

# Table of Contents

## Academics

- GRADING SCALE
- GRADUATION REQUIREMENTS
- PASS/FAIL POLICY
- REPORT CARDS
- RETAKING A CLASS
- SCHEDULE CHANGES
- CREDIT RECOVERY/ ASSIST/  
SUMMER SCHOOL

## Attendance

- ATTENDANCE POLICIES
- ATTENDANCE PROCEDURES
- CHECK IN/OUT PROCEDURE
- EXCUSED ABSENCES
- UNEXCUSED ABSENCES
- ATTENDANCE & PARTICIPATION IN  
AFTER-SCHOOL ACTIVITIES
- ATTENDANCE & MAKEUP WORK
- PRE-ARRANGED ABSENCE  
PROCESS
- SKIPPING
- TARDY POLICY
- TARDY PROGRESSIVE DISCIPLINE
- CLOSED CAMPUS
- END OF SCHOOL DAY
- EARLY OUT FROM SCHOOL YEAR

## Student Services

- AWARDS
- BALLOONS & LIFE-THREATENING  
ALLERGIES
- BULLETIN BOARDS
- DAILY BULLETIN
- DELIVERY OF ITEMS TO STUDENTS
- FEE SCHEDULE
- FINES
- FIRE/EMERGENCY DRILLS
- HEALTH ROOM
- LOCKERS
- LOST AND FOUND
- LUNCH
- MEDICATION
- CHECKING A STUDENT OUT

## Activities and Athletics

- ATTENDANCE & PARTICIPATION IN  
AFTER-SCHOOL ACTIVITIES
- ACTIVITY/ATHLETIC  
TRANSPORTATION TO EVENTS
- ASB ACTIVITY STICKER
- STUDENT GOVERNMENT
- ASB & CLASS OFFICERS
- CLUBS
- DANCES
- FORMAL/SEMIFORMAL DANCES
- DANCE PASSES
- ATHLETICS
- ATHLETIC ELIGIBILITY

## Student Conduct

- BEHAVIOR PHILOSOPHY
- SUPPORTING STUDENTS USING  
OTHER FORMS OF DISCIPLINE
- DISCRIMINATION AND HATE SPEECH  
15
- HOCKINSON SCHOOL DISTRICT  
SECONDARY SCHOOLS DRESS  
CODE POLICY
- DRESS CODE PROGRESSIVE  
DISCIPLINE
- ELECTRONIC POLICY AND  
PROGRESSIVE DISCIPLINE
- OTHER STUDENT CONDUCT  
VIOLATIONS

## Student Discipline

- DISCIPLINE SUPPORT TABLE
- STUDENT DUE PROCESS
- DEFINITIONS
- ENGAGING WITH FAMILIES &  
LANGUAGE ASSISTANCE
- STAFF AUTHORITY AND  
EXCLUSIONARY DISCIPLINE
- CLASSROOM EXCLUSIONS
- GRIEVANCE PROCESS FOR OTHER  
FORMS OF DISCIPLINE AND  
CLASSROOM EXCLUSION
- SUSPENSION AND EXPULSION –  
GENERAL CONDITIONS AND  
LIMITATIONS
- SHORT-TERM SUSPENSION
- LONG-TERM SUSPENSIONS AND  
EXPULSIONS

DIVERGENCE BETWEEN  
LONG-TERM SUSPENSION AND  
EXPULSION  
EMERGENCY EXPULSIONS  
APPEAL, RECONSIDERATION, AND  
PETITION  
    OPTIONAL CONFERENCE WITH  
    THE PRINCIPAL  
APPEALS  
    Requesting appeal  
    Short-term suspension  
    appeal  
    Long-term suspension or  
    expulsion and emergency  
    expulsion appeal  
    Hearings  
    Reconsideration of appeal  
    Petition to extend an  
    expulsion  
    Notice  
    Review and Reconsideration  
    of extension of expulsion  
EDUCATIONAL SERVICES  
READMISSION  
RE-ENGAGEMENT

## **STUDENT HEALTH**

STUDENT HEALTH INVENTORY (HSD  
POLICY 3414)  
ASTHMA/ANAPHYLAXIS (HSD  
POLICIES & PROCEDURES 3419 AND  
3420)  
STUDENTS WITH  
LIFE-THREATENING ALLERGIES  
(HSD POLICY AND PROCEDURE  
3413)  
LIFE-THREATENING HEALTH  
CONDITION (HSD POLICY 3413)  
HEAD LICE (HSD POLICY &  
PROCEDURE 3414)  
HEALTH ROOM  
IMMUNIZATIONS (HSD POLICY &  
PROCEDURE 3413)  
KEEPING ILL CHILDREN HOME  
OVER-THE-COUNTER OR  
PRESCRIBED MEDICATION AT  
SCHOOL (HSD POLICY AND  
PROCEDURE 3416)  
NUTRITION GUIDELINES

## **Appendix A**

ASBESTOS PLAN  
CHILD ABUSE PREVENTION (HSD  
PROCEDURE 3421)  
CHILD IDENTIFICATION  
PROCEDURES (HSD PROCEDURE  
2161)

CONFIDENTIALITY - FERPA (HSD  
PROCEDURE 3235)  
DISTRICT ATTENDANCE AREA  
TRANSFERS (HSD PROCEDURE  
3131)  
DRUG-FREE SCHOOLS (HSD POLICY  
5201)  
LEGISLATION REGARDING MILITARY  
RECRUITERS (HSD POLICY &  
PROCEDURE 4260)  
NON-DISCRIMINATION TITLE IX (HSD  
POLICY & PROCEDURE 3210)  
RELEASING INFORMATION  
PESTICIDES (HSD POLICY &  
PROCEDURE 6895)  
HARASSMENT (HSD POLICY &  
PROCEDURE 3207)  
SEXUAL HARASSMENT (HSD POLICY  
& PROCEDURE 3205)  
STAFF INTERVENTION (HSD POLICY  
3207)  
INCIDENT REPORTING AND  
INVESTIGATIVE PROCESS (HSD  
PROCEDURE 3207)  
FALSE REPORT (HSD POLICY &  
PROCEDURE 3207)  
TITLE I / LAP – PARENT  
INVOLVEMENT POLICY –  
ELEMENTARY SCHOOLS (HSD  
POLICY 4130)  
LIMITING IMMIGRATION  
ENFORCEMENT IN SCHOOLS - (HSD  
POLICY & PROCEDURE 4300)

## **Appendix B**

HOCKINSON SCHOOL DISTRICT NO.  
117 SCHOOL BUS SAFE RIDING  
RULES

## **Appendix C**

ABSENCES & TRUANCY (HSD  
POLICY & PROCEDURES 3122 &  
3241)  
DEFINITIONS OF STUDENT  
MISCONDUCT (HSD PROCEDURE  
3241)  
GUIDELINES FOR CELLULAR PHONE  
USE (HSD POLICY & PROCEDURE  
3245)  
NETWORK USE AND INTERNET  
SAFETY (HSD POLICY, PROCEDURE  
& FORM 2022)  
PROHIBITED STUDENT CONDUCT &  
EXCEPTIONAL MISCONDUCT  
DEFINITIONS (HSD POLICY &  
PROCEDURE 3241)  
STUDENT SELF-MANAGEMENT

# Academics

## COLLEGE and CAREER CENTER

### GRADING SCALE

### GRADUATION REQUIREMENTS

1. Earn 24 [graduation credits](#) and pass all required classes.
2. Complete and pass the senior project.
3. Meet the requirements of at least one graduation pathway option described in HSD Board Policy 2410P.
4. Complete the High School and Beyond Plan.
5. Have a full load of classes.

### PASS/FAIL POLICY

A student may opt to take a class on a Pass/Fail basis (core classes required for graduation cannot be taken pass/fail). The student must request this option in writing, using the Pass/Fail request form, from a counselor **no later than the last day of the first six weeks of the semester**. The student must obtain at least a 60% in the course in order to pass. Pass grades are not computed in the student's grade point average. If the student fails the class, the failing grade will be computed into the student's grade point average. A maximum of two elective class credits may be taken on a Pass/Fail basis during high school (9th - 12th grades). Within the first six weeks of the semester (before the first grading period), a teacher, with consent of the parent, may initiate a request to give the student a Pass/Fail grade. A student may sign-up for one or two semesters initially and may drop the second semester Pass/Fail request if they do so before the second semester deadline. Note: Teacher Aide classes are graded Pass/Fail.

### REPORT CARDS

Report cards are distributed six times each year- every six weeks. The first and second six-weeks of each semester are progress reports. These grades are not final. Progress report cards are available online through Skyward Family Access. Please contact your student's counselor for information on how to electronically access this program. HHS uses a semester grading system. This means the grades earned at the end of the first and second semesters are transcribed final grades.

As is required by district and state policy, at the beginning of the semester each teacher shall prepare in writing and distribute his/her grading policy. The policy shall include use of participation points(if any) and the impact that tardies, absences, participation, and behavior may have on grades. The definition of unexcused tardies and expected behaviors will be clearly stated.

### RETKING A CLASS

A student may attempt to improve the grade of a course previously passed or failed by retaking the course at Hockinson High School. Students may take the course at another facility provided they receive prior approval through the counselor and administrator. Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation. Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point average. Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. All attempts stay on the transcript. WAC 180-57-055.

### SCHEDULE CHANGES

What if you want to change your schedule? During forecasting, counselors shared that our school is staffed based on students' request for courses. As such, after orientation, student schedules will be changed on a very limited basis. Reasons for schedule changes are limited to the following extenuating circumstances:

- A student has a gap in their schedule
- A student is missing a prerequisite course on their schedule
- A student is missing a year long class (exp. choir, leadership, etc.) from their schedule
- A student has two different teachers listed for same course on their schedule

That's it! This process is to limit schedule changes to decrease the disruption to classes so that teachers can begin meaningful instruction and students can start learning from day one. Any request beyond the reasons listed above requires approval from the Principal and will include a meeting between the family, administrator, and teacher.

## CREDIT RECOVERY/SUMMER SCHOOL

We also offer opportunities for students to successfully earn credits through credit recovery and Summer School options. Please see your school counselor for details on these options to recoup credits. Here are a couple details you should be aware of for these options:

A student must have attempted and failed a course to be eligible for these options.

## Attendance

Hockinson High School and the State of Washington maintain that attendance is essential in every class in order for students to have the maximum opportunity for success. The classroom environment promotes a student-teacher and student-classmate(s) relationship. Many learning activities cannot be effectively reproduced outside the classroom environment. Daily attendance and participation in class is also preparation for the world of work in which attendance is required to fulfill job responsibilities. Our policies help establish student accountability, meet current laws, and prepare students to become reliable members of the workforce.

### ATTENDANCE POLICIES

1. A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or absence upon the basis that the student's attendance and/or participation is related to the instructional objectives or goals or the particular subject or course and (b) the student's attendance and/or participation has been identified by the teacher as the basis for grading in whole or part, in the particular subject or course.
2. State law not only requires students to be in school, it also requires the school to take action with students and parents when students do not attend. The action may begin with a simple contact made by either the school or the parent to verify mutual knowledge of an absence. In the case of a student with identified attendance problems, further action may be required. Typical actions which are taken include the following: conferences between students, parents, counselors, teachers, and/or school administrators; rearrangement of students' schedules; attendance contracts; and filing of truancy petitions with the juvenile court.
4. If a student is absent for five (5) consecutive days or more due to illness or health conditions, the school requires a note from your doctor/health provider, or the absence will be classified as unexcused. These same criteria will apply for any pattern of excessive absences.
5. UNDER WASHINGTON STATE COMPULSORY ATTENDANCE LAW, PARENTS OR GUARDIANS HAVE THE PRIMARY RESPONSIBILITY FOR KEEPING THEIR STUDENTS IN REGULAR ATTENDANCE. It is the responsibility of the school to provide instruction and to inform parents of absences. There are several routine steps that are built into normal school procedures to notify students and the parents that attendance may be a problem. If we are unable to make phone or personal contact, parents will at least be contacted by mail. In the case of unexcused absences, parent conferences may be necessary.
6. If a student is absent from school for ten (10) consecutive school days without any contact from his/her parent/guardian, the school shall send to the parent/guardian, a written notice of intent to withdraw the student from school unless within five (5) additional school days from the date of mailing, the student returns to school or the parent contacts the school. Rights of students to seek readmission after such withdrawal shall be in accordance with District policy.

### ATTENDANCE PROCEDURES

Returning to school from an absence:

1. Upon coming or returning to school from a partial day's absence (more than 10 minutes late to school is included), students will report to the Attendance Office prior to reporting to class TO OBTAIN AN ADMIT SLIP WHETHER THEY ARE EXCUSED OR UNEXCUSED.
2. Upon returning to school from a full day's absence, a signed note from the student's parent/guardian stating the exact reason for and date(s) of the student's absence will be submitted to the Attendance Office. A telephone call, voicemail, ParentSquare or Skyward message from the parent/guardian will be accepted in lieu of a note.
3. Students will have three days upon returning from an absence to excuse their absence. **If the absence is not excused within this three-day period, it will be classified as unexcused (truancy).**

### CHECK IN/OUT PROCEDURE

1. Once the student has arrived on campus and until sixth period is completed, no student may leave or come back to campus without checking through the Attendance Office.
2. Students must have a note from a parent, or parental contact with the office, in order to obtain a check out slip from the Attendance Office. **Failure to obtain an official check-out slip from the Attendance Office before leaving campus will result in discipline.** Notes/calls will not

prevent the assignment of detention to students for failing to check out according to school procedure.

**Early Dismissal from the school day:** Notes for early dismissal for appointments must be presented to the Attendance Office before first period on the morning of the day the student plans to leave early. The attendance clerk will issue a slip to dismiss the student from class at the appointed time. The student will go to the Attendance Office and check out at the approved time.

## EXCUSED ABSENCES

Students with excused absences will be able to make up work assigned while they were absent. Typical examples of excused absences are as follows: illness, health condition, doctor/dental appointments, religious observation, funeral, serious injury to immediate family, disciplinary action, school activity, administrator approved pre-arranged absences, emergency situations authorized by school officials, and approved conferences (school, police, DSHS, PO).

## UNEXCUSED ABSENCES

An unexcused absence will result from failing to meet the requirements stated above for an excused absence. Any assignments missed as a result of an unexcused absence cannot be made up. Receiving an unexcused absence will also result in school discipline if the absence is not excused by a parent. Typical examples of unexcused absences are as follows: overslept, car trouble, needed at home, missed the bus, had to wait for a ride, transporting family to school, personal reasons (unless cleared by school officials), leaving campus unexcused, or no reason given for the absence.

## ATTENDANCE & PARTICIPATION IN AFTER-SCHOOL ACTIVITIES

Any student participating in any activity shall be expected to attend and participate in all classes on the day of the scheduled activity. On any school day students must be in attendance all day to participate in practice. In the case of weekday scheduled activities, attendance in all classes the following day is also expected. In the cases of weekend scheduled activities, attendance in all classes the previous Friday is also expected. Failure to comply with these attendance regulations will result in a student being declared ineligible and not allowed to participate in the next scheduled activity. Exceptions to this rule may be made by the building administration. Students who miss school during the day because of suspension of any kind are not allowed to participate in after-school activities.

## ATTENDANCE & MAKEUP WORK

The student is expected to make up the work missed due to an excused absence. Students have the number of days equal to the absence to turn in make-up work unless the assignment was given a week or more before the absence or other arrangements have been made with the teacher. Students absent from classes because of school sponsored activities will not lose participation points in those classes.

Any assignments missed as a result of an unexcused absence cannot be made up.

## PRE-ARRANGED ABSENCE PROCESS

The school does not encourage parents to take children out of school during the school year. When a student is going to be out of school for an acceptable reason and it is known in advance, the parent/guardian must make a request in writing to pre-excuse the absence. No matter the reason for the absence, we will try to work with parents providing we stay within the scope of State law and school policy. Please remember that Washington State law requires that students be making regular academic progress in order to be excused by this process. We may have no choice but to deny a pre-excused absence to a student if the student is doing poorly in school. The purpose of the pre-arranged absence process is to notify the student, parents, and school officials of the effect an extended absence will have on class work and to notify teachers of a student's attendance status. **Give the school at least one day's prior notice for each day of planned absence.** For example, if your child will miss three days of school, contact the school at least three days prior to the absence.

1. The pre-arranged absence approval request form may be obtained from the Attendance Office. 2. The form would then be taken by the student to be signed by his/her teachers. Teachers will make necessary comments regarding the effect the absence will have on the student's progress.
3. The student will then submit the form to the appropriate grade-level administrator for approval/denial.
4. Parents are to contact the school and review, if necessary, the effect an extended absence will have on the student's progress.
5. Last minute emergency situations may be pre-arranged by the parent contacting the school by telephone.
6. Students who do not obtain a pre-arranged absence will face the possibility of the absence being considered "unexcused" and may be assigned discipline.
7. School sponsored pre-arranged absence forms must be turned in to the Attendance Office three days prior to the date of the activity unless arrangements have been made by the teacher or

advisor.

8. When a teacher or coach arranges for a group of students to be absent, the teacher or coach will provide a 3-day advanced written notice of the students involved to administration, other classroom teachers, and the attendance office.
9. The student is expected to make up the work missed due to the absence. Students have the number of days equal to the absence to turn in make-up work unless the assignment was given a week or more before the absence or other arrangements have been made with the teacher. Students absent from classes because of school sponsored activities will not lose participation points in those classes.
10. A student who does not attend the school-related pre-arranged activity will be reported absent by the teacher/coach. A written list of students who were in actual attendance at the school sponsored event will be provided to the attendance office by the teacher/coach immediately prior to departure and immediately upon return to school.

## SKIPPING

Skipping class is considered an unexcused absence and will not be tolerated. In all such situations, students will not be allowed to participate in extracurricular and after-school activities, and may face the consequence of removal from student government and certain classes in which student trust and reliability are mandatory. For each occurrence of skipping, an attempt at parent notification will be made. The student will be referred to administration for consequences when skipping class.

- 1st Offense: Assigned conference period
- 2nd Offense: Detention and assigned conference period
- 3rd Offense: 2 Detentions
- 4th Offense: Saturday School
- 5th Offense: Progressive discipline

***NOTE: ARRIVING TO CLASS 10 OR MORE MINUTES LATE WITHOUT A VALID EXCUSE WILL CONSTITUTE AN "UNEXCUSED ABSENCE."***

## TARDY POLICY

Tardy is defined as not being in the assigned classroom or seat (as defined and communicated by the classroom teacher) when the tardy bell has stopped ringing. Students arriving late to class must present a note from a staff member if they have been held late and don't want to be considered tardy.

Unexcused tardies may include the following: returning to the office for an admit slip; returning to a locker to get supplies, books, or assignments; oversleeping; locker not opening; not hearing the bell; traffic, no ride, and having to talk with someone. Individual teachers will work with students to help them learn the importance of punctuality and the consequences for not being punctual.

Student Responsibilities include:

1. Make a habit of being punctual.
2. Present a pass from a staff member to excuse a tardy.
3. Do not interrupt classroom activities if late.

Teacher Responsibilities include:

1. Inform students of your classroom tardy policy at the start of the course.
2. Make students accountable for being on time.
3. Make sure the tardy is entered in Skyward.
4. Follow the building tardy policy consistently.
5. Notify parents and the school administration of tardy problems.

## TARDY PROGRESSIVE DISCIPLINE

1st Tardy—Verbal Warning from teacher

2nd Tardy—Conference period with teacher

3rd Tardy—Parent contact between student, teacher and parent to develop a plan to eliminate tardiness

4th Tardy—Administrative referral, one detention

5th Tardy—Administrative referral, progressive discipline

Repeat Violations: Administrative referral resulting in exponentially increasing lunch or after-school detention(s) or Saturday School for each and every subsequent incidence of tardiness

## CLOSED CAMPUS

The Hockinson School District maintains a closed campus. Students are restricted to campus for the duration of the school day. Any student who needs to leave campus during the school day must get prior approval from the attendance office, which includes parent/guardian and school authorization. Students may not be in parking areas or vehicles during school hours.

***\*Seniors, there is a new off-campus policy specifically for you!***

## END OF SCHOOL DAY

The school day ends at 3:30 PM. **After 3:36 PM, students should be on campus only if they are involved in an organized school activity under the supervision of staff.** You may not wander the building or be in the school building without a particular reason having to do with school business.

# Student Services

Our building administrators are interested in and responsible for the total school program. They are available to students who would like to discuss problems, express ideas, or offer suggestions concerning school programs and activities. Make an appointment with a school secretary if you would like to speak with an administrator. The counselors are for the benefit of all students. Students are encouraged to become acquainted with their counselor and feel free to arrange appointments to see the counselor when there is a need.

## AWARDS

Certain school awards are given by the school to students demonstrating outstanding school service or scholastic achievement during the awards ceremony at the end of each semester.

## BALLOONS & LIFE-THREATENING ALLERGIES

All staff, students, and community partners will support the following guidelines:

1. Utilizing only non-latex gloves.
2. Using non-latex face masks or respirators for personal protective equipment.
3. Latex balloons are not permitted on school grounds or in school buses. (Mylar balloons are a safe substitute. Mylar balloons will be held in the school office for pickup by the student after school and are not allowed on buses at any time.)

## BULLETIN BOARDS

All posters and/or postings are to be approved by the administration and stamped "ASB approved" before they are placed on a bulletin board or wall.

## DAILY BULLETIN

Important information and reminders regarding curriculum, schedules, services, activities, athletics, etc. is provided to the students and staff in the daily bulletin which is broadcast during first period. Information for the daily bulletin must be submitted to the Main Office no later than 3:00 PM of the school day prior to the day the announcement is to be made. Students or staff bringing in ASB-related notices must have them signed by the club advisor and the ASB Advisor (Mr. Sanford).

## DELIVERY OF ITEMS TO STUDENTS

Non-emergency notes, gifts, etc. will be available for students to pick up in the main office during lunch or after school. Mylar balloons will be held in the main office to be picked up after school hours. Balloons made of other materials are strictly prohibited from campus. All balloons are strictly prohibited from the buses.

## FINES

Fines and/or fees are imposed for materials that are not returned, have been damaged, are consumable goods, etc. The following consequences will apply to students with fines until all fines are paid:

1. Student will not be allowed to participate in extracurricular activities including clubs and athletics.
2. Student will not be allowed to purchase required ASB card sticker until High School fines are cleared.
3. Student transcripts and/or diplomas will be held.
4. Students will not be able to check out library materials.

## FIRE/EMERGENCY DRILLS

Fire and other emergency drills will be conducted at various times in the school year. Emergency drill evacuation procedures are posted in each classroom. All students will leave the classroom by prearranged exits and will report to the designated site. Teachers will ensure that the windows are closed and the door is shut. Students are expected to clear the building in a quiet and orderly manner. Further directions from the instructor may be given if needed.

## HEALTH ROOM

A health room is provided for students who become ill during the day. Whenever possible, the

student's parents/guardians will be notified and asked to take the student home. You must check with your teacher and the attendance office before going to the health room. If you are ill and wish to go home, you must check out in the attendance office. DO NOT use cell phones or classroom phones to call home if ill. Go to the Health room and the call will be made from there.

## LOST AND FOUND

Lost articles, when found, should be taken to the office. If you are missing something at school, check at the office to see if it has been turned in to the lost and found. If you find something and it does not belong to you, DO THE RIGHT THING and deliver it to the office.

## LUNCH

For students who use our lunch room, the atmosphere of a neat and clean cafeteria make the meal a more enjoyable one. Your cooperation and thoughtfulness are needed to keep the commons a pleasant place to eat. Each student who uses the commons is required to clean up his/her own eating area following lunch. Garbage should be placed in the garbage can.

## MEDICATION

If your student requires daily/occasional medication, it should be dispensed before and/or after school hours under supervision of the parent/guardian. However, if this is not possible, in order for your student to receive medication at school, the Authorization for Medication/Treatment at School form must be completed by the licensed health provider and the parent/legal guardian prior to the administration of prescribed medication or treatment at school. All medications must be brought to the school by the parent/guardian in the original pharmacy labeled container. Do not send the medication with your student. Students shall also be authorized to self-administer asthma/anaphylaxis medication upon completion of the authorization form. High school students are allowed to carry and self-administer a one-day supply of over-the-counter medication. Over-the-counter medication must be kept in the original container. Students will be subject to disciplinary action if they give/sell prescription or nonprescription medication to other students for consumption.

## RELEASING A STUDENT EARLY

No students may be released from the school grounds; any school buildings or school function during school hours except by a person authorized to do so by law or the student's parent/legal guardian as designated in Skyward. Before a student is removed, the person seeking to remove the student must present, to the satisfaction of an administrator, evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone or to leave campus unless an administrator approves the request.

# Activities and Athletics

A strong and healthy program of student government, clubs, and school-related organizations and activities represents the common interests of Hockinson High School students. We encourage participation in our clubs and activities. Students who actively participate in school programs generally do better academically, feel more connected to the school, and often earn special recognition, honors, and scholarships. Being involved is a great way to meet people, learn something new, and have something fun to do. If you want to know how to get into an activity, ask a friend, counselor, or other staff member. Get involved!

## ATTENDANCE & PARTICIPATION IN AFTER-SCHOOL ACTIVITIES

Any student participating in any activity shall be expected to attend and participate in all classes on the day of the scheduled activity. On any school day students must be in attendance all day to participate in practice. In the case of weekday scheduled activities, attendance in all classes the following day is also expected. In the cases of weekend scheduled activities, attendance in all classes the previous Friday is also expected. Failure to comply with these attendance regulations will result in a student being declared ineligible and not allowed to participate in the next scheduled activity. Students who miss school during the day because of suspension of any kind are not allowed to participate in after-school activities. Exceptions to this rule may be made by the building administration.

**We care about student safety, and for this reason, students who are not involved in a staff supervised activity are expected to leave campus (building and grounds) by 3:15, when school operations close for the day.**

## ACTIVITY/ATHLETIC TRANSPORTATION TO EVENTS

Participants must travel to and from events via school-provided transportation. Students who ride school-provided buses to away events as spectators must return on the buses. The exception would be those participants/students who have permission from the coach/advisor to return with their own parents. Head coaches/advisors need to make personal contact with parent/guardian when a participant/spectator requests to ride to or from an event with the parent. The only time a participant/spectator would be allowed



to ride with a parent other than his/her own would be if there was explicit written permission given by a building administrator.

## ASB ACTIVITY STICKER

The Associated Student Body (ASB) activity sticker (fee = \$35.00) supports extracurricular activities and athletics. When placed on the student's ASB I.D. card, the activity sticker entitles the student to free admission to regularly scheduled home athletic events. Students must purchase this sticker if involved in any extracurricular activities, including but not limited to; athletics, Yearbook, Leadership, Band, Choir, Journalism, Speech/Debate, Drama, Key Club and DECA. Can be purchased at the ASB window.

## STUDENT GOVERNMENT

The ASB Student Council consists of the ASB officers, class presidents, advisory representatives, and club representatives. The high school Assistant Principal acts as the ASB Director. Each class has a staff member appointed as their class advisor. The council handles matters pertinent to school activities.

## CLUBS

A variety of clubs are active at Hockinson High School. Students should check the daily and weekly bulletins for meeting times and places. All students are encouraged to participate. **All students who choose to participate in extracurricular activities must sign and abide by the Athletics/ Activities Code of Conduct and must purchase an ASB sticker.** A process exists for forming a new club; for details, see the ASB Window. Some of the clubs and organizations include:

Please use this link to see the list of clubs and their Advisors

## DANCES

Dances are provided for high school students so that they may meet and participate in a social activity. In order to provide the proper environment for this activity, the following regulations will be enforced at all dances:

1. HHS students must have a dance contract on file in order to purchase dance tickets.
2. Students wishing to bring a guest to the dance must have an approved dance pass on file prior to purchasing dance tickets.
3. Students must abide by school rules; school discipline applies.
4. All students and guests must show picture ID at the door in order to enter the dance.
5. Appropriate dress is required of all those attending; all students and guests must abide by the HHS dress code.
6. All dance attendees must respect themselves, and those around them. This means dancing will be appropriate and not sexually suggestive. There will be no front to back contact dancing.
7. There is a no tolerance policy for drug/alcohol use prior to or at the dance.
8. There is no refund for dance tickets.
9. Once a student leaves the dance, he/she cannot return.
10. All HHS students must have purchased tickets under their own names. If a student purchases a ticket under their name for another student, both students will not be able to attend the dance, and will not receive a refund.
11. All fines must be cleared prior to student purchasing a dance ticket for student or student's guest.

### **Students dancing inappropriately at dances will:**

1. Be given a warning.
2. Be required to leave the dance and parents will be notified.
3. Be banned from school dances.

## FORMAL/SEMIFORMAL DANCES

Formal and semiformal dances, e.g. Homecoming, Snoball, Tolo, and Prom, are usually held on Saturday nights from 8:00 PM until 11:00 PM. Guests may be allowed.

## DANCE PASSES

Students wishing to bring a guest to a school-sponsored dance must have a guest pass signed by the ASB Director and on file in the office no later than 3:00 PM on the Thursday before the dance. Guests must agree to follow school rules. Guests must be 9th grade through 12th grade and no older than 20 years of age.

***An approved dance pass is required for EVERY student and guest who wishes to attend Prom.***

## ATHLETICS

Sports give the participant an opportunity to exercise his or her personal athletic ability, to promote team spirit, and to build a competitive attitude. All students choosing to participate in athletic activities must purchase an ASB card and must sign and abide by the Athletics Code of Conduct.

Available Sports include:

### FALL

Football (Boys)  
Volleyball (Girls)  
Cross Country (B & G)  
Golf (Boys)  
Soccer (Girls)  
Cheer Team (B & G)  
Swim (Girls)  
Slowpitch (Girls)

### WINTER

Basketball (Boys)  
Basketball (Girls)  
Wrestling (B & G)  
Cheer Team (B & G)  
Gymnastics (Girls)  
Swim (Boys)

### SPRING

Tennis (Girls)  
Baseball (Boys)  
Softball (Girls)  
Track (Boys & Girls)  
Soccer (Boys)  
Golf (Girls)

## ATHLETIC ELIGIBILITY

Academic Standards for Interscholastic athletic eligibility: In order to maintain athletic eligibility during the current semester, the student athlete shall maintain a 2.0 GPA and passing grades in a minimum of five classes in which they are enrolled during the grading period immediately prior to the activity or season, i.e. you cannot fail more than one class. (Block classes are considered separately, e.g. humanities = 2 classes.) Those who do not meet this requirement will be placed on academic probation:

1. Student athletes will be declared ineligible until a progress report indicates that the student athlete is meeting the minimum standard. For fall semester progress reports will be assessed on the thirteenth (13th) day of school.
2. Student athletes will continue to turn in weekly progress reports until no longer directed to do so.
3. Student athletes placed on academic probation will not be eligible to participate in at least one regular season athletic event. Participants are allowed to practice during the ineligible period of time. Participants who are put on academic probation for any two consecutive grading periods or more than two grading periods in a school year will be suspended for 20% of the current or upcoming activity season. The student athlete will need to meet all the requirements of academic probation during the suspension period.

## Student Conduct

### BEHAVIOR PHILOSOPHY

At Hockinson High School, we believe that fostering a positive and respectful learning environment is essential for the holistic development of our students. Our student discipline philosophy is rooted in the principles of empathy, communication, restorative practices, and personal growth. We recognize that discipline is not merely about punishment but an opportunity to guide students towards becoming responsible, compassionate, and accountable members of their community and society.

#### Core Principles:

1. **Respect for Individuality:** We recognize and honor the unique identities, backgrounds, and experiences of each student. Our discipline approach is tailored to meet the individual needs of students, ensuring that consequences are fair and proportionate.
2. **Educational and Reflective Approach:** Our goal is to educate and empower students to make positive choices. We emphasize the importance of self-reflection and personal growth, encouraging students to understand the impact of their actions on themselves and others.
3. **Restorative Practices:** We promote restorative practices that focus on repairing harm and rebuilding relationships rather than solely imposing punitive measures. When conflicts arise, we facilitate conversations that encourage empathy, accountability, and collaboration in finding resolutions.
4. **Clear and Consistent Expectations:** We establish clear and consistent behavioral expectations that are communicated to students, staff, and parents/guardians. Clarity ensures that everyone understands the boundaries and consequences, fostering a safe and predictable environment.

5. **Positive Reinforcement:** We actively celebrate and reinforce positive behaviors through praise, recognition, and incentives. By highlighting and rewarding desirable actions, we motivate students to consistently make choices that contribute to a positive atmosphere.
6. **Skill-Building:** We believe in equipping students with the social and emotional skills they need to navigate challenges effectively. Through workshops, counseling, and relevant curricula, we empower students to develop conflict resolution, communication, and self-regulation skills.
7. **Community Involvement:** We encourage open communication and collaboration among students, teachers, parents/guardians, and administrators. A sense of shared responsibility and involvement fosters a supportive network that aids in the growth and development of our students.

Our student discipline philosophy at Hockinson High School is centered on fostering a positive and respectful community where students are guided towards personal growth, accountability, and empathy. By prioritizing education, restorative practices, and clear communication, we strive to create a safe and nurturing environment that empowers students to become responsible and compassionate individuals, prepared to positively contribute to both their immediate community and the world at large.

## SUPPORTING STUDENTS USING OTHER FORMS OF DISCIPLINE

Unless a student's on-going behavior poses an immediate and continuing danger to others, or a student's on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of behavior intervention to support students in meeting behavioral expectations before imposing classroom exclusion or short-term suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

The types of behaviors for which the staff members may use behavior intervention include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes a manifestation of problem behaviors. (See policy 3200 – Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

These behavior interventions may involve the use of best practices and strategies included in the state menu for behavior available online at: <http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>. The district has identified the following for use as behavior intervention: Behavior monitoring, mentoring, peer mediation, social skills instruction, de-escalation, and restorative justice practices.

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as another form of discipline for not more than 60 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.

Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

## DISCRIMINATION AND HATE SPEECH

- Response to incidents of discrimination or hate speech may include, but are not limited to, the following:
  - Restorative practices (conversations, circles, opportunities to educate or repair)
  - Detention
  - Saturday School
  - Suspension

## HOCKINSON SCHOOL DISTRICT SECONDARY SCHOOLS DRESS CODE POLICY

The District Dress Code policy applies to all secondary schools in the Hockinson School District.

*The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians.*

### Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.
- Shirts and dresses must have fabric on all sides that meet pants or equivalent.
- Shirts must cover the belly button.
- Clothing must cover undergarments (bra straps excluded).
- Fabric must cover all private parts and must not be see-through.

- Shorts, skirts, and equivalents must be mid-thigh in length, and any holes must not be above mid-thigh.
- Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, woodshop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

#### **Non-Allowable Dress & Grooming**

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected group.
- Clothing, including gang identifiers or weapons, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

#### **OTHER STUDENT CONDUCT VIOLATIONS**

Other behaviors not listed above that are disruptive to the learning environment or campus may be subject to disciplinary action.

# Student Discipline

## DISCIPLINE SUPPORT TABLE

### Administrative Level Continuum of Responses

<p><b>Type Five</b></p> <p><b>Behavioral Violations Level G</b></p>	<p>Assault – II<sup>1</sup></p> <p>Sexual assault<sup>2</sup></p> <p>Illicit drug distribution<sup>3</sup></p> <p>Possession of a weapon<sup>4</sup></p> <p>Robbery<sup>5</sup></p> <p>Assault of teacher<sup>6</sup></p> <p>Safety – II<sup>7</sup></p>	<ul style="list-style-type: none"> <li>● Attempt lower level continuum of responses as appropriate</li> <li>● Follow mandatory school referrals and protocols</li> <li>● Notify and attempt to involve the parent in the resolution</li> <li>● Investigate evidence of behavioral violation and confer with other school personnel</li> <li>● Invite student to share their perspective and explanation regarding the behavioral violation             <ul style="list-style-type: none"> <li>○ Consider restorative justice practices and other forms of discipline</li> <li>○ Consider behavior agreement</li> <li>○ Consider suspension or expulsion (if allowable) as appropriate</li> </ul> </li> <li>● Document all referrals, other forms of discipline attempted or considered, and actions</li> </ul>
<p><b>Type Four</b></p> <p><b>Behavioral Violations</b></p>	<p>Assault – I<sup>8</sup></p> <p>Fighting with major injury<sup>9</sup></p>	<ul style="list-style-type: none"> <li>● Attempt lower level continuum of responses as appropriate</li> <li>● Student referral and investigate evidence of behavioral violation</li> <li>● Notify and attempt to involve the parent in the resolution</li> <li>● Confer with teacher or other school personnel</li> </ul>

<sup>1</sup> “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.

<sup>2</sup> “Sexual assault” refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030](#)(47).

<sup>3</sup> “Illicit drug distribution” refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50](#) RCW.

<sup>4</sup> “Possession of a weapon” refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).

<sup>5</sup> “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](#).

<sup>6</sup> “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.

<sup>7</sup> “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.

<sup>8</sup> “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](#).

<sup>9</sup> “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” under RCW [9A.04.110](#)(4)—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.

<p><b>Level F</b></p>	<p>Sexual harassment<sup>10</sup></p> <p>Discriminatory harassment<sup>11</sup></p> <p>Malicious harassment<sup>12</sup></p> <p>Arson<sup>13</sup></p> <p>Marijuana distribution<sup>14</sup></p> <p>Alcohol distribution<sup>15</sup></p> <p>Gang intimidation or activity<sup>16</sup></p> <p>Safety – I<sup>17</sup></p>	<ul style="list-style-type: none"> <li>● Invite student to share their perspective and explanation regarding the behavioral violation <ul style="list-style-type: none"> <li>○ Follow mandatory school referrals and protocols</li> <li>○ Attempt or consider restorative justice practices and other forms of discipline</li> <li>○ Consider behavior agreement</li> <li>○ Consider suspension or expulsion (if allowable) as appropriate</li> </ul> </li> <li>● Document all referrals, other forms of discipline attempted or considered, and actio</li> </ul>
<p><b>Type Three</b></p>	<p>Bullying<sup>18</sup></p>	<ul style="list-style-type: none"> <li>● Attempt lower level continuum of responses as appropriate</li> <li>● Student referral and investigate evidence of behavioral violation</li> </ul>

<sup>10</sup> “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](#).

<sup>11</sup> “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, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

<sup>12</sup> “Malicious harassment” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020\(1\)](#).

<sup>13</sup> “Arson” refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).

<sup>14</sup> “Marijuana distribution” refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50](#) RCW.

<sup>15</sup> “Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

<sup>16</sup> “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.

<sup>17</sup> “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.

<sup>18</sup> “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.

<b>Behavioral Violations Level E</b>	Fighting without major injury <sup>19</sup> Illicit drug possession or use <sup>20</sup> Marijuana possession or use <sup>21</sup> Alcohol possession or use <sup>22</sup> Tobacco distribution <sup>23</sup> Theft <sup>24</sup> Other – III <sup>25</sup>	<ul style="list-style-type: none"> <li>• Administrator notifies and attempts to involve the parent in the resolution</li> <li>• Administrator confers with teacher or other school personnel</li> <li>• Administrator invites student to share their perspective and explanation regarding the behavioral violation             <ul style="list-style-type: none"> <li>○ Follow mandatory school referrals and protocols</li> <li>○ Attempt restorative justice practices and other forms of discipline</li> <li>○ Consider behavior agreement</li> <li>○ Consider suspension as appropriate</li> </ul> </li> <li>• Document all referrals, other forms of discipline attempted, and actions</li> </ul>
<b>Type Two Behavioral Violations</b>	Destruction of property <sup>26</sup> Physical aggression <sup>27</sup>	<ul style="list-style-type: none"> <li>• Teacher or school personnel implements Level C continuum of responses as appropriate</li> <li>• Administrator or school support staff provide classroom support</li> </ul>

<sup>19</sup> “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\(4\)](#).

<sup>20</sup> “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.

<sup>21</sup> “Marijuana possession or use” refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.

<sup>22</sup> “Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

<sup>23</sup> “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](#).

<sup>24</sup> “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.

<sup>25</sup> “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. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

<sup>26</sup> “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.

<sup>27</sup> “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.

<b>Level D – Classroom and administrative continuum of responses</b>	Tobacco possession or use <sup>28</sup> Failure to cooperate <sup>29</sup> Sexually inappropriate conduct <sup>30</sup> Disruptive conduct – I <sup>31</sup> Other – II <sup>32</sup>	<ul style="list-style-type: none"> <li>• Teacher or school personnel refers student and notifies administrator of behavioral violation</li> <li>• Administrator notifies and attempts to involve the parent in the resolution</li> <li>• Administrator confers with teacher or other school personnel and investigates evidence</li> <li>• Administrator invites the student to share their perspective and explanation regarding the behavioral violation <ul style="list-style-type: none"> <li>o Use school referrals and protocols as appropriate</li> <li>o Attempt restorative justice practices and other forms of discipline</li> <li>o Consider in-school suspension as appropriate (if allowable)</li> </ul> </li> <li>• Document all referrals, other forms of discipline attempted, and actions</li> </ul>
<b>Type One Classroom Level Continuum of Responses</b>	Disruptive conduct – I <sup>33</sup> Dress code <sup>34</sup> Physical contact <sup>35</sup> Defiance <sup>36</sup>	Level C – <i>Type One</i> behavioral violation involving unsuccessful Level B and Level A responses or repeated <i>Type One</i> behavioral violations within the same school day  Teacher or school personnel: <ul style="list-style-type: none"> <li>• Decides whether to request classroom support from school support staff</li> <li>• Notifies and attempts to involve the parent in the resolution</li> </ul>

<sup>28</sup> “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](#).

<sup>29</sup> “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.

<sup>30</sup> “Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

<sup>31</sup> “Disruptive conduct – I” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

<sup>32</sup> “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.

Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

<sup>33</sup> “Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

<sup>34</sup> “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.

<sup>35</sup> “Physical contact” refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

<sup>36</sup> “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.



<b>Behavioral Violations</b>	Disrespect <sup>37</sup> Academic dishonesty/plagiarism <sup>38</sup> Property misuse <sup>39</sup> Inappropriate language <sup>40</sup> Other – I <sup>41</sup>	<ul style="list-style-type: none"> <li>● Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation</li> <li>● Modifies and implements best practices and strategies as appropriate</li> <li>● Confers with other school personnel as appropriate</li> <li>● Documents interventions and monitors effectiveness</li> </ul> <p>Level B – <i>Type One</i> behavioral violation involving unsuccessful Level A responses or repeated <i>Type One</i> behavioral violations within the same school day</p> <p>Teacher or school personnel:</p> <ul style="list-style-type: none"> <li>● Reteaches behavioral expectations</li> <li>● Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation</li> <li>● Notifies the student's parent</li> <li>● Modifies and implements best practices and strategies as appropriate</li> <li>● Documents interventions and monitors effectiveness</li> </ul> <p>Level A – <i>Type One</i> behavioral violation initially occurs</p> <p>Teacher or school personnel:</p> <ul style="list-style-type: none"> <li>● Reteaches behavioral expectations</li> <li>● Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation</li> <li>● Selects and implements best practices and strategies as appropriate</li> <li>● Documents interventions and monitors effectiveness</li> </ul>
------------------------------	--	---

<sup>37</sup> “Disrespect” refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

<sup>38</sup> “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.

<sup>39</sup> “Property misuse” refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

<sup>40</sup> “Inappropriate language” refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

<sup>41</sup> “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. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

MORE INFORMATION...

Behavioral Violation <sup>42</sup> & Severity Level <sup>43</sup>	Range of potential responses based on conditions, limitations, and interventions						
	Best practices <sup>44</sup>	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols <sup>45</sup>
<i>Type Six</i> Firearm <sup>46</sup>	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral <sup>47</sup>

<sup>42</sup> "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110\(1\)\(a\)](#), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW [28A.600.015\(6\)](#) as well as grade-level conditions and limitations under WAC [392-400-440\(4\)](#) and WAC [392-400-445\(4\)](#) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015\(6\)](#) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC [392-400-110\(2\)](#). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

<sup>43</sup> Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC [392-400-430\(2\)](#) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

<sup>44</sup> "Best practices" refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC [392-400-110\(1\)\(e\)](#). Refer to "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

<sup>45</sup> Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

<sup>46</sup> "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\(1\)](#).

<sup>47</sup> "School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

## STUDENT DUE PROCESS

The administrators and teachers of Hockinson High School desire to treat each student fairly and firmly in instances of misbehavior. Parent understanding, support, and cooperation are absolutely essential to our efforts. The hearing shall be conducted before a hearing officer appointed by the superintendent. Such a hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence presented at the hearing. The hearing officer shall state in writing the findings as to the facts, conclusions and disposition to be made. The decision shall be provided to the parent and student or counsel.

## DEFINITIONS

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

- **Behavioral violation** means a student's behavior that violates the District's discipline policies.
- **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 an action that results in missed instruction for a brief duration when:
  1. a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  2. the student remains under the supervision of the teacher or other school personnel during such a brief duration.
- **Culturally responsive** has the same meaning as cultural competency in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **Discipline** means any action taken by a school district in response to behavioral violations.
- **Disruption of the educational process** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **Emergency expulsion** means an emergency removal from school because the student's statement or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530 for up to, but not exceeding, ten (10) consecutive school days from the student's current school placement by the superintendent or designee. An emergency expulsion requires the superintendent or designee to have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to themselves and other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If the district converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.
- **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 attendance for a period of time up to but no longer than the length of an academic term (as defined by the board of directors) from the time the student is removed from his/her current school placement by the superintendent or designee. An expulsion may not be for an indefinite period of time and may not be imposed as a form of discretionary discipline. An expulsion may be extended beyond the length of an academic term if: 1) the school principal petitions the district superintendent for an extension; and 2) the district superintendent authorizes the extension pursuant to the Superintendent of Public Instruction's rules adopted for this purpose (see **Petition for Extension of Length of Expulsion** below). Expulsion may also include a denial of admission to or entry upon, real or personal property that is owned, leased, rented, or controlled by the district.
- **The length of an academic term** means the total number of school days in a single trimester or semester, as defined by the board of directors.  
**"Other forms of discipline"** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **Parent** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed

in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **School Board** means the governing board of directors of the local school district.
- **School business day** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the superintendent's office for the calendar day.
- **School day** means any day or partial day that students are in attendance at school for instructional purposes.
- **Suspension** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
  - **Short-term suspension** means 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.

## ENGAGING WITH FAMILIES & LANGUAGE ASSISTANCE

The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

The district must ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally.

## 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 members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent, school administrators, dean of students, and district administrators have general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose short-term suspension to school administrators, to impose long-term suspension to school administrators, to impose expulsion to school administrators, and to impose emergency expulsion to school administrators.

## CLASSROOM EXCLUSIONS

After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the Superintendent, or designee, school administrators, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a

student from accomplishing a specific academic grade, subject, or graduation requirements.

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. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

In the event, a teacher has excluded a student and has notified the respective Administrator, and prior to the student returning to class, the Administrator shall privately confer with the classroom teacher and provide information to the teacher regarding corrective action and expectations. The teacher will contact the student's parent/guardian to explain why the student was excluded, including expectations for future behavior.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- 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 grievance procedures.

## **GRIEVANCE PROCESS FOR OTHER FORMS OF DISCIPLINE AND CLASSROOM EXCLUSION**

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conferences, 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 an opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have an 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.

A discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

## **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 expel, suspend, or discipline in any manner for a student's performance or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The board recognizes that when a student's behavior is subject to disciplinary action, a review by a panel of the student's peers may positively influence the student's behavior. The board has the discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has the discretion to set aside or modify the student disciplinary board's recommendation.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to

petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). 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 his or her regular educational setting.

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.

## SHORT-TERM SUSPENSION

The Superintendent designates school administrators with the authority to impose a short-term suspension. Before administering a short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances.

Unless otherwise required by law, the district is not required to assign 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 short-term suspension is appropriate. As stated above, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of a controlled substance, alcohol, or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;
- Dress code violations that the student refuses to correct (see student dress policy/procedure 3224 Student Dress);
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school-provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law.

## Initial hearing

Before administering any short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The district must hold the initial hearing in a language the parent and student understand.

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

- 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 his or her perspective and provide an explanation regarding the behavioral violation.

## Notice

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

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 short-term suspension;

For students in kindergarten through fourth grade, the district will not administer 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 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 suspension beyond the school year in which the behavioral violation occurred.

The district will not administer short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

## **LONG-TERM SUSPENSIONS AND EXPULSIONS**

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 impose long-term suspension or expulsion only for specific misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy, there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

- 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:
  - any violent offense as defined in RCW 9.94A.030, including any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
  - manslaughter;
  - indecent liberties committed by forcible compulsion;
  - kidnapping;
  - arson;
  - assault in the second degree;
  - assault of a child in the second degree;
  - robbery;
  - drive-by shooting; and
  - 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.
    - i. 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 minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  - ii. inhaling toxic fumes in violation of chapter 9.47A RCW;
  - iii. any controlled substance violation of chapter 69.50 RCW;
  - iv. any liquor violation of RCW 66.44.270;
  - v. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
  - vi. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
  - vii. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
  - viii. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
  - ix. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- C. Two or more violations of the following within a three-year period
- i. criminal gang intimidation in violation of RCW 9A.46.120;
  - ii. gang activity on school grounds in violation of RCW 28A.600.455;
  - iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
  - iv. defacing or injuring school property in violation of RCW 28A.635.060; and
- D. Any student behavior that adversely affects the health or safety of other students or educational staff.

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

#### Behavior agreements

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

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.

#### 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. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:

- 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 his or her perspective and provide an explanation regarding the behavioral violation.

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

#### Notice

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



- 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;
- 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.

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

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

## **DIVERGENCE BETWEEN LONG-TERM SUSPENSION AND EXPULSION**

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.

## **EMERGENCY EXPULSIONS**

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 statements or observable behaviors pose:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

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

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

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

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

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the education process.

### **Notice**

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

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

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

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

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

## APPEAL, RECONSIDERATION, AND PETITION

### OPTIONAL CONFERENCE WITH THE 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 events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.

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

### APPEALS

#### Requesting appeal

The appeal provisions for short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

#### Short-term suspension appeal

For short-term suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

#### Long-term suspension or expulsion and emergency expulsion appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. The 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 re-engagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s), and district may agree to hold a re-engagement meeting and develop a re-engagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the re-engagement process.

### Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold a 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 the confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

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

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and a 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 a 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 types 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 re-engagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

### Reconsideration of appeal

The student or parents may request the school board or disciplinary appeal council if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or disciplinary 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, a notice of the opportunity to participate in a re-engagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the

district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

### Petition to extend an expulsion

When the 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 non-academic 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 re-engagement plan.

The principal or designee may petition to extend an expulsion only after the development of a re-engagement 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 disciplinary 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 disciplinary appeal council) may be made only by 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 disciplinary 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 or 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. 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 subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

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

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
  - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
  - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

## READMISSION

Readmission application process:

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted to 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.

## RE-ENGAGEMENT

### Re-engagement Meeting

The re-engagement process is distinct from a written request for readmission. The re-engagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a re-engagement meeting for students with a long-term suspension or expulsion.

Before convening a re-engagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the re-engagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.

The re-engagement 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 re-engagement meeting.

### Re-engagement plan

The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive re-engagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a re-engagement 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 non-academic 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 re-engagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the re-engagement meeting and the re-engagement plan are in a language the student and parents understand.

### 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.

## STUDENT HEALTH

### STUDENT HEALTH INVENTORY (HSD POLICY 3414)

A Student Health Inventory form is required annually. Registered nurses will create emergency care plans as necessary with parents/guardians.

### **ASTHMA/ANAPHYLAXIS (HSD POLICIES & PROCEDURES 3419 AND 3420)**

Students shall be authorized to self-administer asthma/anaphylaxis medication if the parent/legal guardian and licensed health care provider complete the Authorization for Administration of Medication form:

### **STUDENTS WITH LIFE-THREATENING ALLERGIES (HSD POLICY AND PROCEDURE 3413)**

Hockinson School District is aware that anaphylactic reactions can be life-threatening. Students with life-threatening allergies must have a medication or treatment order in place. Please refer to Life-Threatening Health Conditions.

### **LIFE-THREATENING HEALTH CONDITION (HSD POLICY 3413)**

Washington State law (RCW 28A.210.320) directs school districts to require the presentation of a medication or treatment order (Authorization for Administration of Medication ) for a child's life-threatening health condition that may require medical services to be performed at school, prior to the student's first day of attendance. Please contact the building registered nurse if your child has a life-threatening condition.

### **HEAD LICE (HSD POLICY & PROCEDURE 3414)**

Hockinson School District rejects having a no-nit policy, and uses head lice guidelines that reflect the best evidence-based management and treatment options.

### **HEALTH ROOM**

There is a health room in each building staffed primarily by health assistants with access to district registered nurses.

### **IMMUNIZATIONS (HSD POLICY & PROCEDURE 3413)**

According to Washington State Regulation (WAC-246-105-120), starting with registration for the 2020-2021 school year, all immunization records turned in to schools or child care centers are required by state law to be medically verified. Complete immunization records or a signed exemption form from a licensed health care provider must be turned into the school on, or before the first day of attendance. Forms must be from Washington State and can be found at the district website, by going to "Schools and Resources" > Health and Welfare > Notices & Forms. See Washington State Department of Health "Vaccines Required for School/Child Attendance" <http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/VaccineRequirements>.

### **KEEPING ILL CHILDREN HOME**

Please refer to Guidelines for Keeping Ill Children Home from School, which can be found on the district website under "Schools and Resources" > Health and Welfare > Notices & Forms.

### **OVER-THE-COUNTER OR PRESCRIBED MEDICATION AT SCHOOL (HSD POLICY AND PROCEDURE 3416)**

All medication including prescriptions or over-the-counter (Tylenol, ibuprofen) requires an Authorization for Medication/Treatment at school form completed by the licensed health care provider and the parent/legal guardian if needed during a school day. This form can be found on the district website under "Schools and Resources" > Health and Welfare > Notices & Forms. Do not send the medication with your child, please contact the health room for questions.

### **NUTRITION GUIDELINES**

School Board Policy 6700 stipulates guidelines and advocacy for improved nutrition and fitness practices across our district. The policy can be found on the Hockinson School District website.

## **Appendix A ANNUAL PUBLIC NOTIFICATION**

### **ASBESTOS PLAN**

The district engages in a continuous asbestos surveillance program to assure that there are no asbestos problems or danger to students and employees. A copy of the Hockinson School District asbestos management plan is available for review at the district office.

### **CHILD ABUSE PREVENTION (HSD PROCEDURE 3421)**

School districts must work with state agencies, including the Office of the Superintendent of Public Instruction to establish a coordinated primary prevention program for child abuse and neglect. All parents shall be given notice of the primary prevention program and may refuse to have their children participate in the program.

### **CHILD IDENTIFICATION PROCEDURES (HSD PROCEDURE 2161)**

The district conducts Child Find activities for the purpose of locating, evaluating, and identifying students with a suspected disability who are residing within district boundaries. Child Find activities apply to children who are not currently receiving special education and related services. Parents having concerns about their child's



health, hearing, intellectual functioning, language, learning, movement, serious behavioral needs, speech, or vision can call the district's special services department at 360-833-5570.

### **CONFIDENTIALITY - FERPA (HSD PROCEDURE 3235)**

Parents in the Hockinson School District have rights to confidentiality under the Family Education Rights and Privacy Act (FERPA). The parent or eligible student has a right to:

- Inspect and review the student's education records;
- Request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- Consent to disclosures of personally identifiable information contained in the student's education records;
- File with the US Department of Education a complaint concerning alleged failures by the agency to comply with the requirements of the act;
- Obtain a copy of the policy, which is available on the district website under About HSD > Policies & Procedures.

### **DISTRICT ATTENDANCE AREA TRANSFERS (HSD PROCEDURE 3131)**

A parent's request for a student to attend a school within the Hockinson School District other than the one located in their residence area shall be directed to the principal of the requested school. The principal of the requested school will accept or deny the boundary exception on a first-come, first-serve basis. Each request is considered on an individual basis. The district strives to provide continuity in the educational experience of every child; however, if enrollment increases so the student's class is on overload, the boundary exception may be revoked at any time. Requests are approved on an annual basis and carry no expectation of future enrollment. Transportation is the responsibility of the parent.

The Learning by Choice guide answers the commonly asked questions about the Learning by Choice law, options created by the No Child Left Behind Act, and other enrollment options available to students in public, private, and home-based instruction. If you have questions not answered via this LINK, please call OSPI at 360-725-6000

### **DRUG-FREE SCHOOLS (HSD POLICY 5201)**

Congress has adopted legislation requiring drug-free schools. A study by the National Commission on Drug-Free Schools indicated that drug and alcohol use among our nation's youth remains widespread. Appreciable numbers of students begin to use alcohol in the elementary grades and increasing numbers begin to use illicit drugs in middle school. Hockinson School District is committed to drug-free schools. The board has established a policy requiring that each student adheres to all the rules of conduct adopted by the district. Failure to do so shall be cause for corrective action enforced by school officials.

### **LEGISLATION REGARDING MILITARY RECRUITERS (HSD POLICY & PROCEDURE 4260)**

Section 952B of the No Child Left Behind Act, also known as Armed Forces Recruiter Access to Students and Student Recruiting Information, requires schools to provide student contact information to military recruiters and other institutes of higher education. However, FERPA protects information about students from being released if parents opt out or require prior consent in writing. Please contact your student's school office for additional information.

### **NON-DISCRIMINATION TITLE IX (HSD POLICY & PROCEDURE 3210)**

Every effort is made to ensure that all employment decisions are administered in accordance with the principles of equal opportunity. The Hockinson School District #117 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, participation or the use of a trained dog guide or service animal by a person with a disability, or the Boy Scouts of America. The following employees have been designated to handle questions and complaints of alleged discrimination.

### **RELEASING INFORMATION**

Schools may release specific directory-type information - including names, addresses, and phone numbers - without prior parental consent if the school both provides notification that it reserves the right to release such information and defines what kind of information will be considered directory information. However, under FERPA, parents must be given the right to opt-out of the directory information for release. Though schools may release directory information without obtaining the prior consent of parents, school officials use their discretion as to whether they release such information to third parties. The opt-out form is available online under Schools and Resources > Forms.

### **PESTICIDES (HSD POLICY & PROCEDURE 6895)**

Best practices are used in our school district in the utilization of pesticides within our buildings and on our grounds. It is our intent to take steps that promote a healthy environment for our students, staff, and community. We use minimal applications directed at very specific problems. Our staff members use

alternatives when possible. Applications are completed in a manner in which the chance of direct or indirect exposure is minimal. All pesticides are applied under the direction of trained, licensed staff members or contractors. If you would like to be directly contacted prior to an application in or around the building where your student(s) attend, please contact your school office and complete a contact form. More information about our pesticide practices can be found through our Board Policies on the school district website.

#### **HARASSMENT (HSD POLICY & PROCEDURE 3207)**

Harassment can take many forms and can include bullying, slurs, comments, rumors, put-downs, jokes, innuendoes, unwelcome compliments, cartoons, pranks, and/or other electronic, verbal or physical conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment; (2) have the purpose or effect of unreasonably interfering with an individual's work performance or education; or (3) otherwise unreasonably affects an individual's employment or education opportunities.

#### **SEXUAL HARASSMENT (HSD POLICY & PROCEDURE 3205)**

Sexual Harassment is a type of harassment that occurs when the types of verbal and physical conduct described above are sexual or gender-based in nature or based on sexual orientation and/or gender expression or identity. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed. Sexual harassment is defined as verbal, visual, or physical advances made within the work and school setting and unwelcome by the person.

#### **STAFF INTERVENTION (HSD POLICY 3207)**

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation, or bullying. For minor incidents that staff is able to resolve immediately or incidents that do not meet the definition of harassment, intimidation, or bullying, no further action under this procedure may be necessary.

#### **INCIDENT REPORTING AND INVESTIGATIVE PROCESS (HSD PROCEDURE 3207)**

Any student who believes that he or she has been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been a target of unresolved, severe, or persistent harassment, intimidation, or bullying, may report incidents verbally or in writing to any staff member. All staff is responsible for receiving oral and written reports.

#### **FALSE REPORT (HSD POLICY & PROCEDURE 3207)**

To knowingly report false allegations of harassment is a violation of this policy. Persons found to knowingly report false allegations will be subject to appropriate discipline.

#### **TITLE I / LAP – PARENT INVOLVEMENT POLICY – ELEMENTARY SCHOOLS (HSD POLICY 4130)**

As part of Title I/LAP requirements, each elementary school has on file a Parent Involvement Policy that explains various ways that parents can be involved and support the efforts of the school. This policy may be obtained by inquiring at each school office or by asking the Title I/LAP teacher.

#### **LIMITING IMMIGRATION ENFORCEMENT IN SCHOOLS - (HSD POLICY & PROCEDURE 4300)**

# Appendix C

## ABSENCES & TRUANCY (HSD POLICY & PROCEDURES 3122 & 3241)

Attendance Truancy Reporting: When a student has seven or more unexcused absences within any month during the current school year or 15 or more unexcused absences in the current school year, the school will file a truancy petition with Juvenile Court. The court may then schedule a hearing with the student and his/her parents/guardians. (RCW 28A.225.030; ESSB 5439) Following are typical examples of excused and unexcused absences:

### **Excused**

Illness  
Health condition (dr., dental appt.)  
Religious observation  
Family emergency (funeral, serious injury to immediate family member) Needed at home  
Emergency situations authorized by school officials  
Approved conferences (school, police, DSHS)

### **Unexcused**

Overslept/parent overslept  
Alarm did not ring  
Babysitting, shopping  
Haircut  
Missed the bus/car trouble  
Trip to the beach  
Personal reasons (unless cleared by school)  
No reason given for absence

## DEFINITIONS OF STUDENT MISCONDUCT (HSD PROCEDURE 3241)

### GUIDELINES FOR CELLULAR PHONE USE (HSD POLICY & PROCEDURE 3245)

Cellular phone use will align with Policy 3245: Students and Telecommunication Devices.

### NETWORK USE AND INTERNET SAFETY (HSD POLICY, PROCEDURE & FORM 2022)

Internet use benefits students' education in the form of access to educational resources otherwise unavailable. General school and district rules for behavior and communications apply. Users should have no expectation of privacy in electronic files stored on school district computers. Network storage areas are the property of the district and may be searched.

The Hockinson School District intends to provide internet access as a tool for educational activities and does NOT intend to create a forum for discussion of "any topic at any time." Students using the district network are not permitted to do the following: Access offensive messages or pictures. Use obscene or defamatory language. Harass, insult, defame or attack others, damage computers, alter computer systems or networks, violate copyright laws, use another's password, give out his/her name, address, or phone number, trespass in another's folders, work, or files, intentionally waste limited resources or employ the network for commercial purposes.

Violations may result in loss of access as well as other disciplinary or legal action. All users of the district network are bound by the Network Use and Internet Safety policy 2022. Parents will need to give written notification, with the district opt-out form, if they do not wish for their child to have access to the Internet. This form can be found on the HSD website under Schools and Resources > Forms.

### PROHIBITED STUDENT CONDUCT & EXCEPTIONAL MISCONDUCT DEFINITIONS (HSD POLICY & PROCEDURE 3241)

Any conduct which interferes with teaching and learning is not allowed. The following acts are specifically not allowed on school property, on school transportation such as buses, or at school-sponsored events such as field trips. There will be consequences for doing these things. This list is not inclusive. Behaviors marked with a dot (\*) have been determined to be a serious disruption. Students may be suspended from school for doing these things even if it is the first time that they are involved. Behaviors marked with two dots (\*\*) will result in contacting the police as well.

### STUDENT SELF-MANAGEMENT

Students are expected to manage their behavior and to understand that the choices they make contribute to their success at school. Students have many opportunities to demonstrate their ability to make responsible choices at school, no matter where they are or what they are doing. Students should strive to do their best to develop a positive reputation for themselves and our school that demonstrates courtesy, cooperation, and respect for people and property.

If students need help managing their behavior, they should understand that appropriate actions will be taken. In the event that disciplinary actions are necessary, parents will be notified and consequences may include:

Intervention/discipline

Peer mediation

Conferences  
School or community service  
Social skills classes  
Individual contract(s)  
Short-term suspension

Long-term suspension  
Expulsion  
Police contact

The consequences given will depend on the severity of the incident(s), number and frequency of offenses of the same or different nature, and previous consequences given. Suspension could eliminate student opportunities to participate in school-sponsored activities or events.