

**Orting School District
Student Rights and Responsibilities Handbook
2024-2025**



121 Whitesell St NE Orting, WA 98360

(360) 893-6500

www.ortingschools.org



2024-2025
Assistance Directory

District Administration

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Steve Rabb (360) 893-6500 ext. 4026 **Executive Director for Teaching and Learning**

Dr. Jennifer Westover (360) 893-6500 ext. 4027 **Executive Director for Student Support Services**

District Directors and Supervisors:

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Marci Bannan (360) 893-6500 ext. 4030 **Director of Business and Finance**

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Casandra Cornelius (360) 893-3565 ext. 4317 **Nutrition Services Supervisor**

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School Administration

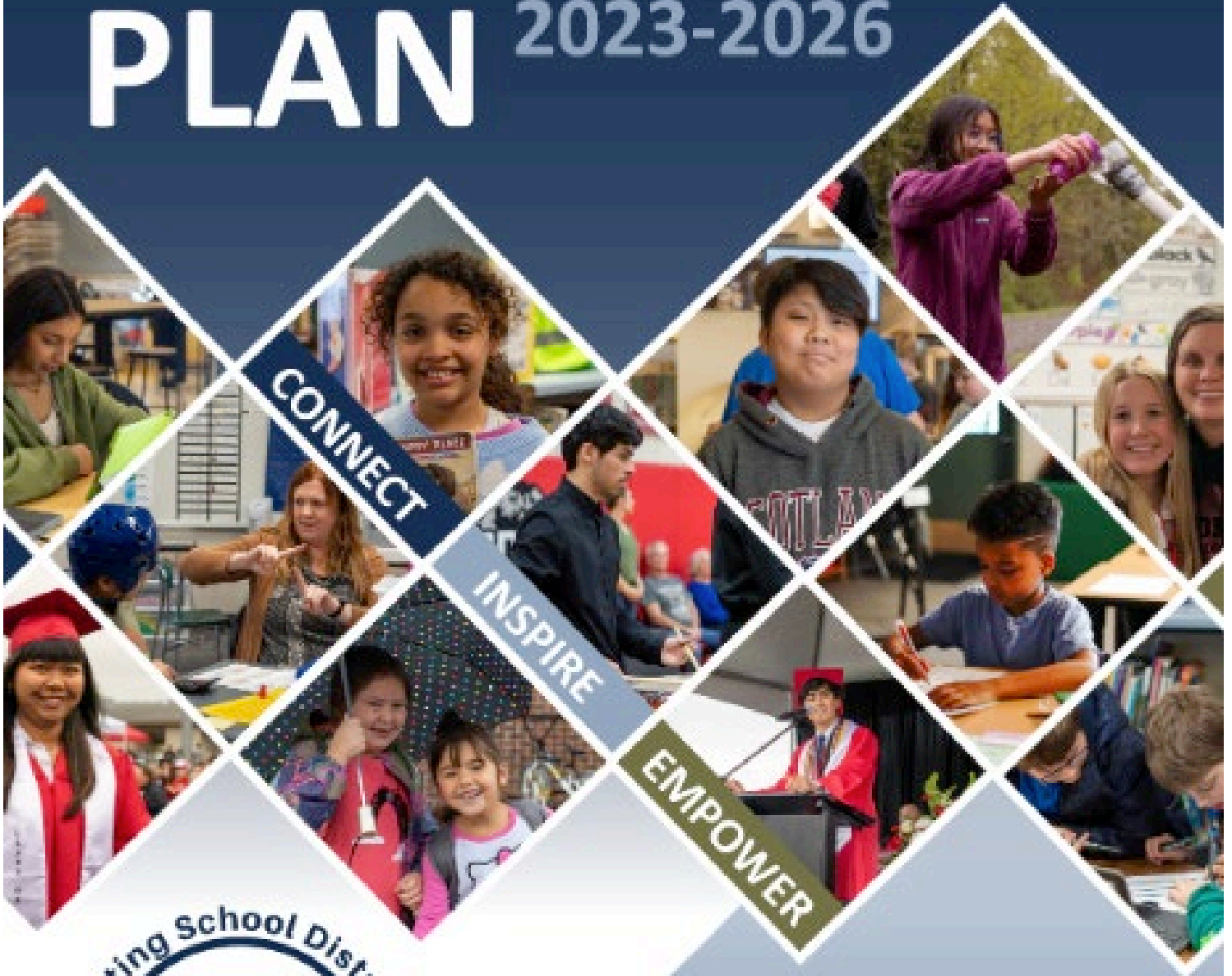
Orting Elementary School (K-5): Connie Halvorson-Tran, Principal (360) 893-2248 ext. 4076, Abigail Finney, Assistant Principal (360) 893-2248 ext. 4101

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Orting Middle School (6-8): Kevin Collins, Principal (360) 893-3565 ext. 4199, Earle McWright, Assistant Principal (360) 893-3565 ext. 4198 Orting High School (9-12)

Orting High School (9-12): Cliff Fries, Principal (360) 893-2246 ext. 4326, Matt Carlson, Assistant Principal (360) 893-2246 ext. 4324, Tia-Michelle Marquez, Assistant Principal, (360) 893-2246 ext. 4271

STRATEGIC PLAN 2023-2026



Mission

In strong partnership with our families and community members, Orting School District will engage and develop the unique interests and talents of every learner as they apply their education in creative and inventive ways. Through high expectations and relevant opportunities to learn and grow in a caring, supportive environment, we will ensure each of our children feels connected, inspired, and empowered to create a better present and future!



Vision

In an environment of high expectations with high levels of support, we desire to have each student:

- Make personal meaning through creation, exploration and invention.
- Engage in meaningful, relevant learning, leading to deeper understanding.
- Believe their success makes a difference and their goals matter.
- Connect through meaningful relationships where they are heard, known, seen, and loved by others.



Core Values

- We foster high expectations, continuous growth and high achievement.
- We understand and cultivate the unique needs and interests of learners through relationships and personalization.
- We commit to removing barriers to learning to ensure our schools are inclusive and equitable.
- We believe ongoing communication, collaboration and community engagement are essential.



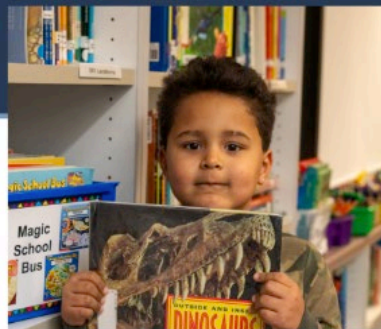
**Orting School District
Strategic Goals:**
Benchmarks, Measures of
Reporting, Monitoring
Tools, and Frequency of
Reporting



Goal 1: Academic Growth



**Goal 2: Community
Partnership and Connection**



Goal 3: Whole Child



**Goal 4: Student Support
Systems**

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I. GENERAL INFORMATION

CIVILITY AND SAFETY:

The Orting School District is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere. Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process. Reports of discrimination and discriminatory harassment will be referred to the district’s Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district’s Section 504 Coordinator. (Board Policy/Procedure 3205) Because of wise, consistent enforcement of the

rules and ethical decision making by both youth and adults, the school environment is attractive to students and creates the most favorable conditions in which to learn.

Safe and Orderly Learning Environment: The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff will not be unreasonably interrupted in their work. Brief messages will be recorded to permit the staff member to return the call when free. Students and community members are urged to make appointments with staff to assure an uninterrupted conference. No one will solicit funds or conduct private business with staff on school time and premises.

Visitors: The board welcomes and encourages visits to school by parents/guardians, community members, and interested educators. The superintendent or designee will establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations: The superintendent or staff member in charge will direct a person to leave immediately if any person on school property is

1. Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or
2. Is disrupting or obstructing any school program, activity or meeting; or
3. Threatens to do so or is committing, threatening to imminently commit;
 - a. Inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated state member or invitee) of the school district. If such a person refuses to leave, the superintendent or staff member will immediately call for the assistance of a Law enforcement officer.

EMERGENCY PROCEDURES

A plan has been developed which will ensure the maximum efficiency and safety for evacuating the building during drills or any real emergency. Please see staff members and classroom areas for further guidance and written directions regarding emergency procedures.

EVACUATION

Instructions are posted in each classroom for the students to follow during an emergency. Teachers will discuss these procedures with their students. Regular drills are held at school to practice proper procedures in case of an emergency. Emergency drills are to be taken seriously. Students are expected to maintain classrooms conduct throughout the entire drill and to become informed of the exit route for each of their classrooms. In the event of an actual emergency or drill, students must comply with all administrative and staff directives.

IMMUNIZATION

To protect children against a number of childhood diseases, Washington State Law (RCW 28A.210.060) requires that all children admitted to public and nonpublic schools be immunized against Diphtheria, Tetanus, Pertussis, Polio, Measles, Page 8 | 65 Rubella, Mumps, Varicella, Hepatitis B, and other communicable disease as required by the Washington state Department of Health.

Changes effective August 1, 2020: The State Board of Health (SBOH) approved changes to Chapter 246-105 of the Washington Administrative Code (WAC) concerning school immunization policy. Starting on August 1, 2020:

1. Medically Verified Records Changes: Medically verified records will be required for all newly enrolling students and all students who get additional vaccinations. Examples of medically verified records: Certificate of Immunization Status (CIS) printed from the Immunization Information System (IIS), a physical copy of the CIS form with a healthcare provider signature, a physical copy of the CIS with accompanying medical immunization records from a healthcare provider verified and signed by school staff and a CIS printed from MyIR.

2. Conditional Status Changes: Children may begin school if they have received ALL required immunizations. Verification must be submitted on or before the first day of attendance. If additional immunizations are needed after receiving all immunizations, they are eligible to receive before starting school, children may start school in conditional status and remain until the next dose becomes due. Families will have 30 calendar days to turn in updated records showing their children have received the missing dose(s). If additional doses are due, conditional status continues until all required immunizations are complete. If the 30 calendar days expire without updated record, the child must be excluded from further attendance.

Students may be excluded from school if they do not meet the requirements of this law.

INSTRUCTIONAL MATERIALS

Students will be held accountable for returning all instructional materials and equipment, including but not limited to, textbooks, library books, instruments, devices, etc. assigned to them throughout the year. All students are required to return these instructional materials or items on the scheduled return dates.

If a textbook, library book, instrument, device/accessory or other instructional material is not returned or is lost, stolen, or damaged beyond repair, the student will be charged for the full replacement cost of that item. Additionally, a fine may incur for any new damage to instructional materials or equipment and a student's graduation diploma may be withheld for unpaid fines that exceed \$1000.00 (policy 3520). The district will accept any items after the specified return date but may require students to pay for the item(s) if new instructional materials have already been purchased for the next school year.

INTERVIEW BY LAW ENFORCEMENT AUTHORITIES

The district encourages interviews and interrogations of students by law enforcement agents to take place off school premises, in order to minimize interruption to the instructional program. When an onsite interview/interrogation is warranted by the circumstances of the case, protocols articulated in Policy 3226 Interviews and Questioning Students on School Premises will be used. If the student is under 12 years of age, parent(s)/guardian(s) or designated adult notification and permission is required before any interview/interrogation will take place unless the law enforcement official has a warrant or a court order or the official stipulates that exigent circumstances exist, or the matter involves alleged child abuse or neglect. An officer is not required to have a warrant for the school to release the student into law enforcement custody. In the event a student is taken into custody by a law enforcement officer, the school will notify the parent or guardian as soon as possible unless prohibited by law enforcement (see Policy 4310, Policy 3226). Either the law enforcement officer, or the school will notify the parent(s)/guardian(s) as soon as possible unless prohibited by law enforcement (see Policy 4310, and Policy 3226).

LIBRARY and INSTRUCTIONAL MATERIALS

Students will be held accountable for returning all instructional materials and equipment, including but not limited to, textbooks, library books, instruments, devices, etc. assigned to them throughout the year. All

students are required to return these instructional materials or items on the scheduled return dates.

If a textbook, library book, instrument, device/accessory or other instructional material is not returned or is lost, stolen, or damaged beyond repair, the student will be charged for the full replacement cost of that item. Additionally, a fine may incur for any new damage to instructional materials or equipment and a student's graduation diploma may be withheld for unpaid fines that exceed \$1000.00 (policy 3520). The district will accept any items after the specified return date but may require students to pay for the item(s) if new instructional materials have already been purchased for the next school year.

LOST AND FOUND

Textbooks, wallets, watches, electronics, and other items of value which are found should be turned in to the office so they may be returned to the rightful owner. Failure to do so will constitute theft. Periodically, "lost and found" items will be donated to a charity of choice.

MEDICATION

Every effort should be made to schedule the administration of medication outside of school hours. If this is not possible, it must be understood by the parent(s)/guardian(s) that the medication will be administered by the school nurse, or by the teacher, principal/designee, health assistant or secretary in the absence of the school nurse. Instruction on administration will be provided by the school nurse. All prescription and non-prescription medication will be kept in a locked cabinet. An EpiPen and/or inhaler may be carried by a student with a note from a physician and cleared through the school nurse.

Medication to be dispersed by the school nurse will require written permission and instructions from a licensed prescriber as described in RCW 28A.210.260 and RCW 28A.210.270 and signed parental permission to administer the medication at school. (Forms are available in the nurse's office).

Medication must be properly labeled with the student's name, name of medication, dosage, and time to be administered. All medication (prescription and non-prescription) to be administered at school requires:

1. A written order from a licensed prescriber prescribing within the scope of their prescriptive authority, detailing the name of the student, the name of the medication, route of medication, dosage, time to be given and the expected duration of administration and possible side effects.
2. Medication to be brought to school in the original container appropriately labeled by the licensed prescriber for the prescription drugs or by the manufacturer for non-prescription drugs. No greater than a 20-day supply will be stored at school in a locked, substantially constructed cabinet.
3. The first dose given at school should be administered by the school nurse, if possible, so that the nurse or person administering the medication may determine that in his or her judgment the medication appears to be in the original container and property labeled. Non-licensed staff will be trained, supervised, and monitored by the school nurse.
4. A record will be kept designating time and date, and with the initials of persons administering the medication.
5. Requests for administration of medication will be valid only as ordered by the licensed prescriber and the dates indicated in writing, and in no case will the period exceed one (1) school year.
6. Administration of oral and topical medications, eye drops, eardrops, and nasal spray may be delegated by the school nurse to unlicensed school staff. Nasal spray that is prescribed and/or a controlled substance will be administered by a licensed nurse. No prescribed medication will be administered by injection by non-licensed staff except when a student is susceptible to a

predetermined life-endangering situation treatable by Epinephrine (EpiPen). Such medication will be administered by the school nurse or staff trained by the school nurse to administer such an injection. Pursuant to the Sun Safety Education Act (Substitute Senate Bill 5404, 2017), students may possess and self-apply topical sunscreen products supplied by a parent or guardian and regulated by the United States Food and Drug Administration for over-the-counter use to help prevent sunburn while on school property, at a school-related event or activity, or at summer camp. Such possession and application are an exception to the requirements identified above. School personnel may, but are not required to, assist students in the application of sunscreen supplied by a parent, but should do so in the presence of another staff member. Students may not share sunscreen.

The district is not responsible for reactions when the medication is dispensed in accordance with the licensed prescriber's directions. Misuse of prescription/non-prescription drugs will be subject to suspension or expulsion.

PHOTOGRAPHS and IMAGES OF STUDENTS

District personnel may take a student's photograph for inclusion in district publications, slides, websites, video presentations, yearbooks and/or for use in electronic/print commercial and non-commercial media that relate to school activities. Parents may opt out of having photographs and other information released. If parents wish to opt out, they may do this through the enrollment form.

PLAYGROUND AND MULTI-PURPOSE ROOM RULES

Elementary only: Students are to follow school playground rules. Each school has a copy of playground rules available upon request. Differences in procedures and rules are due to the physical designs of the buildings, variety of programs, schedules, etc.

SIGNS AND BULLETIN BOARDS/DISTRIBUTION OF MATERIALS

The distribution of information, placement of materials on bulletin boards, or the placement of signs throughout the building or on school property by outside organizations must have prior administrative approval through the district.

VISITORS

Visitors are welcome when there is a prior agreed upon educational purpose. Visitors must have prior approval from the principal/designee and are required to sign in at the Main Office upon arrival to school.

VOLUNTEERS

Volunteers are encouraged to participate at each of our schools but must have a current approved volunteer application on file. Contact the Main Office at your school (Please refer to Board Policy 5630)

WALKING SAFETY For the safety of students who walk to and from school and/or bus stops, they must adhere to the following safety precautions. Students are expected to follow all school rules, on the way to and from school. Students should:

1. Walk with friends or family members, using the "buddy system". Younger children should always walk with an adult.
2. Walk on the sidewalk or designated trail. If there is no sidewalk or trail, be sure to walk on the side of the road facing traffic.
3. Stay on a safe walking route. Don't take shortcuts that could be dangerous.
4. Look for cars or trucks parked in driveways, and for drivers in parked cars who may be getting ready

- to move their vehicles.
5. When crossing the street, use an approved crossing area such as at a traffic signal or other marked intersection.
 6. Stop, look, and listen. Stop at the curb or the edge of the road. Look and listen for moving cars in all directions. Wait until no traffic is coming and begin crossing. Keep looking for traffic until finished crossing. Never dart out between parked cars, jaywalk, or use other illegal methods of crossing the street or railroad tracks.
 7. Walk, don't run, when crossing the street. Also do not push, shove, or chase others.
 8. Obey traffic signs, signals, and school crossing guards.
 9. Be safe, be seen. Wear brightly colored clothing during the daytime to make it easier to be seen by drivers. When it is dark or hard to see outside, use a flashlight and wear reflective material on shoes, backpacks, and clothing.
 10. Never take rides from people not arranged by parents.
 11. Avoid getting near a strange car or talking with strangers; and be aware of your surroundings and the people around you.

Sources: National Center for Safe Routes to School and National Highway Transportation Safety Administration

II. STUDENT DISCRETIONARY DISCIPLINE TERMS AND PROCEDURES

DEFINITIONS

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

1. "Behavioral violation" means a student's behavior that violates the district's discretionary discipline policies.
2. "Best practices and strategies" refers to other forms of discretionary discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
3. "Classroom exclusion" means the exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process in violation of the district disciplinary policies subject to the requirements in WAC 392-400110.. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
 - a. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.410.270, RCW 28A.405.100, and RCW 28A.410.260 to support the student in meeting behavioral expectations; and
 - b. The student remains under the supervision of the teacher or other school personnel during such brief duration.
4. "Culturally responsive" has the same meaning as "cultural competency" in RCW 28A.415.443, 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.
5. "Discretionary discipline" means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by a school district board of directors under RCW 28A.600.015(6).
6. "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.
7. "Emergency removal" means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
8. "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.
9. "Length of an academic term" means the total number of schooldays in a single trimester or semester, as defined by the board of directors.
10. "Optimum learning atmosphere" means a climate in which each student has the maximum opportunity to learn and the conduct of students that interferes with that climate is kept at an absolute minimum, as determined by the building-wide expectations.
11. "Other forms of discretionary discipline" means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
12. "Parent" has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance

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

13. “School board” means the governing board of directors of the local school district.
14. “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 terminate upon the closure of the Superintendent’s office for the calendar day.
15. “School day” means any day or partial day that students attend school for instructional purposes.
16. “Suspension” means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
17. “In-school suspension” means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
18. “Short-term suspension” means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
19. “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.
20. “Appeals Administrator” means the district employee designated to receive grievance or appeal communications. The Appeals Administrator may be reached at (360) 893-6500 by phone or at the following address:

Orting School District Appeals Administrator
121 Whitesell Street NE
Orting, WA, 98360

Students are responsible for following applicable laws and the rules and policies of the district. Students at school (on or off campus), and while on district property, are subject to the discretionary discipline authority of district officials. Students suspended or expelled from any district school may be denied attendance at any other school in the district during the period of suspension or expulsion.

Students and parent(s)/guardian(s) have certain rights to have student discretionary discipline reviewed. The district will implement student discretionary discipline procedures in accordance with Chapter 392-400 WAC, and students and families are encouraged to familiarize themselves with any specific appeal right they may have under the law.

Students may be detained after the regular time for school dismissal as a disciplinary measure or due to a safety concern. Every effort will be made to inform a student’s parent(s)/guardian(s) via telephone if a student is kept after school. Parents will need to arrange for the student’s transportation home in this scenario.

In general, the district will administer student discretionary discipline in a fair and equitable manner.

Every effort will be made by administrators and staff to address problems through effective utilization of district resources in cooperation with the student and his/her parent(s)/guardian(s). The following rules stem from Chapter 392-400 WAC.

EXCLUSIONS—CONDITIONS AND LIMITATIONS (WAC 392-400-330)

1. Authority to administer classroom exclusions
 - a. Teacher authority. A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements in this section and WAC 392-400-335.
 - b. Other school personnel authority. The district may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the district's discretionary discipline policy adopted under WAC 392-400-110 or 392-400-225, subject to the requirements in this section and WAC 392400-335.
 - c. Other forms of discretionary discipline. The teacher or other school personnel must first attempt one or more other forms of discretionary discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. When administering other forms of discretionary discipline, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
2. Limitations on classroom exclusion
 - a. Duration of classroom exclusion. A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. A classroom exclusion that exceeds this time period, and if such students have repeatedly disrupted the learning of other students, may be considered a suspension in accordance with this chapter and must provide for early involvement of parents in attempts to improve the student's behavior
 - b. Removal from school. A student may not be removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency removal under Chapter 392-400 WAC.
3. Assignments and tests. The school district will provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.

Classroom Exclusion—Notice and procedure. (WAC 392-400-335)

Following a classroom exclusion under WAC 392-400-330:

1. Notice to principal. The teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible.
2. Notice to parents. The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The school district must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.
3. Emergency circumstances. When a teacher or school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and

substantial disruption of the educational process:

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

Suspensions and Expulsions—General conditions and limitations. (WAC 392-400-430)

The district may administer suspensions and expulsions for behavioral violations, subject to the following requirements:

1. Parent involvement. The district will:
 - a. Provide for early involvement of parents in efforts to support students in meeting behavioral expectations; and
 - b. Must make every reasonable attempt to involve the student and parent(s) in the resolution of behavioral violations.
2. Considerations. Before administering any suspension or expulsion, the district will consider the student's individual circumstances and the nature of the violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.
3. Completing academic requirements. The district will not:
 - a. Suspend the provision of educational services to a student in response to behavioral violations; or
 - b. Administer discretionary discipline in a manner that would prevent a student from completing subject, grade-level, or graduation requirements.
 - c. Administer any discretionary discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.
4. Opportunity to receive educational services. The district will provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392- 400-610.
5. Reporting. The principal or designee must report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the school district superintendent or designee within twenty-four (24) hours after the administration of the suspension or expulsion.
6. Reentry. After suspending or expelling a student, the district will:
 - a. Make reasonable efforts to return the student to the student's regular educational setting as soon as possible.
 - b. Allow the student to petition for readmission at any time.
7. Absences and tardiness. The district will not suspend or expel a student from school for absences or tardiness.
8. Access to school district property. When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
9. End date.
 - a. An expulsion or suspension of a student may not be for an indefinite period of time and must have an end date.
 - b. If the district enrolls a student in another program or course of study during a suspension or expulsion, the district may not preclude the student from returning to the student's regular educational setting following the end date of the suspension or expulsion, unless:

- i. The school district superintendent or designee grants a petition to extend a student's expulsion under WAC 392- 400-480;
- ii. The change of setting is to protect victims under WAC 392-400-810; or
- iii. Other law precludes the student from returning to their regular educational setting.

In-School and Short-Term Suspension—Additional conditions and limitations. (WAC 392-400-435)

1. Other forms of discretionary discipline. Before administering an in-school or short-term suspension, the district must first attempt one or more other forms of discretionary discipline to support the student in meeting behavioral expectations. Administering other forms of discretionary discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
2. Length of suspension. The district may not administer an in-school or short-term suspension beyond the school year in which the behavioral violation occurred.
3. Grade-level limitations.
 - a. The district may not administer an in-school or short-term suspension for a student in kindergarten through fourth grade for more than ten (10) cumulative school days during any academic term; and
 - b. The district may not administer an in-school or short-term suspension for a student in grades five through twelve:
 - i. For more than fifteen (15) cumulative school days during any single semester; or
 - ii. For more than ten (10) cumulative school days during any single trimester.
4. In-School Suspension and personnel. When administering an in-school suspension, the school district will ensure school personnel:
 - a. Are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension; and
 - b. Are accessible to offer support to keep the student current with assignments and course work for all the student's regular subjects or classes as required under WAC 392-400-610.

Long-Term Suspension—Additional conditions and limitations. (WAC 392-400-440)

1. Other forms of discretionary discipline. Before administering a long-term suspension, the district must consider other forms of discretionary discipline to support the student in meeting behavioral expectations. Administering other forms of discretionary discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
2. Limitations on long-term suspensions. The district may only administer a long-term suspension. For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and
 - a. After the school district has determined that, if the student returned to school before completing a long-term suspension:
 - i. The student would pose an imminent danger to students or school personnel; or
 - ii. The student would pose an imminent threat of material and substantial disruption of the educational process.
3. Length of suspension.
 - a. A long-term suspension may not exceed the length of an academic term.
 - b. The district may not administer a long-term suspension beyond the school year in

which the behavioral violation occurred.

4. Grade-level limitations. Except for a violation of WAC 392- 400-820, the district will not administer a long-term suspension for any student in kindergarten through fourth grade.

Expulsions—Additional conditions and limitations. (WAC 392-400-445)

1. Other forms of discretionary discipline. Before administering an expulsion, the district must consider other forms of discretionary discipline to support the student in meeting behavioral expectations. Administering other forms of discretionary discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
2. Limitations on expulsions. The district may only administer an expulsion:
 - a. For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and
 - b. After the school district has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
3. Length of expulsion. An expulsion may not exceed the length of an academic term, unless the principal or designee petitions the school district superintendent for extension of an expulsion under WAC 392-400-480, and the petition is granted.
4. Grade-level limitations. Except for violations of WAC 392- 400-820, the district may not administer an expulsion for any student in kindergarten through fourth grade.

Suspensions and Expulsions—Initial hearing with student. (WAC 392-400-450)

1. Initial hearing. Before administering any suspension or expulsion, the principal or designee will conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee must provide the student:
 - a. Notice of the student's violation of the school district's discretionary discipline policy;
 - b. An explanation of the evidence regarding the behavioral violation;
 - c. An explanation of the discretionary discipline that may be administered; and
 - d. An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.
2. Parent participation.
 - a. In-School and Short-term suspensions. At an initial hearing in which the principal or designee is considering administering an in-school or short-term suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.
 - b. Long-term suspensions and expulsions. At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parent(s) to participate in the initial hearing in person or by telephone.
3. Administrative decision. Following the initial hearing, the principal or designee will inform the student of the decision regarding the behavioral violation, including the date on which any suspension or expulsion will begin and end.
4. Language assistance. The school district will ensure that the initial hearing is held in a language and form the student and parent(s) will understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

Suspensions and Expulsions—Notice to student and families. (WAC 392-400-455)

1. Initial Notice. 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.
2. Written Notice. No later than one (1) school business day following the initial hearing with the student in WAC 392400-450, the district will provide written notice of the suspension or expulsion to the student and parent(s) in person, by mail, or by email. The written notice must include:
 - a. A description of the student's behavior and how the behavior violated the school district's discretionary discipline 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 discretionary discipline that the school 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 under WAC 392-400-610;
 - e. The student's and parents' right to an informal conference with the principal or designee under WAC 392400-460;
 - f. The student's and parents' right to appeal the suspension or expulsion under WAC 392-400-465, including where and to whom the appeal must be requested; and
 - g. For a long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting under WAC 392-400-710.
3. Language Assistance. The school district must ensure the initial and written notices required under this section are provided in a language and form the student and parent(s) understand, which may require language assistance for students and parents with limited- English proficiency under Title VI of the Civil Rights Act of 1964.

Suspensions and Expulsions—Optional conference with principal. (WAC 392-400-460)

1. Requesting a conference. If the student or parents disagree with the school district's decision to suspend or expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.
2. Time limit. The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).
3. Conference. During the informal conference, the principal or designee will provide the student and parent(s) the opportunity to:
 - a. Share the student's perspective and explanation regarding the behavioral violation;
 - b. Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
 - c. Discuss other forms of discretionary discipline that may be administered.
4. Language assistance. The school district must ensure the conference is held in a language and form the student and parents understand, which may require language assistance for students and parents with In limited-English proficiency under Title VI of the Civil Rights Act of 1964.
5. Right to appeal. An informal conference will not limit a student's or parent(s) right to appeal

the suspension, expulsion or emergency removal under WAC 392-400-465, participate in a reengagement meeting under WAC 392-400-710, or petition for readmission.

Suspensions and Expulsions—Appeal. (WAC 392-400-465)

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

1. Requesting an appeal. A student or the parent(s) may appeal a suspension or expulsion to the school district superintendent or designee orally or in writing
2. Time limit. Any appeal by a student or parent(s) must be made within five (5) school business days from the date the school district provides written notice under WAC 392-400-455.
3. Short-term and in-school suspensions.
 - a. Appeal. The superintendent or designee will provide the student and parent(s) the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.
 - b. Appeal decision. The superintendent or designee will deliver a written appeal decision to the student and parents in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:
 - i. The decision to affirm, reverse, or modify the suspension;
 - ii. The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
 - iii. The educational services the school district will offer to the student during the suspension under WAC 392-400-610; and
 - iv. Notice of the student's and parent(s) right to request review and reconsideration of the Page 28 | 65 appeal decision under WAC 392-400-470, including where and to whom to make the request.
4. Long-term suspensions and expulsions.
 - a. Appeal. Within one (1) school business day after receiving the appeal request, unless otherwise agreed to by the student and parent(s), the superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email of:
 - i. The time, date, and location of the appeal hearing;
 - ii. The name(s) of the official(s) presiding over the appeal;
 - iii. The student's and parents' rights to inspect the student's education records under (e) of this subsection;
 - iv. The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing under (e) of this subsection;
 - v. The student's and parents' rights under (f) of this subsection; and
 - vi. Whether the district will offer to hold a reengagement meeting under WAC 392-400-710 before the appeal hearing.
 - b. Reengagement. Before the appeal hearing, the student, parent(s), and district may agree to hold a reengagement meeting and develop a reengagement plan under WAC 392-400-710. The student, parent(s) and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.
 - c. Appeal hearing. The district must hold an appeal hearing within three (3) school business days from the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student or parent(s).
 - d. Presiding officials. The school board may designate the superintendent, a hearing

- officer, or a discretionary discipline appeal council, if established under WAC 392-400-475, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to suspend or expel the student and must be knowledgeable about the rules in Chapter 392-400 WAC and of the school district's discretionary discipline policies and procedures.
- e. Evidence and witnesses.
 - i. Upon request, the student, parents, and school district may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The school district, student, or parents 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.
 - ii. Upon request, the student and parents 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.
 - iii. If a witness for the school district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the district establishes that:
 - 1. The district made a reasonable effort to produce the witness; and
 - 2. The witness's failure to appear is excused by fear of reprisal or another compelling reason.
 - f. Student and parent rights. During the appeal hearing, the student and parent(s) have the right to:
 - i. Be represented by legal counsel;
 - ii. Question witnesses;
 - iii. Share the student's perspective and provide explanation regarding the behavioral violation;
 - iv. Introduce relevant documentary, physical, or testimonial evidence.
 - g. Recording of hearing. The appeal hearing will be recorded by manual, electronic, or other type of recording device. The district will upon request of the student or parent(s) provide them a copy of the recording.
 - h. Appeal decision. The presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) must provide a written decision to the student and parents in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:
 - i. The findings of fact;
 - i. A determination whether:
 - 1. The student's behavior violated the school district's discretionary discipline policy;
 - 2. The behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and
 - 3. The suspension or expulsion is affirmed, reversed, or modified;
 - 4. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - 5. Notice of the student's and parents' right to request review and reconsideration of the appeal decision under WAC 392-400-470, including where and to whom to make the request; and Notice of the opportunity to participate in a reengagement meeting under WAC 392-

400-710 and the contact information for the person who will coordinate scheduling of the reengagement meeting.

5. Language assistance. The school district must ensure that the notice, appeal proceedings, and decision are in a language and form the student and parents understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.
6. Pending appeal. If the student or parent(s) request an appeal under this section, the school district may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:
 - a. The school district may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing under WAC 392-400-450 or until the appeal is decided, whichever is earlier;
 - b. Any days that the student is temporarily suspended or expelled before the appeal is decided must be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
 - c. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the school district will provide the student an opportunity to makeup assignments and tests missed during the suspension or expulsion upon the student's return.

Suspensions and Expulsions—Review and reconsideration. (WAC 392-400-470)

1. Requesting Review: Long-term suspension.
 - a. The student or parent(s) may request the school board or discretionary discipline appeal council, review and reconsider the school district's appeal decision. The student or parents may request the review orally or in writing.
2. Time limit.
 - a. Any request for review by the student or parents must be made within ten (10) school business days from the date the school district provides the written appeal decision to the student and parents under WAC 392-400-465.
3. Review procedure.
 - a. In reviewing the school district's decision, the school board or discretionary discipline appeal council must consider (i) all documentary and physical evidence related to the behavioral violation, (ii) any records from the appeal hearing related to the behavioral violation, (iii) relevant state law, and (iv) the school district's discretionary discipline policy.
 - b. The school board or discretionary discipline appeal council may request to meet with the student or parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board or discretionary discipline appeal council will be made only by board or 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 discretionary discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.
4. Decision: Long-Term Suspensions and expulsions.
 - a. The school board or discretionary 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:

- b. Whether the school board or discretionary discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
 - c. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
 - d. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.
5. Language assistance
- a. The school district must ensure that any review proceedings and decision are in a language and form the student and parents understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

Petition to Extend Expulsion. (WAC 392-400-480)

1. Petition. When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the district superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the superintendent or designee of:
 - a. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
 - b. The student's academic, attendance, and discretionary discipline history;
 - c. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
 - d. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
 - e. The proposed extended length of the expulsion; and
 - f. The student's reengagement plan.
2. Time limit. The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820, the principal or designee may petition to extend an expulsion at any time.
3. Notice. The school district must provide written notice of the 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. A copy of the petition;
 - b. The student's and parents' right to an informal conference with the school district superintendent or designee to be held within five school business days from the date the district provided written notice to the student and parents; and
 - c. The student's and parents' right to respond to the petition orally or in writing to the school district superintendent or designee within five (5) school business days from the date the district provided written notice.
4. Written decision. The district 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 school district superintendent or designee must deliver a written decision to the principal, the student, and the student's parents in person, by mail, or by email within ten (10) school business days after receiving the petition.
 - a. If the petition is granted, the written decision must include:
 - i. The date on which the extended expulsion will end;

- ii. 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
 - iii. Notice of the student's or parents' right to request review and reconsideration of the appeal decision under subsection (5) of this section, including where and to whom to make the request.
 - b. If the petition is not granted, the written decision must identify the date on which the expulsion will end.
- 5. Review and reconsideration.
 - a. Requesting review. The students or parent(s) may request that the school board or discretionary discipline appeal council, review and reconsider the decision to extend the student's expulsion. The student or parent(s) may request the review orally or in writing
 - b. Time limit. Any request for review by the student or parent(s) must be made within ten (10) school business days from the date the school district superintendent or designee provides the written decision under subsection (4) of this section.
 - c. Review procedure.
 - i. The school board or discretionary discipline appeal council may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.
 - ii. The decision of the school board or discretionary discipline appeal council may be made only by board or council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision under WAC 392- 400-465.
 - d. Decision. The school board or discretionary 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:
 - i. Whether the school board or discretionary discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
 - ii. The date on which the extended expulsion will end.
- 6. Duration. Any extension of an expulsion may not exceed the length of an academic term.
- 7. Language assistance. The school district must ensure that any petition proceedings, notices, and decisions are provided in a language and form the student and parent(s) understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.
- 8. Annual reporting. The school district must annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Emergency removal—Conditions and limitations. (WAC 392-400-510)

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

1. Sufficient cause. The school district must have sufficient cause to believe that the student's presence poses:
 - a. An immediate and continuing danger to other students or school personnel; or
 - b. An immediate and continuing threat of material and substantial disruption of the educational process.
2. Determination of immediate and continuing threat of disruption. For purposes of this section, an immediate and continuing threat of material and substantial disruption of the educational

process means:

- a. 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
 - b. School personnel have exhausted reasonable attempts at administering other forms of discretionary discipline to support the student in meeting behavioral expectations.
3. Time limit. An emergency removal will not exceed ten (10) consecutive school days. An emergency removal must end or be converted to another form of discretionary discipline within ten (10) school days from the start of the emergency removal.
 4. Conversion. If the district converts an emergency removal to a suspension or expulsion, the district must:
 - a. Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
 - b. Provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480.
 5. Reporting. All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the district superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

Emergency removal—Notice to student and family. (WAC 392-400-515)

1. Initial notice. After an emergency removal, the district will attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.
2. Written notice. Within twenty-four (24) hours after an emergency removal, the district must provide written notice of the emergency removal to the student and parent(s) in person, by mail, or by email. The written notice must include:
 - a. The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
 - b. The duration and conditions of the emergency removal, including the dates on which the emergency removal will begin and end;
 - c. The opportunity to receive educational services during the emergency removal under WAC 392-400-610;
 - d. The student's and parents' right to an informal conference with the principal or designee under WAC 392400-520; and
 - e. The student's and parents' right to appeal the emergency removal under WAC 392-400-525, including where and to whom the appeal must be requested.
3. Language assistance. The school district must ensure the initial and written notices required under this section are provided in a language and form the student and parent(s) understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

Emergency removal—Optional conference with principal. (WAC 392-400-520)

1. Requesting a conference. If a student or the parent(s) disagree with the school district's decision to administer an emergency removal, the student or parent(s) may request an

informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.

2. Time limit. The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).
3. Conference. During the informal conference, the principal or designee must provide students and parents the opportunity to share the student's perspective and explanation regarding the events that led to the emergency removal.
4. Language assistance. The district must ensure the conference is held in a language and form the student and parent(s) understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.
5. Right to appeal. An informal conference will not limit a student's or parent(s) right to appeal the emergency removal under WAC 392-400-525.

Emergency removal—Appeal. (WAC 392-400-525)

1. Requesting an appeal. A student or the parent(s) may appeal an emergency removal to the district superintendent or designee orally or in writing.
2. Time limit. An appeal by the student or parent(s) must be made within three (3) school business days from the date the school district provides the written notice of the emergency removal.
3. Notice. Within one (1) school business day after receiving the appeal request, unless otherwise agreed to by the student and parent(s), the superintendent or designee must provide the student and parent(s) written notice in person, by mail, or by email of:
 - a. The time, date, and location of the appeal hearing;
 - b. The name(s) of the official(s) presiding over the appeal;
 - c. The student's and parents' rights to inspect the student's education records under subsection (6) of this section;
 - d. The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing under subsection (6) of this section; and 3
 - e. The student's and parents' rights under subsection (7) of this section.
4. Appeal hearing. The school district will hold an appeal hearing within two (2) school business days after the date the superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.
5. Presiding official(s). The school board may designate the superintendent, a hearing officer, or a discretionary discipline appeal council, if established under WAC 392-400-475, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to emergency remove the student and must be knowledgeable about the rules in Chapter 392- 400 WAC and of the district's discretionary discipline policies and procedures.
6. Evidence and witnesses.
 - a. Upon request, the student, parent(s), and school district may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The school district, student, or parents 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.
 - b. Upon request, the student and parent(s) may review the student's education records. The district must make the records available as soon as reasonably possible, but no

- later than the end of the school business day before the appeal hearing.
- c. If a witness for the school district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the district establishes that:
 - i. The district made a reasonable effort to produce the witness; and
 - ii. The witness's failure to appear is excused by fear of reprisal or another compelling reason.
7. Student and parent rights. The student and parent(s) have the right to:
 - a. Be represented by legal counsel;
 - b. Question witnesses;
 - c. Share the student's perspective and provide explanation regarding the events that led to the emergency removal; and
 - d. Introduce relevant documentary, physical, or testimonial evidence.
 8. Recording of hearing. The appeal hearing will be recorded by manual, electronic, or other type of recording device. The school district will provide the recording to the student or parents upon request.
 9. Appeal decision. The school district must 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:
 - a. The findings of fact;
 - b. A determination whether the student's presence continues to pose:
 - i. An immediate and continuing danger to students or school personnel; or
 - ii. An immediate and continuing threat of material and substantial disruption of the educational process.
 - c. Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the school district converts the emergency removal to a suspension or expulsion, the district must provide the student and parents notice and due process under WAC 392-400-455 through 392-400-480; and
 - d. Notice of the student's and parents' right to request review and reconsideration of the appeal decision under WAC 392-400-530, including where and to whom to make the request.
 10. Language assistance. The school district must ensure that any appeal proceedings, notices, and decisions are provided in a language and form the student and parent(s) understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Emergency removal—Review and reconsideration. (WAC 392-400-530)

1. Requesting review. The student or parent(s) may request that the school board or discretionary discipline appeal council review and reconsider the district's appeal decision under WAC 392-400-525. The student or parent(s) may request the review orally or in writing.
2. Time limit. Any request for review by the student or parent(s) must be made within five (5) school business days from the date the school district provided the written appeal decision to the student and parent(s) under WAC 392-400-525.
3. Review procedure.
 - a. In reviewing the district's decision, the school board or discretionary discipline appeal council must consider (i) all documentary and physical evidence related to the events that led to the emergency removal, (ii) any records from the appeal hearing, (iii) relevant state law, and the district's discretionary discipline policy.

- b. The school board or discretionary discipline appeal council may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board or discretionary discipline appeal council will be made only by board or council members who were not involved in the events that led to the emergency removal, the decision to emergency remove the student, or the appeal decision under WAC 392-400-525. If the discretionary discipline appeal council presided over the appeal under WAC 392-400- 525, the decision must be made by the school board.
4. Decision. The school board or discretionary discipline appeal council must provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
- a. Whether the school board or discretionary discipline appeal council affirms or reverses the school district's decision that the student's presence posed:
 - i. An immediate and continuing danger to students or school personnel; or An immediate and continuing threat of material and substantial disruption of the educational process.
 - b. If the emergency removal has not yet ended or been converted, whether the school district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the school district converts the emergency removal 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 removal was converted.
5. Language assistance. The school district must ensure that any review proceedings and decision are in a language the student and parents understand, which may require language and form assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.

Educational Services During Suspension, Expulsion, or Emergency removal. (WAC 392-400-610)

1. Educational services.
- a. The district may not suspend the provision of educational services to a student in response to behavioral violations.
 - b. During the suspension, expulsion, or emergency removal of a student, the district will provide the student the opportunity to receive educational services. The educational services must enable the student to:
 - i. Continue to participate in the general education curriculum;
 - ii. Meet the educational standards established within the district; and
 - iii. Complete subject, grade-level, and graduation requirements.
 - c. When providing a student the opportunity to receive educational services during exclusionary discretionary discipline, the school must consider:
 - i. Meaningful input from the student, parent(s), and the student's teachers;
 - ii. 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
 - iii. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

- d. The district may provide educational services to the student in an alternative setting or modify the suspension or expulsion. On a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discretionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.
2. Notice. As soon as reasonably possible after administering a suspension or expulsion, the district must provide written notice to the student and parents about the educational services the district will provide. The district will provide the written notice in person, by mail, or by email. The notice will include:
 - a. A description of the educational services that will be provided;
 - b. The name and contact information for the school personnel who can offer support to keep the student current with assignments and course work.
3. Suspensions or expulsions for up to five (5) days.
 - a. For students subject to suspension or emergency removal for up to five (5) consecutive school days, the district must provide at least the following:
 - i. Course work, including any assigned homework, from all of the student's regular subjects or classes;
 - ii. 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
 - iii. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.
4. Suspensions or expulsions for six to ten days.
 - a. For students subject to suspension or emergency removal for six (6) to ten (10) consecutive school days, the district must provide at least the following:
 - i. Course work, including any assigned homework, from all of the student's regular subjects or classes;
 - ii. 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 must make a reasonable attempt to contact the student or parents within three school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
 1. 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
 2. Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.
 3. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.
5. Long-term suspensions and expulsions. For students subject to expulsion or suspension for more than ten (10) consecutive school days, the district will provide educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.
6. Language assistance. The school district must ensure that notices and communications required under this section are provided in a language and form the student and parents understand, which may require language assistance for students and parents with limited

Student Reengagement After a Long-Term Suspension or Expulsion. (WAC 392-400-710)

1. Reengagement meeting. When the district administers a long-term suspension or expulsion, the district must convene a reengagement meeting with the student and parent(s) to discuss a plan to reengage the student. Before convening a reengagement meeting, the district will communicate with the student and parents to schedule the meeting time and location. The reengagement meeting will occur:
 - a. 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 returns to school; or
 - b. As soon as reasonably possible, if the student or parent(s) request a prompt reengagement meeting.
2. Reengagement plan. The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the school district must consider:
 - a. The nature and circumstances of the incident that led to the student's suspension or expulsion;
 - b. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
 - c. Shortening the length of time that the student is suspended or expelled;
 - d. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
 - e. 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.
3. Documentation. The school district must document the reengagement plan and provide a copy of the plan to the student and parents.
4. Language assistance. The school district must ensure that the reengagement meeting and plan are in a language and form the student and parent(s) understand, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964.
5. Student and parent rights. Reengagement meetings do not replace an appeal hearing under WAC 392-400-465 or a petition for readmission.

Fundamental Rights. (WAC 392-400-805)

When administering discretionary discipline under this chapter, the school district must not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school

district; or

5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Exceptions for the Purpose of Protecting Victims. (WAC 392-400-810)

In accordance with RCW 28A.600.460, the district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:

1. Teacher victim. 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;
2. Student victim. 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.

Firearm Exceptions (WAC 392-400-820)

As provided under RCW 28A.600.420:

1. The 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 school district superintendent may modify the expulsion on a case- by-case basis.
2. The district may 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.
3. This section does not apply to:
 - a. Any student while engaged in military education authorized by the school district in which rifles are used;
 - b. Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by the school district in which the rifles of collectors or instructors are handled or displayed; or
 - c. Any student while participating in a rifle competition authorized by the school district.

CORPORAL PUNISHMENT, RESTRAINT, AND ISOLATION (WAC 392-400-825)

1. Corporal punishment. The district will not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Corporal punishment does not include:
 - a. The use of reasonable physical force by a school administrator, teacher, school personnel or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students, school personnel, or property;
 - b. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
 - c. Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects.
2. Restraint and isolation. The district may not use isolation, restraint, or a restraint device on any student, except as provided for in RCW 28A.155.210, 28A.600.485, WAC 392-172A-02105, and 392-172A-02110.

SCHOOL MEALS (WAC 392-400-830)

The district may not administer any discretionary discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student.

III. STUDENT CONDUCT EXPECTATIONS AND RULES

GENERAL EXPECTATIONS FOR STUDENT CONDUCT

1. The district's student conduct rules and discretionary discipline procedures are designed to ensure an optimum teaching and learning atmosphere in the classroom.
2. Students must comply with school rules.
3. Students must pursue their course of study and make reasonable effort toward completing coursework.
4. Students must respect teachers' behavior expectations and the school's authority to administer disciplinary action.
5. Teachers must hold students strictly accountable for disorderly conduct and/or insubordination while under the teacher's supervision and make recommendations for interventions.
6. Students or other persons who willfully create a disturbance on school premises during school hours or at school activities or meetings may be charged with a crime by law enforcement authorities.
7. Students who damage property at school or while under school jurisdiction may be discretionary disciplined. The student and/or parent/guardian shall be liable for damages and may be charged with a crime by law enforcement authorities.
8. It is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school - sponsored events, or when such actions create a substantial disruption to the educational process. Students who are determined to have engaged in harassment, intimidation, or bullying shall be discretionary disciplined accordingly.
9. Law enforcement authorities may charge students or others with a crime if they interfere by force or violence with any staff member or student who is in the peaceful discharge of his or her duties or studies, or who intimidate or use threat of violence against any staff member or student in the peaceful discharge of his or her duties or studies.

STUDENT CONDUCT RULES

Under District Policy 3241, the following conduct rules apply to students while they are in school, on school grounds or district property, at school-sponsored events, in district vehicles or in other circumstances that have a real and substantial relationship to the lawful maintenance and operation of the district. Any student who violates the conduct rules listed below is, depending upon the individual circumstances involved, subject to discretionary discipline, including suspension or expulsion. Students are also subject to emergency removal for violations of these rules or in any other situation when the student's presence poses an immediate and continuing danger to, other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.

Students are expected to:

1. Conform to rules of conduct specified by the district;
2. Respect the rights, person, and property of others
3. Maintain appropriate behavior to facilitate a positive climate for learning; and
4. Respond accordingly to staff during disciplinary procedures. Unless otherwise specified, violations of these rules are cumulative throughout the student's elementary (grades K-5) or secondary (grades 6-12) school years regardless of which school within the district or schools in other districts the student has attended.

The district reserves the right to notify law enforcement officials of student conduct of any type that may be criminal in nature. School discretionary discipline actions may proceed at the same time as criminal proceedings for the same conduct. The outcome of criminal proceedings does not preclude the district from imposing or enforcing its own disciplinary sanctions.

ACADEMIC DISHONESTY/CHEATING and PLAGIARISM

Academic Dishonesty – Knowingly submitting the work of others represented as a student’s own, assisting another student in doing so, or using unauthorized sources.

Plagiarism – Taking language, ideas, or thoughts of another person or source and representing them as a student’s own work.

Cheating – Using unfair means to gain an advantage in coursework or other school activities, including unauthorized use of electronic sources and devices.

Students who plagiarize materials or cheat, in whole or in part, in papers, projects, or assessments, provide work to be plagiarized, or are involved in any other form of academic dishonesty, may be subject to disciplinary action and will be required to re-do the assignment or assessment or an alternative assignment or assessment.

AGGRESSIVE OR DANGEROUS BEHAVIORS

Behavior that causes or threatens harm to others is prohibited. Legal authorities may be notified if a student is determined to have engaged in aggressive and/or dangerous behaviors.

Aggressive, Reckless, or Dangerous Behaviors – Behavior, including intentional horseplay and any unintended consequences, that demonstrate a disregard for risk of harm to others or property is prohibited.

Assault – Actual or attempted hitting, striking, or other wrongful physical contact inflicted on another, including directly or indirectly with an object is prohibited. For verbal threats, see subsection below on Harassment, Intimidation, and Bullying. An assault may be committed without striking or injuring another person if a threat or action reasonably places the other person in fear of harm. An assault is considered more serious misconduct than fighting and normally warrants more serious consequences for a first offense. Knowledge and intent

Fighting – Fighting is prohibited and includes instigating, promoting (including promotion by presence as a spectator and/or electronic, recording, posting, or sharing), and escalating a fight, as well as failing to disperse at the scene of a fight. With regards to reasonable self-defense, it is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to discretionary discipline if, following a reasonable investigation, the administrator determines that all of the following are true:

1. A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others;
2. The student is acting in a manner that a building administrator determines is reasonable and necessary considering the circumstances; and
3. The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

ALCOHOL, DRUGS, AND OTHER PROHIBITED SUBSTANCES

Possessing, consuming, using, storing, selling, and/or distributing drugs (including marijuana/cannabis), alcohol, and other similar substances on school grounds, at school activities, or on district- provided transportation is prohibited. For purposes of student conduct expectations:

1. This section applies to any controlled substance, medication (prescription or over-the-counter), stimulant, depressant, or mood-altering compound, including simulated compounds intended to

produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law.

2. This section applies to marijuana or substances containing marijuana.
3. This section applies to legally prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district provided transportation.
4. This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar substances, including students who appear to be under the influence of such substances.
5. This section applies equally to the possession or use of paraphernalia or other items generally used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

Students, who in the professional judgment of an administrator, show signs of being under the influence of alcohol or drugs, may be asked to participate in horizontal gaze nystagmus tests (“rapid eye”) or a chemical screening of saliva or breath exam (“alco sticks” or breath test). Students who possess items or products suspected of containing tetrahydrocannabinol (THC) compounds may also be subject to testing. Students who refuse to participate in such testing may be emergency expelled.

Out of concern for student health, prescription pills, or other medications including over-the-counter medications are prohibited at school unless under the direction of the school nurse. This includes eye drops, cough drops, cough syrups, Tylenol, etc. All substances given to the school nurse for dispensing must be easily identifiable and contained in the intended and original packaging.

The use and/or possession of alcoholic beverages or dangerous drugs by minors is prohibited by law. Law enforcement authorities may be notified of violations, which may result in criminal or other legal proceedings. Students should be aware that under the State of Washington’s Minor in Possession Law, if a minor is convicted of the use and/or possession of alcoholic beverages or dangerous drugs, their driver’s license may be suspended. (RCW 66.44.270). Students who are administered a suspension under the sections above may have the suspension period reduced if they agree to waive any appeal rights and provide evidence of having successfully completed, or of having scheduled at the earliest possible date, a drug and alcohol use assessment (at parent/guardian and/or student expense) by a state-certified drug and alcohol agency which meets the Puyallup School District’s criteria for assessment. Any reduction of the suspension will be contingent upon the student following all treatment recommendations based on the assessment. Full cooperation with the assessment and recommendations is mandatory.

ATTENDANCE

It is important that students and parents/guardians understand district policies and procedures regarding attendance, as well as Washington State Law, to ensure students are successful in school. State law (RCW 28A.225) requires children from ages 8 to 17 to attend a public school in which they reside, private school, an extension program, or a district-approved home-based program or education center., Children that are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youths who are 16 or older may be excused from attending public school if they meet certain requirements under RCW28A.225.010.

All students are expected to be in regular attendance. A student is absent when they are:

1. Not physically present on school grounds; and
2. Not participating in the following activities at an approved location:
 - Instruction

- any instruction-related activity; or
- any other district or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

A full day absence is when a student is absent for fifty percent or more of their scheduled day.

Excused Absences

Pursuant to WAC 392-401-020, absences due to the following reasons will be excused:

The following are valid excuses for absences and tardiness:

1. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency removals imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to a student's migrant status; and An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.
11. A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.

An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol, or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Except as provided in subsection (2) of this section, in the event that a child in elementary school is

required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required. This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

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

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

Upon returning to school following an absence, students must excuse their absence with either a note or phone call by a parent/guardian stating the date and reason for the absence. Failure to excuse an absence will result in a documented unexcused absence. These excuses become a part of the student's attendance record.

School officials may request additional verification for an absence whenever they have reasonable grounds to believe the reasons stated in an excuse are not legitimate or a pattern of chronic absenteeism exists. A doctor's note or other official documentation may be required. Failure to provide such documentation may result in an unexcused absence. A student must arrange for all make-up work following an absence.

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent(s)/guardian(s) or, in certain cases, students, to document a student's excused absences.

PLANNED ABSENCE:

In some cases, certain experiences may provide students with valuable educational opportunities which the school cannot duplicate and should not be denied the student. Students must get and complete a prearranged form from the attendance office and submit it for approval a minimum of seven (7) school days in advance. To qualify, students must carry at least a 2.0 GPA, not be failing, in danger of failing any course and have no serious adverse educational impact.

No prearranged absences will be approved during the last two weeks of the semester/end of the school year.

Prearranged absences must be approved by a school administrator or designee.

Prearranged absences, although excused, will be included in the chronic absenteeism count.

Student Release During Emergencies

When the school is operating under emergency conditions such as during/after an earthquake, fire evacuation, and other incidents that disrupt the normal school routine for the entire school, it is necessary to implement emergency procedures for the release of students. Students are not to use cell phones during such emergencies. Under these conditions:

All students must check out through the Main Office PRIOR to leaving campus. This includes students who are normally released early as well as students with already approved early dismissal notes. We will not release students by phone. A parent or a pre-designated emergency contact person must come to the Main Office and sign the student out of school.

Unexcused Absence:

Pursuant to WAC 392-401-030, any absence from school is unexcused unless it meets one of the criteria provided in the section above (see WAC 392-401-020).

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

Absences are considered unexcused if no parent/guardian or caregiver phone call or written note is received by the office within a reasonable time and/or the reason given does not meet the condition of an excused absence as determined by the school principal or designee. Unexcused absences may result in school-based interventions. The district will not suspend or expel a student from school for absences or tardiness.

Arriving to school on time is a student/parent(s)/guardian responsibility. Every effort must be made to get students to school who missed their transportation (e.g., school bus). Missed transportation, missed ride, traffic conditions, weather conditions, or car problems may not always be a valid excuse for an absence or tardy.

Attendance and Truancy Action Requirements:

Washington State law requires the district and the juvenile court to take specific actions when students are truant.

Elementary:

After 1 unexcused absence within any 30-day period, the district must inform the student's parent(s)/guardian by a notice in writing or by telephone, in the language the parent is fluent in.

After 3 unexcused absences within any 30-day period, the district must schedule a conference with parent(s)/guardian and student for the purpose of identifying barriers to the student's regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism.

After 5 excused absences within any 30-day period or 10 excused cumulative absences in a school year, the district must schedule a conference with the parent of an elementary student and the child for the purpose of identifying barriers to attendance

and supports/resources available to assist the family.

Between 2 and 5 unexcused cumulative absences in a school year, the district must take data-informed steps to eliminate or reduce student's absences. If the student has an IEP or a 504 Plan, an IEP or 504 team meeting must be convened to consider the reasons for the absences and adjust the IEP or 504 plan as necessary.

When a student reaches seven (7) unexcused absences in a 30-day period, the district will enter into an agreement with the student and parent establishing attendance requirements, or refer student to a community engagement board, or file and a truancy petition under subsection (1) of RCW 28A.225.030.

At seven (7) unexcused absences in a 30-day period, or fifteen (15) unexcused cumulative absences in a school year, the district must do the following:

File a truancy petition with the Office of Juvenile Court; and

Refer parent and student to a community engagement board or other coordinated means of intervention.

Within twenty (20) days of the referral, the community engagement board must meet with the student, a parent, and a district representative and enter into an agreement.

Secondary:

After 1 unexcused absence within any 30-day period, the district must inform the student's parent(s)/guardian by a notice in writing or by telephone, in the language the parent is fluent in.

After 3 unexcused absences within any 30-day period, the district must schedule a conference with parent(s)/guardian and student for the purpose of identifying barriers to the student's regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so that the student is able to eliminate or reduce his/her absenteeism.

Between 2 and 5 unexcused absences in a school year, the district must do the following:

Apply the Washington Assessment of Risks and Needs of Students (WARNS) or other assessment;

Take data-informed steps to eliminate or reduce student's absences, consistent with the WARNS or other assessment results; and

If the student has an IEP or 504 Plan, convene an IEP or 504 team meeting to consider the reasons for the absences and adjust the IEP or 504 plan as necessary

Not later than 5 unexcused absences in a 30-day period, the district will enter into an agreement with the student and parent establishing attendance requirements, or refer the student to a community engagement board, or file a truancy petition under subsection (1) of RCW28A.225.030.

At seven (7) unexcused absences in a 30-day period, or fifteen (15) unexcused cumulative absences in a school year, the district must do the following:

File a truancy petition with the Office of Juvenile Court; and

Refer parent and child to a community engagement board or other coordinated means of intervention.

Within twenty days of the referral, the community engagement board must meet with the student, a parent, and a district representative and enter into an agreement.

Tardies:

Students are considered tardy when they are not in their classrooms when the bell rings for the beginning of the school session/class period. Tardies are considered unexcused if they do not meet one of the criteria in WAC 392-401-020, also listed above in the "Excused Absences" subsection.

Circumstances such as over-sleeping, missing the bus, traffic conditions, weather conditions, or car problems may not be considered excused tardiness.

Secondary: Any student who arrives up to ten minutes late to a class without a legitimate reason, as determined by the principal/designee, is considered tardy for that period. More than ten minutes will be marked absent.

Elementary: Any student who arrives up to 20% of the day late, is considered tardy. Students who demonstrate a pattern of tardies may be subject to school-based interventions. Schools will not convert or combine tardies into absences that contribute to a truancy petition.

Early Dismissal and re-Admittance:

Students will be excused for early dismissal for reasons such as, student illness, medical/dental appointments, bereavement, religious observance, family emergency, a student's pregnancy/parenting needs, court appearances, or if the student has received approval by the school for a personal planned absence. Verification of appointments may be required if the student has a pattern of absenteeism. Whenever possible, students are expected to be in school before or after medical/dental appointments.

The parent(s)/guardian is asked to make written requests for early dismissal of students. Parents of elementary and middle school students are expected to make arrangements through the school office and to physically sign out or sign in their child(ren). High school students are to come to the school Attendance Office to check out and an early dismissals slip will be issued. Upon re-entering school on the same day as an early dismissal, the student must report to the office to sign in.

EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS:

Any student participating in an extra-curricular activity/contest will be expected to attend and participate in all classes on the day of the scheduled activity/contest. In cases of weekday scheduled activities, attendance in all classes the following day will also be expected. In cases of weekend scheduled activities, attendance in all classes the previous Friday will be expected. Failure to comply with these attendance regulations may result in a student being declared ineligible to participate in the next scheduled activity.

SECONDARY:

On any school day a student must be in attendance at least one-half (1/2) of the school day to be eligible to participate in a practice. Exceptions to these rules may be made by the building principal/designee.

Students will be expected to make up all class work missed as determined by his/her teacher.

ILLNESS or INJURIES at SCHOOL

If your student is injured or is too sick to remain at school, the student will be sent home only after the school contacts the parent or the emergency contact person listed on the enrollment form. If no one is available, the student will be kept at school. If there is an emergency, school staff members will act on the parent's behalf and get help. Medical equipment/devices must have written authorization from a health care provider; examples include canes, crutches, walker aids, wheelchairs, heart monitors, VNS, feeding pumps, CGMs, etc. Medical equipment must be provided by the family and are not available from the School Nurse. Please keep the School Nurse informed of any changes in your student's health condition.

BUS/TRANSPORTATION REGULATIONS

Buses and vans owned/leased and operated by the district are considered district property and as such are an extension of the school or classroom. All rules and regulations which apply to school campuses and classrooms also apply to conduct on a school bus or van and at bus stops. Inappropriate behavior and actions on district transportation may result in the loss of riding privileges and other disciplinary measures.

The school bus driver has the authority and responsibility to address misconduct on the bus and at bus stops in accordance with District Policies. Any questions related to bus misconduct should be directed to the Director of Transportation at (360) 893-2302 ex 4338 or the school administrator.

CLOSED CAMPUS:

All Orting School District campuses are closed campuses. Students must obtain written permission from the office to leave their campus at any time after arriving on school grounds. No student may leave campus during the day without parent/guardian permission and office approval. Students who fail to check out through the office will be considered unexcused and subject to progressive discretionary discipline. After school, students are expected to leave the school grounds and go home promptly, unless they are attending a school activity and/or receiving instructional support.

CRIMINAL ACTS

The district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), whether arrest, charge or conviction.

DISRUPTIVE CONDUCT/DISRUPTION OF THE EDUCATIONAL PROCESS

Conduct of any type that materially and substantially interferes with or threatens to interfere with the educational process is prohibited. Multiple offenses of a less serious nature by themselves often have a greater impact on the educational process than a single major offense.

Disruptive conduct will result in disciplinary action up to and including suspension or expulsion.

Students who willfully create a disturbance on school premises during school hours or at school activities shall be guilty of a misdemeanor RCW 28A.635.030.

DRESS AND APPEARANCE

Student dress and appearance may be regulated when, in the judgement of school administrators, there is a reasonable expectation that:

1. A health or safety hazard shall be presented by the student's dress or appearance including possible

- membership in a gang or hate group;
- 2. Damage to school property shall result from the student's dress; or
- 3. A material and substantial disruption of the educational process will result from the student's dress or appearance.

The uniforms of nationally recognized youth organizations and clothing worn in observance of students' religion and clothing, or items worn due to medical reasons are not subject to this policy.

Specific standards include:

1. No clothing with words, depictions or themes related to alcohol, tobacco, drug use, violence, weapons or gang affiliations including bandanas or colors that create real or foreseeable disruption of the educational process;
2. No sexually oriented text, themes, depictions, or magazine logos
3. Clothing and/or accessory styles that create conflict or an atmosphere of intimidation are prohibited. Some examples include flags worn as capes, jewelry with concealed weapons, and/or ammunition.
4. Clothing styles that are excessively revealing, creating a material and substantial disruption to the educational process.
5. All students must wear shoes.
6. Shoes at Elementary: For safety reasons flip-flops, slippers and shoes with wheels "wheelies" are not allowed.; Sandals providing adequate support may be worn;
7. Sunglasses may not be worn inside unless for medical reasons;
8. Head Coverings: Examples of head coverings include but may not be limited to: ball caps, beanies, scarves, durags, and hoods. Head coverings may be worn in the building during school hours as long as the head covering does not cover the face or is not worn in combination with a health-related mask. School administrators may make individual exceptions for this based on religious or cultural reasons provided by the student and their family.
9. Face paint, non-health related masks, or other face coverings are prohibited.

Individual teachers and staff, in consultation with the school administrator, may restrict appearance and attire, including footwear, with special consideration for safety and health issues.

The administration has the authority to make changes or provide more specific examples of prohibited apparel at any time based on safety, health, or disruption issues.

Students not complying with dress standards may be given school- issued clothing or may be sent home to correct the situation.

DRIVING TO SCHOOL

Middle school students are not permitted to drive cars or other motorized vehicles on or adjacent to school property at any time.

Parking in student lots is a privilege and requires each vehicle to be registered with the school and to appropriately display the approved parking decal. Students may be fined for parking violations and parking privileges may be revoked for repeated parking violations. Unregistered vehicles, vehicles inappropriately or illegally parked, or vehicles creating a safety hazard will receive a parking violation notice and may be subject to impounding/towing at owner's expense.

EXPLOSIVE DEVICES

Possessing, trafficking in, or detonating any explosive device or incendiary components such as explosive materials, bullets, blasting caps, fireworks, gasoline, other flammable liquids, ammunition, or any combination of these items generally referred to as a bomb or look-alike explosive device, which by themselves or in conjunction with other items can result in an explosion or fire on school property or at school sponsored activities is prohibited.

FAILURE TO COOPERATE/DEFIANCE OF SCHOOL AUTHORITY

Repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff (including but not limited to non-compliance, defiance, disrespect) is prohibited.

Students are required to comply with the reasonable requests of all staff members and to identify themselves to all staff members of the district. Failure to do so will be construed as failure to cooperate and a threat to school security. Lying to a school official during an investigation or withholding of information is also considered failure to cooperate.

FALSE ALARMS

Triggering a fire alarm or reporting a fire or other emergency without reasonable grounds for such action is prohibited. See also bomb threats under Harassment, Intimidation and Bullying.

FALSE ALLEGATIONS/MISINFORMATION

Knowingly reporting to school officials or causing the reporting of false facts regarding misconduct or other information likely to cause an official response, or corroboration of such information is prohibited (See also Failure to Cooperate.)

Lying to a school official or omitting relevant information during the course of an investigation is misinformation.

FIRE/ARSON

Setting or attempting to set a fire on school premises or while under the authority of the district is prohibited.

FIREARMS AND DANGEROUS WEAPONS ON SCHOOL PREMISES

State law and district policy prohibit any person to carry the following onto school premises, school-provided transportation, or other facilities being used for school activities:

1. Any firearm;
2. Any of the following dangerous instruments or weapons: sling shot; sand club; metal knuckles; spring blade knife; dagger; dirk; or other dangerous weapon;
3. Any device commonly known as "Nunchaku sticks" consisting of two or more lengths of wood, metal, plastic, or similar substance attached to wire, rope, or other means;
4. Any device commonly known as "throwing stars" which are multi-pointed objects designed to embed upon impact from any aspect;
5. Any air or spring-activated gun including any pistol or rifle designed to propel a BB, pellet, paintball, or other projectile by the discharge of compressed air, carbon dioxide or other gas;
6. Any disabling or incapacitating items such as electronic stunning/shocking devices.

If any person has information of a firearm on school property and wishes to remain anonymous, call the Gun Hotline number (800)862-GUNS (4867) or Safe Schools Alert (855) 782-0798.

Any student who is determined to have carried a firearm onto or to have possessed a firearm on school premises, public school- provided transportation, or areas of facilities while being used by public schools, shall be expelled from school for no less than one year under RCW 28A.600.420. The district Superintendent or designee may modify the expulsion of a student on a case-by-case basis.

Students who act with malice as defined under RCW 9A.04.110 and display an instrument that appears to be a firearm on school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, may be subject to suspension or expulsion.

Other Types of Weapons:

In cases involving other weapons, students will be subject to disciplinary action up to and including expulsion for weapons brought to school that are not specifically addressed in the RCW, including, but not limited to, any object used in a threatening manner and/or used as a weapon which could reasonably be perceived, given the circumstances, as having the ability to cause bodily harm even though not commonly thought of as a deadly or dangerous weapon, such as a starter pistol, flare gun, cayenne pepper, mace, pepper spray, ice pick, elongated scissors, straight razor, or other disabling agents, any object which looks like a weapon, such as a toy or "dummy" gun, knife or grenade, pocket knives, box cutters, razor blades, or hand-made items and jewelry with a concealed weapon.

FORGERY

Falsely representing one's identity or forging a parent/guardian, staff member, or another student's signature on any letter to the school, in a phone conversation, or on any school document or in any other way is prohibited and may involve disciplinary action.

Self-signed student notes will not be accepted in lieu of parent/guardian or staff signature.

FREEDOM OF EXPRESSION THAT CAUSES DISRUPTION

Distribution, including electronic distribution, of written material, oral expression or any other expressive activity (including symbols, clothing, hairstyles, personal effects, and/or vehicles) under circumstances where a substantial disruption of the educational process is likely to result or does result is prohibited.

Substantial disruption from freedom of expression activities includes:

1. Inability to conduct classes or school activities, or inability to move students to/from class or other activities;
2. Breakdown of student order, including riots or destruction of property;
3. Widespread shouting or boisterous conduct;
4. Substantial student participation in a school boycott, sit-in, stand-in, walk-out or similar activities;
5. Physical violence, fighting or harassment of any kind among students;
6. Harassment, Intimidation, Bullying (HIB) or other verbal conduct (including swearing, disrespectful or insulting speech) creating a hostile educational environment for students, staff or volunteers;
7. Defamation or untrue statements;
8. Statements that attack ethnic, religious, gender or racial groups, or that tend to provoke a physical response, including gang symbols or apparel, insults or other fighting words that could reasonably be anticipated to provoke a physical or otherwise disruptive response; or
9. Speech likely to result in or encourage disobedience of school rules or health and safety standards such as apparel, advertising alcohol, drugs, tobacco, etc.

Such disruptive speech shall be subject to regulation not only under the standards set forth above, but also for any other legitimate educational reasons as determined by the district.

Although the district has the authority to discretionary discipline or restrict student speech activities that cause a disruption of the educational process, it recognizes that the expression of student opinion and other non-disruptive expressive activities is not only a legal right, but also an important part of education in a democratic society. Students' verbal and written expression of their own private opinion on school premises is encouraged so long as it does not substantially disrupt the educational process or interfere with the rights of others in the unique circumstances of the educational environment. However, speech activity by students is solely their own expression of views and the district does not intend to promote, endorse, or sponsor any expressive activity that may occur.

Official student publications, such as a newspaper or yearbook, and student expression that occurs under circumstances where it is sponsored or endorsed by the school, such as speech at student assemblies or dramatic productions, are not private speech of students. Rather, they are public communicative activities of the district, which the district retains control over to the extent permitted by the First Amendment and Chapter 392-400 WAC.

GAMBLING

Gambling on school grounds is prohibited.

HARASSMENT, INTIMIDATION, AND BULLYING

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

Physically harms another student or damages their property;

Has the effect of greatly interfering with another student's education; or,

Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!).

You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our

district also has a HIB Compliance Officer (Debi Christensen, 360-893-6500 ext. 4028) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

1. A summary of the results of the investigation
2. A determination of whether the HIB is substantiated
3. Any corrective measures or remedies needed
4. Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the Orting School District's webpage for policy 3207BP/P

Our Schools Stand Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or

other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy, please see the Orting School District's webpage for 3210BP/P

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy, please see the Orting School District's webpage for 3205BP/P

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Debi Christensen, dchristensen@orting.wednet.edu, 360-893-6500 ext. 4028

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Debi Christensen, dchristensen@orting.wednet.edu, 360-893-6500 ext. 4028

Concerns about disability discrimination:

Section 504 Coordinator: Dr. Jennifer Westover, jwestover@orting.wednet.edu, 360-893-6500 ext. 4027

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Debi Christensen, dchristensen@orting.wednet.edu, 360-893-

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

A summary of the results of the investigation

A determination of whether the school district failed to comply with civil rights laws

Any corrective measures or remedies needed

Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the superintendent or their designee and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center

Email: schoolsafety@k12.wa.us

Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights

Email: equity@k12.wa.us

Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

Website: www.oeo.wa.gov

Email: oeoinfo@gov.wa.gov

Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>

Email: orc@ed.gov

Phone: 800-421-3481

GENDER INCLUSIVE

In Washington, all students have the right to be treated consistent with their gender identity at school. Our schools will:

1. Address students by their requested name and pronouns, with or without a legal name change
2. Change a student's gender designation and have their gender accurately reflected in school records
3. Allow students to use restrooms and locker rooms that align with their gender identity
4. Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
5. Keep health and education information confidential and private
6. Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
7. Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211P and Procedure 3211BP visit

<https://go.boarddocs.com/wa/orting/Board.nsf/Public> If you have questions or concerns, please contact the

Gender-Inclusive Schools Coordinator: Gender-Inclusive Schools Coordinator: Debi Christensen,

dchristensen@orting.wednet.edu, 360-893-6500 ext. 4028

INSULTS OR VERBAL/NON-VERBAL ABUSE

Students are required to show respect for school authorities. Any form of verbal or non-verbal abuse of staff or students is prohibited. (See also section above on Harassment, Intimidation or Bullying).

LITTERING

Students may eat lunch in the cafeteria and other designated areas outdoors provided they do not disrupt classes in session and areas remain litter-free. No eating is allowed in hallways and stairways, and students are expected to pick up litter following lunch and leave their lunch areas clean. Garbage cans should be used to dispose of litter.

Students who litter may be subject to progressive discretionary discipline.

LOITERING

Remaining in or about a school campus or grounds after having been told to leave by an authorized official of the school or district; not having any legitimate reason for being there or written permission from an authorized official is prohibited.

Loitering is not allowed in any hallway or on campus during the day or before or after school hours. After school, a student is expected to go home promptly after the last class unless attending a school activity. Students must be participating in an after-school activity to ride the activity bus home.

Students are prohibited from coming onto any school campus other than their own prior to dismissal without official business. Students picking up siblings must check in with the main office if arriving prior to dismissal time.

MATCHES, ETC.

Using or possessing matches, lighters or other fire-producing devices is prohibited. Fire-producing items or devices will be confiscated.

PERSONAL PROTECTION SPRAY DEVICES (PPSDs)

Students under the age of 14 are not allowed to carry PPSDs on campus.

State law requires that students 14-17 years of age have parent/guardian permission to carry a PPSD. Any student within this age range must also register the PPSD with school officials. Registration forms are available in the main office.

1. Possession without permission:
 - a. First offense will result in confiscation and a warning letter. Future offenses may result in discretionary discipline, including suspension of up to the length of an academic term.
2. Unlawful or negligent discharge:
 - a. Vandalism or mischievousness without harm to others or a substantial disruption to the educational process.
 - b. Threatening to use or using, other than when danger is imminent and there is no other recourse.

Students who unlawfully or negligently discharge or threaten to discharge a PPSD will be subject to disciplinary action up to and including suspension or expulsion. Law enforcement may be contacted.

PROFANITY

Swearing, profanity, vulgarity, inappropriate gestures, obscenities or other lewd speech or behavior is prohibited.

PUBLIC DISPLAY OF AFFECTION

Students are expected to exercise self-control and respect for the reputation of self and of others. Kissing and inappropriate displays of affection are not allowed.

RACIST, OFFENSIVE, INSENSITIVE, DEHUMANIZING, AND DEROGATORY LANGUAGE

The Orting School District is committed to creating welcoming, safe, equitable, and inclusive school communities where every student feels safe and welcome. Racist, offensive, insensitive, dehumanizing, and

derogatory language such as slurs based on other students' or staff's perceived race, ethnicity, gender, religion, and sexual orientation, language and speech can negatively impact the educational experiences and the dignity of students and staff, hinder positive educational experiences, and impede optimal academic functioning. Therefore, while on school grounds or on the school bus, students will refrain from using racist, offensive, insensitive, dehumanizing, and derogatory language. Such language use may constitute discriminatory harassment and a violation of state and federal civil rights laws if the targeted student is a member of a protected class. Administrators and school staff will take prompt and decisive actions to address reported and observed incidents. Type and severity of discretionary discipline issued will be determined based on a variety of factors, such as severity of impact on targeted student, level of depravity of language used, and number of previous offenses.

SEARCH AND SEIZURE

Students must comply with a reasonable search by school authorities. If a student refuses to consent to a search, school authorities may detain the student pending the notification and approval by the student's parent/guardian to search and/or the arrival of law officials as appropriate. Students who refuse to comply when there is reasonable suspicion to search may be emergency expelled pending resolution.

School authorities may seize any contraband substance or object, the possession of which is illegal, or any material or object that violates a school rule, including misuse of cell phones and electronic devices, or which poses a hazard to the safety and good order of the school.

Illegal confiscated items will be given to the police. Personal confiscated items will be tagged with the student's name and a parent/guardian may pick them up.

1. Authority to Conduct a Search (RCW 28A.600.210 and Board Policy 3230): State law and board policy allow school authorities to search students, their lockers/cubbies, their motor vehicles, and personal property if reasonable grounds exist to suspect that evidence of a violation of school rules or the law will be uncovered.
2. General Inspections: School authorities may make general inspections of lockers/cubbies or desks for various administrative purposes including, but not limited to, safety, cleanliness, retrieval of school material, and maintenance. Such general inspections shall not include searching personal items stored in lockers or desks such as clothing, bags, or purses, unless reasonable particularized suspicion exists.
3. Locker/Desk/Cubbies/Storage Area Inspections: All lockers/cubbies and other storage areas provided for student use on school premises remain the property of the district and are subject to inspection, access for maintenance, and search (RCW 28A.600.220). No student will lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by school authorities. Unapproved locks shall be removed and destroyed.
Lockers/cubbies may also be searched if the principal/designee has reasonable grounds to suspect that the search will yield evidence of the student's violation of the law or school rules. A search is mandatory if there are reasonable grounds to suspect a student has illegally possessed a firearm.
4. Personal Searches: A student's person and/or personal effects (e.g., purse, book bag, cellphone, electronic devices, etc.) may be searched when a school authority has reasonable suspicion to believe that the student is in possession of illegal, unauthorized, or contraband items. "Rapid Eye" exams, Alco Strips, and/or breathalyzers may be used when the administration has a reasonable suspicion a student is under the influence of an illegal or prohibited substance.
5. High School Only — Motor Vehicle Searches: Motor vehicles, which are parked on or near school property during regular school hours or during school activities, are subject to search when school officials have reasonable suspicion of contraband items. A search of a motor vehicle may be made

based on reasonable suspicion when related to a possible school violation. Adjacent streets are considered an extension of the school parking lot and campus and are therefore subject to the Search and Seizure policy when related to a possible school violation as stated in this handbook.

SELLING ITEMS AT SCHOOL

Conducting private business or selling of unauthorized items is prohibited.

SEXUAL HARASSMENT

The district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

Sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student, or can be carried out by a group of students or adults. The district prohibits sexual harassment of students by other students, employees, or third parties involved in district activities. Under federal and state law, the term "sexual harassment" includes:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- Sexual demands where submission or rejection is a factor in an academic, or other school-related decision, affecting an individual.

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

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

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

If any staff member knows, or reasonably should know, that sexual harassment has created a hostile environment, he/she will promptly intervene, to include notifying the building principal, to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the principal or designee will take prompt and effective steps reasonably calculated to:

- eliminate the hostile environment.
- prevent its recurrence, and as appropriate,
- remedy its effects.

The district will take prompt, equitable and remedial action within its authority on all reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with any ongoing criminal investigation. A criminal investigation does not relieve a district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discretionary discipline or other appropriate sanctions against offending students, staff or third parties involved in district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Confidentiality

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Title IX or Civil Rights Compliance Coordinator for evaluation.
- The Title IX or Civil Rights Compliance Coordinator should inform the complainant that honoring the request may limit the district's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment.
- Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

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

complaints of sexual harassment. Informal reports may be made by any staff member. Staff will notify complainants of their right to file a formal complaint and the process for same. Potential complainants should be directed to the building principal and/or the district Title IX or Civil Rights Compliance Coordinator. Staff will also inform an appropriate supervisor or building principal when the complaint is beyond the staff member's training to resolve, or the complaint alleges serious misconduct.

During the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator). Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discretionary discipline, if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students and/or staff; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant or parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

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

Formal Complaint Process

LEVEL ONE – COMPLAINT TO DISTRICT

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The following process will be followed:

FILING OF COMPLAINT All formal complaints will be in writing and will set forth the specific acts, conditions, or circumstances alleged to have occurred and to constitute sexual harassment. The building principal (or designee) or the district Title IX or Civil Rights Compliance Coordinator may draft a complaint based on the oral report of the complainant for the complainant and his or her parent/guardian to review and approve. The district Title IX or Civil Rights Compliance Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.

- The time period for filing a formal complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if

the complainant was prevented from filing due to:

- Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or
- Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190005.

INVESTIGATION AND RESPONSE

- The Title IX or Civil Rights Compliance Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that he or she believes requires further investigation. The coordinator will delegate his or her authority to participate in this process if necessary to avoid any potential conflicts of interest.
- Upon receipt of a complaint, the coordinator will provide the complainant a copy of this regulation.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the coordinator will compile a full written report of the complaint and the results of the investigation.

TITLE IX OR CIVIL RIGHTS COMPLIANCE COORDINATOR RESPONSE

1. The Title IX or Civil Rights Compliance Coordinator will respond in writing to the complainant, his or her parent/guardian, and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date.
2. At the time the district responds to the complainant, the district will also send a copy of the response to the Office of the Superintendent of Public Instruction.
3. The response of the Title IX or Civil Rights Compliance Coordinator will include:
 - a. A summary of the results of the investigation;
 - b. A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
 - c. If sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate;
 - d. Notice of the complainant's right to appeal to the School Board and the necessary filing information; and
 - e. Any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy, and academic support), and notice of potential sanctions for the perpetrators(s) (e.g., discretionary discipline).
4. The district Title IX or Civil Rights Compliance Coordinator's response will be provided in a language the complainant and his or her parent/guardian can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the Title IX or Civil Rights Compliance Coordinator will provide the accused party

or parties with notice of the outcome of the investigation and notice of their right to appeal any discretionary discipline or corrective action imposed by the district.

5. Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Title IX or Civil Rights Compliance Coordinator's mailing of a written response, unless the accused is appealing the imposition of discretionary discipline and the district is barred by due process considerations or a lawful order from imposing the discretionary discipline until the appeal process is concluded.
6. The district Title IX or Civil Rights Compliance Coordinator will inform the complainant and his or her parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing, or new problems.

LEVEL TWO – APPEAL TO BOARD OF DIRECTORS NOTICE OF APPEAL AND HEARING SCHOOL BOARD DECISION

- If a complainant and his or her parent/guardian disagree with the district Title IX or Civil Rights Compliance Coordinator's written decision, the complainant may appeal the decision to the School Board, by filing a written notice of appeal with the secretary of the Board within ten (10) calendar days following the date upon which the complainant received the response.
- The Board will schedule a hearing to commence by the twentieth(20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the Board deems relevant and material. • Unless otherwise agreed to by the complainant and his or her parent/guardian, the Board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant and his or her parent/guardian can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainants right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed.
- The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

LEVEL THREE – COMPLAINT TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION FILING OF COMPLAINT

- If a complainant and his or her parent/guardian disagree with the decision of the School Board, or if the district fails to comply with this regulation, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the School Board's decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include:
 - A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws;
 - The name and contact information, including address, of the complainant;
 - The name and address of the district subject to the complaint; o A copy of the district's

- complaint and appeal decision, if any; and
- A proposed resolution of the complaint or relief requested.
- If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

INVESTIGATION, DETERMINATION AND CORRECTIVE ACTION

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

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

LEVEL FOUR – ADMINISTRATIVE HEARING

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

OTHER COMPLAINT OPTIONS

Office for Civil Rights (OCR), U.S. Department of Education. OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600
 TDD:1-800-877-8338
OCR.Seattle@ed.gov
www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC). WSHRC enforces the Washington Law against Discrimination (RCW49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination

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

MEDIATION

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

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

Mediation must be conducted by a qualified and impartial mediator who may not:

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

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

STUDENT LEADERSHIP

Given that student leaders serve as "role models" for other students and as representatives of their schools and the district, students holding leadership positions must comply with these Rights and Responsibilities at all times. Violation may result in removal from the leadership position or other extra-curricular activity.

STUDENT PRIVACY AND SEARCHES

At certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen year old students. Students over fourteen years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for a sexually transmitted disease.

Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

Searches of Students and Personal Property Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy. School officials have authority to maintain order and discretionary discipline in the schools and to protect students

from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker, as follows:

Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules. For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

No student shall be subject to a strip search or body cavity search by school staff. School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules, or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker shall be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches. (Board Policy 3230)

TECHNOLOGY

The district provides each student with a 1:1 Chromebook in grades 6-12 to use in school and to take home. Students in Kindergarten– 5th grade will have access to a Chromebook in their classroom. These computers are used for learning and assessment and are integral to the learning process. Secondary student devices are issued for take-home use. Students are responsible for the care of their district computers, just as they are responsible for textbooks or any other district property.

The district employs filtering and self-harm monitoring services for all student devices. Any personal device logged into the district network will also be filtered and monitored.

Passwords are considered private property. Students may not share their passwords with any other person other than parent or guardian. Possession or distribution of passwords other than the student's own is prohibited and is considered theft. Distribution of knowledge (such as passwords or techniques) that may assist another person in damaging the district network, any district computer, or inappropriately accessing material is vandalism. In addition to discretionary discipline, students may be required to pay restitution to the district for any loss or repairs.

Students are required to use district-provided computers for all learning and assessment activities in the classroom. Students may bring personal devices to school, but all classroom and district rules apply to personal devices. The district is not liable for the loss, damage, or theft of personal devices. Students are not to use technology devices including, but not limited to, cameras, cell phones, watches, portable entertainment devices in a manner that disrupts the educational process, invades the privacy of others, or violates school rules. Also, refer to section on Harassment, Intimidation and Bullying. Personal devices used inappropriately or without permission may be confiscated.

THEFT OR POSSESSION OF STOLEN PROPERTY

Theft includes, but is not limited to:

- Taking or knowingly being in possession of district property or the property of others without permission,
- Hiding someone else's property,
- Not turning in found property, and/or
- Purchasing or accepting known stolen property.

Any student involved in theft or in possession of stolen property maybe required to replace or pay for the stolen item(s). Any student involved in theft while under school jurisdiction, including shoplifting during school-related trips, may be denied participation in school activities for up to the length of an academic term.

Appropriate law enforcement authorities may be contacted.

THREATS

Any conduct communicating to another an intent to cause them harm, including physical conduct, verbal expression, gestures or visual images and electronically transmitted information is prohibited. (See also Harassment, Intimidation and Bullying)

Making a threat to use a bomb or other device to cause widespread panic and/or harm to persons or property is prohibited (See also Harassment, Intimidation and Bullying).

TRESPASS

Entering or being on any school campus without permission (see also Loitering) is prohibited. Students are not permitted to come onto any school campus other than their own prior to dismissal without official business.

A charge of trespass, with notice to police authorities, may be given to any person who creates a

disturbance on school property or whose continued or reoccurring presence may result in a real and substantial disruption to the school environment or pose a threat to the safety and well-being of property or person.

An Orting School District Notice of No Trespass or a legal notice of no trespass may be issued. Violations may result in discretionary discipline, suspension, and/or police action. Students on campus while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespass. Certain designated areas of the school building and grounds are normally "off limits" for students, such as the kitchen, faculty room, custodial rooms, storerooms, and the parking lot. Students should not play in the landscaped areas of lawn and shrubs.

VALUABLES AT SCHOOL

The district assumes no responsibility for loss/theft of a student's personal property. Students should not bring large sums of money or any items of value to school. Articles of value brought for school purposes should be checked in with the teacher. Personal valuables that are a disruption to the educational environment may be confiscated. Repeat offenses may be subject to progressive discretionary discipline.

VANDALISM / DESTRUCTION OF PROPERTY (RCW 28A.635.060)

Intentional damage of district property or the property of others is prohibited.

All students are expected to respect and care for all property of the school, including building facilities, technology equipment, desks, smart/white boards, books, bathrooms, lockers, cubbies, etc. Students who damage or deface property of staff or other students will be subject to progressive discretionary discipline, including suspension or expulsion.

The offending student and/or parent/guardian will be required to pay for the damage or loss and shall be liable for damages to the extent permitted by law. When the student and parent/guardian are unable to pay for damages, a program of voluntary work for the student will be provided in lieu of monetary payment.

Student grades, transcripts and diplomas may be withheld until restitution for damages have been made. Students who owe fines may be required to register after the general population.

VAPES, TOBACCO/NICOTINE USE AND POSSESSION

Students of any age may not smoke, consume, use, possess, or distribute any tobacco, nicotine, or look-alike products, any "nicotine delivery devices", e-cigarettes, or vapor cigarettes at any time while on or around district property, district transportation, or at any school-sponsored activities. Before or after school, students are not to use tobacco, nicotine, or vapor products on or adjacent to the school grounds and/or within visual distance of any school grounds.

Offending students will be subject to progressive discretionary discipline. Vapes will be confiscated by school officials. A citation by law enforcement may be issued.

A suspension for tobacco, nicotine, violation may be issued for multiple offenses. Referral to a district-sponsored intervention program may be issued at any time. The district may choose to assign the student to a district-sponsored intervention program as an alternative to suspension. The expiration of the suspension may be contingent upon the student completing all components of the intervention program. Full cooperation with the program is mandatory.

VULGAR OR LEWD CONDUCT

Obscene acts or expressions, sexually inappropriate behavior, whether verbal or non-verbal (See also Harassment, Intimidation, or Bullying) is prohibited.

All language, communication and conduct in a school setting or on buses should support or enhance a positive learning environment for all students.

ACKNOWLEDGEMENT OF RECEIPT

The purpose of this handbook is to ensure that all students, families, and staff members have critical school and students' rights information. Discussion of the contents in the handbook will provide teachable moments that afford our students opportunities to learn from their actions. In order to maintain safe and positive learning environments, we will connect with, inspire, and empower every child to achieve academic excellence.

In order to ensure dignity and prevent harm, Orting Public Schools will not tolerate harassment, bullying or intimidation during school hours, or on district transportation to and from school or at school-sponsored events. This includes intentional electronic, written, verbal or physical acts that physically harm a student or damage a student's property; have the effect of substantially interfering with a student's education; are so severe, persistent or pervasive that they create an intimidating or threatening educational environment; or have the effect of substantially disrupting the orderly operation of the school. (RCW 28A.300.285 and District Administrative Policy 3207)

- I have reviewed the Rights & Responsibilities Student & Family Handbook in its entirety with my child. **I further understand that violations of these guidelines by my child may result in loss of access to school issued laptop or devices, progressive discretionary discipline, and/or legal action.**
- I have reviewed the Harassment, Intimidation or Bullying section of the handbook and agree to support my child's engagement in positive, safe interactions with other students. I agree to contact school personnel for more information regarding my child's academic learning setting in a harassment, intimidation, and bully-free environment.
- I consent for my child to appropriately use the district's electronic resources designed for educational purposes, including internet access and email.
- By agreeing to the Rights & Responsibilities Student & Family Handbook, I am allowing the district to publish my child's schoolwork on district resources and communications.
- I have reviewed and understand the provided state laws and district policies around attendance requirements. I acknowledge the role and responsibility of both myself and my child in ensuring that they attend school on a consistent basis.
- My student will follow all local public safety guidelines on school sites and activities, including the bus.

With the signatures below, we acknowledge we have received and reviewed the contents of the 2024-25 Orting School District Rights & Responsibilities Student & Family Handbook.

Parent/Guardian Name, First & Last (print) _____

Student Name, First & Last (print) _____

Student ID# _____

Parent/Guardian Signature _____

Student Signature _____

School _____

Date

Date