

# **Student/Family Handbook**

# **Tumwater School District**

## **2024-25**

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**Continuous Student Learning in a  
Caring, Engaging Environment**

**IMPORTANT INFORMATION  
ENCLOSED**

Please save this document



# Tumwater School District

621 Linwood Ave SW, Tumwater WA 98512

## 2024 ~ 2025 Calendar

September '24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						Student Days: 19

September	
2	Labor Day (Offices Closed)
4	First Day of School (6-12)
4-5	Strong Start Conferences (1-5)
4-6	WaKids Conferences (K)
6	First Day of School (1-5)
9	1st Day of Kindergarten
13	ACT Early Release
20	ACT Early Release
27	ACT Early Release

February '25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
						Student Days: 19

February	
7	ACT Early Release
14	ACT Early Release
17	Presidents Day (No School)
21	ACT Early Release
28	ACT Early Release

October '24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						Student Days: 23

October	
4	ACT Early Release
11	ACT Early Release
18	ACT Early Release
25	ACT Early Release

March '25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						Student Days: 20

March	
7	ACT Early Release
14	ACT Early Release
21	ACT Early Release
24-28	ELEM/MS Conferences (K-8 half-days)
26-27	HS Senior Presentations (HS half-days 26-27 only)
28	End of 3rd Quarter (HS full-day)
31	Spring Break (No School)

November '24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						Student Days: 18

November	
1	ACT Early Release
4-8	ELEM/MS Conferences (K-8 half-days/HS full-days)
8	End of First Quarter
11	Veterans Day (No School)
15	ACT Early Release
22	ACT Early Release
27	Half-Day (All Students)
28-29	Thanksgiving (No School)

April '25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
						Student Days: 18

April	
1-4	Spring Break (No School)
11	ACT Early Release
18	ACT Early Release
25	ACT Early Release

December '24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						Student Days: 15

December	
6	ACT Early Release
13	ACT Early Release
20	ACT Early Release
23-31	Winter Break (No School)

May '25						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						Student Days: 20

May	
2	ACT Early Release
9	ACT Early Release
16	ACT Early Release
23	No School
23	Weather Make-Up (#1-if needed)
23-26	Memorial Day (No School)
30	ACT Early Release

January '25						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						Student Days: 19

January	
1-3	Winter Break (No School)
10	ACT Early Release
17	ACT Early Release
20	ML King Jr. Day (No School)
24	End of First Semester
24	Half-Day (All Students)
31	ACT Early Release

June '25						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						Student Days: 9

June	
6	Half-Day (All Students)
12	Last Day of School (Half-day/All Students)
13	Weather Make-Up (#2-if needed)
19	Juneteenth (Offices Closed)

ACT Early Release = 75 Minutes

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# Family Handbook - General Information

## **Academic Collaboration Time (ACT) — Early Release Fridays**

In the Tumwater School District, we believe in the power of collaboration and continuous student learning. As part of our commitment to student achievement, we have established Academic Collaboration Time (ACT). The purpose of ACT is to foster a collaborative environment among our educators to enhance teaching practices, improve student outcomes, and promote a culture of continuous improvement.

ACT is 75-minute early release time nearly every Friday. Through these collaborative efforts, we strive to provide the best possible education and support for the success of our students. Please see the District calendar for ACT early release dates. If you have any questions or would like more information about ACT, please do not hesitate to contact your student's school.

## **AHERA—Asbestos Management Plan**

The Environmental Protection Agency, as part of its regulations of asbestos in schools, asks that districts notify parents, teachers and employee groups that an Asbestos Management Plan has been developed. The Tumwater School District developed a management plan for each of its facilities during the summer/fall of 1988 that is updated every three years. These plans record surveillances, inspections, training for maintenance and custodial staff and summaries of asbestos abatement activities. Each site's Asbestos Management Plan has been filed with the Office of Superintendent of Public Instruction and is available at each school administration office and the Buildings & Grounds Department, and can be reached by calling 360-709-7725. This notification will be repeated annually.

## **Americans with Disabilities Act (ADA)**

Individuals with disabilities who may need a modification to participate in programs and/or meetings held in the District should contact the school or district office no later than three (3) days prior to the program/meeting so that arrangements for modification or accommodations can be made.

## **Assessment**

Tumwater School District's comprehensive assessment program provides information on student achievement to students, staff, families and community members. Students are assessed throughout the school year using a variety of strategies and tools. Staff members use the results to see how well students are mastering state standards or course expectations. Teachers use the data to inform their work as they support the individual needs of students. Washington students are assessed annually by the state as part of federal accountability requirements. Depending on a student's expected graduation year, they must meet the standards on specific state assessments or a state-approved alternative. For more information on these assessments, please visit <https://www.k12.wa.us/student-success/testing>. Additional information about test scores can be accessed through the District's assessment web page at <https://www.tumwater.k12.wa.us/student-learning/assessment> or the report card published by the Office of Superintendent of Public Instruction at <https://washingtonstatereportcard.ospi.k12.wa.us/>.

## **Before & After School Child Care**

The Tumwater School District, YMCA, Boys & Girls Club, and City of Tumwater work together to provide care options for many students both before and after school. These programs accommodate ACT/Early Release Friday afternoons.

- **South Sound YMCA Y-Care** is available at all Tumwater elementary schools. The program begins before school at 7:00 a.m. until school starts and after school until 6:00 p.m. South Sound YMCA has also partnered with the Military and you may be eligible for fee assistance through Child Care Aware. If you are interested in Y- Care, please contact your school, the South Sound YMCA website for more information.
- **The Boys & Girls Clubs** of Thurston County, **Tumwater Branch** is located on the Tumwater High School campus for students ages 6-18. The Club is open from 2:30-6:00 p.m. daily, before school by registration only, and provides programs all day long during school vacations. During the school year, transportation is provided from every school in the district for a small fee. If you would like more information about B&G Club, please call 360-570-8888 or visit their website.
- **Child Care Action Council (CCAC)** - The CCAC provides consultation for families looking for quality day care. They assist with referrals to licensed child care centers and homes in Thurston, Mason, and Lewis counties. Call 1-800-446-1114, or visit their website.
- **City of Tumwater** provides Spring & Summer break day camps. Online registration is available on their website. Please call 360-754-4160 with any questions.

### Communications

Strong communication is a key to student success! Below is a list of communications tools we utilize regularly. You may also call the District Office team at 360-709-7000 for assistance.

- **TSD Website** serves as a convenient, accessible source for District information and updates. Visit us at <http://www.tumwater.k12.wa.us>. To access your school website, go to the district site and then choose your school from the drop-down menu.
  - **Staff Directory** includes email addresses and phone numbers for all staff.
  - **Skyward Family Access System:** All District families have access to online information about their child(ren) via this system. Sign up only once for your family. As any younger students enroll, they are automatically linked to your account. Elementary families can see contact information, lunch accounts, attendance records, and immunization records. You can also add money to lunch accounts online. Secondary families have access to all of the above, plus can track assignments and grades. All families can update their preferences for contact by updating the “Skylert” tab within the Skyward system.
- **Mass Notification Phone and Email System:** All schools and the District Administrative Office use this system to communicate with families. Please provide current contact information, including an email address, to your school. Better communication allows us to provide you with information you need to help your student succeed!
- **School Newsletters:** Newsletters are prepared by each of our schools, and then sent electronically or with students.
- **The Open Line** newsletter is published three times per year and mailed to all Tumwater School District residents and businesses. Copies are also available in our school offices, the District Office or on the District’s website by visiting “Community Relations/Publications.”
- **Facebook:** We use FB to provide brief updates, post important information and shared information around the district. The District Facebook is @TumwaterSD and can be accessed from the homepage of our website.
- **X (Twitter):** The District X (Twitter) is @TumwaterSDNews. This is used to provide brief updates from around the District.
- **YouTube:** The District YouTube is used to post update messages, videos of school and classroom events, and School Board meetings.
- **Instagram:** The District Instagram is @tumwater.school.district. Instagram is used to provide brief updates from around the district.

- **“A Rich Heritage”** School History Book details the history of Tumwater schools. This is a ‘must read’ for those who wish to learn more about District roots in the early pioneer days and how we have evolved. Written by local author Don Trosper, this book reflects hours of research and personal interviews conducted by members of TSD’s History Committee. Books sell for \$10 and can be purchased at the District Administration Office.

**Conferences—Family-Teacher**

We believe that strong collaboration and open communication between families and teachers are vital for the academic and overall development of each student. Family-Teacher Conferences serve as an important opportunity for meaningful dialogue, sharing of information, and building strong partnership between families and teachers.

Through conferences, families gain valuable insights into their child’s progress, strengths, and areas for improvement, allowing for personalized support and goal setting. By fostering a strong partnership between families and teachers, Family-Teacher Conferences create a shared commitment to the student’s academic success and overall well-being, while also providing an opportunity for families to actively engage in their child’s education and establish connections within the school community.

Family-Teacher Conferences and Report Cards are scheduled throughout the school year. Please see the District calendar for conference dates. However, families should address student concerns as they arise. When there is a concern, please contact your student’s teacher to schedule a time to meet.

**Conference Release Times and Lunch Information**

For families with preschool, please check with your school for additional schedule information during Conference Weeks. Conference Week dismissal times are listed below:

Black Lake	11:55 a.m.	Breakfast/Lunch served
East Olympia	12:00 p.m.	Breakfast/Lunch served
Littlerock	12:05 p.m.	Breakfast/Lunch served
Michael T. Simmons	11:40 a.m.	Breakfast/Lunch served
Peter G. Schmidt	11:40 a.m.	Breakfast/Lunch served
Tumwater Hill	11:45 p.m.	Breakfast/Lunch served
Middle Schools	10:30 a.m.	Breakfast only/Sack Lunch
High Schools	2:10 p.m.	Regular Schedule– Fall Conference Week
	10:15 a.m.	Half-Day – Senior Presentations(3/26-27)
		Breakfast Only/No Lunch Served
		Exception: Last day of school; no meal service

**Custody/Protection Orders**

In cases involving court-ordered custody or restrictions to access to children, parents/guardians must provide the school office with legal paperwork showing the current restrictions.

**Emergency Preparedness**

The District’s emergency procedures were created to assist students and staff in the event of natural disasters or any other unforeseen emergency. Changes in bus schedules, school closures or early dismissals due to inclement weather will be broadcast to all families in the district using the mass notification system. Emergency messages will also be posted to the District website, school websites, Facebook, Twitter, Instagram and on our emergency phone line at 360-709-7999. The District belongs to FlashAlert.net, a statewide reporting network which parents can subscribe to for alerts. Before 6 am, the system provides alerts (you choose whether you want text, email, call, etc.) regarding inclement weather delays and closures. For more information, visit our website, click on “District” and then “Emergency Communications.”

## **Enrolling in School**

Children must be five years old on or before August 31st to attend kindergarten, and six years of age on or before August 31st to enter first grade. All new students are required to provide a birth certificate or other acceptable proof of birthdate, immunization records, and proof of residency in our district for registration. Visit the website for your child's school or the district website more information and basic registration forms. Each school may have additional forms.

## **Every Student Succeeds Act (ESSA) and Highly Qualified Teachers**

Title II Part A requires Districts and schools to inform the parents of Title I, Part A students that they may request, and the district and schools will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child:

- Whether or not the child's teacher has met State certification for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency/provisional status where state certification criteria have been waived;

The college major and any graduate certification or degree held by the teacher;

- Whether the child receives instructional services from paraprofessionals, and if so, the paraprofessional's qualifications.

If you need to review this information in another language, please visit <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/parent-and-family-engagement-pfe>. If you are interested in knowing the professional qualifications of your student's teacher, contact the Executive Director of Human Resources at 360-709-7020.

## **Facility Use**

All District facilities are available for public use, community and youth organization meetings and events, non-profit organization events and recreational activities pursuant to TSD Policy 4260. Facility applications are available at all sites, on the District website or by contacting the Support Services Department at 360-709-7725. All athletic events/leagues must submit their sportsmanship code with their application. This code will outline behavior expectations for both participants and spectators. The enforcement procedures for said code should also be included. A certificate of insurance may be required by the District prior to approval of the facility use application submitted by any applicant.

## **Family Educational Rights and Privacy Act (FERPA) – Student Directory Information**

This Act affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Please contact the principal at your child's school to review education records.
- The right to request the amendment of student's education records that the parent or eligible student believes are inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health/medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee (such as a disciplinary or grievance committee), or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the District may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, US Dept. of Education 400 Maryland Ave SW, Washington, DC 20202- 4605.
- **Releasing Student Directory Information:** The Federal Family Educational Rights and Privacy Act defines certain information about your children as "directory information." This information may be released unless it is requested in writing to the school district that such information not be released. Directory information as defined in Board Policy and Procedure 3231: Student's name, address, and telephone number, parent/guardian email address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and grade level, degrees and awards received, most previous educational agency or institution attended by the student

The law allows districts to disclose Directory Information (listed above) without your consent for the following purposes:

- Yearbooks
- District social media posts and district websites
- Videos, including release of district-created videos to local media
- Sports teams news reports and other coverage, including rosters
- My TRL (Timberland Library Card)
- OSPI for release to institutions of higher education (high school only)
- Institutions of Higher Education (high school only)
- Military recruiters (high school juniors and seniors only)

To opt out of the release of directory information, please fill out the “Request to Prevent Disclosure of Student Directory Information” form available on our website. The Tumwater School District will not release any directory information for commercial purposes or for other purposes not related to the conduct of school business.

### **Food Services**

The Tumwater School District Food Services Department serves both breakfast and lunches that meet the USDA nutrition standards, and we are committed to providing quality nutritious meals each day.

For the 2024-25 school year, we are operating as normal with our meal programs. Through a state grant, these schools qualify for all students to receive free meals for the 2024-25 school year: EOE, LRE, MTS, PGS, and



THE. Meal applications are available at your student’s school, or you can apply online using Skyward Family Access. Families who qualify may be eligible for waived or decreased fees to participate in other school programs and provide additional resources to your school. In order to share your student’s eligibility with other school programs you will need to submit a Consent to Share form. This form was sent with the meal application and can be found on the TSD Food Services website.

In order to continue to provide high quality and nutritious meals Food Services implemented a price increase. Deposits can be made to your student’s account through the online payment portal-Skyward Family Access or by sending funds to your school. To view our meal charge policy and procedure please visit the Food Services section of the district website. Questions can be directed to the Food Service Department at 360-709-7740.

<b>Breakfast</b>	
Student	\$2.25
Reduced	\$ Free due to grant
Adult	\$ 3.10
<b>Lunch</b>	
Elementary	\$3.70
Middle School	\$4.10
High School	\$4.10
Milk	\$0.50
Reduced	\$ Free due to grant
Adult	\$ 5.30

**Graduation Requirements —Coursework**

All high school students are required to meet state and school district graduation requirements to earn a diploma. By fulfilling state and district graduation requirements, students are better prepared to meet their career goals.

To receive a High School Diploma, students must complete 24 credits, develop a High School and Beyond Plan to include a senior presentation, meet a graduation pathway aligned with career goals, and contribute to the community by completing 30 hours of community service.

See links below for more information.

1. Credit Requirements establish by the Washington State Board of Education.
2. High School and Beyond Plan:  
<https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/pubdocs/faqhighschoolandbeyondplan.pdf>
3. Graduation Pathways: <https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways>
4. Tumwater School District Course Catalog: Please visit the TSD’s website and select the school of choice to find the course catalog.

**Guidelines for Children with Life-Threatening Conditions**

Prior to attendance at school, each child with a life-threatening health condition will present a medication and treatment order addressing the condition. A life-threatening condition means a health condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and a nursing plan are not in place. Please see Policy and Procedure 3413 on the district website for further details on this required process. If you do not have access to these online resources, please consult

with the health room assistant or main office at your child's school, the district nurse, or the Special Services Dept. by calling 360-709-7040.

### **Health/Immunization Information**

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, students must present prior to attendance medically verified evidence of being immunized against the following diseases: diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, rubella, mumps, hepatitis B, varicella (chickenpox). A student satisfies the measles requirement upon a physician's verification that the student has had measles (rubella.) Please see Policy and Procedure 3413 on the district website for further details regarding immunization requirements. If you do not have access to these online resources, please consult with the health room assistant or main office at your child's school or the district nurse or Special Services Department by calling 360-709-7040.

**Meningococcal Disease & Prevention:** As a parent, there is nothing more important than safeguarding your child's health. The Washington State Legislature requires us to make information available to you about meningococcal disease and human papillomavirus (HPV).

**What is Meningococcal Disease?** Meningococcal disease is a serious bacterial infection. It spreads by direct contact with infected persons by coughing, kissing, or sharing anything by mouth, such as water bottles, eating utensils, lipsticks, or toothbrushes. It can cause pneumonia, bloodstream infection, and meningitis (swelling of the covering of the brain and spinal cord). Severe disease can cause brain damage, loss of hearing or limbs, and death. Fortunately, this life-threatening illness is rare, with only 30-60 cases reported each year in Washington, including 1-8 deaths. The disease spreads through close contact with an infected person. Teens and young adults are more likely to get meningococcal disease, especially if they live in group settings like college dorms.

**How can I protect my child from meningococcal disease?** The meningococcal vaccine, or MCV4, prevents against four types of the disease. It is recommended for all children who are 11 and 12 years of age, with a booster for teens ages 16-18. The meningococcal B vaccine, or MenB, is recommended for some children with rare health conditions or who are at risk during a meningococcal B outbreak.

**For more information about meningococcal disease and how to prevent it visit:**

- WA Department of Health: <https://doh.wa.gov/you-and-your-family/illness-and-disease-z/meningitis-meningococcal-disease>
- Centers for Disease Control & Prevention: [www.cdc.gov/meningococcal](http://www.cdc.gov/meningococcal)

**Human Papillomavirus (HPV) Disease & Prevention:** The following information is provided at the direction of the Washington State Legislature to help reduce cancer rates in Washington by protecting individuals from HPV.

### **What is HPV?**

HPV is a common virus. Most people exposed to HPV will never develop health issues. But for others, HPV causes major health problems, including cervical cancer, anal vulvar, mouth and throat cancer. Most infected people have no symptoms and may spread the virus without knowing it. HPV spreads mainly through sexual contact.

### **How can I protect my child from HPV?**

Make sure your child gets the HPV vaccine. The vaccine is highly effective. The best time to get it is before sexual activity every starts. The HPV vaccine can prevent infection from some of the most common and serious types of HPV that cause cancer and genital warts. The vaccine does not get rid of existing HPV infections.

### **Who should get the vaccine and when should they get it?**

Because the immunization is more effective when given at younger ages, 9 through 14 year olds need 2 doses. Those starting at 15 or older need three doses. The recommended age is 11 or 12. HPV vaccine may be given up to age 26. **For more information on HPV, the vaccine, and cervical cancer visit:**

- WA State Department of Health: [www.doh.wa.gov/hpv](http://www.doh.wa.gov/hpv)
- Centers for Disease Control and Prevention: [www.cdc.gov/hpv](http://www.cdc.gov/hpv)

### **Where can I find the HPV vaccine?**

Talk to your healthcare provider about the vaccines your child needs. In addition to meningococcal and HPV, our preteens should receive Tdap. Washington offers vaccines at no cost to kids through age 18. Providers may charge an office visit fee or administration fee to give the vaccine. If you can't afford these fees, you can ask to have them waived.

### **Homeless/Displaced Student Assistance – McKinney-Vento Homeless Assistance Act**

The state definition for Homelessness defined is:

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g., park benches, etc)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations.

### **Rights of Homeless Students and Responsibilities of the School District**

- Homeless students have the right to register for and attend school, even if they do not have their full documentation such as immunization records, proof of residency, utility bill, birth certificate, special education records, etc.
- Registration must be immediate! Attendance will begin as soon as possible. As with all new students, secretaries/registrars may need time to contact the teacher(s) and make sure there is a desk and appropriate classroom materials.
- The school counselor will do an intake with the family or student and submit the form to the district McKinney Vento liaison. The MV Liaison will then:
  - arrange for free breakfast and lunch to be provided.
  - coordinate transportation for students who are out of the catchment area of the school they are attending.
  - reach out to the family to see what other supports are needed
- Homeless students have the right to stay in the same school, even if they move to another enrollment area or a new school district, if it is reasonable, feasible, and in the best interest of the child. This helps children maintain stability. Research shows that students who change schools lose between 2-6 months of academic achievement with each move.
- Transportation must be provided by the school district in the form of school bus. Transportation will be coordinated with the MV Liaison and the Transportation department.
- Students are entitled to free breakfast and lunch without the need to fill out the forms.

- Our counselors form the first line of support for homeless children within their respective schools.
- TSD Homeless Liaison, Terri Turner, 360-709-7056 or [terri.turner@tumwater.k12.wa.us](mailto:terri.turner@tumwater.k12.wa.us)

### **Homeless Students in the Tumwater School District**

Our district served approximately 211 homeless students during the 2023-24 school year. If you are a TSD family experiencing homelessness, or know of a TSD family who is experiencing homelessness, please contact your school counselor. We are dedicated to helping our homeless youth find success within our schools and community. At the District Office, we have a Student Assistance Fund supported by community donations that can be accessed for a variety of student needs, such as clothing, school supplies, medications and toiletries. Contact your school counselor or Terri Turner to learn more about assistance for homeless students.

In addition, TSD has a longstanding partnership with TOGETHER! (local non-profit) and the Community Schools Program. Community Schools Managers serve our students and families directly from the school:

- Courtney Prothero - MTS & TMS (rental assistance @ THE)
- Diana Perez - PGS & EOE (rental assistance @ LRE & BLE)
- Brianna Smith - THS (rental assistance @ BMS)
- Paulette Perez - BHHS
- Tate Dahl - CHS (rental assistance @ NMHS)
- Stephanie Lopez - Program Director

Community Schools Managers are able to help families connect with community resources as well as providing support for students while at school by helping with clothing, food, eye glasses, apply for medical and dental coverage and so much more. If your child or family could benefit from the assistance of the Community Schools Program, please contact the appropriate school and ask to speak with the Community Schools Manager.

### **MyTRL (Timberland Regional Library Partnership)**

MyTRL allows students to view and check out electronic library resources that are automatically returned, so no fines incur. Students can also upgrade their online only library card to a regular library card with parent permission and verification of the address and contact information. Students who already have a regular TRL card may continue to use it as well as the TSD digital card. Parents may choose to opt out of the MyTRL program at any time via the district's Skyward Family Access portal or in person at their child's school. Please direct questions to your child's school teacher-librarian.

### **Other Educational Opportunities**

Tumwater School District offers the following opportunities for students seeking other educational options:

Advanced Placement Courses (AP)/College in the High School (CiHS) courses allow high school students to earn college credit by taking classes in the high school. College credit is earned from AP courses by earning qualifying scores on Advanced Placement test offer through the College Board. For CiHS courses, college credit is earned by earning the minimum grade set by the college. The courses are taught by high school teachers with college curriculum, textbooks and oversight be college faculty/staff. Students pay tuition. We want every student to benefit from dual credit opportunities. Please contact your student's counselor for financial assistance and/or additional information regarding registration in AP and CiHS courses.

Cascadia High School's mission is to provide an environment that celebrates individual differences, supports social/emotional growth, and values student choice in creating learning plans that align with career goals. The unique learning environment facilitates a student's progress towards a high school diploma and/or career

certification. Students can access learning opportunities by attending classes on campus or participating in remote learning. Please contact Cascadia High School for further information or to discuss enrollment by calling 360-709-7760.

Highly Capable Program welcomes recommendations from parents, school staff, students, teachers and community members for highly capable identification during our annual nomination window. We accept nominations for evaluation each fall. The process for identification is facilitated by a committee that includes teachers, parents, and staff. The committee considers multiple aspects, including formal assessments, teacher input and parent/guardian input, prior to making a recommendation about student placement in our program. If you know of a student you consider to be highly capable, you are welcome to complete nomination paperwork, which can be found on the district web site during the nomination window, contact the child's school, or call the Student Learning Department at 360-709-7030.

Homeschool: In compliance with state law, parents providing home-based instruction to their children must file a Declaration of Intent with their local school district by September 15th or within two weeks of the beginning of any public school quarter or semester. Homeschool families are responsible for obtaining and teaching curriculum as well as fulfilling all state testing requirements. Parents/guardians living in the Tumwater School District may access the Declaration of Intent form on the "Families/Students" section of the district website. Contact the District Office at 360-709-7000 with any questions.

New Market Skills Center is a cooperative educational campus that serves a consortium of 12 schools districts and is an extension of a student's high school. It provides advanced career and technical education (CTE) training opportunities for high school juniors and seniors who are enrolled in a school district. Information about programs and the enrollment application can be found online at [www.newmarketskills.org](http://www.newmarketskills.org), or work with your high school counselor to learn more.

Running Start students enrolled in a high school or having filed their Intent to Provide Home-Based Instruction may participate in Running Start. Students should contact their school counselor to learn more about Running Start. Homeschool students can contact the college of choice for information about enrollment and the Tumwater District Office at 360-709-7000 to obtain signatures.

### **Performance Reports**

- Office of the Superintendent of Public Instruction (OSPI) Online Report Card  
OSPI's report card provides school data at the state, school district and building levels. Find the report card by going to <http://reportcard.ospi.k12.wa.us>.

### **Pesticide/Herbicide Application**

As necessary and in compliance with all State and local regulations, the District uses pesticides/herbicides to control pest vegetation, rodents or insects. Pursuant to TSD Policy 6895, on those occasions, products are applied by state licensed staff. At least 48 hours before any necessary pesticide/herbicide application inside or outside of facilities, a "Pesticide Application" notice will be displayed in the school office and primary points of entry at application site. The notice will list what chemical(s) is to be used, when and where it will be applied, why it is being used, and who to call for more information. Any areas treated are clearly marked with signs that include a phone number to call for more information. Typical pesticide/herbicide annual uses include: Generation Blue Max Rodenticide, applied to exterior bait stations by PurCor Pest Management. SprayPak Wasp, Bee & Hornet Killer, applied to wasp/bee/hornets nests by TSD Grounds. Casoron, Cornerstone Plus, SpeedZone, Pendulum AquaCap, and Amine 2,4-D, applied to ornamental beds, concrete/asphalt cracks, fence lines, and cinder running tracks by TSD Grounds. Barricade, pre-emergence grass and broad leaf weed control, applied to ornamental beds, concrete cracks and fence lines by Total

Grounds Management. Tumwater School District maintains records of all such applications. The district can provide notification of impending pesticide applications and information of any emergency applications. For this information, contact the Department of Buildings and Grounds at 360-709-7725.

**Lead Testing in Water:** In compliance with RCW 43.70.840 and 28A.210.420, the District has complied and will continue to follow Department of Health (DOH) technical guidance for reducing lead contamination in drinking water at schools that is at least as protective of student health as any technical guidance on this topic issued by the Environmental Protection Agency (EPA). Our school staff and/or contractors conducting the lead in school drinking water sampling, testing, and remediation will follow these guidelines. For more information, contact Buildings and Grounds at 360-709-7725.

### **Protection of Pupil Rights**

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  - (1) Political affiliations or beliefs of the student or student’s parent;
  - (2) Mental or psychological problems of the student or student’s family;
  - (3) Sex behavior or attitudes;
  - (4) Illegal, anti-social, self- incriminating, or demeaning behavior;
  - (5) Critical appraisals of others with whom respondents have close family relationships;
  - (6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - (7) Religious practices, affiliations, or beliefs of the student or parents; or
  - (8) Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of: (1) The above and any other “protected information survey,” regardless of funding; (2) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and (3) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use:
  - (1) Protected information surveys of students; and
  - (2) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
  - (3) Inspect upon request any instructional material used as part of the educational curriculum.
  - (4) These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State Law.

### **Resident and Non-Resident Transfers**

District Policy and Procedure 3131 provides information regarding resident (intra-district) transfers. Individuals who reside within the boundaries of Tumwater School District and wish to transfer to another school within the district should access the transfer request through Parent Access in Skyward. Please contact the Office of Student Learning Department at 360-709-7030 if you have any questions.

District Policy and Procedure 3141 provides information regarding non-resident (out-of-district) transfers.

Individuals who reside outside the boundaries of the Tumwater School District and wish to transfer into a Tumwater school should access the transfer request on the Choice Portal which can be found at <https://www.tumwater.k12.wa.us/>. Please contact the Student Learning Office at 360-709-7030 if you have any questions.

### **School Bus Safety**

The TSD Transportation team is dedicated to the academic achievement of our students by providing safe, secure, effective and efficient transportation with the focus on the safety and well-being of all students.

For the safety of all students and staff using district transportation, students should remember to obey the driver, remain in their seat facing the front of the vehicle, and talk quietly. Eating, drinking or chewing gum is not allowed while riding the school bus or van. Students are cautioned about bringing and using electronic equipment such as cell phones or tablets on the bus and TSD is not responsible for lost, stolen, or broken items. Student riding regulations, which include the laws regulating bus operations and rules for students, are posted on the district website. You can request a printed copy by contacting the Transportation Department at 360-709-7700.

### **School Board Meetings**

The School Board is responsible for establishing policies for the District, revising/adopting the annual operating budget, selecting and evaluating the superintendent, and informing the public of the needs and progress of the educational system. School Boards are required to meet once per month to conduct business and allow for public comment. The Tumwater School District Board of Directors holds one regular business meeting per month as well as a workshop or retreat (most months.) At the time of this publication, regular meetings are being held in person at 6pm the fourth Thursday of each month at the district office. All business meetings, workshops, and retreats are open to the public. Public comment is permitted at regular business meetings but requires the speaker to sign-up via the website by noon the day of a regular meeting. Agendas will be published to the district website as well as at the district office approximately one week before the meeting. Please contact Becky Parsons, Executive Assistant to the Superintendent, at 360-709-7000 with any questions.

### **Student Records and Directory Information**

Pursuant to the Family Educational Rights and Privacy Act (FERPA), it is the policy of the Tumwater School District to annually notify parents, guardians or adult-age students (18 or older) that they have the right of access to student records, to request the corrections of or amendments to such records, and to appeal any refusal of a request to change or amend such records. Student records will not be released without the consent of the student's parent/guardian or that of the adult-age student, except as provided by law or district policy. Specifically, directory information, as defined in District Policy 3231 and records request by schools to which a student is transferring will be released by the district without written consent. An example of a non-profit entity that request such directory information is the United States military.

The Tumwater School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary, in accordance with District procedures. The primary purpose of "directory information" is to allow the Tumwater School District to include this type of information from your student's education records in certain district/school publications. Examples include: district or school website; The Open Line or school publications/newsletters; a playbill showing your student's role in a drama production; the annual yearbook, honor roll, or other recognition lists; graduation programs; and sports/activity sheets such as wrestling, showing weight and height of team members, and/or social media posts from district accounts.

FERPA authorizes Tumwater School District to release student “directory information” for school-related purposes without parental permission unless you notify your student’s principal in writing by October 1st or within 10 (ten) days of enrollment after October 1st that you DO NOT want such information released to those who request it. This notification must be done each year. The District has defined “directory information” as: student name, address, parent email address, telephone number, photo and video; date and place of birth; weight and height and grade level of members of athletic teams; degrees, honors and awards received; dates of attendance and grade level; schools previously attended; and work created by the student for school-related publications.

In addition, federal law requires Tumwater School District to provide military recruiters with student names, addresses, email addresses, and telephone listings unless parents have advised the District that they do not want their student’s directory information disclosed.

If you DO NOT want any information released to any and all such non-profit organizations or if you DO NOT wish to have your child appear in a photograph, video, film, slide, on the district website, or social media please complete the Directory Opt Out form, which can be found on page 76 of this handbook. If you do not have access to the form online, please ask your child’s school office to provide you with a paper copy of the form.

### **Special Services**

Special Education - Eligible students (birth-22) receive special education services in accordance with IDEA as developed by each students’ IEP. If you suspect a child of having a disability and potentially needing special education, referrals for special education can be made in writing to the school psychologist assigned to each building or by calling the Special Services Department at 360-709-7040.

Students with Disabilities - District Policy & Procedure 2161 address education of students with disabilities as it pertains to the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Questions about IDEA or Section 504 can be directed to the Special Services Dept. 360-709-7040.

Section 504 - Section 504 of the Rehabilitation Act of 1973, commonly called “Section 504,” is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment which substantially limits one or more life activity. If you have any questions about Section 504 eligibility, please contact your school’s counselor. If you are concerned that a student has a disability that may require school/classroom-based accommodations in order to have equitable access to teaching and learning, you may request a 504 review for a possible 504 plan by contacting your student’s school counselor or the Office of Student Learning at 360-709-7030.

Special Education and related services are available to all students enrolled in any educational learning options. No student will be denied access to the program or otherwise be subjected to discrimination on the basis of a disability. All credits will qualify for Tumwater School District diploma. For more information please work with your child’s counselor or call the Student Learning Department at the District Office at 360-709-7030.

Childfind - Childfind is a process for locating, screening, evaluating and identifying children from birth to 22 years of age, residing in Tumwater SD or attending a private school located within the district who may need Special Education services. Once a referral is received, a Group of Qualified Professionals (GQP), including the parent, will determine if an evaluation should be conducted. With parent permission and an evaluation, the evaluation team, including the parent, then meets to determine eligibility and the need for Special



Education and/or related services. If you know or someone you know suspects a child of having a disability and is in need of services, please contact the Special Services Department at 360-709-7040. The special education department conducts routine Childfind activities for preschool aged children. Please contact the Special Services if you would like more information about Childfind for preschool.

### **Student Insurance**

The District makes voluntary student accident insurance available to families. Information is available on our website. This insurance is highly recommended for students who are not covered by other health insurance, as district insurance does not cover student medical needs.

### **Video Security on School District Grounds or Property**

School District grounds, buildings and property, including buses used for District purposes, may be equipped with video and/or sound security cameras. Equipment may be placed to record only in areas where there is not a reasonable expectation of privacy, such as parking lots, entrances, exits, hallways, front offices, gymnasiums, cafeterias, libraries, and other public shared or common spaces. Only designated staff and law enforcement have access to video and the District does not keep recordings for more than fourteen (14) days.

### **Volunteering**

There are many ways to get involved in your student's education. You can help as a reading buddy, in the office, on field trips, on the playing field, on a school or District committee and more! Each volunteer is required to fill out a volunteer application, which includes a background check. You can do this at your student's school or on-line at [www.tumwater.k12.wa.us](http://www.tumwater.k12.wa.us) in the Quick Links section. We truly appreciate the thousands of volunteer hours that are given to our schools by parents/guardians, relatives and community members. Contact the school office or the District Office for more information about how to get involved.

### **Voter Registration**

To register to vote or to change their registration, visit the Auditor's website. You can register at any time, but if you are registering by mail or changing your address, you must do so 30 days prior to an election. Thurston Co. Auditor's Office 3000 Pacific Ave SE. Military families whose home residence is elsewhere can still register in Washington.

*Tumwater School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:*

- **Civil Rights Coordinator** – Meagan Dawson, 360-709-7043, 621 Linwood Avenue SW, Tumwater, WA 98512, [meagan.dawson@tumwater.k12.wa.us](mailto:meagan.dawson@tumwater.k12.wa.us).
- **Title IX Coordinator** – Wendy Bromley, 360-709-7020, 621 Linwood Avenue SW, Tumwater, WA 98512, [wendy.bromley@tumwater.k12.wa.us](mailto:wendy.bromley@tumwater.k12.wa.us)
- **Section 504/ADA Coordinator** – Meagan Dawson, 360-709-7043, 621 Linwood Avenue SW, Tumwater, WA 98512, [meagan.dawson@tumwater.k12.wa.us](mailto:meagan.dawson@tumwater.k12.wa.us)

*Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>*

*You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint. For a copy of the district's policies and procedures, view online or call the District Office at 360-709-7000, or visit your child's school office.*

## 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 (Meagan Dawson, Assistant Superintendent of Student Learning, 360-709-7030) 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:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- 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 district's [HIB webpage](#) or the

district's *HIB Policy [3207]* and *Procedure [3207P]*.

## 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 3210* and *Procedure 3210P*, visit <https://www.tumwater.k12.wa.us/districtoffice/district-policies/3000-students>

### 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 3205* and *Procedure 3205P*, visit <https://www.tumwater.k12.wa.us/districtoffice/district-policies/3000-students>

### 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** – Meagan Dawson, Assistant Superintendent of Student Learning, 360-709-7043, 621 Linwood Ave. SW, Tumwater, WA 98512, [meagan.dawson@tumwater.k12.wa.us](mailto:meagan.dawson@tumwater.k12.wa.us).
- **Title IX Coordinator** – Wendy Bromley, Executive Director of Human Resources, 360-709-7020, 621 Linwood Ave. SW, Tumwater, WA 98512, [wendy.bromley@tumwater.k12.wa.us](mailto:wendy.bromley@tumwater.k12.wa.us)
- **Section 504/ADA Coordinator** – Meagan Dawson, Assistant Superintendent of Student Learning, 360-709-7043, 621 Linwood Ave. SW, Tumwater, WA 98512, [meagan.dawson@tumwater.k12.wa.us](mailto:meagan.dawson@tumwater.k12.wa.us)

Concerns about discrimination based on gender identity:

- **Gender-Inclusive Schools Coordinator:** Meagan Dawson, Assistant Superintendent of Student Learning, 360-709-7043, 621 Linwood Ave. SW, Tumwater, WA 98512, [meagan.dawson@tumwater.k12.wa.us](mailto:meagan.dawson@tumwater.k12.wa.us)

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 Board of Directors 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 3210 and Sexual Harassment Procedure 3205.

### 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)

- [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center); [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us); 360-725-6068

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

- [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights); [equity@k12.wa.us](mailto:equity@k12.wa.us); 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.

- [www.oeo.wa.gov](http://www.oeo.wa.gov); [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov); 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.

- <https://www2.ed.gov/about/offices/list/ocr/index.html>; [ocr@ed.gov](mailto:ocr@ed.gov); 800-421-3481

### Our School is Gender-Inclusive

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity

- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit [this link](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Meagan Dawson, 360-709-7043, 621 Linwood Ave. SW, Tumwater, WA 98512, [meagan.dawson@tumwater.k12.wa.us](mailto:meagan.dawson@tumwater.k12.wa.us)

# Student Rights & Responsibilities

We have included some key Tumwater School District policies on the following pages for your reference. All of our policies can be found on our website at [www.tumwater.k12.wa.us](http://www.tumwater.k12.wa.us) by choosing “District” then “District Policies.” If you have any policy questions, please call the District Office at 360-709-7000.

## Responsibility

The primary responsibility of the Tumwater School District and its professional staff is the maintenance of a safe and orderly school district in which all students can learn.

Students, parents and staff must work together to ensure a safe learning environment. It is paramount that students accept responsibility which will contribute to such an environment. It is expected that students will obey the law, adhere to the policies of the District, and comply with rules and regulations implementing these policies and procedures.

The following policies and procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities.

## Rights & Responsibilities - 3200

Each year, the superintendent or designee will develop handbooks pertaining to student rights, conduct, and discipline, and make the handbooks available to all students, their parents, and staff. These handbooks will be developed with the participation of parents and the community.

The school principal and certificated building staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will seek to develop clear definitions for common problem behaviors and build consensus on what constitutes manifestation of those problem behaviors. They will also address differences between major and minor manifestations of problem behaviors to identify those problem behaviors that teachers and other classroom staff can generally address and those problem behaviors that are so severe that an administrator needs to be involved. This work will help district staff identify and address differences in the perception of subjective misbehaviors and reduce the effect of implicit bias.

They will also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend the district's schools will comply with the written policies, rules, and regulations of the schools, will pursue the required course of studies, and will submit to the authority of staff of the schools, subject to such discipline, including other forms of discipline as the school officials will determine. **9/12/2019**

## Student Discipline – Policy 3241

### Introduction/Philosophy/Purpose

The Board of the Tumwater School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral

violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

### **Rights and Responsibilities/District Commitment**

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender 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.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and

educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

### **Development and Review**

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

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

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline



practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an action plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

### **Distribution of Policies and Procedures**

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible. **8/26/2021**

# Student Discipline – Procedure 3241

## Definitions

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

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

holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.

- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
- **“In-school suspension”** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
- **“Short-term”** suspension means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
- **“Long-term”** suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

### **Engaging with Families & Language Assistance**

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

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

### **Supporting Students with Other Forms of Discipline**

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

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop and/or review building discipline standards and the uniform enforcement of those standards consistent with policy and law. The purpose of this annual review is to improve equity, address differences in perception of subjective behaviors, and reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state Menu of Best Practices and Strategies on the OSPI website. The district has identified the following for use as other forms of discipline:

Oral or written feedback, parent notification or conferences, increased supervision, loss of privileges, behavior

monitoring or behavior contract, restorative justice practices, counseling or health services, community service or restitution, mentoring, social skills instruction, and de-escalation.

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

Additionally, staff may use after-school detention as another form of discipline for not more than 90 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one staff member will directly supervise students in after-school detention.

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

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

### **Staff Authority and Exclusionary Discipline**

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.

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

### **Classroom exclusions**

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

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

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

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

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

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

**Grievance process for other forms of discipline and classroom exclusion**

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

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent or designee elects to postpone the disciplinary action. that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

**Suspension and expulsion – general conditions and limitations**

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

As stated above, the district must have attempted to provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation

before administering a short-term or in-school suspension.

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

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

- The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480;
- The change of setting is to protect victims under WAC 392-400-810;
- Or other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

### **In-school suspension and short-term suspension**

The Superintendent designates school principals and vice-principals with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first

attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. The district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;
- Dress code violations that the student refuses to correct (see student dress policy/procedure 3224);
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law and Policy 4210, look-alike devices, or intent to use as a weapon any item apparently capable of producing bodily harm.

### ***Initial hearing***

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

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

- Notice of the student's violation of this policy;

- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

***Notice***

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

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- (a) A description of the student’s behavior and how the behavior violated this policy;
- (b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- (c) The other forms of discipline that the district considered or attempted, and an explanation of the district’s decision to administer the suspension or expulsion;
- (d) The opportunity to receive educational services during the suspension or expulsion;
- (e) The right of the student and parent(s) to an informal conference with the principal or designee; and
- (f) The right of the student and parent(s) to appeal the in-school or short-term suspension;

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

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

When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes.

**Long-term suspensions and expulsions**

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specified misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy, there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

- (a) Having a firearm on school property or school transportation in violation of RCW 28A.600.420;



- (b) Any of the following offenses listed in RCW 13.04.155, including:
- any violent offense as defined in RCW 9.94A.030, including
  - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
  - manslaughter;
  - indecent liberties committed by forcible compulsion;
  - kidnapping;
  - arson;
  - assault in the second degree;
  - assault of a child in the second degree;
  - robbery;
  - drive-by shooting; and
  - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- (ii) any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
- (iii) inhaling toxic fumes in violation of chapter 9.47A RCW;
- (iv) any controlled substance violation of chapter 69.50 RCW;
- (v) any liquor violation of RCW 66.44.270;
- (vi) any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
- (vii) any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- (viii) any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- (ix) any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- (x) any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- (c) Two or more violations of the following within a three-year period
- (i) criminal gang intimidation in violation of RCW 9A.46.120;
  - (ii) gang activity on school grounds in violation of RCW 28A.600.455;
  - (iii) willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
  - (iv) defacing or injuring school property in violation of RCW 28A.635.060; and
- (d) Any student behavior that adversely affects the health or safety of other students or educational staff.

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

bias.

### **Behavior agreements**

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

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

### ***Initial hearing***

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

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

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

### ***Notice***

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

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

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

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

**Divergence between long-term suspension and expulsion**

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

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

**Emergency Expulsions**

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

The district must have sufficient cause to believe that the student’s statements or observable behaviors pose:

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

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

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

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

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

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

***Notice***

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

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

- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

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

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392400-455 through 392-400-480 appropriate to the new disciplinary action.

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

### **Appeal, Reconsideration, and Petition**

#### ***Optional conference with principal***

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.

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

### **Appeals**

#### ***Requesting appeal***

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

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

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

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term

of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and

- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

### ***In-school and short-term suspension appeal***

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

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

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

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

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

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

### ***Hearings***

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

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

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

If the official presiding over the hearing finds that a student’s interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing. For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

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

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

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

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

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness’ nonappearance if the district establishes that:

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student’s behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;

- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

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

**Reconsideration of appeal**

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

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

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

- In reviewing the district’s decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

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

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

- Whether the school board [or discipline appeal council] affirms or reverses the school district’s decision that the student’s statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process. I
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

**Petition to extend an expulsion**

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

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

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

***Notice***

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

The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student’s previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student’s parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.



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

If the Superintendent or designee grants the petition, the written decision must include:  The date on which the extended expulsion will end;

The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and

Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

### **Review and Reconsideration of extension of expulsion**

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

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

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

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

The written decision must identify:

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

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

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

### **Educational Services**

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

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

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

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student’s educational services on a case-by-case basis. The types of educational services the district will consider include collected homework with available staff consultation, alternative schools or classrooms, one-on-one or small group tutoring (when available), and online learning. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

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

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

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

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

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

**Readmission**

***Readmission application process***

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

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

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

## **Reengagement**

### ***Reengagement Meeting***

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

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

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student’s long-term suspension or expulsion, but no later than five (5) calendar days before the student’s return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

### ***Reengagement plan***

The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student’s individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student’s suspension or expulsion;
- As appropriate, students’ cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student’s academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

## **Exceptions for protecting victims**

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

- A student committing an offense under RCW 28A.600.460 certain (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 of her school where ☐ the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460 (3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled. **8/26/2021**

# Ensuring Educational Equity - Policy 3212

The Tumwater School District is committed to the success of every student in each of our schools and to achieving our mission of continuous student learning in a caring, engaging environment. We expect every student to meet or exceed academic standards and be fully prepared to make productive life decisions.

We will significantly change our practices to achieve and maintain equity in education. The concept of educational equity goes beyond formal equality where all students are treated the same - to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. We believe that:

- Every student has a right to an equitable educational experience within the Tumwater School District
- Every student has the potential to achieve and it is our responsibility to give each student the support needed to be successful.
- The responsibility for addressing the disparities in opportunities and achievement among student groups rests with the adults, not the children.
- The responsibility for student success is broadly shared by District staff, administrators, instructors, communities and families. **12/13/2018**

# Excused & Unexcused Absences - Policy 3122

Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents/guardians and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents/guardians can request and be provided such information in languages in which they are fluent. Parents/guardians will be required to date and acknowledge review of this information online or in writing.

## **Definition of Absence**

### **Absence from in-person learning**

WAC 392-401-015A states that the definition of an absence:

(1) A student is absent when they are:

- (a) Not physically present on school grounds; and
- (b) Not participating in the following activities at an approved location:
  - i. Instruction;
  - ii. Any instruction-related activity; or
  - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

## **Definition of absence from remote learning**

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.

- (2) Evidence of student participation in remote learning may include, but is not limited to:
- a. Daily logins to learning management systems;
  - b. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
  - c. Evidence of participation in a task or assignment

### **Excused and Unexcused Absences**

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

### **Excused Absences**

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

- A. Absences due to the following reasons must be excused:
  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/dependence 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 expulsions imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
  10. Absences due to safety concerns, including absences related to threats, assaults or bullying;
  11. Absences due to a student's migrant status;
  12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. Principal (or designee) may excuse up to five (5) days per school year.
  13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
  14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;

15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

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

1. 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; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
2. 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.
3. 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.

Any absence from school is unexcused unless it meets one of the above criteria provided in WAC 382-410-020. The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- B. 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; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- C. 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.

### **Unexcused Absences**

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month period during the current school year. The notification will include the potential consequences of additional unexcused absences.
4. A conference with the parent or guardian will be held after three unexcused absences within any month period during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent/guardian of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
  - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
  - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community engagement board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
  - III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month during the current school year, the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community engagement board and file a stay petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent/guardian, student or parent/guardian and student no earlier than the

seventh unexcused absence, within any month period, during the current school year and not later than the fifteenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/guardians and students annually.

### **Unexcused absences from remote learning**

Absences from remote learning must be marked as a "non-truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

### **Tardies and Disciplinary Actions**

1. Students shall not be absent if:
  - a. They have been suspended, expelled or emergency expelled pursuant to chapter 392-400 WAC;
  - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
  - c. The student is enrolled in qualifying "course of study" activities defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

### **Tiered response system for student absences** WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Daily notification of absences to parents;
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

### **Student dependents pursuant to Chapter 13.34, RCW**

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.



### **Migrant Students**

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress. 1/25/2024

## **Excused & Unexcused Absences – Procedure 3122**

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

### **Excused Absences**

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

1. **Participation in school-approved activity or instructional program.** To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
2. **Absence due to.** Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or outpatient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible; Family emergency including, but not limited to, a death or illness in the family; religious purposes; court, judicial proceeding court-ordered activity, or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; directly related to the student's homeless or foster care/dependency status; absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010; Absences due to suspensions 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; Absences due to student safety concerns, including absences related to threats, assaults, or bullying; Absences due to a student's migrant status; Absences related to the student's illness, health condition, or medical appointments due to COVID-19; Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19; Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program; Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made; Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and other COVID-19 related circumstances as determined between school and parent or emancipated youth.

When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail, or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail, or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a signed note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a signed note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

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

3. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. The principal or designee may excuse no greater than five days per school year
  - a. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent/guardian approved absence would have an adverse effect on the student's educational progress., including the grade for the course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
4. **Absence resulting from disciplinary actions.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
5. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do the schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty
6. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and parent/guardian will apply to the principal, school counselor, and/or case manager, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be confidentiality of medical information will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's/guardian's request.

### **Required conference for elementary school students**

If an elementary school student has five or more excused absences in a single month during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s)/guardians(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community health service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

### **Unexcused Absences**

An "unexcused absence" means that a student has not attended the majority of hours or periods in an average school day, has not complied with a more restrictive school district policy on absences, or has not complied with alternative learning experience program attendance requirements.

**Unexcused absences occur when:**

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

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

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

At some point after the second and before the seventh unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. Middle school and high school will be administered a questionnaire to assess the student's risks and needs.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent/guardian gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior. For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent/guardian or student to obtain supplementary services; or
- referring the student to a community truancy board.

**Transfers**

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

student to a nonresident school district for the purposes of accessing an alternative learning experience program.

After three unexcused absences in the current school year, the district will:

- a. conduct a parent-student conference and;
- b. enter into an agreement with the student and the parents/guardians that establishes school attendance requirements.
- c. If a student has an IEP or 504 plan, the IEP or 504 plan team members must be included in creating the plan to address and eliminate behaviors relating to truancy.

Not later than a student's seventh unexcused absence in a month during the current school year, the district will refer the student to a community engagement board; and file a stay petition to juvenile court (see below).

### **Community Engagement Board**

A "Community Engagement Board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court in Thurston County and the school district and composed of members of the local community in which the student attends school.

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

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

### **Petition to Juvenile Court**

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. While petitions must be filed if the student has seven or more unexcused absences within any month during the current school year or ten or more unexcused absences in the current school year, but a petition may be filed earlier. Unexcused absences accumulated in another school or school district will be counted when preparing the petition;
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school.
4. A statement that RCW 28A.225.010 has been violated by the parent/guardian, student, or parent/guardian and student;
5. The student's name, date of birth, school, address, gender, race, and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent/guardian are fluent in English, whether there is an existing Individualized Education Program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent/guardian and student.

7. Facts that support the above allegations.

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

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

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

**Excessive Excused Absences**

On the tenth (10) excused absence within the school year, the school may request medical documentation of illness. Without this documentation the absence may be considered unexcused.

***Tardy***

Tardiness is defined as not being in the classroom at the assigned start to the instructional day or secondary class period. Parents/guardians and students are expected to make every effort to ensure students are in class on time.

When a student is tardy, the parent/guardian or student is expected to check-in at the office before the student proceeds to the classroom.

An early departure will be recorded for any student who leaves school less than 30 minutes prior to the end of the school day.

At the middle and high school level, a tardy becomes an absence if a student arrives more than ten (10) minutes late to any class. When a student's tardiness becomes frequent or disruptive, the student may be subject to disciplinary action.

When a student reaches five (5) tardies OR early departures, the principal may send a letter to the parent/guardian informing them of the number of tardies.

When a student reaches ten (10) tardies OR early departures, the principal may send a registered letter to the parent/guardian informing them of a meeting at the school with the administrator. Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student will be referred to the principal.

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student will be referred to the principal.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding-discipline or corrective action.(See TSD Policy 3241, Student Discipline) **11/16/2023**

# Drug & Alcohol Use – Policy 3409

The Board recognizes that the use, abuse and/or possession of alcohol, or controlled illegal, addictive, and/or harmful substances, by adolescents (unless prescribed by a physician for therapeutic use) is a societal problem and may impair the normal development and well-being of all students. The Tumwater School District supports chemical abstinence for all adolescents and children so they can reach full intellectual, emotional, social and physical potential.

The District will provide a comprehensive health curriculum in grades kindergarten through nine which includes a drug and alcohol prevention program. After grade nine, specific programs or classes will address prevention and intervention. The District will provide a Student Assistance Program which evaluates, at district expense, the extent of students' usage of alcohol and other drugs. The evaluation services are provided by a certified drug and alcohol treatment agency (pursuant to Chapter 275-19 WAC).

Both parents and students will receive the results of the evaluation, along with any recommendations for necessary lifestyle changes. The evaluation is provided by the Tumwater School District as a service to students and their families.

For those students who show signs or symptoms of drug, or alcohol usage, district personnel will assist both the student and the parents in finding a solution to the problem. For those students who require either in-patient or out-patient treatment, such treatment will be at parent expense. Follow-up and continuing support are provided by District personnel so that students may continue their education. **5/9/2019**

# Electronic Resources – Procedure 2022

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career.

All use of the network must support education and research consistent with the mission of the district and conform to state and federal law, network provider policies, licenses and district policy.

By use or accessing of the Tumwater School District network all individuals agrees that upon such use or access to abide by the policies and procedures in this document as well as to abide by all of the other policies and procedures of the Tumwater School District.

## **Network**

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

Every effort must be made to conserve network resources. For example, users should frequently delete unused files from home and shared directories. Staff may use the network for incidental personal use in accordance with all district policies/ procedures.

## **No Expectation of Privacy**

The district provides the network system, e-mail and Internet access exclusively as a tool for education and

research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review, modify, delete and store data without prior notice including the content and usage of:

1. The network;
2. User files and disk space utilization;
3. User applications and bandwidth utilization;
4. User document files, folders and electronic communications;
5. E-mail;
6. Internet access; and
7. Any and all information transmitted or received in connection with network and e-mail use.

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

### **Student Data is Confidential**

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

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

1. Personal gain, commercial solicitation and compensation of any kind;
2. Actions that result in liability or cost incurred by the district;
3. Downloading, installing and use of non-educational games, audio files, video files or other applications (including shareware or freeware) without permission or approval from the district Technology Department;
4. Support for or opposition to ballot measures, candidates and any other political activity;
5. Use of the network for charitable purposes unless pre-approved by the superintendent or his/her designee;
6. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
7. Disabling or removing of installed firewalls, virus scanners, and other attack detection software is strictly prohibited unless prior approval is given by the district Technology Department;
8. Unauthorized access to other district computers, networks and information systems;
9. Cyber bullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
10. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
11. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material;
12. System components including hardware or software will not be destroyed, removed, modified, and/or installed, without the approval of the district Technology Department; and
13. Attaching unauthorized devices to the district enterprise network. Any such device will be confiscated and additional disciplinary action may be taken.

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

## **Network Security**

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

1. Users shall change passwords regularly and avoid easily guessed passwords;
2. Do not use another user's account;
3. Do not insert passwords into e-mail or other communications;
4. If you write down your user account password, keep it in a secure location;
5. Do not use the "remember password" feature of Internet browsers; and
6. Lock the screen or log off if leaving the computer.

## **Use of Personal Electronic Devices**

While in accordance with all district policies and procedures, students and staff may use personal electronic devices to further the educational and research mission of the district. Public network access is available at schools with Wi-Fi deployments for personal electronic devices. Use of the public network must also be in accordance to district policy and procedures.

Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district private enterprise network is permitted only after approval by the district Technology Department to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly.

The Technology Department will retain the final authority in deciding when and how students and may use personal electronic devices on school grounds and during the school day.

## **Internet Safety**

Personal Information and Inappropriate Content:

1. Students and staff shall not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
2. Students and staff shall not reveal personal information about another individual on any electronic medium without first obtaining permission;
3. Photographs of students are considered "directory information" and maybe used in district publications or on the website. Parents who did not wish photographs that include their children to be published may request in writing to the school office;
4. Student work maybe electronically posted with parent and student permission;
5. The district will provide education to students regarding appropriate on-line behavior in accordance with the Children's Internet Protection Act. Education will be coordinated through the Media Specialist at each school site; and
6. If students encounter dangerous or inappropriate information or messages, they shall notify the appropriate school authority.

## **Filtering and Monitoring**

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a district decision.

1. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable



material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;

2. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
3. Communications may not be encrypted as to avoid security review.
4. E-mail inconsistent with the educational and research mission of the district could be considered SPAM and blocked from entering district e-mail boxes;
5. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use con-forms to the mission and goals of the district; and
6. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

### **Copyright**

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

### **Purchasing**

The purchasing and/or installation of all software and hardware for use on the district network must be approved and processed through the district Technology Department.

### **Archive and Backup**

Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly.

### **Disciplinary Action**

All users of the district's electronic resources are required to comply with the district's policy and procedures. Violation of policies and procedures could be cause for disciplinary action or legal action. **3/8/2012**

## **Harassment, Intimidation & Bullying – Policy 3207**

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

### **Behaviors/Expressions**

This policy recognizes that ‘harassment’, ‘intimidation’, and ‘bullying’ are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, the differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

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

### **Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

### **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

### **Interventions**

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

### **Students with Individual Education Plans or Section 504 Plans**

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student’s IEP or Section 504 team to determine whether the incident had an impact on the student’s ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student’s disability. During the meeting, the team will evaluate issues such as the student’s academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or

reevaluation or revision of the student’s IEP or Section 504 plan, to ensure the student receives a FAPE.

### **Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying or participating in an investigation. It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. **8/26/2021**

## **Harassment, Intimidation & Bullying – Procedure 3207P**

### **1. Introduction**

The Tumwater School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, 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. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

### **2. Definitions**

- **Aggressor** – is a student, staff member, or other member of the school community who engages in the harassment, intimidation, or bullying of a student.
  
- **Harassment, intimidation, or bullying** – is an intentional electronic, written, verbal, or physical act that:
  - A. Physically or emotionally harms a student or damages the student’s property.
  - B. Has the effect of substantially interfering with a student’s education.
  - C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
  - D. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is “substantially interfering with a student’s education” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation, and bullying may take many forms, including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or

physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

- **Retaliation** – occurs when an individual is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, or participating in an investigation.
- **Staff** – includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).
- **Targeted Student** – is a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

### 3. Behaviors/Expressions

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors, Harassment refers to any malicious act, which causes harm to any person's physical well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted youth including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

### 4. Relationship to Other Laws

This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

- RCW 28A.300.285 – 12 Education--Harassment, Intimidation and Bullying
- RCW 28A.640.020 – Sexual Harassment
- RCW 28A.642 – Prohibition of Discrimination in Public Schools
- RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s gender or membership in a legally protected class under local, state, or federal law.

### 5. Prevention

#### A. Dissemination

On each school and on the District’s website the district will prominently post information on reporting harassment, intimidation, and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbook, is available in school and district offices and/or hallways, or is posted

on the District’s website. Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC.

**B. Education**

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a Web-based form.

**C. Training**

The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. Staff will receive annual training on the school district’s policy and procedure, including at a minimum staff roles and responsibilities, how to monitor common areas, and the use of the District’s incident reporting forms.

**D. Prevention Strategies**

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social and cultural competency, improve school climate, enhance culturally responsive practices, and eliminate harassment, intimidation, and bullying in schools.

**6. Compliance Officer**

The district compliance officer will:

- A. Serve as the district’s primary contact for harassment, intimidation, and bullying. If the allegations in a written report of harassment, intimidation, or bullying indicate a potential violation of Policy 3207, the district staff member who receives the report must promptly notify the district compliance officer.
- B. Provide support and assistance to the principal or designee in resolving complaints.
- C. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
- D. Communicate with the school district’s designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying indicates a potential violation of the district’s nondiscrimination policy (Policy 3210), or if during the course of an investigation the district becomes aware of a potential violation of the district’s nondiscrimination policy, the compliance office must promptly notify the district’s civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy/procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known what a written report or the investigation or Harassment, Intimidation, or Bullying involves a potential violation of the district’s nondiscrimination policy.
- E. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
- F. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
- G. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff members receive annual fall training.
- H. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
- I. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student’s health and safety, the compliance officer will facilitate a meeting between district staff and the child’s parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI Web site: <http://www.k12.wa.us/SafetyCenter/default.aspx>.

## **7. Staff Responsibilities for Intervention and Reporting**

All staff members will intervene when witnessing or receiving reports of harassment, intimidation or bullying. Whenever possible, staff members who initially receive a verbal or written report of harassment, intimidation, or bullying shall attempt to resolve the incident immediately. Possible remedies include an opportunity for the complainant to explain to the alleged aggressor that the alleged conduct is unwelcome, disruptive or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged aggressor that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant. Minor incidents that staff members are able to resolve immediately or incidents that do not meet the definition of harassment, intimidation, or bullying, may require no further action under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless either of them is the subject of the complaint, in which case the Reporting Form would be submitted to the Compliance Officer or Superintendent.

## **8. Options for Filing a Report**

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, may report incidents verbally or in writing to any school staff member. If the principal or designee is the subject of the complaint, the Reporting Form would be submitted to the Compliance Officer or Superintendent.

## **9. Privacy Options When Filing an Incident Reporting Form, and Their Effects on Staff Response**

In order to protect a targeted student from retaliation, a student need not reveal his or her identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (nonconfidential).

### **a. Anonymous:**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

### **b. Confidential:**

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

### **c. Non-confidential:**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

## **10. Investigations of Unresolved, Severe or Persistent Harassment, Intimidation and Bullying**

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

- A. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, principal or designee will begin the investigation. If there is potential for clear and immediate physical harm to complainant, the principal or designee will immediately contact law enforcement and inform the parent/guardian.
- B. During the course of the investigation, the principal or designee will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant and the alleged aggressor. If necessary, the principal or designee will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation become aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance office must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

- C. Within two (2) school days after receiving the Incident Reporting Form, the principal or designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation, and bullying.
- D. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the principal or designee has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
- E. The investigation shall include, at a minimum:
  - An interview with the complainant.
  - An interview with the alleged aggressor.
  - A review of any previous complaints involving either the complainant or the alleged aggressor.
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- F. The principal or designee may determine that other steps must be taken before the investigation is complete.
- G. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the principal or designee will provide the parent/guardian and/or the student with weekly updates.
- H. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - The results of the investigation.

- Whether the allegations were found to be factual.
- Whether there was a violation of policy.

The process for the complainant to file an appeal if the complainant disagrees with results. This process is described in section 11 below.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If the principal or designee chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States postal service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident is unable to be resolved at the school level, the principal or designee shall request assistance from the District.

### **11. Corrective Measures for the Aggressor**

After completion of the investigation, the principal or designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. If in an investigation the principal or designee found that a student knowingly made a false allegation of harassment, intimidation, or bullying, that student may be subject to corrective measures, including discipline.

### **12. Targeted Student's Right to Appeal**

- A. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written results. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
- B. If the targeted student remains dissatisfied after the initial appeal to the superintendent, an additional written notice of appeal may be filed to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5th) school day following the date upon which the appealing party received the superintendent's written decision.
- C. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council's decision will be the final district decision.

### **13. Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment,



intimidation, or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement. Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241 Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider school-wide training or other activities to address the incident.

If a staff member has been found to be in violation of this policy and procedure, the School District may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

#### **14. Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation, or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

#### **15. Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation, or bullying. Retaliation is prohibited and will result in appropriate discipline.

#### **16. Other Resources**

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. Tumwater School District's nondiscrimination statement can be found under "Equal Opportunity/Compliance/Grievance" in Section 2 of this Handbook.

A harassment, intimidation, or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (360) 725-6162  
Email: <mailto:equity@k12.wa.us> [www.k12.wa.us/Equity/default.aspx](http://www.k12.wa.us/Equity/default.aspx)
- Washington State Human Rights Commission 1 (800) 233-3247 [www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX (206) 607-1600 Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service 1 (877) 292-3804 [www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombuds 1(866) 297-2597 Email: [OEOinfo@gov.wa.gov](mailto:OEOinfo@gov.wa.gov) <http://oeo.wa.gov/>
- OSPI Safety Center (360) 725-6044 <https://www.k12.wa.us/studentsuccess/health-safety/school-safety-center> • Other District Policies and Procedures

#### **17. Other District Policies and Procedures**

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation, or bullying as defined herein, but which are, or may be, prohibited by other District or school rules. **8/26/2021**

# Sexual Harassment - 3205

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

## **Sexual harassment is unwelcome behavior or communication of a sexual nature.**

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. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

### **Examples of Sexual Harassment:**

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

**You can report sexual harassment** to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district’s sexual harassment policies and procedures 5013 and 3205, contact your school or district office, or view them online here: <http://www.tumwater.k12.wa.us/Page/6021>.

### ***Complaint Options: Discrimination and Sexual Harassment***

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you are encouraged to discuss your concerns with your child’s principal or with the school district’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed on the inside cover of this handbook. This is often the fastest way to revolve your concerns. School level administrators will be involved in any investigation conducted as a result of a complaint.

## **Complaint to the School District**

### ***Step 1. Write Out Your Complaint***

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

### ***Step 2: School District Investigates Your Complaint***

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

### ***Step 3: School District Responds to Your Complaint***

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

### **Appealing District Decision**

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 30 (thirty) calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

### **Complaint to OSPI**

If you do not agree with the school district’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions have occurred: (1) you have completed the district’s complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** [Equity@k12.wa.us](mailto:Equity@k12.wa.us) | **Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx) or contact OSPI’s Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

### **Other Discrimination Complaint Options**

- *Office for Civil Rights, U.S. Department of Education*  
206-684-4500 | TTY: 206-684-4503 | [email: OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)
- *Washington State Human Rights Commission*  
1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)      **5/8/2018**

## **School Safety & Security Services – 4311**

At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to students’ families, information about the role and responsibilities of safety and security staff.

“Safety and security staff” means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

“School resource officer” (SRO) means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police

department or sheriff's office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K–12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

**Purpose**

The purpose of the Tumwater School District safety and security services program is to improve school safety and the educational climate at the school. The safety and security staff shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. They shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. Safety and security staff are valuable team members of School Based Threat Assessment Teams, which are preventative in purpose.

**Limitations**

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. Principals or their designee maintain order and handle all student discipline matters consistent with Student Discipline Policy and Procedure 3241. A school resource officer is prohibited from becoming involved in formal school discipline situations that are the responsibility of school administrators.

**Requests for Intervention**

Teachers and school administrators may ask safety and security staff to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 – Emergencies. Safety and security staff do not need to be asked before intervening in emergencies.

**Law Enforcement Activity and Immigration Enforcement**

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where law enforcement intervention/activity at school premises is warranted and may be conducted by an SRO. These law enforcement activities by an SRO may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent Policy 3230 – Student Privacy and Searches, and effective January 1, 2022, consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law.

**Annual Review and Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies**

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or security guard company. The agreement must:

- A. Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; acknowledges the role of a school resource officer

as a teacher, informal counselor, and law enforcement officer, recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;

- B. Include a jointly determined hiring and placement process and a performance evaluation process; and
- C. Either confirm that the safety and security staff have completed training series documentation provided by the educational service district or describe the plan for safety and security staff to complete the training series required by law. **8/26/2021**

## Student Privacy and Searches – Procedure 3230

### **Searches of Students and Their Property**

A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

### **Establishing Reasonable Grounds**

The following review of the basis for the search should occur before conducting a search:

1. Identify
  - a. The student's suspicious conduct, behavior, or activity;
  - b. The source of the information; and
  - c. The reliability of the source of such information.
2. If suspicion could be confirmed, would such conduct be a violation of the law or school rules?
3. Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

### **Conducting the Search**

If the principal, or his or her designee, determines that reasonable grounds exist to search a student's clothing, personal effects, desk, locker, assigned storage area, or automobile, the search shall be conducted as follows:

1. If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.
2. If evidence of violation of a school rule is suspected, and if confirmed by the search will be handled solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.
3. If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent.

### **Locker Searches**

Lockers and desks are the property of the school district. When assigned a locker and desk, a student shall be responsible for its proper care. A student or his/her parent or guardian may be required to make payment in full for

any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked.

General inspection of lockers may be made without prior notice given to students for the purpose of collecting library and textbooks and other school property. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

The school reserves the right to inspect individual lockers without advance notice. When possible, before opening a student's locker the principal, assistant principal or his/her designee shall seek the consent of the student to conduct a locker inspection. A third party shall always be present to witness such inspection. If the student is not available or does not consent to the inspection and when the search is prompted by a reasonable suspicion that the search will yield evidence of the student's violation of the law or school rules, the principal, assistant principal or his/her designee may open the locker and conduct a search using methods reasonable related to the objectives of the search.

The principal, assistant principal or his/her designee shall be responsible for completing a written report, which describes the purpose of the locker inspection, witnesses present, objects found during the locker inspection and their disposition. **10/24/2013**

## Student Safety Related to Dress – Procedure 3224

The student and parent may determine the student's personal dress and grooming standards, provided that the student's dress and grooming shall not:

1. Lead school officials to reasonably believe that such dress or grooming shall disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives.
2. Create a health or other hazard to the student's safety or to the safety of others.
3. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
4. Imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or one's person.

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:

1. Creates a hazard to the student's safety or to the safety of others.
2. Shall prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

If the student's dress or grooming is objectionable under these provisions, the principal shall request the student to make appropriate corrections. If the student refuses, the principal shall notify the parent, if reasonably possible, and request that person to make the necessary correction. If both the student and parent refuse, the principal shall take appropriate disciplinary action. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students shall be accorded due process safeguards before any corrective action may be taken.

Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs

which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organization. **10/24/2013**

## Title I Parent & Community Involvement - 4130

The Board recognizes that parent involvement significantly contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parent involvement. Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

1. Play an integral role in assisting their child's learning;
2. Are encouraged to be actively involved in their child's education; and
3. Are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The Board recognizes that parents play an important role in a child's education. In recognizing that role, the Board respects parents as partners in the decision-making process for their children's education. The Board believes that meaningful parent involvement and the development of collaborative relationships between home and school are critical to success for all students. When teachers and parents communicate and share similar high and realistic expectations for student achievement and behavior, students can be expected to learn more and perform better in school.

The term "parent" as used in this policy refers to parents, extended family, guardians, or other persons with whom a Tumwater School District student resides. In using these terms, the Board recognizes that families within our community vary in family composition, cultural backgrounds, abilities, financial resources, and belief structures.

Schools also need the support of other members of the community including parent organizations, public agencies, businesses, civic and faith-based organizations to support effective education. The District will create partnerships with community organizations that promote education as an investment in the community. Community groups and parents will be encouraged to help schools develop and implement innovative programs that advance educational goals and support high academic achievement for all students.

The Board of Directors adopts as part of this policy the following guidance for parent involvement. The District shall:

1. Put into operation programs, activities and procedures for increasing the involvement of parents in all of its schools consistent with federal and state laws including Title I and the Learning Assistance Program (LAP). Those programs, activities, and procedures will be planned, implemented, and evaluated with meaningful consultation from parents of participating children;
2. Work with schools to ensure that the required school-level parental involvement plans, as a part of the school improvement plans, meet the requirements of federal and state laws;
3. To the extent possible, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in school activities including providing information and school reports in an understandable and uniform format in a language parents understand and providing alternative formats upon request;
4. Coordinate and provide technical assistance in planning and implementing effective parent involvement activities to improve student academic achievement; and

5. Involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. **11/20/2020**

## Tobacco & Tobacco Products – Policy 3411

Smoking or the use or possession of any kind of tobacco product shall be prohibited on all district property, including athletic fields and district vehicles. Tobacco use is defined as the use of any pipe, cigar, smokeless tobacco, cigarette or any other smoking equipment, including e-cigarettes or the chewing or sniffing of a tobacco product.

This policy is applicable to all students enrolled in the District, who, for whatever reason at whatever time, occupy or use district property. Notices of this policy shall be posted in appropriate locations in all district buildings and at other district facilities as determined by the Superintendent or his/her designee. Student handbooks shall include notice that using or possessing tobacco on school property is prohibited. Students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy. **10/24/2013**

## Weapons on School Premises – Policy 4210

It is a violation of district policy and state law for any person to carry or possess a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

1. Persons engaged in military, law enforcement, or school district security activities;
2. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
3. Persons competing in school authorized firearm or air gun competitions; and
4. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

1. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up/dropping off students; and
2. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class. School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy shall be subject to discipline, including a one-year expulsion for a violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis. **3/28/2013**



# Parent & Student Surveys - Policy & Pro. 3232

All instructional materials, including supplementary materials and teacher manuals used with any survey, analysis or evaluation in a program or project supported by federal funds are available for inspection by parents and guardians.

No student will be required as part of any project or program supported by federal funds to submit to a survey, analysis or evaluation that reveals information concerning political affiliations; potentially embarrassing mental or psychological problems; sexual behavior and attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of close family members; privileged or similar relationships; or income, other than information necessary to establish eligibility for a program; without the prior consent of an adult or emancipated students, or written permission of parent/guardian.

The district will make arrangements to protect student privacy during the administration of surveys and the collections, disclosure or use of personal information for marketing, sales or other distribution purposes.

## **Procedure -**

### **Right to Inspect**

Parents, upon request, will have the opportunity to inspect the following:

1. Surveys created by a third party before the survey is administered or distributed by a school to students;
2. Instructional material used as part of the educational curriculum; and
3. Any survey document used to collect information from students.

### **Notice**

At the beginning of each school year, the district will provide parents and adult or emancipated minor students written notice of the district's continued use of Policy 3232 and this procedure. The notice will include the specific or approximate dates of any student survey, analysis, or evaluation scheduled during the school year.

### **Opt-Out**

The notice will also offer parents and adult or emancipated minor students the opportunity to opt their children or themselves out of participating in the following activities:

1. Any survey that reveals information described in Policy 3232;
2. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or selling to others; or
3. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school, and not necessary to protect the immediate health and safety of a student.

**1/26/2017**

# School Delay/Closure Procedures for the 2024-2025 School Year

When weather or other events impact our ability to transport our students or to operate our schools, these are the procedures that we typically follow.

- Beginning at *around* 5:30 AM, the district provides delay and closure information to local television and radio stations using [www.flashalert.net](http://www.flashalert.net). Information is posted to both this site and to Tumwater School District site, [www.tumwater.k12.wa.us](http://www.tumwater.k12.wa.us), sent out on the District’s X (Twitter), please call your school or access the “Skylert” tab in Skyward.

You may also call the District’s information line **360-709-7999**, watch **KOMO Channel 4**, **KING Channel 5**, **KIRO Channel 7**, or **KCPQ Channel 13** or check any of the following radio stations:

AM Radio Stations	FM Radio Stations
KOMO 1000	KPLU 88.5
	KXXO 96.1
	KGY 96.9
	KIRO 97.3

## ACT DAYS ARE IMPACTED BY LATE START

If weather causes a late start on a Friday ACT day, there will be no early release for teacher collaboration and students will be released at the regularly scheduled time.

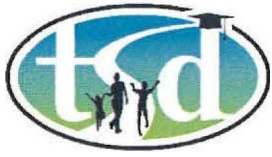
## HOW ARE DECISIONS MADE?

When weather events happen, there are always questions about the process for making decisions to delay or close schools.

Here are typical steps that are followed:

⇒ **3:00-5:00 AM:** The Transportation Supervisor and other administrators drive bus routes to determine road conditions and check local, state and regional weather forecast information.

⇒ **5:15 AM:** The Transportation Supervisor makes recommendations to the Superintendent relative to school closure or late start. The Superintendent may check forecasts and consult with other local school district leaders before making the final decision by around 5:30 AM, when he contacts staff to alert the media, parents and staff.



# Tumwater School District

## Request to Prevent Disclosure of 2024-25 Student Directory Information

Tumwater School District will release student "Directory Information" for school-related purposes without parent permission unless you notify your student's school in writing by October 1<sup>st</sup> of each school year, or within ten (10) days of enrollment after October 1<sup>st</sup>. If you do not want Directory Information about your student released, please check all the boxes that apply and return the form to your school by October 1<sup>st</sup> or within ten (10) days of enrollment after October 1<sup>st</sup>. Return one form per student.

**NOTE: If release of information is acceptable, no action is required.**

### For Students in All Grades

<b>School/District Use:</b> Do NOT release my student's visual image or other directory information for Tumwater schools or district use, including publications, websites, school-related social media, or sports team rosters.	
<b>Public Use:</b> Do NOT release my student's visual image or directory information to outside agencies for school-related purposes such as school photo services, yearbook companies, graduation announcements, or parent organizations.	
<b>Media Use:</b> Do NOT release my student's visual image or directory information to local newspapers, television stations, social media (internet publications beyond district websites) or other media outlets for school-related stories or recognition.	

### For High School Families

<b>U.S. Military-11th &amp; 12th grade only:</b> The Federal Every Student Succeeds Act requires high schools to provide a list of students' names, addresses, email addresses, and telephone numbers to military recruiters. To opt out, check the box to the right. Please note that this does not prohibit the military from gathering information from non-school sources or from having military recruiters speak with your student when on campus.	
<b>OSPI:</b> Annually, directory information for high school students and families/guardians will be submitted to OSPI. OSPI is required to make this information available to institutions of higher education for the purpose of informing them of postsecondary educational opportunities available in the state.	

If you have checked NO to any of the options above, please sign and return this form your child's school.

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Notice Concerning Release of Student Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Tumwater School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, Tumwater School District may disclose appropriately designated "Directory Information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. FERPA authorizes Tumwater School District to release student "Directory Information" for school-related purposes without parental permission **unless you notify your school, in writing, by October 1<sup>st</sup> or within ten (10) days of enrollment after October 1<sup>st</sup>** that you do not want such information released to those who request it. The district has defined "Directory Information" through board policy and procedure #3231:

- Student's name, address, parent email address, and telephone number
- Photograph date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance and grade level
- Degrees and awards received
- Most previous educational agency or institution attended by the student

The law allows districts to disclose Directory Information (listed above) without your consent for the following purposes:

- Yearbooks
- District social media posts and district websites
- Videos, including release of district-created videos to local media
- Sports teams news reports and other coverage, including rosters
- My TRL (Timberland Library Card)
- Washington State Immunization Information System (WA IIS)
- OSPI Directory Information (high school only)
- Washington Student Achievement Council (WSAC)
- Institutions of Higher Education (high school only)
- Military recruiters (high school juniors and seniors only)

This type of information is used in school publications such as newsletters, school programs (music, drama, graduation, etc.), sports information sheets, honor roll and/or other recognition lists. During the school year, district personnel will be photographing students for publications, websites, school newsletters, and websites. Requests for directory information also come from the local media.

Parents who do not want their children included should make that request in writing to their school office each year.

The Elementary and Secondary Education Act of 1965 (ESEA) requires districts to provide military recruiters, upon request, with directory information categories: name, email address, address and telephone listing, unless parents have advised the district, in writing, not to release such information.

State law requires school districts submit directory information for high school students and their parents/guardians to OSPI. OSPI is required to make this information available to institutions of higher learning.

The Tumwater School District will not release any directory information for commercial purposes or for other purposes not related to the conduct of school business.

# AUTOMATED COMMUNICATIONS NOTIFICATIONS

## Consent to Receive Automated Communications

The Tumwater School District (“District”) uses Blackboard Mass Notifications, an automated system, to make important school-related announcements in the form of calls and text messages to the cellphone and residential telephone numbers of parents/guardians and students. Those communications include messages about snow days, other school cancellations, student absences, and school events.

By providing telephone numbers on and signing student registration paperwork, you consent to receive automated text messages and calls from the District at those numbers. You may opt not to receive such automated messages (other than emergency messages) by submitting the form below to the office at your student’s school, or by providing notice to the office professional at your student’s school (contact information is on the back of this form).

(Separate and return this form to opt out of automated messages.)



## Request Not to Receive Automated Messages

Although the District requests that parents/guardians and students consent to receive automated messages as described above by providing telephone contact information on registration paperwork, you may opt out of receiving automated text messages and phone calls (other than emergency messages) by completing the information below:

I \_\_\_\_\_(PARENT/GUARDIAN NAME) opt out of receiving automated  
(check all that apply)

\_\_\_\_\_text messages

\_\_\_\_\_telephone calls from the District at the following numbers (list all numbers that apply,  
including area codes):

1. (\_\_\_\_)\_\_\_\_\_-\_\_\_\_\_o Cellphone o Residential line
2. (\_\_\_\_)\_\_\_\_\_-\_\_\_\_\_o Cellphone o Residential line
3. (\_\_\_\_)\_\_\_\_\_-\_\_\_\_\_o Cellphone o Residential line
4. (\_\_\_\_)\_\_\_\_\_-\_\_\_\_\_o Cellphone o Residential line

Your decision to opt out will be effective unless you notify us otherwise in writing. Note that the law allows the District to make automated emergency calls (such as about school lockdowns) to telephone numbers you have provided regardless of whether you opt out of other messages.

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# Main Office Contacts

## Elementary Schools

### **Black Lake Elementary**

Jennifer Spray 360-790-7351  
[jennifer.spray@tumwater.k12.wa.us](mailto:jennifer.spray@tumwater.k12.wa.us)

### **East Olympia Elementary**

Edith Young 360-709-7160  
[edith.young@tumwater.k12.wa.us](mailto:edith.young@tumwater.k12.wa.us)

### **Littlerock Elementary**

Teri Eklund 360-709-7253  
[teri eklund@tumwater.k12.wa.us](mailto:teri eklund@tumwater.k12.wa.us)

### **Michael T. Simmons Elementary**

Megan McGinnis 360-709-7101  
[megan.mcginnis@tumwater.k12.wa.us](mailto:megan.mcginnis@tumwater.k12.wa.us)

### **Peter G. Schmidt**

Tammi Pearce 360-709-7201  
[tammi.pearce@tumwater.k12.wa.us](mailto:tammi.pearce@tumwater.k12.wa.us)

### **Tumwater Hill Elementary**

Amanda Jacobs 360-709-7301  
[amanda.jacobs@tumwater.k12.wa.us](mailto:amanda.jacobs@tumwater.k12.wa.us)

## Middle Schools

### **George Bush Middle School**

Kristina Dilworth 360-709-7401  
[kristina.dilworth@tumwater.k12.wa.us](mailto:kristina.dilworth@tumwater.k12.wa.us)

### **Tumwater Middle School**

Kristine Kaschube 360-709-7501  
[kristine.kaschube@tumwater.k12.wa.us](mailto:kristine.kaschube@tumwater.k12.wa.us)

## High Schools

### **A.G. West Black Hills High School**

Marti Fourtner 360-709-7801  
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### **Tumwater High School**

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### **Cascadia High School**

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### **New Market High School & Skill Center**

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## Contact Us:

Capital Projects: 360-709-7005

District Office: 360-709-7000

Financial Services: 360-709-7010

Food Service: 360-709-7740

Human Resources: 360-709-7020

Technology: 360-709-7080

Transportation: 360-709-7700

Special Services: 360-709-7040





Tumwater School District Administration Building  
621 Linwood Avenue SW  
Tumwater, WA 98512  
360-709-7000

Administration: Kevin Bogatin, Superintendent  
Laurie Wiedenmeyer, Director of Communications &  
Community Relations

Finance & Operations: Ben Rarick, Assistant Superintendent  
Kira Acker, Director of Financial Services  
Mel Murry, Director of Capital Projects & Facilities

Human Resources: Wendy Bromley, Executive Director

Special Services: Christine Burgmeier, Executive Director of Special  
Services  
Rachel Olsen, Assistant Director of Special Services

Student Learning: Meagan Dawson, Assistant Superintendent  
Misty Hinkle, Director of Elementary Education  
Andra Kelley-Batstone, Director of Secondary Education  
Dan Reich, Director of Technology  
Chris Sieg, Director of Career & Tech Education

*Continuous Student Learning in a Caring, Engaging Environment*