



STEILACOOM
Historical School District No. 1

22 FAMILY & STUDENT 23 HANDBOOK

Including student rights and responsibilities

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Welcome Families

August 2022

Dear Steilacoom Historical School District Families,

On behalf of our Board of Directors, teachers, administrators and support staff, I am excited to welcome you to the 2022-23 school year. We are looking forward to working with your family as we work together to provide the *Best Education for Every Student*.

This District handbook includes the policies and procedures that pertain to the rights and responsibilities of students in the Steilacoom Historical School District. It serves as a reference for students, families and schools to ensure the safety of all students and staff and to maintain a positive learning environment.

District rules and regulations are based upon state law, county and town/city ordinances, State Board of Education rules, and our School Board policies. Effective implementation of these guidelines requires a good faith effort on the part of us all – students, families and staff.

This information will be reviewed with our students at the beginning of the school year, and we also encourage you to review these expectations as a family as the school year begins. We require all families to acknowledge receipt of this important document. After reviewing the contents, please keep this handbook as a reference. The Handbook can also be found on each school website under “For Families.”

Sincerely,

Dr. Kathi Weight
Superintendent

Our Schools

Cherrydale Primary

1201 Galloway
Steilacoom, WA 98388
253-983-2500
School Hours: 9:05am – 3:35pm
Half-Day release: 12:35pm
ACE Day (Wed.) release: 2:35pm

Chloe Clark Elementary

1700 Palisade Boulevard
DuPont, WA 98327
253-583-7100
School Hours: 9:05am – 3:35pm
Half-Day release: 12:35pm
ACE Day (Wed.) release: 2:35pm

Anderson Island Elementary

13005 Camus Road
Anderson Island, WA 98303
253-884-4901
School Hours: 8:00am – 2:30pm
Half-Day release: 11:30am
ACE Day (Wed.) release: 1:30pm

Saltar's Point Elementary

908 3rd Street
Steilacoom, WA 98388
253-983-2600
School Hours: 8:40am – 3:10pm
Half-Day release: 12:10pm
ACE Day (Wed.) release: 2:10pm

Pioneer Middle School

1750 Bob's Hollow Lane
DuPont, WA 98237
253-583-7200
School Hours: 8:10am – 2:40pm
Half-Day release: 11:40pm
ACE Day (Wed.) release: 1:40pm

Steilacoom High School

54 Sentinel Drive
Steilacoom, WA 98388
253-983-2300
School Hours: 7:35am – 2:05pm
Half-Day release: 11:05am
ACE Day (Wed.) release: 1:05pm

District Services

District Administrative Center

511 Chambers Street
Steilacoom, WA 98388

www.steilacoom.k12.wa.us

Main Line

253-983-2200

info@steilacoom.k12.wa.us

Superintendent's Office

253-983-2203

Business Office

253-983-2205

Food Service

253-983-2229

Student Enrollment

253-983-2228

Student Services

(including Special Education)

253-983-2238

Teaching and Learning

253-983-2212

Transportation

253-584-1365

Vector Alert Tip Reporting System

This system allows students, staff and parents to confidentially report safety concerns 24 hours a day, including issues related to bullying and harassment or other safety concerns.

Phone or text: 855-745-3674

Email: 1341@alert1.us

SHSD BOARD OF DIRECTORS



Loujanna Rohrer
Chair



Jennifer McDonald
Vice Chair



Victor Hogan



Sam Scott



Melanie Tinsley

Your School Board

The Steilacoom School District Board of Directors consists of five directors, elected by residents to govern the school district. They are responsible for reviewing and adopting all school district policies according to the laws of the federal and state government, the State Board of Education, and the State Superintendent of Public Instruction. School director duties include setting the vision and mission of education in the District and ensuring the successful implementation of this vision using data, reports and discussions.

Sharing Concerns and Feedback

Families who have concerns or feedback regarding school issues are encouraged to contact your student's school first. This can include your student's teacher or school administrator. This will ensure a swift remedy to the issue. If families cannot resolve the issue with the teacher or school administrator, they may contact the appropriate office at the numbers located on this page.

GENERAL INFORMATION

Individual schools in the District have the authority to implement school rules to assist them in applying the policies established in this publication and School Board policies.

Each school may have more specific information about the expectations for students in the building. Students and families are encouraged to become familiar with their home school's handbook or rules. A detailed listing of the Board of Director's [policies](#) and [procedures](#) can be found at the District's website: www.steilacoom.k12.wa.us.

Adverse Weather/Changes to School Day

Severe weather or other emergencies may cause changes to the school day. When this occurs, schools may need to adjust start and end times to the day. In this event, the District will contact news media and communicate through ParentSquare. This system is designed to contact all students' numbers on file with a recorded message and text message In severe weather or an emergency situation:

- Make sure your communications preferences and contact information are current by providing updated phone numbers and email in Family Access. Contact your school office coordinator for assistance.
- Access school emergency schedules through the [Flash Alert Newswire](#) system or mobile app. Families are encouraged to subscribe to receive FlashAlert messages from our District at [FlashAlert Sign Up](#).
- Check the website www.steilacoom.k12.wa.us.
- Tune to broadcast media, including:

Channel 13-KCPQ	KOMO 1000	KOMO 97.7
Channel 4-KOMO	KGY 95.3	KIRO 97.3
Channel 5- KING	KUOW – 1340	KNKX 88.5
Channel 7-KIRO	KMAS 1030	KUOW 94.9

ParentSquare: The District utilizes [ParentSquare](#) as our school wide messaging system to notify families of daily student absences, emergency notifications, school closures or delays, transportation delays or alterations, information messages and reminders. We will notify families using phone call, text, email and/or ParentSquare app messages.

Informational Notifications: Periodically the District or individual schools will send informational emails or calls to remind or inform families of events or activities, upcoming assemblies or field trips. District practice is to send informational notifications by email and/or ParentSquare app notifications, not phone calls.

Emergency Notifications: Critical emergency notifications are sent either by mass phone calls, texts or email using ParentSquare.

Attendance/Ttruancy

Regular school attendance is necessary for mastery of the educational program provided to students of the District. Students are expected to attend all assigned classes each day.

School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

In case of absences, parents are required to notify the school office and provide student name and reason for absence. The student is responsible for completing missed work.

Students should notify their teacher(s) if they have a planned absence to arrange for the make up of any lessons or assigned work that day.

Excused Absences: The following are valid excuses for absences and tardiness.

Absence due to:

- Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
- Family emergency including, but not limited to, a death or illness in the family;

- religious purposes;
- court, judicial proceeding court-ordered activity, or serving on a jury;
- post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State recognized search and rescue activities consistent with RCW 28A.225.055;
- directly related to the student's homeless or foster care/dependency status;
- absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- Absences due to a student's migrant status;

Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

1. Absence for parental-approved activities. This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit

of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress, including the grade for the course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

2. 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 or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
3. 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 practical. If the student is unable to do his/her schoolwork, 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.
4. Excused absence for chronic health condition. Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent 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's request.

All other absences will be considered unexcused and may affect a student's grades.

If an elementary school student has *five or more excused absences in a single month* during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

Pre-Planned Absences: Students must notify the school regarding pre-planned absences. Students must complete a Planned Absence Form *prior* to absence (available in school attendance office). Pre-planned absences beyond five days are discouraged and may result in not being excused. Students will be required to make up all work that is assigned during the absence.

Unexcused Absences: An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.

Any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

After three unexcused absences within any month of the current school year, the school will hold a conference with the principal, student, and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent of the steps to eliminate or reduce the student's absences.

At some point after the second and before the seventh unexcused absence, the district will take

data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment to identify barriers to attendance and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;

- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy board.

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Not later than a student's seventh unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. refer the student to a community engagement board; or
- c. file a petition to juvenile court (see below).

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See policy 3241, Student Discipline.)

Community Engagement Board: Students who have a truancy petition filed will have an opportunity to participate in the District's Community Engagement Board (CEB). The goal of the board is to identify collaborative efforts to prevent and remedy truancy in its early stages prior to full juvenile court involvement.

A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the

local community in which the student attends school. The district entered into an MOU with the juvenile court in Pierce County to establish a community engagement board prior to the 2017-2018 school year.

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

After the student's **seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year**, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court: The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. *(District Note: While petitions must be filed if the student has seven or more unexcused absences within any month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school will be counted when preparing the petition);*
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school

district to reduce the student's absences from school;

4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

Homework Requests: When a student is absent, requests for assignments may be made through the school office. A minimum of 24 hours notification is necessary to allow time to contact teachers. Any collected assignments will be available in the school office at the end of the following school day.

Tardiness: Students are expected to arrive at school and classes in a timely manner. Students who arrive after the school day begins must check in with the attendance office to receive a pass to class.

Bullying Prevention

All students and staff deserve a safe and supportive environment in which to learn and teach. The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons that is free from harassment, intimidation or bullying. District Policy 3207 defines harassment, intimidation, or bullying as “any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, sensory, mental or physical disability, or other distinguishing characteristics, when the act:

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

All staff are responsible for receiving both oral and written reports. Whenever possible, staff who initially receive the report will attempt to resolve the incident immediately. Upon receiving a report, the school will conduct an investigation. Students may:

- Complete the [SHSD Harassment, Intimidation or Bullying \(HIB\) Incident Reporting Form](#) and return it to the school front office.
- Report the incident to 1-855-745-3674.
- Use [Vector Alert Tip Reporting System](#) to report your concern via the internet. Click on the bullying/harassment link and fill out the web-based form.

- Send an email to 1341@alert1.us. The concern will be forwarded to the appropriate person and school for investigation and follow-up. Any unresolved issue may be reported to the compliance officer, Gudrun Sullivan at 253-983-2239 or gusullivan@steilacoom.k12.wa.us.

Bus Transportation

School bus transportation is provided in the District for all students who live more than one-mile radius from their school. In order to keep on schedule, buses cannot wait for students who are not at their stop when the bus arrives. Students provided with transportation are responsible for complying with the District’s rules of conduct for students riding buses, outlined in Policy and Procedure 6605. The [District’s Transportation Safety Plan](#) further outlines student expectations when waiting at a bus stop and riding a bus. Any misconduct by a student which is detrimental to the safe operation of the bus will be sufficient cause for the principal to suspend the transportation privilege.

Eligible student drivers are required to have parking permits, if available, at the high school.

Child Find

The purpose of Child Find is to locate, evaluate, identify and support children ages birth to 21 who reside within District boundaries and are not currently receiving special education or related services. Developmental screenings are provided for children between the ages of three and five to identify possible delays in language, motor, cognitive or social-emotional development. Families who are concerned that their child may be delayed in any area for which they may need special education services should call Student Services at 253-983-2238. For students age five to 21 who may have a suspected disability, families may call their [local school](#) and ask for a school counselor or school psychologist.

Closed Campus

All schools are closed campuses. Students must remain on school grounds from time of arrival until close of school unless officially excused or authorized under procedure 3243. A student who has left school

grounds without permission will be considered truant.

Computer and Technology Acceptable Use

All students are provided access to computer systems, email, and filtered internet for educational purposes. These resources also provide an opportunity to promote positive digital citizenship for students. Expectations for student's behavior online are no different from face-to-face interactions. Acceptable and unacceptable network use by District students is outlined in Policy and Procedure 2022 Electronic Resources. Violations of any of the conditions outlined in the policy and procedure may be cause for disciplinary action.

Internet Safety: Students should not reveal personal information about themselves or others, including social security numbers, a home address and phone number, on websites, blogs, and email or as content on any other electronic medium. All use of the network must be in conformity with state and federal laws, network provider policies and District policies and procedures. Parents/guardians may choose to restrict their children's use of network resources by signing an opt-out form available at your school.

No Expectation of Privacy: Computer, file storage and email resources are District property and carry no expectation of privacy. District staff audit and maintain these resources to ensure system integrity and confirm resources are used ethically and responsibly.

Field Trips

The District recognizes that field trips, when used as a device for teaching and learning are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. Parents are encouraged to participate in field trips as chaperones. Chaperones must have an approved volunteer application on file with the District to attend.

Free and Reduced Meals

Free and Reduced Meal applications are available in your Skyward Family Access Account. Income

eligibility guidelines and instructions to apply for school meal benefits through your Skyward account can be found on the District website under [Food Services](#).

The District encourages all families who qualify to complete the application. A determination letter is sent to all families who apply and will be processed within 10 meal service days after receipt of the application. Students receiving free or reduced meals are not treated differently or singled out from those paying full price. All students enter account numbers when receiving meals.

Health Services

The District's health services program contributes to the educational success of each student by promoting a safe and healthy environment for learning. Each school has a designated nurse who is responsible for first aid, emergency response, medication administration and minor illness care.

Health Conditions: Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a nurse and nursing plan are not in place.

Absences due to Illness: Follow these guidelines for when to keep your child home from school due to illness: if your child has a fever--over 100.4 degrees, is vomiting, has diarrhea, or has had these symptoms or other illness in a 24-hour period. Please notify the school of your child's symptoms/illness.

Extended Illness (Home Hospital): Services are available for students who are ill and anticipate being absent from school for four weeks or longer. For more information, contact your school nurse or counselor.

Medication at School: If a child requires oral medication, topical medication, eye drops, ear drops or nasal sprays, both prescription and non-prescription - during the school day, parents or guardians must return the completed District form to the child's school with written authorization and

directions from a licensed healthcare provider. Over the counter medication may also be prescribed by a Hazel Health provider for those students whose parents have provided consent to Hazel Health. Forms are available at schools and on the District website under [Health Services](#). School employees are not allowed to give medication to students except under very specific conditions and with appropriate training. Prescription medication must be provided in its prescription bottle with directions and non-prescription medication must be provided in the original manufacturer's container. The form and medication must be brought to school by a parent/guardian. Under no condition should any type of medicine be sent to school with the student, in lunches or with the bus driver. Students found with medication on them without self-administration forms on file in the office will be subject to discipline procedures.

Immunizations: In order to safeguard the school community from the spread of certain communicable diseases each student must present completed Certificate of Immunization Form (CIS), proof that a schedule of immunization has begun or a certificate of exemption before they can attend school. The most current immunization schedule can be found on the Department of Health's website at [this link](#). If, by the student's first day of enrollment, a student does not have documentation for immunizations he/she will be placed in a "conditional admittance" category. The parent or guardian has no longer than 30 calendar days from the student's first day of attendance to get any missing immunizations and/or provide documentation needed. Following proper notification, the school will exclude the student for noncompliance with the immunization laws, pursuant to the appeal process procedures outlined in Policy 3241. In the event of an outbreak of a particular disease, a child who has been exempted from a vaccine will be excluded from school. In accordance with Washington State Law, districts must make information available on Meningococcal and Human Papillomavirus diseases to parents or guardians of all students entering Grades 6-12. This information can be found on the District website under [Health Services](#).

Immunization Exemption Law: A Certificate of Exemption (COE) form signed by a Licensed Healthcare Provider (LHP) stating that the parent/guardian received information about the benefits and risks of immunization is now required for any type of exemption request (medical, religious, or philosophical). The District will not grant an exemption for philosophical or personal reasons from the measles, mumps, and rubella vaccine. The District will grant exemptions for religious reasons upon the parent/legal guardian's submission of a COE as follows.

- If a COE states the parent/legal guardian is a member in a religious body or church with beliefs or teachings that preclude a child from receiving medical treatment from a LHP, the LHP signature on the COE is not required.
- If the COE claims a religious reason, but does not state that the parent/legal guardian is a member in a religious body or church with beliefs or teachings that preclude a child from receiving medical treatment from a LHP, the LHP signature on the COE is required.

Highly Capable Program

Highly capable students are those who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community.

Nominators will use the [Highly Capable Referral Forms](#) to refer a student to be considered for admission in the program. The Teacher Information Form, Parent Information Form and Highly Capable Recommendation Form are all required as part of the referral process. Referrals for currently enrolled students (who the District has not tested in the previous two years) are accepted each spring, for the following school year. Students enrolled in the District after the annual open enrollment period each spring, may be tested during the first few weeks of school. After the September testing window, only students new to the District may be tested and admitted into the program throughout the year. Information can be found on the District website under [Teaching and Learning](#).

Nondiscrimination

The District provides 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 dog guide or service animal by a person with a disability. The District also provides 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. 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.

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer, Gudrun Sullivan at 253-983-2239 or gusullivan@steilacoom.k12.wa.us.

Release of Student Information

Throughout the year, the District releases news and information to families and the local community. As students participate in school related activities, photographs or video may be taken for use in the news media or District publications. Directory information can be made public without the consent of parents. Federal law allows the District to disclose some personally identifiable information about students without written consent. District procedure 3231P defines "student directory information" as:

Name, address, email address, phone	Dates of attendance	Height and weight (athletes)
Date and place of birth	Diplomas and awards	Participation in activities and sports

Photograph or video	Grade level	Most recent school/program attended
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Any parent/guardian or adult student who does not wish the District to disclose directory information without prior written consent, must notify the District in writing by **September 30, 2022**. Forms are available in each school office. If disclosure is not permitted, families may not receive some mailings that are routinely sent to students and their families from outside organizations, including notifications from government agencies and information about school pictures and yearbooks.

Release of Students During School Hours

Students will not be removed from school grounds, any school building or school function during school hours except by a person authorized according to District procedures. Before a student is removed or excused, the person seeking to remove the student must present evidence of his/her proper authority to remove the student. Exceptions will be made when protective custody is dictated by appropriate legal authorities and in specific legal circumstances according to Washington state law. If a student must be dismissed early:

- Provide note to attendance office stating time and reason for early dismissal.
- Check in with attendance office to sign student out. Staff will have student report to office.
- If student returns during school hours, the student must check-in with the attendance office.

Safety

The District has a comprehensive emergency plan modeled after the National Incident Management System. Yearly trainings are conducted, both at the District and school level, to keep staff prepared for emergencies. In addition, every school has monthly emergency drills. During an emergency situation, school officials must act quickly to secure school, safeguard students and staff, and communicate promptly. Parents can help by being [prepared](#) before an emergency arises.

COVID-19 Related Safety Expectations: The district will follow guidance provided by the [Washington State Department of Health](#) (DOH), the [Tacoma-Pierce County Health Department](#) (TPCHD),

[Washington State Labor and Industries](#) and the [Office of Superintendent of Public Instruction](#) (OSPI) in regards to all safety protocols for staff, students, and visitors who will be on-site during the current COVID-19 health crisis. This includes adherence to all face covering, physical distancing, cleaning and disinfecting and hygiene requirements. These expectations are continuously updated and students and families with questions or concerns should contact their building principal for support.

Security Cameras

The District supports the use of security cameras in public areas of our schools and on our student busses for maintaining school safety and security for students, staff and District property.

Sexual Harassment

The District is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school.

For the purpose of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature.

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not part of the

school staff or student body. Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. It is a violation of this policy to knowingly report false allegations.

Reports can be made to any school staff member or to the District's Title IX Compliance Coordinator, Gudrun Sullivan at 253-983-2238 or gusullivan@steilacoom.k12.wa.us. See Policy and Procedure 3205 for more information.

Student Records

District Policy and Procedure 3231 relates to Student Records. They provide that in order to protect the privacy of parents and students and to comply with the Family Education Rights and Privacy Act (FERPA) of 1974, the District will designate the following categories of personally identifiable information from students records as directory information: the student's name, photograph, address, email address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of member of athletic teams, diplomas and awards received, and the most previous school attended.

Federal law requires all school districts to comply with a request by a military recruiter or an institution of higher education for secondary students' names, address and telephone numbers, unless a parent, guardian or adult student has "opted out" of providing such information. It is the right of the parent or guardian of a student, or of any student who has attained the age of 18, to refuse to permit the designation of any or all of the above categories as directory information. Any such student or parent must notify the school district in writing of such refusal by **September 30, 2022**. Forms are available at each school office. Parents and eligible students (students over 18 years of age) have certain rights under FERPA including:

The right to inspect and review the student's education records within 45 days of the day the student's school receives a request for access. Parents or eligible students should submit to the school's principal or designee a written request that identifies the record(s) they wish to inspect. Arrangements will be made for access and the parent

or eligible student will be notified of the time and place where the records may be inspected. Schools are not required to provide copies of records unless, it is impossible for parents or eligible students to review the records. In such instances, schools may charge a fee for copies.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or eligible students may ask the student's school to amend a record on those bases. They should write the school's principal or designee to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record, as requested by the parent or eligible student, the principal/designee 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.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. See 34 CFR 99.31. One of these exceptions 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 unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a service or function for which the school would otherwise use its own employees (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. School officials have a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, a school also discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school and/or the District to comply with the requirements of FERPA.

Family Policy Compliance Office.
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
202-260-3887

Telecommunication Devices

The district strongly encourages students not to bring to school any telecommunication or other electronic device that may interfere with the creation and existence of a positive learning atmosphere. Because the district recognizes that many parents and students view these devices as valuable safety and communication, the District has implemented a revised policy 3245 in order to balance these interests with the need to provide for a safe learning environment. The policy requirements are as follows: While on school property or while attending school sponsored or school-related activities, students may possess and use personal telecommunication/electronic devices only in accordance with policy 3245.

These telecommunication/electronic devices include, but are not limited to, computers, pagers, smart watches, MP3 players and cellular/wireless phones, tablets, or any photographic and/or video devices. These devices may not be used in a manner that threatens academic integrity, disrupts the learning environment, violates the privacy rights of others, or harasses other students or staff. Any device used in such a manner or in violation of the conditions identified below may be confiscated.

Students in possession of telecommunication/electronic devices will observe the following conditions:

- A. Telecommunication/electronic devices can be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;
- B. Telecommunication/electronic devices will not be used to harass other students or staff,

to bully other students, or to disrupt the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual;

- C. Students will not use telecommunication/electronic devices of any kind in restrooms, locker rooms, or in any other location where individuals have an expectation of privacy at any time before, during, or after school on school premises or at any school-related activities;
- D. Students must have prior permission from an administrator or designee before recording photographs, video or audio during the school day, including during the student's lunch break;
- E. Students must have prior permission from an administrator or designee before recording photographs, video or audio on a school bus.
- F. Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, as defined in [RCW 9.68A.011](#), in electronic or any other form on a telecommunication/electronic device, 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 of staff and students. Any student who receives a sexually explicit message must immediately inform school administration of the message and only delete the message when instructed to do so by a school administrator or law enforcement officer;
- G. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunication/electronic device in a manner that violates the law or school rules, the official may confiscate the device, which

will only be returned to the student's parent or legal guardian;

- H. By bringing a telecommunication/electronic device to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
- I. Students are responsible for telecommunication/electronic devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school-sponsored events;
- J. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication/electronic devices; and
- K. Students who violate this policy will be subject to disciplinary action consistent with Policy 3241. Violations of this policy that constitute exceptional misconduct, such as use that harasses other students or staff or violates the privacy rights of others, may result in immediate suspension or expulsion.

When a school official has reasonable suspicions that a student is using a telecommunications device in a manner that violates the law or school rules, any confiscated device may only to be returned to the students parent or legal guardian.

Unexpected Housing Changes

Homelessness: Families sometimes experience unexpected hardship. If you lose your housing and think you may need to move away from your home school, please notify your child's home school before you move. We will work with you to keep your child(ren) in their home school. Contact your school counselor or the District's Homeless Liaison ([McKinney Vento](#)), Gudrun Sullivan at 253-983-2238 or gusullivan@steilacoom.k12.wa.us.

Visitors

Families and community members are welcome to visit our schools. The following guidelines are established to permit visitors with minimal disruption to the learning environment. (1) All visitors must sign-in at the office upon arriving at school, sign-out upon leaving and adhere to all safety guidelines. (2) A visitor who wishes to observe a classroom must arrange an appointment after the principal has conferred with the teacher. (3) The principal may withhold approval of a visit if events (such as testing) would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive the principal may withdraw approval.

Volunteers

Schools seek out volunteers for numerous activities from helping in the classroom to coaching one of our athletic teams. Individuals interested in volunteering must complete a Volunteer Application, which may include a fingerprinting requirement. The on-line application can be found on the District's website under For Families.

PROVISIONS APPLICABLE TO DISCIPLINE

See [Policy 3241](#) and [Procedure 3241](#)

Introduction

The purpose of this student discipline procedure is to implement the District's student discipline policy as adopted by the Board. These procedures are consistent with the Board's student discipline policy, as well as all applicable federal and state laws.

Engaging with Families & Language Assistance

The district is committed to improving meaningful two-way communication and promoting access to district programs, services, and activities for all students and families, including those with disabilities and limited English proficiency. The district will provide language assistance, including interpretation and translation services, for families who require these services.

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will 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, meeting, plans, proceedings, agreements, petitions, and decisions.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure and the district's MTSS framework with universal social emotional and behavioral supports. In accordance with WAC [392-400-110\(1\)\(e\)](#), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and other forms of discipline

- Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt or consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt restorative justice practices and other forms of discipline
 - Consider behavior agreement

- Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Attempt restorative justice practices and other forms of discipline
 - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate

- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day
Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, the District has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered (*all endnote references can be found in procedure 3421P*):

Behavioral Violation ⁱ & Severity Level ⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁱⁱⁱ	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^{iv}
Type Six Firearm ^v	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ^{vi}
Type Five Assault – II ^{vii}	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual assault ^{viii}	Level G	✓	✓	✓	No K–4	No K–4	Title IX Coordinator referral ^{ix}
Illicit drug distribution ^x	Level G	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral ^{xi}
Possession of a weapon ^{xii}	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Robbery ^{xiii}	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Assault of teacher ^{xiv}	Level G	✓	✓	✓	No K–4	No K–4	Classroom reassignment ^{xv} School-based threat assessment referral
Safety – II ^{xvi}	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Type Four Assault – I ^{xvii}	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Fighting with major injury ^{xviii}	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual harassment ^{xix}	Level F	✓	✓	✓	No	No	Title IX Coordinator referral

Behavioral Violation ⁱ & Severity Level ⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁱⁱⁱ	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^{iv}
Discriminatory harassment ^{xx}	Level F	✓	✓	✓	No	No	Civil Rights Coordinator referral ^{xxi}
Malicious harassment ^{xxii}	Level F	✓	✓	✓	No	No	School-based threat assessment referral
Arson ^{xxiii}	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Marijuana distribution ^{xxiv}	Level F	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol distribution ^{xxv}	Level F	✓	✓	✓	No	No	Prevention/intervention referral
Gang intimidation or activity ^{xxvi}	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Safety – I ^{xxvii}	Level F	✓	✓	✓	No K–4	No	School-based threat assessment referral
Type Three Bullying ^{xxviii}	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ^{xxix}
Fighting without major injury ^{xxx}	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use ^{xxxi}	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Marijuana possession or use ^{xxxii}	Level E	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral
Alcohol possession or use ^{xxxiii}	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution ^{xxxiv}	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Theft ^{xxxv}	Level E	✓	✓	✓	No	No	
Other – III ^{xxxvi}	Level E	✓	✓	✓	No	No	
Type Two Destruction of property ^{xxxvii}	Level D	✓	✓	✓	No K–4	No K–4	
Physical aggression ^{xxxviii}	Level D	✓	✓	No	No	No	
Tobacco possession or use ^{xxxix}	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate ^{xl}	Level D	✓	No	No	No	No	

Behavioral Violation ⁱ & Severity Level ⁱⁱ	Range of potential responses based on conditions, limitations, and interventions						
	Best practices ⁱⁱⁱ	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ^{iv}
Sexually inappropriate conduct ^{xli}	Level D	✓	✓	✓	No	No	
Disruptive conduct – II ^{xlii}	Level D	✓	No	No	No	No	
Other – II ^{xliii}	Level D	✓	No	No	No	No	
Type One Disruptive conduct – I ^{xliv}	Levels A–C	No	No	No	No	No	
Dress code ^{xlv}	Levels A–C	No	No	No	No	No	
Physical contact ^{xlvi}	Levels A–C	No	No	No	No	No	
Defiance ^{xlvii}	Levels A–C	No	No	No	No	No	
Disrespect ^{xlviii}	Levels A–C	No	No	No	No	No	
Academic dishonesty/plagiarism ^{xlix}	Levels A–C	No	No	No	No	No	
Property misuse ⁱ	Levels A–C	No	No	No	No	No	
Inappropriate language ⁱⁱ	Levels A–C	No	No	No	No	No	
Other – I ⁱⁱⁱ	Levels A–C	No	No	No	No	No	

The District will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

Staff Authority and Exclusionary Discipline

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. Staff have the

responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the Board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

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. The Superintendent designates disciplinary authority to impose in-school suspension, short-term suspension, long-term suspension, and emergency expulsion to school principals, assistant principals, and deans of students.

Exclusions from transportation or extra-curricular activities and detention

The Superintendent authorizes school principals, assistant principals, and deans of students to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention for not more than 30 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

The district will not administer other forms of discipline 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. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

Classroom exclusions

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational

process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. As stated in policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered 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 required notification and due process outlined in the procedures below.

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 other forms of discipline or 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.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) 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. Classroom exclusion under the behavioral violation category of "other" is insufficient.

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.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses 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:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the district's following grievance procedures.

Grievance procedures for classroom exclusion and other forms of discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, 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.

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.

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.

Suspensions and Expulsions

Suspension and expulsion – general conditions and limitations

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 administer discipline, including suspension and expulsion, in any manner related to 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 discipline, including suspension and expulsion, 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.

The district will provide 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 any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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. Suspension or expulsion under the behavioral violation category of “other” is insufficient.

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 discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

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 in accordance with WAC [392-400-610](#). The district will not suspend or expel a student from school for absences or tardiness.

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:

The Superintendent or designee grants a petition to extend a student’s expulsion under WAC [392-400-480](#); the change of setting is to protect victims under WAC [392-400-810](#); or other law precludes the student from returning to their regular educational setting.

In-school suspension and short-term suspension – conditions and limitation

The Superintendent designates school principals, assistant principals, and deans of students with the authority to administer in-school and short-term suspension. Before considering 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. Before administering in-school or short-term suspension, the district will consider the student’s individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension 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.

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 in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

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 academic term. 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.

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.

When administering an in-school suspension, school personnel will 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 will 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.

Long-term suspensions and expulsions – conditions and limitations

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.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. 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 behavioral violations that meet the definitions provided under RCW [28A.600.015](#) (6)(a) through (d), which include:

- A. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);
- B. Any of the following offenses listed in RCW [13.04.155](#), including:
 - 1. any violent offense as defined in RCW [9.94A.030](#), including:
 - a. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - b. manslaughter;
 - c. indecent liberties committed by forcible compulsion;
 - d. kidnapping;
 - e. arson;
 - f. assault in the second degree;
 - g. assault of a child in the second degree;

- h. robbery;
 - i. drive-by shooting; and
 - j. 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. Any sex offense as defined in RCW [9.94A.030](#), which includes any felony violation of chapter [9A.44](#) RCW (other than failure to register 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;
 - k. any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
 - l. unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
- 2. 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
- 3. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and

substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

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.

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.

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.

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.

Except for a firearm violation 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.

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 policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

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.

Suspensions and expulsions – initial hearing

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 and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to 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 student and parents understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

Suspensions and expulsions – notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

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 suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Emergency expulsions – conditions and limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

- 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.

The district may not impose an emergency expulsion solely for investigating student conduct.

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:

- 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
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

(a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and

(b) Provide the student and parents with notice and due process rights under WAC [392-400-430](#) through [392-400-480](#) appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Emergency expulsions – notice

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses 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.

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 must include:

- The reason the student's presence poses 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;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

Optional conference with principal

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.

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).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. 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 and discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

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.

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.

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:

- 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;
- 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
- 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.

In-school and short-term suspension appeal

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.

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:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- 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.

Long-term suspension or expulsion and emergency expulsion appeal

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:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- 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;
- 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

- Whether the district will offer a reengagement meeting before the appeal hearing.

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.

Hearings

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.

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 single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

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.

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).

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.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also 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.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

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.

For long-term suspension or expulsion, the presiding official(s) must 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 must include:

- The findings of fact;
- 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;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- 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
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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 must include:

- The findings of fact;
- A determination whether the student's presence continues 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;
- 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
- 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.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by 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.

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.

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.

- 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.
- 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.

- 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.

For long-term suspension or expulsion, the school board (or discipline appeal council) 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:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) 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:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence 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.
- 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 [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency expulsion was converted

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

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.

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 must include:

- A copy of the petition;

- 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
- 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.

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.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- 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
- 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;

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the 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.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) 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:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended, expelled or emergency expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- 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
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

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 online tutoring and asynchronous provision of instruction, designated personnel for students to access for additional help, behavior agreements, and Graduation Alliance for Steilacoom High School students who meet entry criteria. 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.

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.

For students subjected to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;

- 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
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subjected to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- 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:
 - 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
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

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](#).

Readmission

Readmission application process

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:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

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.

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 parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- 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

- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

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:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- 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.

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.

Behavior agreements

The district authorizes school principals, assistant principals, and deans of students 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 students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

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.

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:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall 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 teacher is assigned;
- 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.

Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
- **“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 actions that result in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“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.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“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.
- **“Emergency expulsion”** means the removal of a student from school because the student’s presence poses 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](#).
- **“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](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“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](#).
- **“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 must 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.

- **“School board”** means the governing board of directors of the local school district.
- **“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.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation 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.
 - **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 consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

Steilacoom Historical School District No. 1

District Administrative Center

511 Chambers Street

Steilacoom, WA 98388

www.steilacoom.k12.wa.us

Nondiscrimination Statement

Steilacoom Historical School District No. 1 provides equal access to all programs or activities without discrimination based on race, creed, religion, color, national origin, age, veteran or military status, sex, sexual orientation, gender expression or identity, marital status, 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. Allegations or concerns can be reported to Gudrun Sullivan at 511 Chambers Street, Steilacoom 98388, 253.983.2238 or gusullivan@steilacoom.k12.wa.us.
