



STEILACOOM HISTORICAL SCHOOL DISTRICT

FAMILY & STUDENT HANDBOOK

2023 - 2024



The best education for every student.

STEILACOOM
Historical School District No. 1

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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 Susanne Beauchaine, Executive Director of Human Resources, 511 Chambers Street Steilacoom, WA 98388 - 253-983-2222
sbeauchaine@steilacoom.k12.wa.us



Welcome Families

August 2023

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 2023-24 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

Your School Board

The Steilacoom Historical School District Board of Directors consists of five directors, elected by residents to govern the District. They are responsible for reviewing and adopting all 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.



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 school's expectations. 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.

Attendance/Truancy

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:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency removals 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;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. 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.

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.

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 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

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, "Harassment, Intimidation or Bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010, or other distinguishing characteristics, when the act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. "Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. The accompanying [procedure](#) differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images. This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

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, Susanne Beauchaine at 253-983-2222 or sbeauchaine@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.

Student Conduct on Buses

Any misconduct by a student, which in the opinion of the bus driver or bus supervisor, is detrimental to the safe operation of the bus may be cause for the principal to suspend the transportation privilege. Rules of conduct for students riding buses:

- A. Students will obey the driver and any aide assigned to the bus by the district. The driver is in full charge of the bus and passengers and will be obeyed. If an aide is assigned to the bus by the district, he/she will also be responsible for the safe operation of the bus. When transporting classes or teams, the teacher or coach will be primarily responsible for the behavior of the students. Students will obey the driver, aide, and the teacher, coach or other staff member.
- B. Students will ride only on their assigned bus unless written permission to do otherwise has been received by school officials.

- C. Students will not be permitted to leave the bus except at their regular stop unless written permission to do otherwise is received by school officials.
- D. Students assigned seats will use only that seat unless permission to change is authorized by the driver.
- E. Students will observe rules of classroom conduct while riding on buses. Noise will be kept down to avoid distracting the driver. Students will refrain from the use of obscene language or gestures.
- F. Students will not smoke or ignite lighters or matches on buses.
- G. Students will not eat on buses, except when specifically authorized and supervised by and accompanying teacher, coach or other staff member. Buses will be kept clean.
- H. Students will not open bus windows without the driver's permission.
- I. Students will not extend any part of their body out of bus windows at any time.
- J. Students will not carry or have in their possession items that can cause injury to passengers on the bus. Such items include, but are not limited to, sticks, breakable containers, weapons or firearms, straps or pins protruding from clothing, large, bulky items which cannot be held or placed between legs, etc. Books and personal belongings will be kept out of aisles.
- K. Students will not have animals on buses, except one providing assistance to a disabled student.
- L. Students will not sit in the driver's seat or to the immediate right or left of the driver.
- M. Students will refrain from talking to the driver unless necessary.
- N. Students will go directly to a seat once inside the bus and remain seated at all times unless the driver instructs otherwise.
- O. Students will get on/off the bus in an orderly manner and will obey the instructions of the driver or school safety individuals on duty. There will be no pushing and shoving when boarding or leaving the bus. Once off the bus, students will adhere to rules for pedestrians.
- P. Students will never cross the roadway behind a bus unless they use pedestrian crosswalks or traffic lights.
- Q. Students will stand away from the roadway curb when any bus is approaching or leaving a stop.
- R. Students going to and from their bus stops where there are no sidewalks will walk on the left-hand side of the roadway facing oncoming traffic. Students will go directly to their home after leaving the bus.
- S. Students will use lap belts on buses when available.
- T. Students will follow emergency exit drill procedures as prescribed by the driver.
- U. Students will not tamper with emergency doors or equipment.
- V. Students will remain quietly seated, not exhibit disruptive behavior and turn off all noise-making devices while on the bus.
- W. Parents of students identified as causing damage to buses will be charged with the cost of the incurred damage. Students causing the damage may be suspended from transportation.
- X. Student misconduct will constitute sufficient reason for suspending transportation privileges.

Disciplinary Procedures

Principals are responsible for correcting students whose abusive behavior results in a bus-incident report or violates the rules above. The principal or designee will provide supervision during bus arrival and departure times and receive reports (written and oral) from the drivers.

The principal will ensure that students comply with the specified regulations. Principals must maintain open lines of communication among school officials, bus drivers and the transportation department. When waiting for a bus, or going to and from a bus stop, students are responsible for conducting themselves according to the social and legal

mores that apply to adults in public. That is, they must not abuse or cause damage to private or public property; they must not use obscene language or gestures; they must not engage in criminal activity. Failure to adhere to these standards may result in formal complaints by citizens which may be forwarded to principals for possible corrective action.

Students provided with transportation are responsible for complying with the district's rules of conduct for students riding buses. Failure to adhere to these rules or abusive behavior towards the public, driver, fellow passengers or the vehicle constitutes justification for initiating corrective action against a student.

Abusive behavior on the part of a student riding a bus may result in a written report when, in the opinion of the driver or bus supervisor, there has been an infraction of the rules applicable to student conduct. The written report is the primary means by which a driver or bus supervisor communicates a student's conduct to the school and transportation department. This report, in most cases, reflects an infraction of rules which is repeated by the student after his/her having received previous oral warnings from the driver or bus supervisor. In order for drivers and bus supervisors to effectively maintain control on their buses, it is expected that action be exercised by principals when receiving such a report.

When a student's conduct constitutes an infraction of the rules, the driver or bus supervisor will complete a report on the student describing the incident or damage that occurred. The driver or bus supervisor will provide the student with a copy of the report, hand the original report to the principal and submit a copy to the transportation supervisor. The copy of the report concerning special education students will be given to the principal for disposition.

Upon receiving the report, the principal will investigate the circumstances surrounding the incident and take action according to Board Policy and Procedure 3241 – Student Discipline. The action taken by the principal will be annotated on the report and forwarded to the student's parent for signature. The transportation department will be notified.

Drivers may be advised to file assault and battery charges against students who physically assault them. Under no circumstances will the driver retaliate in kind and physically assault the student as this conduct may subject him/her to legal action.

The student or parent of a student who has been suspended from receiving transportation entitlements may appeal the principal's decision by submitting a written statement to the Superintendent or designee. The Superintendent or designee will render a decision after evaluating the issues and facts involved.

Student Bus Conduct Information 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.

Cell-Phone Use: Students and Telecommunication Devices

- A. [Procedure 3245](#) prohibits the following: sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or school activities on or off campus; while on school district property, during any recess, lunch or leave periods on or off school district property; or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related

individuals, the governance, climate or efficient operation of the school; or the educational process or experience.

- B. In addition, Policy 3245 prohibits uses of telecommunications devices in a manner that disrupts the learning environment, which means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
 2. Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.

Reporting Violations:

Any student, employee, parent or guardian or third party who has knowledge of conduct in violation of this policy or any student who feels he/she has been a victim of any violation of this policy will immediately report the concerns to:

- A. The building principal or his/her designee;
- B. A teacher who will be responsible for notifying the building principal or designee immediately if the matter cannot be adequately addressed by the teacher, or warrants administrative intervention;
- C. A counselor, who is responsible for notifying the building principal or designee immediately if the matter cannot be addressed by the counselor or is sufficiently serious to warrant administrative intervention; or
- D. The Superintendent of schools or designee.

Third parties include, but are not limited to, coaches, school volunteers, parents or guardians, school visitors, service contractors, or others engaged in district business or activities that are not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

Investigating: The principal or designee will be responsible for timely investigating a complaint made under this procedure. The investigation, witness statements and evidence will be documented along with the outcome of the investigation, and will be consistent with the procedures set forth in Procedure 3207P.

In the course of the investigation, administrative staff will not send, receive or unnecessarily view or transmit potentially illegal or inappropriate images or videos on either the district's or their personal electronic devices. The examination or viewing of the evidence/information will be limited to the extent necessary to determine that misconduct occurred.

Parent or Guardian Notification: Parents or guardians of all students identified in the report will be notified of the investigation and informed of their students' involvement in the incident.

Discipline: A school district may administer discipline for students whose behavior violates this policy. Law enforcement may also be notified when conduct may violate criminal laws.

The district will make reasonable attempts to assist students and/or parents or guardians to resolve concerns and issues prior to the use of the formal criminal complaint process. Assistance may include consultation, counseling, education, mediation, and/or other opportunities for problem-solving.

When administering discipline, the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions. The administrator will follow applicable district policies and procedures when determining the appropriate discipline for each circumstance.

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.

Education Ombudsman Awareness

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available).

Electronic Resources and Internet Safety

Acceptable Use

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network. All use of the network must support education and research and be consistent with the mission of the district. The district reserves the right to prioritize use and access to the system.

Acceptable network use by district students and staff include:

- A. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- B. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and webpages that support education and research;
- C. With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- D. Staff use of the network for incidental personal use in accordance with all district policies and procedures;
or

- E. Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district network after checking with the district IT director or building technology lead to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

Unacceptable network use by district students and staff includes but is not limited to:

- A. Personal gain, commercial solicitation and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the IT department or out of compliance with district policies and procedures.
- D. Support for or opposition to ballot measures, candidates and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- F. Unauthorized access to other district computers, networks and information systems;
- G. Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- H. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- J. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Each student and staff member has access to a password-protected personal folder on a fileserver in which they may save their work. This personal folder is for documents only and NOT for applications (programs, games, etc.) The personal folder of each student or staff member is his or her responsibility and the student or staff member are completely responsible for everything contained in the folder. Students or staff members may save work on USB flash drives in order to move files between computer systems they have at home and their personal folder at school. The District uses Microsoft Office Suite; students or staff members wishing to save documents and projects must use software that is compatible with our application software.

Internet Safety

Personal Information and Inappropriate Content:

- A. Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and
- D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision. Request and authorization to unblock a specific website or internet domain must come from a building or district administrator. The district has the capabilities for auditing users' email and web use.

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
- C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;
- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;
- E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.
- G. The district will provide a procedure for students and staff members to anonymously request access to internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Internet Safety Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response:

- A. Age appropriate materials will be made available for use across grade levels; and
- B. Training on online safety issues and materials implementation will be made available for administration, staff and families.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Ownership of Work

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such

work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password. The following procedures are designed to safeguard network user accounts:

- A. Change passwords according to district policy;
- B. Do not use another user's account;
- C. Do not insert passwords into e-mail or other communications;
- D. If you write down your user account password, keep it in a secure location;
- E. Do not store passwords in a file without encryption;
- F. Do not use the "remember password" feature of Internet browsers; and
- G. Lock the screen or log off if leaving the computer.

Student Data is Confidential

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

1. **No Expectation of Privacy** - The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:
 2. The network;
 3. User files and disk space utilization;
 4. User applications and bandwidth utilization;
 5. User document files, folders and electronic communications;
 6. E-mail;
 7. Internet access; and
 8. Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Social Networking/Web 2.0

Staff may incorporate: email, blogs, podcasts, video conferencing, online collaborations, PDAs, IMing, texting, Virtual Learning Environments and other forms of direct electronic communications (e.g. cell phones, PDAs, cameras) or Web 2.0 applications for educational purposes. It is the direct responsibility of the user to comply with this electronic resources policy, guidelines and agreement. Uses of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other Web 2.0 tools. Students using blogs, podcasts or other Web 2.0 tools are expected to act safely by keeping ALL personal information out of their posts. Comments made on school related blogs should follow the rules of online etiquette detailed above and will be monitored by school personnel.

Disciplinary Action

All users of the district's electronic resources are required to comply with the district's policy and procedures (and

agree to abide by the provisions set forth in the district's Acceptable Use Agreement). Violation of any of the conditions of use explained in the Acceptable Use Agreement, Electronic Resources policy or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

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.

Charge Policy

In order to allow students to receive nutritious meals, prevent over-identification of students with insufficient funds to pay for school meals, and maintain the financial integrity of the nonprofit school nutrition program, the district will establish a written meal charge process for students eligible for reduced price meals and students that are not eligible for meals. The meal charge policy will be communicated to households each year so that school district employees, families and students have a shared understanding of expectations regarding meal charges.

Unpaid Meal Charges

If a student has not paid for five or more previous meals, the school will:

1. Determine whether the student is categorically eligible for free meals;
2. If no application has been submitted for the student to determine his or her eligibility for free or reduced-price meals, make no fewer than two attempts to contact the student's parent or guardian to have him or her submit an application; and
3. Have a principal, assistant principal, school counselor, district fiscal, or food service contractor contact the parent or guardian for the purpose of:
 - a. Offering assistance with completing an application to determine the student's eligibility for free or reduced-price meals;
 - b. Determining whether there are any household issues that may prevent the student from having sufficient funds for school meals; and
 - c. Offering any other appropriate assistance.

No school or school district personnel or school volunteer may:

1. Take any action that would publicly identify a student who cannot pay for a school meal or for meals previously served to the student, including but not limited to requiring the student to wear a wristband, hand stamp, or other identifying markers, or by serving the student an alternative meal;
2. Require a student who cannot pay for a school meal or for meals previously served to the student to perform chores or other actions in exchange for a meal or for the reduction or elimination of a school meal debt, unless all students perform similar chores or work;
3. Require a student to dispose of an already-served meal because of the student's inability to pay for the meal or because of money owed for meals previously served to the student;
4. Allow any disciplinary action that is taken against a student to result in the denial or delay of a nutritionally adequate meal to the student; or
5. Require a parent or guardian to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

Communications for a school or school district about amounts owed for meals previously served to a student under the age of fifteen may only be directed to the student's parent or guardian. Neither this policy nor chapter 28A.235 RCW prohibits the district from sending a student home with a notification that is addressed to the student's parent or guardian.

Negative Balance Notification

A parent or guardian will be notified of a negative balance of a student's meal account no later than ten days after the student's school meal account has reached a negative balance. Within thirty (30) days of sending this notification, the district will exhaust all options to directly certify the student for free or reduced-price meals. Within these thirty days, while the district is attempting to certify the student for free or reduced-price meals, the student may not be denied access to a school meal unless the district determines that the student is ineligible for free or reduced-price meals.

If the district is unable to directly certify the student for free or reduced-price meals, the school district will provide the parent or guardian with a paper copy of, or an electronic link to, an application for free or reduced-price meals with the negative-balance notification described above and encourage the parent or guardian to submit the application.

The district's Meal Charge Policy will also address unpaid meal charges. Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Students with outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received. Students who have negative balances will not be able to purchase a la cart items.

The district will make reasonable, discrete efforts to notify families when meal account balances are low through use of Skyward or US mail. Families will be notified of an outstanding negative balance once the negative balance reaches \$10.00.

Negative balances of more than \$20.00 not paid prior to the end of the school year will be considered delinquent debt and will be turned over to the Superintendent or designee for collection. The district will make reasonable, discrete efforts to collect delinquent (overdue) unpaid meal charges, which is an allowable use of National School Food Service Account (NSFSA) funds, and will coordinate communications with families to resolve the charges. Options may include collection agencies, small claims court or any other collection method permitted by law and consistent with the Fair Debt Collection Practices Act.

District employees may use a charge account for meals, but may not have a negative balance. When an account reaches this limit, the employee will not be allowed to charge additional meals or a la carte items until the negative account balance is paid.

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. 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.

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.

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

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

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

Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

Formal Process for Resolution

Level One: Complaint to District

The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer shall provide the Superintendent with a full written report of the complaint and the results of the investigation.

The Superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an

extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the Office of the Superintendent of Public Instruction.

The decision of the Superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The Superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the Superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two – Appeal to the Board of Directors

If a complainant disagrees with the Superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the Superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of public instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the Superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

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

Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the

disposition, including any corrective measures instituted by the district, will be retained in the office of the compliance officer for a period of six years.

Gender-Inclusive Schools Policy ([District Policy 3211](#)): The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The Superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination (District Procedure 3211P).

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer, Susanne Beauchaine at 253-983-2222 or sbeauchaine@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

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, 2023**. 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.

Sexual Harassment

The procedure is intended to set forth the requirements of [Policy 3205](#), including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Responding to Notice of Sexual Harassment

The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment. This includes informal and formal reports made to any staff member. Upon notice of possible sexual harassment, staff will always notify the Title IX Coordinator. In addition, in the event of an alleged sexual assault, the school principal will immediately inform law enforcement and notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building, or
- Providing staff and/or student training.

In response to notice of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for individual alleged to have engaged in sexually harassing conduct.

Confidentiality

- The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.
- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Executive Director of Student Services for evaluation.
- The Executive Director of Student Services should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX and state law prohibit retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized.

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The Title IX Coordinator may also

conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.

- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Determining Whether to Incorporate Additional Title IX Complaint Procedures

The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations. Under Title IX, the term "sexual harassment" means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- "sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant's legal guardian, or by the Title IX Coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district's educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation implementing the additional Title IX procedures. **Skip to *Standard Complaint Process with Additional Title IX Requirements***. If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation without implementing the additional Title IX procedures. **Continue to *Standard Complaint Process***.

STANDARD COMPLAINT PROCESS

Acknowledging a Complaint - *Standard Complaint Process*

Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure in a language the complainant can understand.

Investigating a Formal Complaint - *Standard Complaint Process*

- Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the investigator will compile a full written report of the complaint and the results of the investigation.

Mediation - *Standard Complaint Process*

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures. Mediation must be conducted by a qualified and impartial mediator who may not:

- 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Superintendent's Response to a Formal Complaint - *Standard Complaint Process*

- The Superintendent or their designee will respond in writing to the complainant and the respondent within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the Office of the Superintendent of Public Instruction.
- The response of the Superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The Superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title

VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named respondent or respondent(s), the coordinator will provide the respondent(s) with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.

- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Resume “Standard Complaint Process” at Level Two - Appeal to Board of Directors.

STANDARD COMPLAINT PROCESS WITH ADDITIONAL TITLE IX REQUIREMENTS

The following sections outline the process the district will take to respond to complaints of sexual harassment under state law and Title IX.

Acknowledging a Formal Title IX Complaint

The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator’s possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will offer supportive measures to both parties.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent(s) and complainant:

- A copy of the school's discrimination complaint procedure in a language the parties can understand.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

Investigation of a Title IX Formal Complaint

The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district’s education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law (*See Standard Complaint Process*).

The district adopts preponderance of the evidence/clear and convincing evidence as the standard or proof it will use in reaching decisions regarding complaints. The district’s investigation of a Title IX complaint must:

- Include a prompt and thorough investigation into the allegations in the complaint.
- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.
- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX

A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with [Policy](#) and [Procedure 3241 – Student Discipline](#) and the associated student discipline regulations for emergency expulsion.

Title IX Informal Resolution Process

At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent; the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, the district provide reasonably prompt time frames for the informal resolution process; and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process. The district will not offer an information resolution process unless a formal complaint is filed.

Superintendent's Response to a Formal Title IX Complaint

At the conclusion of the investigation, the decision-maker (Superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date.

The Superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- A summary of the results of the investigation;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- If sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and
- Notice of the parties' right to appeal to the school board and the necessary filing information.

The Superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. At the time the district responds to the parties, the district must send a copy of the response to the Office of the Superintendent of Public Instruction.

Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

Level Two - Appeal to Board of Directors

Notice of Appeal and Hearing

- If the complainant or respondent(s) with the Superintendent's or designee's written decision, the disagreeing party may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- If the complaint involves a named respondent, the District will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.
- The district will ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- The district will ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the Superintendent or for good cause.
- Both parties will be allowed a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination.

Board Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The written decision will describe the result of the appeal and the rationale for the result.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.
- The decision will be provided in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction (OSPI) may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the Superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing, State Requirement

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

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

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

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination ([RCW 49.60](http://www.wa.gov/rcw4960)), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

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

Investigation Recordkeeping

The district will maintain, for a period of 7 years, records of all sexual harassment investigations. The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary

sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility. The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this procedure and the corresponding policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of their responsibilities when on notice of sexual harassment, of the formal complaint procedures, and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- 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.

Reports can be made to any school staff member or to the District's Title IX Compliance Coordinator, Susanne Beauchaine at 253-983-2222 or sbeauchaine@steilacoom.k12.wa.us. See Policy and Procedure 3205 for more information. When administering discipline, the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions. The administrator will follow applicable district policies and procedures when determining the appropriate discipline for each circumstance.

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.

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.

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. 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:

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.

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.

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.

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 removal 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 removal 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 removals – 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 removal solely for investigating student conduct. For purposes of determining sufficient cause for an emergency removal, 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 removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency removal 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 removals, 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 removal.

Emergency removals – notice

After an emergency removals, 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 removals, 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 removals, including the date on which the emergency removals will begin and end;
- The opportunity to receive educational services during the emergency removals;
- 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 removals, 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 removals, 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 removals have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removals 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 removals, 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 removals appeal

For long-term suspension or expulsion and emergency removals, 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 removals 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 removals, 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 removals, 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 removals or convert the emergency removals to a suspension or expulsion. If the district converts the emergency removals 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 removals 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 removals. 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 removals, 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 removals, 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 removals has not yet ended or been converted, whether the district will end the emergency removals or convert the emergency removals to a suspension or expulsion. If the district converts the emergency removals 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 removals 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 removal 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 removal.

For students subjected to suspension or emergency removal 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 removal; 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 removal and periodically thereafter until the suspension or emergency removal 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 removal”** 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 removal, 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 removals. 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.

MINOR BEHAVIORAL VIOLATIONS AND RESPONSES

(Response to minor behaviors typically start with teachers/staff)

Minor Behavior Violations TYPE ONE	Level A Response Continuum Behavioral Violation Initially Occurs	Level B Response Continuum Unsuccessful Level A responses or repeated violation during the same school day	Level C Response Continuum Unsuccessful Level A and B responses or repeated violations during the same school day
<ul style="list-style-type: none"> • Disruptive conduct – I • Dress code • Physical contact • Defiance • Disrespect • Academic dishonesty/plagiarism • Property misuse • Inappropriate language • Other – I 	<p>Teacher or school personnel:</p> <ul style="list-style-type: none"> • 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 	<p>Teacher or school personnel:</p> <ul style="list-style-type: none"> • 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 	<p>Teacher or school personnel:</p> <ul style="list-style-type: none"> • 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

Disruptive conduct – I refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

Dress code refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642](#) RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including “protective hairstyles” such as afros, braids, locks, and twists.

Physical contact refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

Defiance refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

Disrespect refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

Academic dishonesty/plagiarism refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of district policy.

Property misuse refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

Inappropriate language refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

Other – I refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations.

MAJOR BEHAVIORAL VIOLATIONS AND RESPONSES

Level D Response Continuum (TYPE TWO)	Behavioral Violation & Severity Level TYPE TWO	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School Suspension (OSS- Long)	Expulsion	School referrals and protocols
<ul style="list-style-type: none"> • 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 ; (1) Use school referrals and protocols as appropriate; (2) Attempt restorative justice practices and other forms of discipline (3) Consider in-school suspension as appropriate (if allowable) • Document all referrals, other forms of discipline attempted, and actions 	Destruction of property	✓	✓	✓	(No K-4)	(No K-4)	
	Physical aggression	✓	✓				
	Tobacco possession or use	✓	✓	✓			Prevention and Intervention Referral
	Failure to cooperate	✓					
	Sexually inappropriate conduct	✓	✓	✓			
	Disruptive conduct – II	✓					
	Other – II	✓					

Destruction of property refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

Physical aggression refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

Tobacco possession or use refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

Failure to cooperate refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

Sexually inappropriate conduct refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

Disruptive conduct – II refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

Other – II refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations.

Level E Response Continuum (TYPE THREE)	Behavioral Violation & Severity Level TYPE THREE	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School Suspension (OSS- Long)	Expulsion	School referrals and protocols
<ul style="list-style-type: none"> 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; (1) Follow mandatory school referrals and protocols(2) Attempt restorative justice practices and other forms of discipline (3) Consider behavior agreement (4) Consider suspension as appropriate Document all referrals, other forms of discipline attempted, and actions 	Bullying	✓	✓	✓			HIB Compliance Officer referral
	Fighting without major injury	✓	✓	✓			School-based threat assessment referral
	Illicit drug possession or use	✓	✓	✓	(No K-4)	(No K-4)	Prevention and Intervention Referral
	Marijuana possession or use	✓	✓	✓	(No K-4)	(No K-4)	Prevention and Intervention Referral
	Alcohol possession or use	✓	✓	✓			Prevention and Intervention Referral
	Tobacco distribution	✓	✓	✓			Prevention and Intervention Referral
	Theft	✓	✓	✓			
	Other – III	✓	✓	✓			

Bullying refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW [28A.600.477](#)(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

Fighting without major injury refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110](#)(4).

Illicit drug possession or use refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.

Marijuana possession or use refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.

Alcohol possession or use refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

Tobacco distribution refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

Theft refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

Other – III refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations.

Level F Response Continuum (TYPE FOUR)	Behavioral Violation & Severity Level TYPE FOUR	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School Suspension (OSS- Long)	Expulsion	School referrals and protocols
<ul style="list-style-type: none"> 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; (1) Follow mandatory school referrals and protocols(2) Attempt or consider restorative justice practices and other forms of discipline (3) Consider behavior agreement (4) Consider suspension or expulsion (if allowable) as appropriate Document all referrals, other forms of discipline attempted or considered, and actions 	Assault – I	✓	✓	✓			School-based threat assessment referral
	Fighting with major injury	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Sexual Harassment	✓	✓	✓			Title IX Coordinator referral
	Discriminatory harassment	✓	✓	✓			Civil Rights Coordinator referral
	Malicious harassment	✓	✓	✓			School-based threat assessment referral
	Arson	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Marijuana distribution	✓	✓	✓	(No K-4)	(No K-4)	Prevention and Intervention Referral
	Alcohol distribution	✓	✓	✓			Prevention and Intervention Referral
	Gang intimidation or activity	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Safety – I	✓	✓	✓	(No K-4)		School-based threat assessment referral

Assault – I refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#).

Fighting with major injury refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of “substantial bodily harm” or “great bodily harm” RCW [9A.04.110](#)(4) which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “[serious bodily injury](#)”

Sexual harassment refers to behavioral violations that meet the definition of an offense under RCW [28A.640.020](#)(2)(f) and WAC [392-190-056](#).

Discriminatory harassment refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity or expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

Malicious harassment refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).

Arson refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).

Marijuana distribution refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50](#) RCW.

Alcohol distribution refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

Gang intimidation or activity refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

Safety – I refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.

Level G – Administrator continuum of responses (TYPE FIVE)	Behavioral Violation & Severity Level	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School Suspension (OSS- Long)	Expulsion	School referrals and protocols
<ul style="list-style-type: none"> 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; (1) Consider restorative justice practices and other forms of discipline (2) Consider behavior agreement (3) Consider suspension or expulsion (if allowable) as appropriate Document all referrals, other forms of discipline attempted or considered, and actions 	Assault – II	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Sexual assault	✓	✓	✓	(No K-4)	(No K-4)	Title IX Coordinator referral
	Illicit drug distribution	✓	✓	✓	(No K-4)	(No K-4)	Prevention and Intervention Referral
	Possession of a weapon	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Robbery	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Assault of teacher	✓	✓	✓	(No K-4)	(No K-4)	Classroom reassignment School-based threat assessment referral
	Safety – II	✓	✓	✓	(No K-4)	(No K-4)	School-based threat assessment referral
	Firearm						Mandatory

Assault – II refers to behavioral violations that meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “[serious bodily injury](#)” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

Sexual assault refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030](#)(47).

Illicit drug distribution refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50](#) RCW.

Possession of a weapon refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).

Robbery refers to behavioral violations that meet the definition of an offense under RCW [9A.56.190](#) and RCW [9A.56.200](#) or RCW [9A.56.210](#).

Assault of teacher refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC [392-400-810](#)(1) and RCW [28A.600.460](#)(2)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “[serious bodily injury](#)” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

RCW [28A.600.460](#)(2) provides that a student who commits an offense under that statutory provision “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.”

Safety – II refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering expulsion under WAC [392-400-445](#)(2) but that does not constitute a *Type Five* behavioral violation under any other category.

Firearm refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#); WAC [392-400-820](#)(1); RCW [28A.600.420](#)(1).