ATTEND SCHOOL

1. If a child required to attend school under the laws of the state of Washington fails to attend school without valid justification, the child's school shall:
 - a. Inform the child's custodial parent, parents, or guardian by a notice in writing or by telephone.
 - b. Schedule a conference or conferences with the custodial parent, parents, or guardian and child.
 - c. Take steps to eliminate or reduce the child's absences.

III. PETITION TO JUVENILE COURT FOR VIOLATIONS BY A PARENT OR CHILD

**** Implementation of Truancy Board may influence this section.** Parents will be notified as policy/procedures are updated and approved by the School Board.**

- A. If the actions taken by a school district under RCW 28A.225.020 are not successful in substantially reducing an enrolled student's absences from school, upon the fifth unexcused absence by a child within any month during the current school year or upon the tenth unexcused absence during the current school year the school district shall file a petition with the juvenile court alleging a violation of RCW 28A.225.010: (1) By the parent; (2) by the child; or (3) by the parent and the child.
- B. If the school district fails to file a petition under this section, the parent of a child with five or more unexcused absences in any month during the current school year or upon the tenth unexcused absence during the current school year may file a petition with the juvenile court alleging a violation of RCW 28A.225.010.

IV. PETITION TO JUVENILE COURT - COURT ACTION

- A. A petition under RCW 28A.225.030 shall consist of a written notification to the court alleging that:
 - 1. The child has five or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year.
 - 2. Actions taken by the school district have not been successful in substantially reducing the child's absences from school.
 - 3. Court intervention and supervision are necessary to assist the school district or parent to reduce the child's absences from school.
- B. The petition shall set forth the name, age, school, and residence of the child and the names and residence of the child's parents.
- C. The petition shall set forth facts that support the allegations in this section and shall generally request relief available under this chapter.
- D. When a petition is filed under RCW 28A.225.030, the juvenile court may:
 - 1. Schedule a fact-finding hearing at which the court shall consider the petition.
 - 2. Separately notify the child, the parent of the child, and the school district of the fact-finding hearing.
 - 3. Notify the parent and the child of their rights to present evidence under chapter 13.32A RCW.
- E. The court may require the attendance of both the child and the parents at any hearing on a petition filed under RCW 28A.225.03.
- F. The court shall grant the petition and enter an order assuming jurisdiction to intervene for the remainder of the school year, if the allegations in the petition are established by a preponderance of the evidence.
- G. If the court assumes jurisdiction, the school district shall regularly report to the court any additional unexcused absences by the child.

APPENDIX D

Board Policies Included Verbatim in the Student Code of Conduct Handbook

Full copies of all policies and procedures are available on the Port Angeles School District website:

<http://www.portangelesschools.org> > Administration>Policies and Procedures.

Policy Title	Policy Number/Page	
Electronic Resources and Internet Safety	2022 (P)	33
Student Internet Access Opt-Out Form	2022F	39
Qualifications of Attendance and Placement	3110	39
Compulsory Attendance	3121 (P)	41
Excused and Unexcused Absences and Procedure	3122 (P)	40
Student Rights and Responsibilities	3200	9
Prohibition of Harassment, Intimidation, and Bullying	3207	45
Nondiscrimination and Procedure	3210 (P)	48
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Policy 2022 – Electronic Resources and Internet Safety **Revised: 10/6/2016**

The Board recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff members and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Electronic Resources

- A. The district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff members to educate them in such areas of need.
- B. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools.
- C. The district's technology will enable staff members and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.
- D. The superintendent or designee will:
 1. Create strong electronic resources and develop related educational systems that support innovative teaching and learning;

2. Provide appropriate staff development opportunities regarding this policy; and
 3. Develop procedures to support this policy.
- E. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff members and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities or while attending school sponsored or school related activities.

Internet Safety

- A. To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
- B. To promote Internet safety and appropriate online behavior of students and staff members as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account district electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff members use of electronic resources.
- C. As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.
- D. When students use the Internet from school facilities for educational purposes, staff members will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff members may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Policy 2022P - Electronic Resources and Internet Safety Procedure

I. Electronic Resources

- A. The district provides the electronic communications system for its students and staff members.
- B. The components of the electronic communications system include, but are not limited to:
1. The computer network,
 2. Both local and wide area, servers on those networks,
 3. The computer workstations,
 4. The email system,
 5. Access to the internet,
 6. Cell phones connected to our network.

II. Student Internet Access

- A. It is assumed that students will be accessing the electronic communications system including, but not limited to, the internet, Google Apps for Education, and Microsoft Office 365 on a routine basis.
- B. **Parent/Guardian must sign an Internet Opt-Out form (2022F)** in order to inform the district if they do **not** wish their student to have access to the internet, Google Apps for Education, and Microsoft Office 365.

III. Access to electronic communications systems

- A. Computer resources are to be used exclusively to support the instructional and business objectives and policies of the district. All staff members must sign and adhere to the Internet User Agreement.

- B. All existing district rules apply to staff members' conduct when using electronic communication systems, especially (but not exclusively) those that deal with intellectual property protection, privacy, misuse of district resources, sexual harassment, information, data security, and confidentiality.
- C. Staff members are expected to communicate in a professional manner consistent with state laws governing the behavior of staff members and with federal laws governing copyright. Communications over the network are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.
- D. While direct connection to electronic communication systems offers a cornucopia of potential benefits, it can also open the door to some significant risks to data and systems if staff members do not follow appropriate security discipline. A staff member may be held accountable for any breaches of security or confidentiality resulting from misuse of the district's electronic communication systems.
- E. Reports of inappropriate behavior, violations or complaints will be routed to the staff member's supervisor for appropriate action. Violations may result in disciplinary action consistent with district policies and regulations regarding staff members' conduct, up to and including termination.
- F. Unacceptable use is defined to include, but is not limited to, the following:
 1. Copying and/or downloading any commercial software or other material in violation of federal copyright laws.
 2. Use of the network for financial gain, or illegal activity.
 3. Use of the network to download, store, and copy or transmit pornographic, racist, sexist or other offensive or derogatory material.
 4. Any form of vandalism, including but not limited to, damaging computers, computer systems or networks, other user files, and/or disrupting the operation of the network.
 5. Use of profanity, obscenity or other language that may be offensive to another individual.
 6. Accessing another individual's account or a restricted account without prior consent. (Passwords should be frequently changed and never shared.)
 7. Management of personal finances.
 8. Conducting any form of personal transaction, personal business, EBay, etc.
 9. Any other conduct which may constitute a violation of district policy.

District computers are intended for school use, not for personal use. School computers belong to the school, not the person using them. Proper usage includes – but is not restricted to the topics outlined below.

IV. Back-up Information

- A. The district is not responsible for loss of information from misuse, malfunction of computing hardware and software, or external contamination of data or programs. The district will make every effort to ensure the integrity of its computer systems and the information stored thereon. However, staff members and students must be aware that no security or back-up system is 100% reliable.
- B. Each computer user is responsible for making and keeping a back-up of their data. Routine back-ups or saving are a normal expected part of computer use as a part of each staff member position. If staff members need help creating a back-up of their data, they can contact the technology department or refer to the technology web page for instructions.

V. Care, responsibility and use of district owned equipment.

District property is self-insured through district funds, however, if the property, i.e. district laptop is taken off site then the responsibility for the cost to replace any equipment that is stolen, lost, or damaged is to the staff members.

VI. Copyright

It is the intent of the district to adhere to the provision of copyright laws in all areas including the internet. Illegal copies of copyrighted material may not be made or used on district equipment.

A. Copyright Violation Guidelines

1. Under current US law, all creative efforts are copyrighted the moment they are first put on paper, input into a computer, or recorded in any tangible form. While registration or stating that an item is copyrighted could increase

the penalties to an infringer and the monetary return to the copyright holder in a civil suit, copyright notice is not required.

2. Copyright is violated whether a fee is charged or not.
3. Postings to the internet are not automatically in the public domain and do not grant permission to do further copying.
4. Copyright is not lost simply because it is not defended.
5. Copyright exists in civil law and criminal law. Criminal fines start at \$10,000 per violation.
6. Every attempt should be made to get permission from the copyright holder prior to republishing any material.

B. Copyright Violation and Software Piracy

1. The district forbids the use, distribution, or installation of any software not owned by the district or school.
2. All school owned software must have a copy of the license kept in a secure file in the school and another copy sent to the Director of Educational Technology.
3. The district reserves the right at any time, without notification, to uninstall, remove or delete any software, from any computer or network server, which does not comply with district software policy.

VII. Disclaimer of Liability

- A. The district will not be liable for the staff members' or students' inappropriate use of the district's electronic communication resources or violations of copyright restrictions, staff members' or students' mistakes or negligence, or costs incurred by staff members' or students'.
- B. The district will not be responsible for ensuring the accuracy or usability of any information found on the internet.
- C. The district shall not be responsible for any damages to the user from the use of the computer system, including loss of data, non-delivery or missed delivery of information or service interruptions.

VIII. E-mail

- A. E-mail creates a permanent record that may be archived and retrievable at a later date, even though the user has deleted it.
- B. E-mail is subject to the district document retention policy. Be cautious about what you send and to whom.
- C. E-mail is a public record which may be examined by any individual at any time. There is no expectation of personal privacy in such communications.
- D. E-mail attachments may introduce viruses. Be cautious of the origin of an email; if the e-mail includes an attachment, do NOT open it – delete it immediately.
- E. E-mail items older than 90 days may be purged from the servers.
- F. Staff members may not use their district-provided email account for personal, non-school related communications, monetary gain, political/religious advocacy, union activities not approved by negotiated agreement, or private business enterprises.

IX. Large file downloads and network bandwidth

- A. Internet radio and music and video downloads that are not directly related to instruction or expressly authorized can overload the network bandwidth and are prohibited.
- B. Computers purchased by the district are provided solely as a resource for instructional or job-specific uses. Limit use of bandwidth intensive resources during peak hours (7:30 AM to 3:00 PM) so that available bandwidth can be reserved for student instructional use.

X. Limitation/termination/revocation of system user's access

The district may limit, suspend or revoke a system user's access to the district's system(s) upon violation of district policy and/or procedures.

XI. Privately owned devices

- A. Anyone who brings their privately owned device on district property or while attending district sponsored or district

related activities is personally responsible for the equipment.

- B. Responsibility for the maintenance and repair of the equipment rests solely with that individual, including installation of software and configuration of peripherals.
- C. Any damage to the equipment, including results from viruses, is the responsibility of the individual. Software residing on privately owned devices must be personally owned unless authorized by the district and within the licensing constraints of the software company.
- D. The district retains the right to determine where and when privately owned equipment may be attached to the network.

XII. Software Downloads

- A. The only software that may be installed on a district computer is software that has been approved by the Director of Educational Technology or designees.
- B. No executable files of any sort may be downloaded from the web onto district computers. This specifically includes (but is not restricted to) screen savers, utility programs, instant messenger services, games or music.
- C. No software is to be brought from outside the district to be installed on district computers without the approval of the Director of Educational Technology or designees.

XIII. Director of Educational Technology Responsibilities

The Director of Educational Technology as well as the building Principal or designee at the school will do the following:

- A. Disseminate and enforce district policy, administrative rules and regulations for the network and guidelines for students and staff member access.
- B. Ensure that all staff members supervising students who use the district's system(s) provide training emphasizing the appropriate and responsible uses.
- C. Monitor or examine all system(s) activities deemed appropriate to ensure proper use of the system(s).
- D. Set limits for computer storage utilization on the system(s) as needed.

XIV. Vandalism

Any malicious attempt to harm or destroy district equipment, materials, or user data, is prohibited. Deliberate attempts to compromise, degrade or disrupt system performance or operation will be viewed as violations of district policies and procedures and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the placement, transmission or creation of computer viruses or other data or programs that negatively impact the computer or system.

XV. Internet Safety and filtering software

- A. To the extent practical, technology protection measures (internet filter) shall be used to block or filter the internet, and other forms of electronic communications to prevent access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or pornographic, or to any material deemed harmful.
- B. Technology protection measures may be disabled or minimized for bona fide research or other lawful purposes.
- C. In order to address the issue of inappropriate Web-based material and to comply with the Child Internet Protection Act, the district has installed an internet filtering system.
 - 1. All Web-based content accessed through computers connected to the district network is filtered through this system.
 - 2. Installation and operation of this or any internet filtering system on district computers does not preclude staff members, students and community members from their responsibility to use the network services responsibly.
 - 3. In some cases, sites with educational value that are inadvertently blocked may be considered for review. Only district personnel may submit a request to unblock a site. The staff member may submit a detailed request to their building administrator describing intended use in the curriculum or other job related function.

4. In other cases, objectionable sites may not be identified by the filter and may need to be blocked. Anyone with a concern about an objectionable site may submit a request for review to the building principal or designee or Director of Educational Technology.
 5. While every effort will be made to act on blocking and unblocking requests as quickly as possible, in some cases the review may take 3-5 days. Those submitting a request will be notified when a decision is made. The individual must provide the exact URL code (copy and paste into the email) in order for the site to be reviewed.
- D. It shall be the responsibility of all staff members to supervise and monitor usage of the online computer network and access to the internet in accordance with this policy and the Children’s Internet Protection Act.

XVI. Privacy

- A. There can be no expectation of privacy on any device in the district, including privately owned devices that are used over district internet access or are related to fulfillment of district staff member responsibilities. Staff members must be aware that all information accessed, created, sent, received or stored on a district computer and the network is not private.
- B. While the district respects the privacy of staff members or students and does not have a practice of monitoring or reviewing electronic information, the district reserves the right to do so for any reason.
- C. The district may monitor and review activity in order to analyze the use of systems, monitor compliance with policies, conduct audits, or obtain information for other reasons.
- D. The district reserves the right to disclose any electronic message to law enforcement officials, the public or other third parties.
- E. Instructional or school-related records stored on personal privately owned electronic devices may be subject to disclosure as public school records so their use for school or student communication purposes is cautioned.

XVII. Publishing Student Information on the Web

- A. No home phone numbers or addresses of students may be published.
- B. Students shall not include personal information that would permit others to determine the location of the student at any given time. This includes place of employment, specific times and dates of extracurricular activities, class schedules, and other information that poses a safety concern for the student.
- C. Content on the Web pages(s) must comply with the internet user agreement.
- D. Links to student web pages not located on the district web servers may not be made from the schools’ or districts’ web pages.

XVIII. Social Networking Sites

- A. While a staff member may use Facebook, MYSPACE, twitter, or other social networking sites in his/her personal life, it is not appropriate to “accept” students as “friends” who may wander onto his/her page or seek to elicit such a contact. Nor is it appropriate to seek out or search for students for the purposes of establishing a personal social media connection. If a staff member has already accepted students onto his/her personal social networking page, set a boundary for them to follow such as:
- B. All staff members have been asked by the district to use district communication mechanisms to communicate with students. If you wish to contact me, my school email address is: _____ and my school voice mail is _____. I look forward to working with you at school.
- C. Any use of social media for school-related purposes or instruction must fulfill an educational purpose.

Policy 2022 - Parent/Guardian – Student Internet Access Opt-Out Form 2022F

Student Name: _____ (This form can be picked up at Central Services or any school building.)

As the parent/guardian of the above student, who is under the age of 18, I am informing Port Angeles School District that I do not want my student to access the internet at any time from any district computer or device.

I understand that my student will be issued a district login ID and password and that my student will be able to log into district owned computers to complete class assignments and activities but that his/her account will be blocked from any internet access. I further understand that my student will not be able to use the internet to conduct online research or read online news and other information that may be vital to coursework and assignment. I will assume responsibility for providing my student with internet access to complete coursework, should the need arise.

I understand that his/her education may be negatively impacted by limiting his/her access to the internet.

I release the district, its affiliates, and its staff members from any claims or damages of any nature arising from my decision to block my student's use of the internet.

I also do not want my student to use or access the electronic communications system in any way. (By checking this box you are denying your student access to any network connected device including but not limited to computers, tablets, or connected devices.)

This agreement shall be governed by and construed under the laws of the United States and the State of Washington.

Signed this date of _____

Parent/ Guardian's Signature: _____

Parent/ Guardian's Printed Name: _____

Student's School: _____

Policy 3110 - Qualification of Attendance and Placement
Revised: 8/25/2008

Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

- Is lawfully and regularly employed; and;
- Has permission of a parent; or,
- Is emancipated pursuant to Chapter 13.64 RCW; or/Is subject to one of the other exceptions to compulsory attendance.
- A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which is offered by a public school to full-time students.

Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be no less than 5 years of age prior to September 1 of that school year.

To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year.

Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved kindergarten program of 450 or more hours including instruction in the essential academic learning requirements and other subjects that the district determines are appropriate shall be permitted entry into the first-grade program.

If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination shall be made no later than the 30th calendar day following the student's first day of attendance.

Exemptions

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program.

The superintendent shall identify screening processes and instruments that shall provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes.

The district shall provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

Admission of Students Aged Twenty-One or Older

Student aged 21 or older may enroll in a school in the district under the following conditions:

- There is available space in the school and program which the student shall attend;
- Tuition is prepaid;
- The student provides his/her own transportation;
- The student resides in the state of Washington; and
- In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal.

Generally students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred.

The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement.

A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Policy 3121 - Compulsory Attendance

Revised: 10/10/2005

Compulsory Attendance

Parents/Guardians of any child eight years of age and under eighteen years of age shall cause such child to attend school and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless the child is enrolled in an approved private school, an educational center as provided in chapter 28A.205 RCW or is receiving home-based instruction.

Parents/guardians of any child six or seven years old, who have enrolled the child in school, shall cause the child to attend school for the full time when such school may be in session, unless the child is formally withdrawn from enrollment by the parents/guardians.

Exception may be granted by the superintendent in the following circumstances:

- The student is physically or mentally unable to attend school;

- The student is attending a residential school operated by the Department of Social and Health Services;
- The student's parents/guardians have requested a temporary absence for purposes agreed to by the district and which will not cause a serious adverse effect on the student's educational process;
- The student is sixteen years of age, regularly and lawfully employed and either has parent/guardian permission or is emancipated pursuant to chapter 13.64 RCW;
- The student has met graduation requirements; and
- The student has received a certificate of educational competence (GED).

Any law enforcement officer authorized to make arrests can take a truant child into custody without a warrant and must then deliver the child to the parent/guardian or to the school.

The district shall not require enrollment for either (a) a minimum number of semesters or trimesters or (b) a minimum number of courses in a semester or trimester which exceeds the enrollment time or courses necessary for a student to meet established course, credit, and test requirements for high school graduation.

Policy 3121P - Compulsory Attendance (Procedure)

Revised: 10/10/2005

I. Statement of Policy

- A. Regular attendance at school is considered necessary for effective learning and progress in the classroom. Illness, medical and dental appointments, death in the family, and participation in school sponsored activities are considered legitimate reasons for absence from school.
- B. The following procedures governing student attendance and the return to class following an absence reflect a belief that the school and the home are involved in attendance accountability and that the school will make every reasonable effort to keep the parent informed of irregular attendance.

1. Staff members will only take roll and maintain accurate attendance records;
2. Staff members will record attendance within ten minutes at the beginning of each period;
3. The office will maintain a master attendance file based upon the daily absentee reports;
4. Any student leaving school, with advanced parental/guardian permission, for a legitimate absence must sign out at the office;
5. Students are accountable for all the scheduled periods of their program;
6. When a student is absent the parent/guardian should call the school the day of absence and notify the attendance office. A note explaining the absence must be brought to the attendance office with the student the following day;
7. The attendance office may telephone a parent/guardian when students are reported absent from class to identify the cause of the absence;
8. When a student is absent without the knowledge of the parent/guardian, or the school, the absence will be treated as a truancy. Conferences between parents/guardians and school personnel may be necessary following absence, and suspension if necessary, to bring about an improvement of such undesirable attendance behavior;
9. Teachers will submit a list of those students participating in an activity requiring absence from class in advance of the absence; and
10. Parent/guardian must be sent a letter of notification when absences, tardiness, and/or nonparticipation become excessive or may affect a grade or credit.

Policy 3122 - Excused and Unexcused Absences

Revised: 2/27/2012

Students are expected to attend all assigned classes each day. Teachers shall keep a record of absence and tardiness.

I. Excused Absences

- A. Regular school attendance is necessary for mastery of the educational program provided to students of the district.

- B. Students at times may appropriately be absent from class.
- C. The following principles shall govern the development and administration of attendance procedures within the district:
- D. The Following are valid excuses for absences:
 1. Participation in a district or school approved activity or instructional program;
 2. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry);
 3. Family emergency, including but not limited to a death or illness in the family;
 4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 5. Court, judicial proceeding or serving on a jury;
 6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
 8. Absence directly related to the student's homeless status;
 9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
 10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.
- E. The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.
- F. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- G. An excused absence shall be verified by a parent/guardian; **or an** adult, emancipated or appropriately aged student; or school authority responsible for the absence.
- H. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult.
- I. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential.
- J. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential.
- K. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

II. Unexcused Absences

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absence. A student's grade shall be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- C. The school shall notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent/guardian shall be notified in writing in his/her primary language that the student has unexcused absences.

- D. A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent/guardian does not attend the conference, the parent/guardian shall be notified of the steps the district has decided to take to reduce the student's absences.
- E. Not later than the student's fifth unexcused absence in a month the district shall enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy board, or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- F. If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent/guardian, student or parent/guardian and student no later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year.
- G. All suspensions and/or expulsions shall be reported in writing to the superintendent within 24 hours after imposition
- H. The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents/guardians are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parent/guardian and students annually.

Policy 3122P - Excused and Unexcused Absences (Procedure)

Revised: 12/06/2010

Students are expected to attend all assigned classes each day. Teachers/school staff will keep a record of absence and tardiness, including documentation of students' excused absences.

I. Excused Absences

- A. The following are valid excuses for absences and tardiness. Missed work assignments and activities may be made up in the manner provided by the teacher.
- B. Participation in school-approved activity. To be excused, this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
- C. Absence due to illness, health condition, family emergency, or religious purposes. When possible, the parent/guardian is expected to notify the school office prior to the absence. If not explained by a call, the parent/guardian should send a signed note of explanation with the student upon his/her return to school. A parent/guardian may request that a student be excused from attending school in observance of a religious holiday.
- D. Absence for parental or guardian-approved activities. This category of absence will be counted as excused for purposes agreed upon by the principal and the parent/guardian.
- E. Absence resulting from disciplinary actions or short-term suspension. As required by law, students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term suspension, will have the right to make up assignments or exams missed during the time they were denied entry to the classroom.
- F. Extended illness or health condition. If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practicable. If the student is unable to do his/her school work, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.
- G. Excused absence for chronic health condition. Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent/guardian request.

II. Unexcused absences

- A. Unexcused absences fall into two categories:

1. Submitting a signed excuse which does not constitute an excused absence as defined previously; or
 2. Failing to submit any type of excuse statement signed by the parent/guardian or adult student.
- B. Each unexcused absence shall be followed by a warning letter to the parent/guardian of the student. Each notice shall be in writing in English or in the primary language of the parent. A student's grade shall not be affected if no graded activity is missed during such an absence.
- C. After two unexcused absences within any month, a conference will be held between the parent, student and principal. At such conference the principal, student and parent will consider:
1. Adjusting the student's program;
 2. Providing more individualized instruction; preparing the student for employment with specific vocational experience or both;
 3. Transferring the student to another school;
 4. Assisting the student to obtain supplementary services that might eliminate or ameliorate the causes of absence; or,
 5. Imposing other corrective actions that are deemed to be appropriate.
- D. Not later than the student's fifth unexcused absence in a month, the district shall enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- E. If the above action fails to correct the attendance problem, the student shall be declared a habitual absentee. The principal shall interview the student and his/her family and prescribe corrective action which may include suspension for the current semester and expulsion.
- F. No later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student. The petition consists of written notification to the court alleging that:
1. The student has unexcused absences in the current school year (petitions must be filed if the student has seven or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year, but a petition may be filed earlier; also unexcused absences accumulated in another school or school district shall be counted for all purposes in this procedure);
 2. Actions taken by the school district have not been successful in substantially reducing the student's absences from school;and
 3. Court intervention and supervision are necessary to assist the school district to reduce the student's absences from school.
 4. Additionally, the petition shall include the student's name, date of birth, school, address, gender, race and ethnicity and the names and addresses of the student's parents/guardians.
 5. The petition must include facts that support the allegations made in the petition, must generally request relief available under the statute and must describe what the court might order.
 6. Petitions may be served by certified mail with a return receipt requested, but if such service is unsuccessful, personal service is required.
 7. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.
- G. A student who has been expelled for attendance violations may petition the superintendent for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.
- H. Any student who presents false evidence, with or without the consent of his/her parent, in order to wrongfully qualify for an excused absence shall be subject to the same corrective action that would have occurred had the false excuse not been used.
- I. Students six or seven years of age, who have been enrolled in the district are required to attend school and their parents are responsible for ensuring that they attend. Parents who wish to withdraw their children before the age of eight and against whom no truancy petition has been filed, may withdraw the students from school. When a six or seven year old student has unexcused absences, the district shall do the following:
1. Notify the parent or guardian in writing or by telephone after one unexcused absence in any month.
 2. Request a conference with the parent or guardian and child to analyze the causes of the student's absences after two unexcused absences in any month (a regularly scheduled teacher-parent conference held within thirty days may substitute).

3. Take steps to eliminate or reduce the student's absences, including adjusting the school program, school or course assignment; providing more individualized or remedial instruction; offering enrollment in alternative schools or programs; or assisting in obtaining supplementary services
4. After seven unexcused absences in a month or ten in a school year, the district shall file a truancy petition.

- J. Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student shall be referred to the principal or counselor. If counseling, parent conferencing or disciplinary action is ineffective in changing the student's attendance behavior, he/she may be suspended from the class
- K. All sanctions imposed for failure to comply with the attendance policies and procedures shall be implemented in conformance with state and district regulations regarding corrective action or punishment. (See WSSDA model Policy 3241, *Classroom Management, Corrective Actions or Punishment*.)

Policy 3207 - Prohibition of Harassment, Intimidation, and Bullying

Revised: 4/14/2016

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 message or image, including those that are electronically transmitted, a verbal, or physical act, including but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080 (3), (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically/mentally 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; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. "Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status. Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical or electronically transmitted messages or images and actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community. It is to be implemented in conjunction with comprehensive training of employees and volunteers, including the education of students in partnership with families and the community. The policy is to be implemented in conjunction with the Comprehensive Safe Schools Plan that includes prevention, intervention, crisis response, recovery, and annual review. Employees are expected to support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline, and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also constitute violations of this policy.

The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedure 6590, Sexual Harassment.

Policy 3207P - Prohibition of Harassment, Intimidation and Bullying

Revised 9/08/2008

I. Informal Complaint Process

- A. Anyone may use informal procedures to report and resolve complaints of harassment, intimidation or bullying.
- B. At the building level, programs will be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements.

- C. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint.
- D. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect.
- E. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

II. Informal remedies include:

- A. An opportunity for the complainant to explain to the alleged perpetrator, either in writing or face-to-face, that the conduct is unwelcome, disruptive, or inappropriate;
 - 1. A statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or
 - 2. A general public statement from an administrator in a building reviewing the district harassment, intimidation, and bullying policy without identifying the complainant.
- B. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

I. Formal Complaint Process

- A. Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized.
- B. Complainants should not be promised confidentiality at the onset of an investigation.
- C. It cannot be predicted what will be discovered or what kind of hearings may result.
- D. Efforts should be made to ensure the confidence and trust of the person making the complaint.
- E. The district will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es).
- F. Student complainants and witnesses may have a parent or trusted adult with them during any district-initiated investigatory activities.
- G. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:
 - 1. All formal complaints shall be in writing.
 - 2. Formal complaints shall describe the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying.
 - 3. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
 - 4. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to file a formal complaint based upon the information in the officer's possession.
 - 5. The compliance officer shall investigate all formal, written complaints of harassment, intimidation, or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
 - 6. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the outcome of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the complaint.
 - 7. The superintendent or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:
 - a. That the district intends to take corrective action; or

- b. That the investigation is incomplete to date and will be continuing; or
 - c. That the district does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.
- H. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order, from imposing the discipline until the appeal process is concluded.

III. Mediation between the alleged victim and the individual accused of harassment, intimidation, or bullying behavior shall not be pursued as a corrective measure unless requested by the alleged victim and agreed to by the accused individual.

If a student remains aggrieved by the superintendent's response, the student may pursue the complaint as one of discrimination pursuant to Policy 3210, Nondiscrimination, or a complaint pursuant to Policy 4220, Complaints Concerning Staff or Programs.

- A. A fixed component of all district orientation sessions for employees, students, and regular volunteers shall introduce the elements of this policy. Staff shall be provided information on recognizing and preventing harassment, intimidation, or bullying. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedures. Certificated or professionally licensed staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation, or bullying.
- B. Students shall be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, and bullying, and their rights and responsibilities under this and other district policies, and rules during introductory (annual) student orientation sessions and on other appropriate occasions, which may include parents.
- C. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying including electronically transmitted messages or images.

**Policy 3210 - Nondiscrimination
Revised 3/10/2016**

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a student with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents/guardians, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Procedure 3210P - Nondiscrimination and Complaint (Procedure)
Revised: 5/19/2016

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the school board directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210) and more particularly to policies dealing with guidance and counseling (Policy 2140), co-curricular program (Policy 2150), trained guide dog or service animals (Policy 2030) and curriculum development and instructional materials (Policy 2020). As used in this procedure:

I. Definitions

- A. **Grievance** means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
- B. **Complaint** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- C. **Respondent** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

II. Process for Resolution

- A. Informal Process for Resolution
 - 1. Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designee to resolve their concerns.
 - 2. Such a meeting will be at the option of the complainant.
 - 3. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer.
 - 4. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

III. Formal Process for Resolution

A. Level One: Complaint to District

- 1. The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation.
- 2. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure.
- 3. The compliance officer will investigate the allegations within 30 calendar days.
- 4. The district and complainant may agree to resolve the complaint in lieu of an investigation.
- 5. The compliance officer shall provide the superintendent with a full written report of the complaint and the results of the investigation.
- 6. The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date at the time the district responds to

the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

7. The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.
8. Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

B. Level Two – Appeal to the School Board Director

1. If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to school board directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
2. The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
3. Both parties shall be allowed to present such witnesses and testimony as the school board directors deems relevant and material.
4. Unless otherwise agreed to by the complainant, the school board directors will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
5. The decision of the school board directors will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
6. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed.
7. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

C. Level Three - Complaint to the Superintendent of Public Instruction

1. If a complainant disagrees with the decision of the school board directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
2. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the school board directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
3. A complaint must be in writing and include:
 - a. A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws;
 - b. The name and contact information, including address, of the complainant;
 - c. The name and address of the district subject to the complaint;
 - d. A copy of the district's complaint and appeal decision, if any; and
 - e. A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
4. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction (OSPI) may initiate an investigation, which may include conducting an independent on-site review.
5. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or school board directors.
6. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the

complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified.

7. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
8. All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.
9. A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

D. Level Four - Administrative Hearing

1. A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

IV. Mediation

- A. At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.
- B. The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties.
- C. It may be terminated by either party at any time during the mediation process.
- D. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.
- E. Mediation must be conducted by a qualified and impartial mediator who may not:
 1. Be a staff member of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or
 2. Have a personal or professional conflict of interest. A mediator is not considered a staff member of the district or charter school or other public or private agency solely because he or she serves as a mediator.
- F. If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding.
- G. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

V. Preservation of Records

- A. The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the compliance officer for a period of six years.

Policy No. 3224 - Student Dress

Revised: 3/8/2018

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board. Students' choices in matters of dress should be made in consultation with their parents/guardians.

Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- Damage to school property shall result from the student's dress; or
- A material and substantial disruption of the educational process will result from the students' dress or appearance.

A material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, and gang-related apparel.

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

The superintendent or designee will establish procedures providing guidance to students, parents/guardians, and staff regarding appropriate student dress in school or while engaging in extracurricular or co-curricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents/guardians, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

Policy No. 3224P - Student Dress (Procedure)

Revised: 8/25/2008

I. Dress Code

- A. The student and parent/guardian may determine the student's personal dress and grooming standards, provided that the student's dress and grooming shall not:
 - 1. Lead school officials reasonably to believe that such dress or grooming shall disrupt, interfere with, disturb, or detract from school environment or activity and/or educational objectives.
 - 2. Create a health or other hazard to the student's safety or to the safety of others.
 - 3. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
 - 4. Imply gang membership of affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or one's person.
- B. The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonable believes that he student's dress or grooming:
 - 1. Creates a hazard to the student's safety or to the safety of others.
 - 2. Shall prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.
- C. If the student's dress or grooming is objectionable under these provisions, the principal shall request the student to make appropriate corrections.
- D. If the student refuses, the principal shall notify the parent/guardian and request that person to make the necessary correction.

- E. If both the student and the parent refuse, the principal shall take appropriate corrective action.
- F. Students may be suspended, if circumstances so warrant.
- G. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine.
- H. All students shall be accorded due process safeguards before any corrective action may be taken.
- I. Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Policy No. 3245 – Students and Telecommunication Devices, Cameras, and Video Recorders

Revised: 4/27/2017

Students in possession of personal telecommunications devices, including, but not limited to, pagers, beepers and cellular phones, smart watches and cameras while on school property, riding the school bus or while attending school-sponsored or school-related activities shall observe the following conditions:

- A. Telecommunication devices, cameras and video recorders for elementary students shall be turned off and secured in a backpack during school hours.
- B. Telecommunication device usage is not allowed while riding the school bus to and from school during the regular school hours.
- C. Telecommunication devices for elementary and middle school students shall be turned on and operated only before and after the regular school day, and high school students shall be turned on and operated only before and after the regular school day, passing periods, and during the student’s lunch break, unless an emergency situation exists that involves imminent physical danger or a building administrator or staff member authorizes a student to use the device.
- D. Students will be allowed to utilize the District’s wireless network for educational purposes unless the student’s parent/guardian denies the student access by proactively notifying the school/district and filing an Internet Opt-Out form (2022F) which will be effective for one school year. The Opt-Out form must be filed each school year.
- E. Students shall not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others.
- F. Students shall not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conducts, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events/school related activities, or on school buses or vehicles provided by the district.
- G. When a staff member has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which shall only be returned to the student’s parent/guardian.
- H. Students are responsible for devices they bring to school. The district shall not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events/school related activities.
- I. Students shall comply with any additional rules developed by the district concerning the appropriate use of devices.
- J. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

Procedure 3245P - Students

Port Angeles School District Administrative Procedure Students and Telecommunication Devices

Revised: 5/25/2017

It is assumed that students will be accessing the electronic communications system including but not limited to the Internet, Google Apps for Education, and Microsoft Office 365 on a routine bases. **Parent/guardian must sign an Internet Opt-Out form (2022F)** in order to inform the district if they do not wish their student to have access to the Internet, Google Apps for Education, and Microsoft Office 365.

I. Definitions:

- A. *Sexting* means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or school activities on or off campus; while on school district property, during any recess, lunch or leave periods on or off school district property; or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school; or the educational process or experience.
- B. *Disrupting the Learning Environment*: means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
- C. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
- D. Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.
- E. *Third parties* include, but are not limited to coaches, school volunteers, parent/guardian, school visitors, service contractors or others engaged in district business or activities that are not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

II. Reporting Violations:

- A. Any student, staff member, parent/guardian or third party who has knowledge of conduct in violation of this policy or any student who feels he/she has been a victim of sexting, menacing, retaliation or reprisal in violation of this policy shall immediately report the concerns to:
 - 1. The building principal or his/her designee;
 - 2. A teacher who will be responsible for notifying the building principal or designee immediately if the matter cannot be adequately addressed by the teacher, or warrants administrative intervention;
 - 3. A counselor, who is responsible for notifying the building principal or designee immediately if the matter cannot be addressed by the counselor or is sufficiently serious to warrant administrative intervention; or
 - 4. The superintendent of schools or designee.

III. Investigating:

- A. The principal or designee shall be responsible for timely investigation if a complaint made under this policy.
- B. The investigation, witness statements, and evidence shall be documented along with the outcome of the investigation.
- C. In the course of the investigation, administrative staff will not send, receive or unnecessarily view or transmit sexting photographs or any other inappropriate images on either the district's or their personal electronic devices.
- D. The examination or viewing of the evidence/information will be limited to the extent necessary to determine that misconduct occurred.

IV. Parent/Guardian Notification:

- A. Parent/guardian of all students identified in the report shall be notified of the investigation and informed of their students' involvement in the incident.

V. Discipline:

- B. Students whose behavior violates this policy will be subject to discipline up to and including expulsion. Law enforcement will also be notified when conduct may violate criminal laws.
- C. In addition to discipline, the district will assist students and/or parent/guardian to resolve concerns and issues prior to the use of the formal criminal complaint process.

- D. These interventions may include consultation, counseling, education, mediation and/or other opportunities for problem-solving.
- E. In imposing discipline the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions. Exceptional misconduct penalties may be imposed, if in the opinion of the administration it is warranted.

Policy 3416 – Medication at School

Revised: 1/28/2013

Under normal circumstances prescribed and over the counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. If a student must receive prescribed or over-the-counter oral or topical medication, eye drops or ear drops ("medications") from an authorized staff member, the parent/guardian must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority. Oral medications are administered by mouth either by swallowing or by inhaling, including through a mask that covers the mouth and nose. If the medication will be administered for more than fifteen consecutive days, the health professional must also provide written, current and unexpired instructions for the administration of the medication.

The superintendent shall establish procedures for:

- Delegating, training and supervision of staff members in the administration of prescribed or non-prescribed oral medication to students by a physician or registered nurse;
- Designating staff members who may administer prescribed or non-prescribed oral medication to students;
- Obtaining signed and dated parental and health professional requests for the dispensing of prescribed or non-prescribed oral medications, including instructions from the health professional if the medication is to be given for more than fifteen (15) days;
- Storing prescribed or non-prescribed medication in a locked or limited access facility;
- Maintaining records pertaining to the administration of prescribed or non-prescribed oral medication; and
- Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school.

Nasal inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication shall be administered by injection except when a student is susceptible to a predetermined, life-endangering situation. In such an instance, the parent/guardian shall submit a written and signed permission statement. Such an authorization shall be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member shall be trained prior to injecting a medication.

If the district decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent or guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.



Complaint Form

Complainant Information

Name _____

Street Address _____

City _____ State _____ Zip _____

Home/Cell Phone _____ Work Phone _____

Email _____

Student Employee Other _____
School/Workplace _____ Title/Grade _____

Incident Information

Person(s) involved _____

Nature of incident _____

Date and Time of incident _____

Location of incident _____

Witness Information

List any witness(es) who may have seen or who know something about the alleged incident:

Are you aware of others who may be affected by the individual(s) against

whom this complaint is made?

Yes

No

If yes, who? _____

Description of Incident

Describe the specific behavior, comment or conduct that is bringing about this complaint. Include as much detail as possible. (Attach additional pages if necessary)

Action Desired by Complainant or Parent/guardian _____

Certification _____

I hereby certify that the information in this complaint is true, correct, and complete to the best of my knowledge.

Complainant's/Parent's/Guardian's Signature

Date

Received by

Date

Citizen Complaint Against a School District or Other School Service Provider

Here is an overview of the citizen complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

- Find this WAC online: <http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

Follow steps 1 through 5 to complete the citizen complaint process

STEP 1 Use Your Local Process First

If you have followed the citizen complaint process of your school district, ESD or school service provider (subgrantee) **and are unable to reach a satisfactory solution**, use this citizen complaint process through OSPI.

STEP 2 File a Citizen Complaint Through OSPI

A citizen complaint **must be in writing**, signed by the person filing the complaint, and include:

- **Contact Information of the Person Filing the Complaint.** Your name, address, telephone number and email, if you have one.
- **Optional:** If someone is helping you to file this citizen complaint, include **1)** their contact information, and **2)** your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (subgrantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.
- **The Facts — What, Who & When.** Include a description of the facts and dates, in general, of when you think the alleged violation happened.
 1. What specific requirement has been violated?
 2. When did this violation occur?
 3. Who you believe is responsible: names of all the people, and the program or organization involved.
- **Optional:** Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.
- **The Resolution You Expect.** A proposed solution, if you think you know or have ideas about how the issue can be resolved.

STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI

Office of Superintendent of Public Instruction
Attn: Citizen Complaint-Title I, Part A
P.O. Box 47200
Olympia, WA 98504
Fax: (360) 586-3305

Citizen Complaint Against a School District or Other School Service Provider

STEP 4 OSPI Staff Process Your Complaint

Once federal program staff at OSPI receive your written complaint, here is what follows:

1. OSPI sends a copy of your complaint to the school district, ESD or school service provider (subgrantee).
2. The school district, ESD or school service provider begins a formal investigation led by a designated employee.
3. The designated employee provides the written response of the investigation to OSPI — within **20 calendar days**.
4. OSPI staff will send you a copy of the results of the investigation conducted by the school district, ESD or school provider (subgrantee).

Their response must clearly state one of two results:

- Denial of the allegations in your complaint and the reason for denial.
- Proposal of reasonable actions that will correct the violation.

If you need to provide more information about the allegations in the complaint, send that information to OSPI within **5 calendar days** of the date of the response from the school district, ESD or school service provider (subgrantee).

STEP 5 Final Decision by OSPI

OSPI will send you the final decision in writing within **60 calendar days** of the date federal program staff at OSPI received your written complaint — unless exceptional circumstances demand that this investigation take more time.

Here are the steps OSPI staff will follow to reach a final decision:

1. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.
2. Decide independently whether or not the district, ESD or school service provider (subgrantee) violated a federal rule, law or regulation or a state regulation that applies to a federal program.
3. Provide you with the final decision: Findings of fact, conclusions, and reasonable measures necessary to correct any violation.
4. The district, ESD or school service provider (subgrantee) must take the corrective actions OSPI prescribes within **30 calendar days** of the final decision.
5. A citizen complaint is considered resolved when OSPI has issued a final written decision and corrective measures, if necessary, are complete.

Extend or Waive Timelines

If you as the complainant, and the school district, ESD or school service provider (subgrantee) named in your citizen complaint **agree to extend the timelines**, this agreement must be in writing and sent to OSPI **within 10 calendar days** of the date the school district, ESD or school service provider (subgrantee) received notification from OSPI.

Office of Superintendent of Public Instruction

Attn: Citizen Complaint—Title I, Part A

P.O. Box 47200

Olympia, WA 98504



905 West 9th Street
Port Angeles, Washington 98363
v 360·457·8575 f 360·457·4649
www.portangelesschools.org

Board of Directors • Joshua Jones • Cindy Kelly • William Kindler • Sandy Long • Sarah Methner

Dear Parents,

In compliance with the requirements of the “Every Student Succeeds Act” (ESSA) the Port Angeles School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) or instructional paraprofessional(s).

A. The following information may be requested for teacher(s):

1. Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

B. The following information may be requested for instructional paraprofessional(s): Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a school wide program, all paraprofessionals must meet professional qualifications. In a Targeted Assistance program, any paraprofessional who is the direct supervision of a certificated teacher must meet the professional qualifications. Para educators can provide a copy of their high school diploma - transcripts are not necessary. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:

1. Completed at least two years of study at an institution of higher education; or
Obtained an associate's or higher degree; or
2. Pass the ETS Para Pro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math;
3. Completed previously the apprenticeship requirements and must present a journey card or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

If you wish to request information concerning your child's teacher's and instructional paraprofessional's qualification, please contact Scott Harker at 1-360-457-8575.

Sincerely,

Scott Harker