

STANWOOD HIGH SCHOOL



Student Handbook 2024-2025 VISION STATEMENT

Stanwood Spartans are united in cultivating character, modeling respect, teaching leadership and connecting to community.

Stanwood High School

7400 272nd St NW
Stanwood, WA 98292
Tel. (360) 629-1300
Fax (360) 629-1310

<https://shs.stanwood.wednet.edu/>

All visitors should report to the Main Office to check-in.

STANWOOD HIGH SCHOOL BELL SCHEDULES

Regular Schedule: (55 minute Classes)

0 Period 6:40-7:35

1st 7:40-8:35

2nd 8:40-9:35

3rd 9:40-10:35

1st Lunch 10:40-11:10

4th A 11:15-12:10

4th B 10:40-11:35

2nd Lunch 11:40-12:10

5th 12:15-1:10

6th 1:15-2:10

Wednesday Schedule: (42 minute Classes)

0 Period 8:15-8:55

1st 9:00-9:42

2nd 9:47-10:29

3rd 10:34-11:16

1st Lunch 11:19-11:49

4th A 11:54-12:36

4th B 11:21-12:03

2nd Lunch 12:06-12:36

5th 12:41-1:23

6th 1:28-2:10

Assembly Schedule: (49 Minute Classes)

0 Period 6:40-7:35

1st 7:40-8:29

2nd 8:34-9:23

Assembly 9:28-10:00

3rd 10:05-10:54

1st Lunch 10:58-11:28

4th A 11:33-12:22

4th B 10:59-11:48

2nd Lunch 11:52-12:22

5th 12:27-1:16

6th 1:21-2:10

Buses arrive around 7:10 am and start leaving at 2:15 p.m. On Wednesday mornings buses arrive around 8:55 a.m.

Stanwood High School Phone & Fax Numbers

<u>Location</u>	<u>Phone</u>	<u>Fax</u>	<u>Contacts</u>
Main Office	629-1300	fax 629-1310	Kirsti Daniels/Wendy Fox
Activities	629-1300	fax 629-1310	Lauren Amundson
Attendance	629-1305	fax 629-1310	Karen McCurry
Athletics	629-1322	fax 629-1310	Lisa Noland & Lauren Amundson
Counseling	629-1330	fax 629-1331	Christy Headrick
Food Services	629-1208	fax 629-1209	Don Vennetti/Jen Dahl
CTE Dept.	629-1313	fax 629-1314	Renee Herigstad & Ross Short
Library	629-1300		Debbie Byrum & Caitlin Voehl
Health Room	629-1330		Heather Schutza & Lindsay Smith
Registrar	629-1330		Jody Nardis
Transcripts	629-1330	fax 629-1331	Christy Headrick
Lincoln HS	629-1340	fax 629-1341	Kjersti Sundberg/Rhonda Midthun
Transportation	629-1229	fax 629-1248	Bus Garage

Administration

Mike Washington, Principal 629-1300
 Tom Wilfong, Assistant Principal (A-K) 629-1321
 Corie Gudgeon, Assistant Principal (L-Z) 629-1303
 Lauren Amundson, Director, Athletic/ Activities 629-1478
 Ross Short, Career & Technical Education Director 629-1313
 Tod Klundt, Lincoln Hill High School Principal 629-1340

Counseling

Jody Nardis, Registrar 629-1330, ext 5232
 Christy Headrick, Secretary 629-1330, ext. 5231
 Paige Watson (A-Fi) 629-1330, ext. 5235
 Andrew Weiss (Fi-Je) 629-1330, ext. 5233
 Tricia Tayon (Jo-Pe) 629-1330, ext. 5236
 Emily Elde (Ph-Z) 629-1330, ext. 5234

Student Information

ASB CARDS - \$45

Most student activities such as athletics, dances, and assemblies are financed by student funds. The greatest single source of revenue comes from the ASB card. This card provides free admittance to all home regular season sporting events, reduced price at away sporting events, and reduced prices at regular dances. All students participating in an activity/sport sanctioned by the Associated Student Body of SHS must purchase an ASB card to be eligible to participate. Cards may be purchased in the Main Office. For students who are participating in the Free and Reduced Lunch Program the cost of their ASB Card and athletic fee is waived. Contact the front office for more information.

ASSEMBLIES

Assemblies are a regularly scheduled part of the day to promote pride and school spirit, as well as to provide alternative educational and enrichment experiences. It is expected that all students will attend. Any exceptions will be announced ahead of time. Discipline may be administered for loitering in hallways, leaving campus or for disrespectful and/or disruptive behavior during the assembly.

ATHLETICS

Due to the rising costs associated with the Stanwood Camano School District's athletics' programs, and the statewide educational budget reductions, the District has approved an Athletics Participation Fee. The fee must be paid when the athlete is selected for a team and before the first competition. Parents of students who *qualify* for the National Free and Reduced-Price meal program (NFRP) and have a current application on file with the district office are eligible for a free or reduced athletic participation fee. **A copy of the *Notice of Eligibility for Free or Reduced Price Meals* must be** provided to the athletic department in order to take advantage of either the free or reduced-price athletic fee. (Applications for the NFRP are available [online](#), at all schools, and the district office. Guardians are responsible for completing and submitting the required paperwork.)

Athletic Participation Fee:

- Fee per SHS Sport - \$100
- Student Annual Cap - \$200
- Family Cap per Sports Season - \$200

Athletics Fee Guidelines:

- Once an athlete is selected for a team, the athletic fee must be paid right away and be received prior to the first interscholastic contest in order to be eligible to participate and remain on the team.
- Fees can be paid in the main office with cash or check (made out to Stanwood High School) or online via the Stanwood-Camano School District [online payment portal](#).
- In order to qualify for waived fees, proper documentation must be submitted to the Athletic Office annually. Please contact the ASB Bookkeeper with any questions.

Refunds will only be provided under the following conditions:

- Student quits due to illness or injury prior to first contest.
- Student quits due to family moving prior to first contest.
- NO refunds will be approved for students who are dropped for athletics code violations or quit after the first interscholastic contest.

If you have any additional questions or concerns, please contact the High School Athletics office at 360-629-1322.

BEHAVIOR

Students are expected to behave in a way while on campus that protects the safety and well being of others and does not disrupt the educational process. Overt and inappropriate displays of affection on campus and at school function will not be tolerated.

CAFETERIA

The cafeteria is the designated place to eat lunch. Students are responsible to clean up after themselves. Students are not to engage in food fights on any part of campus. Food and/or beverage consumption in the classroom has separate guidelines. Students are not to leave classrooms to purchase beverages or food.

SCHOOL MEAL PRICES

Purchase Prices K-12

Breakfast \$1.75

Lunch \$3.25

Milk (both) \$0.50

Reduced K-12

Breakfast \$0.00

Lunch \$0.00

CLOSED CAMPUS

Consistent with School Board Policy 3240P, SHS is a closed campus. Students are to remain on campus from time of arrival until the close of the school day. Violation of this policy will result in discipline.

DANCES

Dance tickets will be sold to Stanwood High School students for special events. Those attending dances are expected to follow all school policies, including dress code, and to dance appropriately. Students unclear about what is appropriate are responsible to ask for clarification prior to entering the dance. Anyone in violation of these expectations will be removed from the dance without warning or refund.

Permission may be obtained for SHS students to bring a guest to designated dances. Guest passes will be made available in the main office before ticket sales begin. Guest passes must be fully complete and submitted at least 48-hours before the dance for an Administrator to review the request. Middle school students are not allowed to attend any high school sponsored dances; guests 21 and older will not be permitted. Guests will be required to present a photo ID to verify their age and identity upon entry.

The following rules apply to SHS students, and any guests, attending school-sponsored dances:

1. Only face-to-face dancing. No obscene dancing (including, but not limited to: simulated sexual acts, twerking, grinding, sandwiching, lap dancing, mosh pits and no hands holding any part of another person's body that a swimsuit would cover).
2. No bags, including small purses, are permitted. Students will have the ability to check personal items in and out.
3. No outside food or drink.
4. Alcohol and vape products are strictly prohibited. Any student suspected to be under the influence will be evaluated by an administrator and/or law enforcement.
5. Re-entry is not permitted. Once a student leaves, they may not return to the dance.
6. ALL student handbook expectations apply at all high school events.

DETENTION

Lunch detention will be available during both lunches on Tuesdays and Thursdays for the purpose of students serving detention. After school detention will be available once a week.

DIRECTORY INFORMATION & RECORDS

The following information may be released by the school district unless a student's parent (or legal guardian) requests, in writing on the Family Educational Right to Privacy Act (FERPA) form, that such information not be released: The student's name, address, telephone number, 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, degrees and awards received, the most recent previous educational agency or institution attended by the student, photographs and other similar information.

Important information on the Restriction of Release of Directory Information (FERPA) Due to the effect it has on our SHS yearbook, we are asking families to REVIEW the form. It designates your privacy preferences in regard to the Military, Higher Education, and all Public/District/Local publications. Please read the form carefully. ([Form attached](#)).

If you decide to complete a new form, please return it to Christy Headrick in the Counseling Office by Friday, September 6th. BE ADVISED: If you check the box labeled Local, your student will NOT be included in the annual yearbook.

Stanwood-Camano School District has a policy to safeguard student records from unauthorized

use and disposition. Copies are available upon request. For more information regarding student records or transcripts, please call Stanwood High School Counseling Center at 629-1300.

DRUGS/ALCOHOL/CHEMICAL SUBSTANCES

Possession, use of, sale, sharing, or distribution of drugs, prescription drugs, over the counter drugs and/or counterfeit substances or any other controlled substance, or possession of paraphernalia is strictly prohibited on school grounds and at all school sponsored activities. The school administration team will confer with law enforcement in all drug and alcohol incidents.

EMERGENCY DRILLS

SHS will practice emergency drills at least once a month. In the event of an evacuation due to fire, earthquake, or other emergency, students are required to line up with their current period teacher. In the event of an emergency during lunch, students are to find their 2nd period teacher at the evacuation destination. Remember to stay calm and quiet so that everyone can hear instructions from the person in charge of the emergency.

FAMILY ACCESS

Family access provides students and parents/guardians access to a variety of student information, such as attendance, grades, food service balance and history, and student and family demographics. Parents/guardians and students have different logins and passwords with a different level of access to this information. Students are encouraged to use Family Access to monitor their grades and attendance. Parents/guardians or students may pick-up their login and password from Mrs. Herigstad between 7:30 a.m. and 2:00 p.m.

FINES/DAMAGE FINES

RCW 28A.230.120 allows schools to hold grades, diplomas and transcripts of students who lose, deface or otherwise injure school property. Fines are to be paid as soon as possible. In the case of financial hardship, arrangements can be made by contacting your alpha administrator.

Fines will be assessed at any time for the loss or willful cutting, defacing, or destruction of school materials or property. The student will be accountable for damages and required to pay restitution. A student's grades, transcripts, diploma, or records will be withheld until restitution is made.

FOOD FIGHTS

Students are not to engage in food fights on any part of campus. The consequence for being involved in a food fight may include suspension.

FOOD DELIVERIES

Food deliveries from outside vendors/delivery services will NOT be accepted and will be turned away without PRIOR permission from administration. Approved deliveries will be held in the main office for pickup. Vendors/delivery persons will NEVER be allowed to enter the main building nor will students be allowed to exit the building to pick up deliveries (even approved deliveries).

GAMBLING

Any form of gambling is prohibited. Playing cards, dice or games of chance for money or other things of value is prohibited at Stanwood High School at any time during the school day – this includes passing times and lunch.

GRADES, CREDIT, AND G.P.A.

Progress reports serve as a continuous evaluation of the student's performance. Students, parents, and guardians may review grades at any time using Skyward's Family/ Student Access. Official grades will be mailed home at the end of each semester.

All letter grades except for F earn credit towards graduation. G.P.A. points will be assigned as follows:

Grade G.P.A Grade G.P.A. Grade G.P.A. Grade G.P.A. A 4.0 B 3.0 C 2.0 D 1.0
A- 3.7 B- 2.7 C- 1.7 F 0.0 B+ 3.3 C+ 2.3 D+ 1.3

The following grades earn credit, but do not impact the GPA: P, S

The following grades do not earn credit and do not impact the G.P.A.: NC, U, I

GUESTS

Student guests are not allowed on campus during the school day, including lunch. Guest speakers for classes must check in at the Main Office before proceeding to the classroom.

HALL PASSES/TA PASSES

Students who have teacher permission to leave the classroom for any reason, including restroom, library, and nurse's clinic, are to have a visible and identifiable hall pass. TA's are expected to display a TA badge while out of the classroom on an assigned task.

HARASSMENT/ANTI-BULLYING STATEMENT

It is the policy of the Stanwood-Camano School District to maintain a safe, respectful and secure learning environment that is free from harassment, intimidation and bullying. Harassment, intimidation and bullying of students by other students, staff members, volunteers, parents or guardians are prohibited.

It shall be a violation of this policy and the District's student discipline policy for any student of the District to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

Such behavior will result in disciplinary action and may be grounds for immediate suspension or expulsion. Any unwanted behavior should be reported to a counselor, administrator, or other staff member without fear of retaliation. Refer to the school district policies on the website at <https://www.stanwood.wednet.edu/> for more information.

THIRD-PARTY HARASSMENT

Be advised that bystanders overhearing offensive conversations or actions are entitled to protection under the harassment law. Students and staff who are offended, threatened, or intimidated by the actions of others have the right to file a harassment complaint as a third-party victim.

IMMUNIZATION

For the protection of every student, a Washington school immunization law requires that each student be properly immunized in order to register for school. This must be done on or before the first day of school. School attendance will be denied to all students not in compliance with the immunization law.

INSURANCE

It is recommended that all students in school be covered by the school insurance program or have equal insurance coverage. Stanwood High School and the Stanwood-Camano School District will not be responsible for personal claims and/or liability thereof. Insurance application forms are available in the Main Office or the Athletic Office.

INTERNET ACCESS

Students must complete the Internet Access Release Form per school board policy to be eligible for Internet access. Violation of the Internet Access Agreement will result in loss of Internet privileges and possible disciplinary action. Violations include, but are not limited to, using a login and password other than your own and accessing inappropriate sites.

LATE ARRIVAL/EARLY DISMISSAL

Students with late arrival may come to campus no sooner than 10 minutes prior to their first class. Students with Early Dismissal must leave within 10 minutes of the end of their last class. Students may see their alpha administrator if extenuating circumstances exist.

LIBRARY

The library will be open Monday through Friday from 7:10 am to 2:40 pm.

LIBRARY GUIDELINES

- We require a picture ID when checking out a textbook or library books. If we do not have your current student photo on the library computer you must have a photo ID or a teacher present.
- Individuals coming to the library during class time must sign in and out at the front desk, and have a pass from a teacher or an administrator.
- Library books are checked out for a 3-week period. Renewals are allowed if the book is not currently on hold by another student.

- You are responsible for your books. Additional books will not be checked out to students with outstanding fines or overdue materials. Due dates are stamped in the back of the library books. Students can check the status of their library account at any time on a school or home computer.
- Please use appropriate voice volume in the library.
- Treat library materials and equipment, other students and staff with respect.
- Please ask before printing if you plan to print more than 3 pages. Students are to print school related material only.
- If other students are waiting to use a computer, limit your time to 10 minutes.
- For safety issues please stay seated until the dismissal bell – do not line up or block the library entrance/exit doors.
- Running start or time release students are welcome to work in the library. Please be sure to let library staff know your schedule and follow the special rules for these situations.

Fines – All books and other library materials are subject to fines for damage and loss. Fines for \$25 or over can be refunded if lost items are found and returned within the current school year or within 6 months of payment. Fines under \$25 are not refundable.

Appropriate Uses of the Library - Check out books, computer use, reading and other quiet activities, homework/assignments/projects, asking the librarian for help

*** All SHS school rules apply in the library. ***

ASSIGNMENT MAKEUP POLICY

Check with your individual teachers after you have been absent. Students who have been suspended for 10 or more days may fall under a different makeup policy. The administrator will explain the policy to the student when the suspension starts. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher. A student is not allowed to make up missing assignments if the absences have not been excused by the 72-hour deadline.

PLAGIARISM

Plagiarism is defined as any of the following:

1. Copying the work of another student and representing it as your own
2. Using source material (directly or paraphrased) without proper citation and documentation.

Students are expected to do their own work and document sources when appropriate. Students will be introduced to specific guidelines and instructions for citing sources (i.e., MLA format) and should use those methods to avoid plagiarism. Students can view the SHS Library resource for references on the proper citation of sources for informational reports or papers. Offenses are cumulative across all classes.

PHONES---CELL AND SCHOOL

The use of cell phones, electronic devices, headphones, and AirPods are prohibited during instructional time. Any noise from these devices is considered disruptive to the school environment. Teachers will expect such devices to be put away during class time. Failure to comply with this will result in the device being confiscated and may result in disciplinary action. Security officers will confiscate the cell phone and a student may pick it up at the end of the day. Refer to "Search of student and personal property" section for information on school officials conducting a search of a student's cell phone. Office phones are not available for student use except in cases of emergency.

SCHEDULE CHANGES AND DROPPING CLASSES GUIDELINES:

Each spring students request courses they would like to take for the next school year. The master schedule is built based on those requests. Students are expected to successfully complete the courses they have requested. There is limited space available for schedule changes.

Schedule changes will be considered within the first 10 days of the semester for the following reasons:

- Schedule is incomplete (missing a class)
- Student has taken and received credit previously
- Student does not meet prerequisite for the class
- Student needs course for graduation requirement
- Inappropriate skill level placement (examples – wrong level of math, took summer school for the course, teacher recommends a change to another level based on student level)
- Running Start schedule conflicts with high school schedule

Students will not be able to add/drop a course after day 10 unless there are extenuating circumstances. Students will complete an Extenuating Circumstances Schedule Change Form and submit it to the principal. The principal will make the final decision as to whether or not the student can drop the course.

If a student is approved to drop a course, the following will apply:

- If a student is passing the course, the student will receive no credit and a "W" on their transcript.
- If a student is not passing the course, the student will receive an "F" on their transcript.
- Student schedule might be rearranged as there should not be a free period during 2nd-5th periods.
- The student needs to have an appropriate place to be during the class period they are dropping.

Courses dropped during the last two weeks of the semester will be posted as a failing grade. Any dropped classes resulting in an "F" grade WILL affect athletic or activity eligibility.

SCHOOL BUSES & PASSES

Students who ride the school bus to and from school are expected to follow all rules and directions of the bus driver. Students are issued rules for riding school buses. Student misconduct in a district vehicle may be sufficient reason to discontinue providing district-sponsored transportation to those students involved.

Each student is responsible to catch the bus at the designated location and time. Students must get off the bus in the morning at Stanwood High School and must board the bus in the afternoon at Stanwood High School. Students who ride the bus to school and then do not attend classes will be reported as truant and bus privileges will be questioned.

The office does not accept bus pass requests by phone. If your student will be riding a bus other than his/her own bus, he/she must bring a written request to the office before school or during lunch. Every effort will be made to notify students after 12:30 pm but there are no guarantees that students will be notified after that time. The note should include the first and last name of your student, the name of the student that he/she is riding with, and the bus or route number.

SEARCHES OF STUDENT AND PERSONAL PROPERTY

All students shall be free from unreasonable searches of their persons, clothing, and other personal property. However, a student and his/her personal property (including cell phones) may be subject to search by school officials – if reasonable suspicion exists to suspect that the search will yield evidence of a student's violation of the law or school rules governing student conduct. Two (2) adults must be present for all personal searches.

SKATEBOARDS/SKATES

Wheeled vehicles (such as skateboards, skates, and heelies) are not allowed on school grounds at any time, including after school and evening events or on any school bus or other vehicle unless properly stored in an appropriate skateboard carrying case. At no time are these items to be used on school grounds.

STUDENT DRESS

School Board Policy 3224

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors.

Students' choices in matters of dress should be made in consultation with their parents. Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A. A health or safety hazard shall be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- B. Damage to school property shall result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, and gang-related apparel.

The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy.

The superintendent shall establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

School Board 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:

- A. 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.
- B. Create a health or other hazard to the student's safety or to the safety of others.
- C. 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
- D. 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:

- A. Creates a hazard to the student's safety or to the safety of others.
- B. 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 organizations

STUDENT IDENTIFICATION (ID) CARDS/BADGES

All students will be issued an I.D. card in the fall. You are to carry the card on you at all times while on campus or at school sponsored events. The card will be used for identification in the library, cafeteria, to get into a school dance or around campus. You will not be admitted into a dance or able to check out a library book without it.

STUDENT LOCKERS

Student lockers are the property of the school district. They are subject to search when either reasonable suspicion exists or for a general random inspection of all lockers. A minimum fine will be imposed for excessively damaged lockers. Money and valuables should not be kept in any locker on campus.

STUDENT PARKING / AUTOMOBILE SAFETY

Student automobiles are for transportation to and from school. They will not be driven during school hours without permission of a parent/guardian. The parking lot is closed during the school day. Students are not to be in the parking lot for any reason without permission of a school official. Students may not "hangout" or sit in their vehicles during the school day including during lunch.

Stanwood High School is a closed campus. Parking lots will remain locked during school hours. There are designated parking spots for running start students, students that have official late arrival or early release, and students that have a parental/guardian excuse cleared through the attendance office. All other students must park in the locked parking areas.

Stanwood High School has five parking lots for SHS students; the Stadium Lot (lot A), the Baseball Lot (lot B), the Main Lot (Lot C), and Lower Front Lot (Lot D) are used for general student parking. These are locked during the school day. The "Green Lot" (Lot E) is used for students with partial-day class schedules, i.e., Running Start students. If a student changes their schedule to a partial-day after the school year begins and the Green Lot is at capacity, they may not be able to have their parking permit exchanged for a Green Lot Permit.

1. Parking permits cost \$20
2. When applying for their permit, the student must provide a copy of his/her license, insurance, and register their car(s) to the permit.
3. Students must have their permit placed inside vehicle on driver's side front window (lower left corner) while parked on campus. If the student has a permit and it is not in the proper location, they will receive a ticket and risk possible loss of their parking privileges.
4. Students must park in their assigned spot.
5. Students cannot sell or give their permit to another student. Students that do sell or give away their permit will be found in violation of school rules and that will have an impact on receiving permits in the future.
6. If a student loses their permit, please notify the office immediately.

7. Common parking violations resulting in a \$20 fine:
 - a. Not parking in a designated parking spot provided for student use (fire lane, persons with disabilities spot, staff parking area, visitor parking, Church Creek Parking areas).
 - b. Parking in more than one spot.
 - c. Selling or giving away your permit
 - d. Parking on campus without a permit or without a permit clearly visible in the vehicle windshield.
 - e. Not parking in your assigned parking spot.
8. Parking permits may be revoked due to disciplinary action without the possibility of refund or reinstatement.
9. Stanwood High School students are not allowed to park in any of the parking lots at Lincoln Hill High School/the Church Creek Campus.

SPECIAL PROCEDURES

Student needs to leave school early for an appointment or other reason – •

Parent/guardian should send a note with the student when they arrive to school in the morning

- Student takes the note to the attendance office before school and receives a temporary parking permit for the visitor lot.
- Student checks out of the attendance office at the appointed time to leave.
- If it is a non-planned departure (sick student, family emergency, etc.) the student must check out at the attendance office and have parent permission to leave. Campus security will open the gate once this takes place.

Student arrives late to school after the gates are locked –

- The student must check in at the attendance office and receive a temporary permit to park in the visitor parking area.

Student's parking spot is occupied –

- Student should park in visitor parking
- Immediately report to the office that their assigned spot was occupied

PARKING VIOLATIONS

1st thru 5th Ticket \$20 parking ticket (Students will not be issued a warning ticket) Beginning with 6th Ticket Referral to administrator for willful disobedience. Discipline may be assigned by the administrator.

All future tickets \$20 parking ticket

Students will have 5 school days from this issuance of a ticket to appeal the ticket. No tickets will be waived after this 5-day window.

All parking tickets must be paid before seniors will be allowed to participate in high school graduation his/her senior year. Diplomas and transcripts may be held for unpaid tickets/ fines. All tickets must be paid in the main office at the high school.

TARDIES

Tardies are defined as arriving to class up to 5 minutes after the second bell rings.

TOBACCO

Smoking or possession of cigarettes, chewing tobacco or electronic cigarettes (e-cig or e-cigarette), personal vaporizer (PV) or electronic nicotine delivery system in school or on school grounds or in view of the school is prohibited.

TRAFFIC SAFETY EDUCATION- Base Course Fee is \$440

Traffic Safety Education is offered in four different sessions (before or after school, Summer Session) at Stanwood High School. Students must be 15 years old to enroll. Stop by the Main Office to fill out an application and pay the fee.

YEARBOOK - \$50

The cost of the yearbook will increase to \$70 for all students October 1st through January 31st. **No yearbooks will be sold after January 31st.** Senior photos for the yearbook are due on Friday, October 11, 2024. Senior Grad ads are due no later than November 8, 2024.



Our District's Tip Reporting Service

Safety is one of our district's top priorities, that's why we're now using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

A. App: Search for "SafeSchools Alert" in the App Store to download for free B.

Phone: 425.366.7201

C. Text: Text your tip to 425.366.7201

D. Email: 1621@alert1.us

E. Web: <http://1621.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

Nuestro Serviso de Reporte de Avisos del Distrito

La seguridad es uno de nuestras prioridades más importantes, por eso es que ahora estamos usadno las Alertas de SafeSchools, un sistema de reporte de avisos que permite presentar precauciones de seguridad concernientes a nustra administración a los estudiantes, a los padres y al personal, de maneras diferentes:

A. Teléfono: 425.366.7201

B. Mensajes de Texto: Text tu consejo para 425.366.7201

C. Correo electrónico: 1621@alert1.us

D. Página web: <http://1621.alert1.us>

Reporte de una manera más fácil los avisos de amenaza, acoso, drogas, vandalismo o cualquier tema de seguridad que le pueda preocupar. Los avisos también se pueden presentar de manera anónima. De antemano gracias por ayudar a que nuestra comunidad escolar sea un lugar seguro para trabajar y aprender! Agradecemos su apoyo.

WELCOME TO THE COUNSELING CENTER

The Counseling Center at Stanwood High School serves all students. These services include assistance with academic, career, and personal/social development. They assist students in getting ready for college and career. Counselors abide by the ethical standards set by their professional organizations. Matters discussed with students or families remain confidential, except in instances of clear and imminent danger to self or others, or in instances where state statutes require reporting to appropriate authorities.

High school students are assigned to a counselor when they first enroll in our schools. Counselors remain with their assigned group of students beginning at ninth grade and continue until the student graduates from high school, unless extenuating circumstances exist. The assigned counselor is responsible for assisting the students educational planning, scheduling, and accounting of credits, grades and graduation requirements, as well as post high school planning. However, students are encouraged to talk with the counselors with whom they are most comfortable regarding personal concerns they may wish to discuss.

Transcripts

(WAC 180-57-055) A course may be repeated for credit. If a course is repeated to raise the grade of record, only the highest grade shall be included in the calculation of the grade point average. All attempts will be included on the transcript. Credit will only be given in this instance for one attempt of the class.

Courses may be repeated for credit for purposes of gaining more knowledge or meeting additional competencies. In this case, both grades and credits shall remain in the GPA calculation. Failed courses, "F" on the transcript, may not be removed once transcribed.

Schedule Changes

Students are expected to carefully plan their course requests and to register for the correct/appropriate classes during the registration process. Schedule changes after the normal registration process is completed will be limited and allowed only when a valid educational need is evident. See schedule changes and dropping classes guidelines in an earlier section in this handbook for the school policy. Schedule change requests may be submitted only within the first 10 days of the semester unless there are extenuating circumstances (again outlined earlier in the handbook).

Minimum Graduation Requirements

A. A full-time student is one who is enrolled in six classes. A senior may elect one class as time release or may take work release if he/she has earned 18 credits by the beginning of his/her senior year and has permission from his/her parents and a school administrator. Seniors must be enrolled as a full-time student in the regular high school for the full year of their senior year in order to participate in the graduation ceremonies. The exception to this is if a student takes a credit retrieval course at another school.

B. Satisfactory completion of the following courses, credits, and tests: Stanwood High School Credits for Graduation **24 credits**.

Non-Credit Graduation Requirements:

- Five Year Educational Plan

See Graduation Requirement sheets for specific information for each class/grade level.

Student credit status

Stanwood High School identifies students based on the number of credits he/she earns throughout high school. Here is our breakdown by grade level and the # of credits needed to be at a specific grade level.

9th Grade – 0 - 6 credits

10th Grade – 7 - 12 credits

11th Grade – 13 - 18 credits

12th Grade – 19 - 24 credits

ASB – Student Senate

The Student Senate is an organization through which students may express their opinions, assist in the administration of the school and participate in the management of school enterprises. The Senate promotes leadership, initiative and self-control amongst its members. Each spring a President, Vice President, Secretary, Treasurer, and Historian/Publicity Manager are elected to carry on the work for the following year. The Senate is made up of the ASB officers, class and club officers, and interested students. It is the duty of the representatives to bring to the Senate's attention complaints and suggestions from their classmates.

2024-2025 ASB Officers:

President -	Ryan Khoury
Vice President -	Jackson Finnegan
Secretary -	Ella Edwards
Treasurer -	Hunter Schlepp
Public Relations -	Elizabeth Burton

Clubs & Student Organizations:

The following is a list of clubs at Stanwood High School. In order to find information about a club or how to start a new one, check with the Activities Director in the Main Office.

Clubs & Student Organizations:

Agricultural Mechanics
ASL Club
Aviation Club
Chess Club
Choir Club
Drama Club
Dungeons & Dragons
Environmental Club
Equity Club
Future Business Leaders of America (FBLA)
FFA Organization
German Club
Hi-Q
History Club
Horticulture Club
Jesus Club
Journalism Club & School Newspaper
Key Club
Knowledge Bowl
Link Crew
Math Help Club
NAGO
National Art Honor Society
National English Honor Society
National Honor Society
Powerlifting
Productions
Skills USA: Culinary Club
Skills USA, Woodworking
Spanish Club
Sports Medicine Club
Theatre Guild
Technology Student Association (TSA)
Writer's Guild
Yarn Club

Attendance Procedures

PHILOSOPHY

Good school attendance is important for success in school and as a foundation for successful careers and relationships. The highlight of a quality educational experience is the interaction of an enthused, knowledgeable teacher and an interested student. Those not in classes are denied this experience. The best policy for students and parents is to prearrange all necessary absences before the student is absent. Parents/guardians may prearrange by calling or sending a note to the Attendance Secretary. Because it is the legal responsibility of teachers to maintain accurate records on students' attendance, the Board of Directors has established attendance criteria, which emphasized the importance of good attendance for student achievement. The following procedures will be in effect at Stanwood High School. Attendance will be taken each period. All students, regardless of age, must follow all school rules, including attendance rules. (RCW 28A.225.055, RCW 28A.300.046, RCW 28A.600.015, RCW 28A.705.010, WAC 392-121-107, WAC 392-400, WAC 392-401)

ABSENCE DEFINITION

A student is considered absent when he or she is more than 5 minutes late to class. The following descriptions of absences apply:

- **Excused Absences** include illness, family emergencies, health condition or medical appointment, school sanctioned activities, absences related to the legal system, bereavement/funeral, religious observances, state recognized search and rescue activities, absence directly related to the student's homeless status, absence related to deployment activities of a parent or legal guardian who is an active duty member, planned absences approved by the administration, and absences due to suspensions/expulsions or emergency expulsions.
- **Unexcused Absences** include absences without an excuse, skipping, or when a student fails to submit a note or parent phone call with the time limit of reporting an absence.
- **School Related Absence** includes in-school appointments and meetings, field trips, college visits, and activity/athletic trips. Students must obtain a field trip form from their teachers for planned and extended school-related absences, and they must have their forms signed by their teachers and their parents prior to departure.

During the 2022 legislative session, House Bill 1834 was passed. This bill directed the Office of Superintendent of Public Instruction (OSPI) to categorize a student's absence from school due to a mental health reason, as an excused absence due to illness, health condition, or medical appointment.

The updated language for an excused absence now states: physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health).

ATTENDANCE REPORTS

Parents/guardians concerned about their student's attendance should log onto Family Access or call 360-629-1319 (Renee Herigstad) for a current status report.

ATTENDANCE POLICIES AND PROCEDURES

A student is considered absent when he or she is more than 5 minutes late to class. Consistent with WAC 180-40-010, all students will attend and be punctual at regularly scheduled classes unless officially excused.

Teachers will review the attendance policy with students at the beginning of the school year. Teachers' course objectives will contain criteria for attendance and grading. Those objectives will indicate when make-up work must be submitted and the grading requirements.

Absences must be cleared within 72 hours of the student's return to school. If absences are not excused, students will not be allowed to make-up assignments. (There may be times the administrator has the authority to work with parents to excuse past attendance when dealing with extenuating circumstances; however, the 72 hour rule applies to when allowing students to make up classwork.)

Teachers will release students at the end of the scheduled period. Prior approval of the next period teacher is required if a student is to be held for any reason. If a student is held in class after the bell rings and is late to his or her next class, the teacher in whose class he or she was detained will issue a pass to the next class. If a student is late for a class and does not have a valid note excusing the student's tardiness, the student will be marked tardy in the teacher's grade book. It is the student's responsibility to get this pass from the teacher.

EXCUSING ABSENCES

Parents/guardians may excuse a student's absence by calling the attendance secretary at 360-629-1305, through Absence Notification using their Family Access, by e-mailing kmccurry@stanwood.wednet.edu or by sending a note to the attendance office with the student. Students must provide a parental/guardian excuse within 72 hours of returning to school in order for their absences to be excused. Students who have not been excused via a parent/guardian phone call or do not have a written excuse from their parents/guardians will be automatically unexcused.

- **Prior Excuse: Off Campus** – An anticipated absence may arise during the year. The student must bring in an acceptable note from the parent/guardian requesting the absence. The note should be brought in at least one school day prior to the date(s) of absence when possible.

- **Prior Excuse: On Campus** – If a student expects to miss a class to do work for a school activity or class, he/she must make prior arrangements with the teacher of the class to be missed. This would include bringing a note from the teacher or administrator requesting the absence. If prior arrangements are not made, the absence may be considered truancy. The scheduled class has priority. A parent/guardian cannot excuse a student to miss class while the student remains on campus (e.g. working on homework in the library).

Students who are 18 years or older can seek information from the Principal concerning writing their own absence notes.

STATE MANDATORY ATTENDANCE LAW (BECCA BILL)

RCW 28A.225.010 states that students must be in school until the age of 18 or completing a high school diploma program. For students under the age of 18, the “Becca Law” applies which requires schools to petition the juvenile court (i.e. Snohomish, Skagit, or Island County Prosecutor offices, the county wherein the student resides) on students who accumulate five unexcused absences in a calendar month or ten unexcused absences in a school year if the school district’s interventions have not been successful in eliminating unexcused absences. A day equals 50% or more of a student’s schedule.

EXCESSIVE ABSENCES

A student with excessive absences (excused and/or unexcused) may have academic difficulty in the class(es) missed. The school may require a doctor’s note for excessive excused absences. The parent/guardian and student will be notified by the attendance office when students have excessive attendance challenges.

PRE-ARRANGED ABSENCE/EARLY DISMISSAL

If a student needs to leave campus during the school day, the student must check out through the attendance office before leaving the school grounds. Phone or note approval from the parent (preferably before the school day begins) is required before the student is issued a pass to leave. Students who leave school without signing out through the attendance office will be subject to disciplinary action.

TRUANCY

Truancy is defined as an absence not excused by a parent/guardian or a school official. The following are examples of truancy:

- A parent/guardian approval of the off-campus absence was not turned in
- No staff approval for on-campus absence or leaving school without permission from staff
- Absence from any class without a verifying note or call to the attendance office within 72 hours after returning to school
- Student is not in class, but the reason given is not considered excusable based on the excused absence policy.

Student Rights and Responsibilities

STUDENT RIGHTS

1. No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, sex, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental, or sensory handicap.
2. All students possess the 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 their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such right.
3. All students shall possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures.
4. All students shall have the right to be free from unlawful interference in their pursuit of an education while in the custody of a common school district.
5. No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.

The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the state of Washington or the rights retained by the people.

STUDENT RESPONSIBILITIES

It is the mission of the Stanwood-Camano School District to provide a learning environment that facilitates the opportunity to gain skills, acquire knowledge, and develop attitudes that will allow them to function as contributing citizens. In order to reach this goal, every student must take a personal responsibility to:

- Make a determined effort to learn
- Attend classes every day on time, ready to go to work and with the necessary learning materials, books, pencils, etc.
- Respect the rights of others
- Refrain from expressing personal prejudices against any individual or group •

Follow the instructions of teachers and other school staff

- Know and obey the rules of the school district and individual school
- Classroom conduct: Each teacher regulates conduct within his or her own classroom. Students are expected to comply with classroom expectations and reasonable requests of the teacher. Students that disrupt the educational process in a classroom will be removed by the teacher and sent to an administrator.
- Accept reasonable consequences for breaking school rules
- Identify him or herself if asked by school staff
- Students are expected to behave in a way that protects the safety and well-being of others. Students are to respect the rights of teachers and students in the classroom and common areas. Students are not to be out of class unless identified as a TA or have their hall pass.

- Respect the property of other people and of the school
- Visitors/Guests must check-in at the Main Office – not checking in may result in criminal trespassing charges. Student visitors are not allowed on campus during the school day; this includes lunches. Exceptions to this rule may be made by request to the principal.
- Remain on campus throughout the day. Parking lots are closed and being in them during school hours is an out-of-bounds violation, unless permission is granted by an administrator or security officer.
- Dress appropriately in ways that will not cause safety or health problems or disruptions – specifically:
 - Clothing that could be considered racist, sexist, or in some manner insults other students or promotes hate is not allowed for example Playboy logos and drug and alcohol logo/marketing.
 - Clothing advertising alcohol or other controlled substances, including tobacco products is not allowed

Students need prior parental/guardian permission to leave campus. After parental/guardian permission is received from parents/guardians, student may check out of school through the Attendance Office.

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING

Board Policy 3207 Students

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. Our district's core values include our commitment to value differences among people and treat one another with respect. Harassment, intimidation and bullying of students by other students, staff members, volunteers, parents or guardians are prohibited.

Prevention

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

Interventions

Interventions will be designed to address the impact of harassment, intimidation, and bullying 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 may include counseling, correcting behavior and discipline, to law enforcement referral.

Retaliation

Retaliation is prohibited against those who report or participate in an investigation of harassment, intimidation and bullying and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation and bullying or participating in an investigation of such a report.

False Allegations

Knowingly reporting false allegations of harassment, intimidation and bullying is prohibited. 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 harassment, intimidation, and bullying incident report forms and to ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The superintendent is authorized to direct the implementation of procedures to carry out this policy. The compliance officer for Stanwood-Camano School District is Ryan Ovenell, Deputy Superintendent. He may be contacted at the district office, (360) 629-1200 or by mail at: 26920 Pioneer Highway, Stanwood, Washington, 98292.

Cross References: Policy 3200 Rights and Responsibilities

Policy 3210 Nondiscrimination

Policy 3240 Student Conduct

Policy 3241 Classroom Management, Corrective Punishment

Policy 6590 Sexual Harassment

Legal Reference: RCW 28A.300.285 Harassment, Intimidation, and Bullying Prevention Policies
RCW 28A.600.480 Reporting of Harassment, Intimidation, or Bullying -Retaliation Prohibited - Immunity

RCW 9A.36.080 Malicious Harassment – Definition and Criminal Penalty

RCW 28A.642 K-12 Education – Prohibition of Discrimination

RCW 49.60 Discrimination – Human Rights Commission

U.S. Depart. Of Education Dear Colleague Letter, 2010

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html> Management

Resources: Policy News, April 2008 Cyber-bullying Policy Required Policy News, April 2002

Legislature Passes and Anti-Bullying Bill

Adoption Date: July 5, 2011

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 (Ryan Ovenell, Deputy Superintendent - rovenell@stanwood.wednet.edu) 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 School Stands 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 this [link](#).

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 [5011] and Procedure [5011P], visit this [link](#).

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:

Christine Del Pozo, Executive Director of Human Resources

cdelpozo@stanwood.wednet.edu

360-629-1200

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Christine Del Pozo, Executive Director of Human Resources

cdelpozo@stanwood.wednet.edu

360-629-1200

Concerns about disability discrimination:

Section 504 Coordinator:

Robert Hascall

Executive Director of Special Services

rhascall@stanwood.wednet.edu

360-629-1200

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Christine Del Pozo, Executive Director of Human Resources

cdelpozo@stanwood.wednet.edu

360-629-1200

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 Stanwood - Camano School District 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 (3210P) and Sexual Harassment Procedure (3205P).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

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

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

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

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

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

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:

Christine Del Pozo, Executive Director of Human Resources
cdelpozo@stanwood.wednet.edu
360-629-1200

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page ##.

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.

Prohibition of Harassment, Intimidation, and Bullying

Board Policy 3207 P Students

Harassment, intimidation and bullying (HIB) means any intentional electronic, written, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written verbal or physical act:

- Physically harms a student or damages the student's property;

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

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

BEHAVIORS AND EXPRESSIONS

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

A. Definitions

Perpetrator is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

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.

Retaliation is when a student, staff member, or other member of the school community takes adverse action or reprisal against a student because the student has reported incidents of harassment, intimidation and bullying or because the student has participated in an investigation of harassment, intimidation and bullying.

School community includes students, staff members, school board members, contractors, volunteers, parents and guardians, patrons, and other visitors.

Staff member 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 teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student is a student against whom harassment, intimidation, and bullying has been perpetrated.

B. Prevention

1. Dissemination

In 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 the school administrator; and the name and contact information for the district compliance officer. Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in any student, staff, volunteer and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's website.

2. 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.

3. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

4. Prevention Strategies

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

C. Staff Intervention

Any school staff member 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. Minor incidents that staff 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.

D. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all HIB Incident Report Forms, discipline Referral Forms relating to HIB, and letters to parents providing the outcomes of investigations.
4. 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.
5. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.

8. 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.

E. Incident Reporting

Step 1: Filing an Incident Report Form

An individual need not reveal his or her identity on an Incident Report form. The form may be filed anonymously, confidentially, or the individual may choose to disclose his or her identity (nonconfidential).

Status of Reporter

a. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged perpetrator based solely on an anonymous report. Schools may use complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report includes 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 file a report asking that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged perpetrator 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 file a report non-confidentially. Complainants agreeing to make their complaint nonconfidential 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 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.

Step 2: Receiving an Incident Report Form

All staff members are responsible for receiving oral and written reports. Whenever possible staff members who initially receive an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure. All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be recorded on a district Incident Report Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: 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 reporting and investigative process.

a. Upon receipt of the Incident Report Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the targeted student, the district will immediately contact law enforcement and inform the parent/guardian.

b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the targeted student and the alleged perpetrator. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the targeted student and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the targeted student; altering the alleged perpetrator's schedule and access to the targeted student, and other measures.

c. Within two (2) school days after receiving the Incident Report Form, the school 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 district has evidence that it would threaten the health and safety of the targeted student or the alleged perpetrator 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 has reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district policy for reporting such cases to Child Protective Services or the police.

e. The investigation shall include, at a minimum:

- An interview with the targeted student;
- An interview with the alleged perpetrator;
- A review of any previous complaints involving either the targeted student or the alleged perpetrator; and
- 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 practical but generally no later than five (5) school days from the initial report. If more time is needed to complete an investigation, the district 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 targeted student and the alleged perpetrator stating:

- The results of the investigation;
- Whether the allegations were found to be factual;
- Whether there was a violation of policy; and
- The process for the targeted student to file an appeal if the targeted student disagrees with results.

Because of the laws 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 a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the targeted student and alleged perpetrator 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 targeted student or the alleged perpetrator to involve his or her family. If professional school personnel has reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy for reporting such cases to Child Protective Services or the police. If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district compliance officer.

Step 4: Corrective Measures for the Perpetrator

a. After completion of the investigation, the school or district designee will institute appropriate corrective measures.

b. Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.

c. Corrective measures that involve student discipline will be implemented according to district Policy 3300 – Corrective Actions or Punishment. If the accused perpetrator is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.

d. If a principal or principal's designee finds that a student, staff member, or other member of the school community knowingly made a false allegation of harassment, intimidation or bullying, that individual may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

a. If the targeted student or his or her 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 with the superintendent within five (5) school days of receiving the decision. 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, the student or his or her parent/guardian may appeal to the disciplinary appeal council by filing a written notice of appeal with the superintendent within five (5) school days of receiving the superintendent's written decision.

c. An appeal to the disciplinary appeal council must be heard within ten school days of receipt of the written notice of appeal to the disciplinary appeal council. The disciplinary appeal council reviews the record and renders a written decision on the merits of the appeal within five (5) school days following the termination of the hearing, and shall provide a copy of the decision to all parties involved. The board decision will be the final district decision.

Step 6: 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 the 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. Corrective measures that involve student discipline will be implemented according to district Policy 3200 – Corrective Actions or Punishment. If the harassment, intimidation and bullying was of a public nature or involved groups of students or bystanders, the school may 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 district may impose disciplinary action, up to and including termination of employment. If a certificated employee is found to have committed a violation of WAC 181-87, the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may impose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may result in the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation or bullying will be provided information regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

F. Immunity/Retaliation

A staff member, student, or other member of the school community who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official, and who makes this report in compliance with the district's policy and procedure relating to harassment, intimidation and bullying is immune from a cause of action for damages arising from any failure to remedy the reported incident. No staff member, student, or other member of the school community may engage in reprisal or retaliation against a 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.

G. 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. Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint based on a student's legally protected status may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office

360.725.6162

Email: equity@k12.wa.us

www.k12.wa.us/Equity/default.aspx

- Washington State Human Rights Commission, 800.233.3247

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

www.ed.gov/about/offices/list/ocr/index.html

- Department of Justice Community Relations Service

877.292.3804

www.justice.gov/crt/

- Office of the Education Ombudsman

866.297-2597

Email: OEInfo@gov.wa.gov

www.governor.wa.gov/oeo/default.asp

- OSPI Safety Center

360.725.6044

www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

H. Other District Policies and Procedures

Nothing in this 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.

Adopted: 07.05.11

Stanwood-Camano School District

Revised: 03.07.06; 09.02.08

Proposed: 05.03.11

Sexual Harassment

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, such as a school-sponsored field trip.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when: •

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

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

How do I report sexual harassment?

You can report sexual harassment to any school staff member or to the district's Title IX Officer: Christine Del Pozo, 360-629-1213.

For a copy of your district's Sexual Harassment policy and procedure, contact your school or district office.

Non-discrimination policy:

The Stanwood-Camano School District does not discriminate in employment, 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. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/ Affirmative Action Officer and Civil Rights Compliance Coordinator, Christine Del Pozo (cdelpozo@stanwood.wednet.edu), or the Section 504/ American Disabilities Act Coordinator, Robert Hascall (rhascall@stanwood.wednet.edu) Stanwood-Camano School District, 26920 Pioneer Hwy, Stanwood, WA 98292. Telephone: (360) 629-1200.

El Distrito Escolar de Stanwood-Camano School District no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Título IX / Oficial de Acción Afirmativa y Coordinador de Cumplimiento de Derechos Civiles, Christine Del Pozo (cdelpozo@stanwood.wednet.edu), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629- 1200.

WHAT IS DISCRIMINATION?

Discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to accommodate a student or employee's disability. Harassment (based on protected class) and sexual harassment can be forms of discrimination when it creates a hostile environment.

What is a Protected Class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington State Law include:

- Sex
- Race/Color
- Creed/Religion
- National origin
- Disability or the use of a trained dog guide or service animal
- Sexual orientation
- Gender expression or identity
- Honorably discharged veteran or military status

What should I do if I believe my child is being discriminated against? You should report your concerns to your child's teacher or principal immediately! This will allow the school to respond to the situation as soon as possible.

If you cannot meet with the teacher or principal, you can always contact your school district's main office. Each school district will have someone who is responsible for responding to complaints about discrimination. Sometimes this person is called the Title IX Coordinator or for issues related to disability, the Section 504 Coordinator.

What if I can't resolve the problem with the school?

If you cannot resolve your concern, you may wish to file a complaint with the school district. Anyone can file a complaint with the school district. You can file a formal complaint by writing a letter to your Superintendent that describes what happened and why you think it is discrimination. It is helpful to include what you want the district to do. Your letter must be signed.

The employee designated by the district to receive complaints will investigate your allegations and provide the superintendent with a written report of the complaint, and the results of the investigation. You and the district may also agree to resolve your complaint in lieu of an investigation.

The superintendent will send you a written letter within 30 calendar days, which will either deny your allegations or describe the reasonable actions the district will take. The letter will include how to file an appeal with your school board if you do not agree with the Superintendent's decision.

Corrective measures must occur no later than 30 calendar days of the superintendent's letter.

What if I don't agree with the superintendent's decision or no one responds to my letter?

Your next step is to appeal to the school board. You can file an appeal by writing a letter to your school board. The letter must include the part of the superintendent's written decision that you would like to appeal and what you want the district to do. Your letter must be filed with the Secretary of your School Board by the 10th calendar day after you received the superintendent's response letter.

The school board will schedule a hearing within 20 calendar days after they receive your appeal letter. You may also all agree on a different date.

What will happen at the hearing?

You will explain why you disagree with the superintendent's decision. You may bring witnesses or other information that is related to your appeal.

The board will send you a copy of their decision within 10 calendar days after the hearing. The decision will include how to appeal to the Office of Superintendent of Public Instruction if you disagree.

What if I don't agree with the School Board's decision?

You may appeal the school Board's decision to the Office of Superintendent of Public Instruction (OSPI).

You can file an appeal by writing a letter to the Superintendent of Public Instruction. The letter must include the part of the school board's decision that you would like to appeal and what you want the district to do.

Your signed letter must be received by OSPI by the 20th calendar day of receiving the school board's decision. It can be hand-delivered or mailed to:

OSPI
Administrative Resource Services
P.O. Box 47200
Olympia, WA 98504-7200
Phone (360) 725-6133

OSPI will schedule a hearing with an Administrative Law Judge through the Office of Administrative Hearings (OAH). During this process you will be provided information about the hearing.

At the hearing you will explain why you disagree with the school board's decision. You may bring witnesses or other information that is related to your appeal. After the hearing, you will receive a copy of the judge's decision.

STUDENT DISCIPLINE POLICY 3241

"Discipline" means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

F. Engaging with families and the community and striving to understand and be responsive to cultural context

G. Supporting students in meeting behavioral expectations, including providing for early involvement of parents

- H. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- I. Providing educational services that students need during suspension and expulsion
- J. Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- K. Ensuring fairness, equity, and due process in the administration of discipline
- L. Providing every student with the opportunity to achieve personal and academic success
- M. Providing a safe environment for all students and for district employees The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning. **Minimizing exclusion, engaging with families, and supporting students** Unless a student's presence poses an immediate and continuing danger to others or 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. These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9). School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. 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. As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a re-engagement meeting and collaborate with parents and students to develop a re-engagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority:

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review:

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures:

The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The

school district will ensure district employees and contractors are knowledgeable of the **discipline policies and procedures**.

Cross References:

2121 - Substance Abuse Program 2161 - Special Education and Related Services for Eligible Students 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 3122 - Excused and Unexcused Absences 3200 - Rights and Responsibilities 3210 - Nondiscrimination 3244 - Prohibition of Corporal Punishment 3520 - Student Fees, Fines, or Charges 3210 - Regulation of Dangerous Weapons on School Premises 4218 - Language Access Plan

2019 - April April Policy Alert 2010 - June Issue 2014 - August Issue 2014 - December Issue
2016 - July Policy Issue 2018 - August 2018 - August Policy Issue

Management Resources:

Adoption Date: 06.03.03 Stanwood-Camano School District Revision Date: 05.21.08; 06.17.08; 08.19.14; 09.02.14; 06.20.17; 10.16.18; 08.06.19

Student Discipline Procedure 3241

Definitions

- **“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) 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.
- **“Corrective action”** means discipline, classroom exclusion, suspension, emergency expulsion, or expulsion.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency removal”** means the emergency removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- **“Expulsion”** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.

- **“Other forms of discipline”** means actions used in response to 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 defined in WAC 392-172A-01125, and means a biological, adoptive, or foster parent, or a guardian generally authorized to act as parent or specifically authorized to make education decisions, 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 legally appointed surrogate parent. The definition of parent does not include the state, if the student is a ward of the state. When 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 they do not have legal authority to make educational decisions for the student or if a judicial decree or order identifies a specific person or persons.
- **“School board”** means the governing board of directors of a local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the District’s 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.
 - o **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.
 - o **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.
 - o **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.

Purpose

The District will administer student discipline to maintain a safe and supportive school environment that is conducive to student learning. The methods employed in administering the rules of student conduct involve professional judgment. Such judgment should:

- Provide due process to students and parents;
- Implement the District’s policy and procedure in a culturally responsive manner;
- Ensure fairness and equity in the administration of discipline;
- Respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible;
- Facilitate collaboration between school personnel, students, and families to ensure successful reentry into the classroom following a suspension or expulsion; and

- Provide a safe and supportive learning environment for all students.

No form of discipline will be administered in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

Fundamental rights

When administering discipline under this chapter, the District must not unlawfully:

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

Rights and responsibilities of staff

Superintendent authority

The superintendent will have the authority to impose corrective action against, discipline, suspend, or expel students. The superintendent will:

- Identify the conditions under which a teacher may exclude a student from their class;
- and • Designate which staff members have the authority to initiate or to impose discipline, suspensions, or expulsions.

No student will be expelled, suspended, or disciplined in any manner for the 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 the educational process.

Certificated staff will have the right to:

- Expect students to comply with school rules;
- Participate in the development and review of building rules relating to student conduct and behavioral expectations at least once each year. Building rules will be consistent with District rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party, in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect themselves, a student, or others from physical abuse or injury;
- Detention will be assigned in collaboration with parents and students.

Teachers have the right to exclude any student from their classroom, instructional area, or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of WAC 392-400-335 and the **Classroom Exclusions** section below.

Behavior interventionists have the right to exclude a student from a classroom with the consent of the Teacher and in the absence of the building principal.

Certificated staff will have the responsibility to:

- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible, regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds, or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials or teaching strategies that are used in the classroom.

Principals (includes Assistant Principals and Deans of Students) will have the responsibility to:

- Impose discipline, suspensions, or expulsions when appropriate;
- Notify parents related to disciplinary and corrective action, as defined in this procedure; and
- Confer with certificated staff at least once per year to develop and review rules of conduct to be employed in the school, and corrective actions that may be used in the event of rule infractions.

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 has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose short-term suspension to school principals, assistant principals and deans of students. Long term suspensions may be imposed by school principals, assistant principals and assistant superintendents. Expulsions may be imposed by school principals, assistant principals and assistant superintendent. Emergency expulsions may be imposed by principals, assistant principals and assistant superintendents.

Notification of suspensions of students eligible for special education services The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days in a school year, the principal will notify relevant special education staff so that the District can ensure compliance with special education discipline procedures.

Notification of procedures relating to student behavior

Principals in each school will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of the District that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct the District requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

The District will also, in consultation with staff, students, student's families, and the community, periodically review and update the District's rules, policies, and procedures related to student discipline.

Educational Services during suspension, expulsion, or emergency expulsion:

The District will not suspend the provision of educational services as a disciplinary action, nor will schools suspend the provision of educational services to a student in response to behavioral violations. As soon as reasonably possible after administering a suspension or expulsion, the District must provide written notice to the student and parents about the educational services the District will provide. The District must provide the written notice in person, by mail, or by email. The notice must include: (a) A description of the educational services that will be provided; and (b) The name and contact information for the school personnel who can offer support to keep the student current with assignments and course work as required under this section. The District will offer Alternative Learning Experiences, online course work, one-on-one tutoring, or continuation with work assigned by the regular teacher with support and a plan for pick up and return of work. These options will be based on a variety of factors, including student needs, staff availability, and allocations of resources.

Schools will provide the student the opportunity to receive educational services during a suspension, expulsion, or emergency expulsion. The educational services must enable the student 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.

Such services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline. Examples of an alternative setting

may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

When providing a student the opportunity to receive educational services under this section, 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.

Exclusions for up to five days. 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.

Exclusions for six to ten days. 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:
 - o 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
 - o Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

Long-term suspensions and expulsions. 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 WAC 392-121-107.

Unexcused absences and tardiness

Students will not be suspended or expelled from school for absences or tardiness.

Denial or Delay of a Nutritionally-Adequate Meal Prohibited

Students will not be subjected to corrective action in a manner that would result in the denial or delay of a nutritionally-adequate meal to a student.

Language assistance

The District must ensure that the conferences, proceedings, and hearings described in this procedure are held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The District must also ensure that any notices and agreements are provided in a language the student and parents understand.

Corporal Punishment

District staff may not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Corporal punishment does not include:

- The use of reasonable physical force by a school administrator, teacher, school personnel, or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students, school personnel, or property;
- Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
- Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips, or vocational educational projects.

Restraint and Isolation

District staff may not use isolation, restraint, or a restraint device on any student, except as provided for in RCW 28A.155.210, 28A.600.485, WAC 392-172A-02105, and 392-172A-02110.

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 precise definitions and build consensus on what constitutes manifestation of problem behaviors. *See* Policy 3220 – Rights and Responsibilities. The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at the OSPI website. The district has identified the following that may be used as other forms of discipline:

- Teaching or re-teaching behavioral expectations
- Parent conferences
- Loss of privileges
- Lunch or school detention
- Behavior contracts
- Counseling or support services
- Community service
- Behavior monitoring, mentoring, peer mediation, social skills instruction, de-escalation, and restorative justice practices may also be considered as well as other interventions.

These interventions are not limiting and other alternatives may be implemented with parental consent which follow the new regulations.

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

Staff may assign students detention after school hours for not more than 60 minutes on a given day as another form of discipline. Minutes assigned to detention may be split across multiple days at the staff member's discretion, after considering factors such as the student's transportation needs and extra-curricular activities. Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify their actions to the staff member.

Detention will not begin until the parent/guardian has been notified (except in the case of an adult student) for the purpose of informing them of the basis and reason for the detention and to permit them to make arrangements for the transportation of the student, as necessary. Students assigned detention for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

Classroom Exclusions

A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. The District may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the District's discipline policy. The teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.

A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom, instructional area, or activity area. When a student is excluded from the student's classroom, instructional area, or activity area for longer than the balance of the school day, the District will provide the student and the student's family notice and due process for a suspension, expulsion, or emergency expulsion, as appropriate. A student may not be removed from school during a classroom exclusion unless the District provides notice and due process for a suspension, expulsion, or emergency expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. A classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal.

Classroom Exclusion: Notice

Following the classroom exclusion of a student, the teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or their 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.

When the teacher or other authorized school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or 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.

Grievance process for other forms of discipline and classroom exclusion

The District will address student and parent grievances regarding classroom exclusions and other forms of discipline as follows:

- Any parent/guardian or student who is aggrieved by the imposition of a classroom exclusion or other form of discipline has the right to an informal conference with the principal to resolve the grievance. If the complaint relates to the actions of an employee, the District will provide the employee notice as soon as reasonably possible.
- At the conference, the student and parent/guardian will have the opportunity to voice concerns related to the grievance and ask questions of the staff members involved. Staff members will have the opportunity to respond. The principal may address issues and questions related to the grievance, and may ask questions of the parent/guardian, student, and staff.

- If this grievance is not resolved, the parent/guardian and student may, upon at least two (2) school business days prior notice, present a written or oral grievance to the Superintendent or their designee. A student's or parents' grievance must be received by the Superintendent or their designee within five (5) school business days from the date of the informal conference. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days.
- Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.
- Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspensions and Expulsions

General conditions and limitations

- **Parent involvement.** The District must provide for early involvement of parents in efforts to support students in meeting behavioral expectations, and make every reasonable effort to involve the student and parents in the resolution of behavioral violations.
- **Considerations.** Before administering any suspension or expulsion, the District must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.
- **Academics.** The District may not suspend the provision of educational services to a student in response to behavioral violations or administer discipline in a manner that would prevent a student from completing subject, grade-level, or graduation requirements. The District must provide an opportunity for students to receive educational services during a suspension or expulsion under WAC 392-400-610.
- **Reporting.** The principal or designee must report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the school district superintendent or designee within twenty-four hours after the administration of the suspension or expulsion.
- **Reentry.** After suspending or expelling a student, the District must:
 - o Make reasonable efforts to return the student to the student's regular educational setting as soon as possible; and
 - o Allow the student to petition for readmission at any time.
- **Access to District property.** When administering a suspension or expulsion, the District may deny a student admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the District.

- **End date.**

- An expulsion or suspension of a student may not be for an indefinite period of time and must have an end date.
- If the District enrolls a student in another program or course of study during a suspension or expulsion, the District may not preclude the student from returning to the student's regular educational setting following the end date of the suspension or expulsion, unless:
 - The superintendent or their designee grants a petition to extend a student's expulsion under WAC 392-400-480;
 - The student is excluded from the student's regular educational setting in accordance with WAC 392-400-810; or
 - The student is otherwise precluded under law from returning to the student's regular educational setting.

- **Discipline appeal council.** A school board may designate a discipline appeal council to hear and decide appeals or to review and reconsider the District's appeal decisions. A discipline appeal council must consist of at least three (3) persons appointed by the school board for fixed terms. All members of the discipline appeal council must be knowledgeable about the Washington regulations related to student discipline and the District's discipline policies and procedures.

In-school suspension

Other forms of discipline. Before administering an in-school suspension, staff must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

Initial notice. Before administering any suspension or expulsion, the District must attempt to notify the student's parents or guardians, as soon as reasonably possible, regarding the behavioral violation.

Initial hearing. Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee must provide the student:

- a. Notice of the student's violation of the school district's discipline policy;
- b. An explanation of the evidence regarding the behavioral violation;
- c. An explanation of the discipline that may be administered; and
- d. An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.

Parent participation. At an initial hearing in which the principal or designee is considering administering an in-school suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.

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

Written notice. No later than one school business day following the initial hearing with the student, the District must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice must include:

- a. A description of the student's behavior and how the behavior violated the school district's 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 student's and parents' right to an informal conference with the principal or designee; and
- f. The student's and parents' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested.

Length of exclusion. The District may not administer an in-school suspension beyond the school year in which the behavioral violation occurred.

Grade-level limitations.

- Staff may not administer an in-school suspension for a student in kindergarten through fourth grade for more than ten cumulative school days during any academic term;
- Staff may not administer an in-school suspension for a student in grades five through twelve: (i) for more than fifteen cumulative school days during any single semester; or (ii) for more than ten cumulative school days during any single trimester.

School Personnel. When administering an in-school suspension, school personnel must ensure that they: (a) Are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension; and (b) Are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes as required under WAC 392-400-610.

Guidelines. Suggested guidelines for in-school suspension are as follows:

- A student who is assigned to in-school suspension will agree to the conditions specified by the school principal.
- In-school suspension is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- A student in in-school suspension will attend a single subject or class or any full schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule or classmates.
- The student will be denied the opportunity to participate in any school activities while in in-school suspension.
- While in-school suspended, the student and staff may develop a behavior agreement as discussed below.

- Any behavioral violation may result in imposition of other corrective action.
- After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress on a daily basis. The student will be encouraged to maintain a relationship with the school counselor as a means of dealing with any problems that arise.
- Specific rules and building procedures will be developed by the building principal.

Appeals

A. Optional conference with principal. If the student or parents disagree with the District's decision to suspend the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.

- **Timing.** The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.
- **Conference.** During the informal conference, the principal or designee must provide the student and parents the opportunity to:
 - a. Share the student's perspective and explanation regarding the behavioral violation;
 - b. Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
 - c. Discuss other forms of discipline that may be administered.
- **Right to appeal.** An informal conference does not limit a student's or parents' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

B. Appeal

- **Requesting an appeal.** A student or the parents may appeal a suspension to the District superintendent or designee orally or in writing.
- **Time limit.** A student's or parents' appeal of a suspension must be received by the District within five (5) school business days from the date the District provides written notice of the disciplinary decision following the initial hearing.
- **Process.**
 - a. The superintendent or designee must provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.
 - b. The superintendent or designee must deliver a written appeal decision to the student and parents in person, by mail, or by email within two school business days after receiving the appeal. The written decision must include:
 - i. The decision to affirm, reverse, or modify the suspension;
 - ii. The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
 - iii. The educational services the District will offer to the student during the suspension; and

iv. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request.

- Pending appeal. If the student or parents request an appeal under this section, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:
 - a. The District may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
 - b. Any days that the student is temporarily suspended or expelled before the appeal is decided must be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
 - c. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District must provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

C. Review and reconsideration. The student or parents may request that the school board or discipline appeal council review and reconsider the appeal decision. The student or parents may request the review orally or in writing.

- Time limit. A student's or parents' request to review and reconsider an appeal decision must be received by the District within ten (10) school business days from the date the District provides the written appeal decision to the students and parents.
- Review procedure.
 - a. In reviewing the District's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - b. The school board or discipline appeal council may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the appeal decision. If the discipline appeal council presided over the appeal, the review and reconsideration decision must be made by the school board.

- **Decision.** The school board or discipline appeal council must provide a written decision to the student and parents 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:
 - a. Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
 - b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
 - c. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

Short-term suspension

Other forms of discipline. Before administering a short-term suspension, staff must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

Initial notice. Before administering any suspension or expulsion, the District must attempt to notify the student's parents or guardians, as soon as reasonably possible, regarding the behavioral violation.

Initial hearing. Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee must provide the student:

- e. Notice of the student's violation of the school district's discipline policy;
- f. An explanation of the evidence regarding the behavioral violation;
- g. An explanation of the discipline that may be administered; and
- h. An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.

Parent participation. At an initial hearing in which the principal or designee is considering administering a short-term suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.

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

Written notice. No later than one school business day following the initial hearing with the student, the District must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice must include:

- a. A description of the student's behavior and how the behavior violated the school district's 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 student's and parents' right to an informal conference with the principal or designee;
- and f. The student's and parents' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested.

Length of exclusion. The District may not administer a short-term suspension beyond the school year in which the behavioral violation occurred.

Grade-level limitations.

- Staff may not administer a short-term suspension for a student in kindergarten through fourth grade for more than ten cumulative school days during any academic term;
- Staff may not administer a short-term suspension for a student in grades five through twelve: (i) for more than fifteen cumulative school days during any single semester; or (ii) for more than ten cumulative school days during any single trimester.

Appeals

A. Optional conference with principal. If the student or parents disagree with the District's decision to suspend the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.

- **Timing.** The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.
- **Conference.** During the informal conference, the principal or designee must provide the student and parents the opportunity to:
 - d. Share the student's perspective and explanation regarding the behavioral violation;
 - e. Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
 - f. Discuss other forms of discipline that may be administered.
- **Right to appeal.** An informal conference does not limit a student's or parents' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

B. Appeal

- Requesting an appeal. A student or the parents may appeal a suspension to the District superintendent or designee orally or in writing.
- Time limit. A student's or parents' appeal of a suspension must be received by the District within five (5) school business days from the date the District provides written notice of the disciplinary decision following the initial hearing.
- Process.
 - a. The superintendent or designee must provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.
 - b. The superintendent or designee must deliver a written appeal decision to the student and parents in person, by mail, or by email within two school business days after receiving the appeal. The written decision must include:
 - v. The decision to affirm, reverse, or modify the suspension;
 - vi. The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
 - vii. The educational services the District will offer to the student during the suspension; and
 - viii. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request.
- Pending appeal. If the student or parents request an appeal under this section, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:
 - d. The District may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
 - e. Any days that the student is temporarily suspended or expelled before the appeal is decided must be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
 - f. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District must provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

C. Review and reconsideration. The student or parents may request that the school board or discipline appeal council review and reconsider the appeal decision. The student or parents may request the review orally or in writing.

- Time limit. A student's or parents' request to review and reconsider an appeal decision must be received by the District within ten (10) school business days from the date the District provides the written appeal decision to the students and parents.
- Review procedure.
 - a. In reviewing the District's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - b. The school board or discipline appeal council may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the appeal decision. If the discipline appeal council presided over the appeal, the review and reconsideration decision must be made by the school board.
- Decision. The school board or discipline appeal council must provide a written decision to the student and parents 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:
 - d. Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
 - e. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
 - f. For long-term suspensions or expulsions, notice of the opportunity to participate in a re-engagement meeting.

Re-Admission

The District will allow any student who has been short-term suspended to make an application for readmission at any time in accordance with District policy and procedure. (See also Readmission Application Process and Re-Engagement, below)

Reporting

Principals will report all short-term suspensions and the reasons therefore to the superintendent or designee within twenty-four (24) hours after imposing the short-term suspension.

Long-term suspension

Other forms of discipline. Before administering a long-term suspension, a school district must consider other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

Initial notice. Before administering any suspension or expulsion, the District must attempt to notify the student's parents or guardians, as soon as reasonably possible, regarding the behavioral violation.

Initial hearing. Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee must provide the student:

- a. Notice of the student's violation of the school district's discipline policy;
- b. An explanation of the evidence regarding the behavioral violation;
- c. An explanation of the discipline that may be administered; and
- d. An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.

Parent participation. At an initial hearing in which the principal or designee is considering administering a long-term suspension, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

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

Written notice. No later than one school business day following the initial hearing with the student, the District must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice must include:

- a. A description of the student's behavior and how the behavior violated the school district's 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 student's and parents' right to an informal conference with the principal or designee;
- f. The student's and parents' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
- g. For a long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Limitations on long-term suspensions. The District may only administer a long-term suspension: • For behavioral violations under RCW 28A.600.015(6)(a) through (d); and

- After the District has determined that, if the student returned to school before completing a long-term suspension: (i) the student would pose an imminent danger to students or school personnel; or (ii) the student would pose an imminent threat of material and substantial disruption of the educational process.

Behavioral violations. A long-term suspension may be imposed, subject to the limitations in this procedure, for the following behavioral violations:

A. Having a firearm on school property or school transportation in violation of RCW

28A.600.420; B. Any of the following offenses listed in RCW 13.04.155, including:

1. Any violent offense as defined in RCW 9A.030, including:
 - a. Any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - b. Manslaughter;
 - c. Indecent liberties committed by forcible compulsion;
 - d. Kidnapping;
 - e. Arson;
 - f. Assault in the second degree;
 - g. Assault of a child in the second degree;
 - h. Robbery;
 - i. Drive-by shooting; and
 - j. Vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
2. Any sex offense as defined in RCW 9A.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;
3. Inhaling toxic fumes in violation of chapter 9A.47A RCW;
4. Any controlled substance violation of chapter 69.50 RCW;
5. Any liquor violation of RCW 66.44.270;

6. Any weapons violation of chapter 9A.41 RCW, including having a dangerous weapon at school in violation of RCW 9A.41.280;
 7. 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;
 8. Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 9. Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 10. 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:
1. Criminal gang intimidation in violation of RCW 9A.46.120;
 2. Gang activity on school grounds in violation of RCW 28A.600.455;
 3. Willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 4. Defacing or injuring school property in violation of RCW 28A.635.060; and
- D. Any student behavior that adversely impacts the health or safety of other students or educational staff.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable, school administrators should first consider alternative forms of corrective action.

Length of exclusion. A long-term suspension may not exceed the length of an academic term, and the District may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

Grade-level limitations. Except for behavioral violations related to firearms (WAC 392-400-820), the District may not administer a long-term suspension for any student in kindergarten through fourth grade.

Appeals

A. Optional conference with principal. If the student or parents disagree with the District's decision to long-term suspend the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.

- **Timing.** The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.

- Conference. During the informal conference, the principal or designee must provide the student and parents the opportunity to:
 - a. Share the student's perspective and explanation regarding the behavioral violation;
 - b. Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
 - c. Discuss other forms of discipline that may be administered.
- Right to appeal. An informal conference does not limit a student's or parents' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

B. Appeal

- Requesting an appeal. A student or the parents may appeal a long-term suspension to the District superintendent or designee orally or in writing.
- Time limit. A student's or parents' appeal of a long-term suspension must be received by the District within five (5) school business days from the date the District provides written notice of the disciplinary decision following the initial hearing.
- Process.
 - o Within one school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the superintendent or designee must provide the student and parents written notice in person, by mail, or by email of:
 - i. The time, date, and location of the appeal hearing;
 - ii. The name(s) of the official(s) presiding over the appeal;
 - iii. The student's and parents' rights to inspect the student's education records;
 - iv. The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
 - v. The student's and parents' rights under this subsection; and
 - vi. Whether the District will offer to hold a re-engagement meeting before the appeal hearing.
 - o Reengagement. Before the appeal hearing, the student, parents, and District may agree to hold a re-engagement meeting and develop a re-engagement plan. The student, parents, and District may mutually agree to postpone the appeal hearing while participating in the re-engagement process.
 - o Appeal hearing. The District must hold an appeal hearing within three (3) school business days from the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student or parents.

- o Presiding officials. The school board may designate the superintendent, a hearing officer, or a discipline appeal council, if established, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to suspend or expel the student and must be knowledgeable about the Washington regulations related to discipline and the District's discipline policies and procedures.

- o Evidence and witnesses.

- i. Upon request, the student, parents, and District may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The District, student, or parents must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

- ii. Upon request, the student and parents may review the student's education records. The District must make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

- iii. If a witness for the District cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the District establishes that: (A) The District made a reasonable effort to produce the witness; and (B) The witness's failure to appear is excused by fear of reprisal or another compelling reason.

- o Student and parent rights. During the appeal hearing, the student and parents have the right to:

- i. Be represented by legal counsel;

- ii. Question witnesses;

- iii. Share the student's perspective and provide explanation regarding the behavioral violation; and

- iv. Introduce relevant documentary, physical, or testimonial evidence.

- o Recording of Hearing. The appeal hearing must be recorded by manual, electronic, or other type of recording device. The District must provide the recording to the student or parents upon request.

- o Appeal decision. The presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) must provide a written decision to the student and parents in person, by mail, or by email within three school business days after the appeal hearing. The written decision must include:

- i. The findings of fact;

- ii. A determination whether:

- a. The student's behavior violated the school district's discipline policy;

- b. The behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and
 - c. The suspension or expulsion is affirmed, reversed, or modified;
 - iii. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - iv. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request; and
 - v. Notice of the opportunity to participate in a reengagement meeting and the contact information for the person who will coordinate scheduling of the reengagement meeting.
- Pending appeal. If the student or parents request an appeal under this section, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:
 - g. The District may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
 - h. Any days that the student is temporarily suspended or expelled before the appeal is decided must be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
 - i. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District must provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

C. Review and reconsideration. The student or parents may request that the school board or discipline appeal council review and reconsider the appeal decision. The student or parents may request the review orally or in writing.

- Time limit. A student's or parents' request to review and reconsider an appeal decision must be received by the District within ten (10) school business days from the date the District provides the written appeal decision to the students and parents.
- Review procedure.
 - a. In reviewing the District's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - b. The school board or discipline appeal council may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.

- c. The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the appeal decision. If the discipline appeal council presided over the appeal, the review and reconsideration decision must be made by the school board.
- Decision. The school board or discipline appeal council must provide a written decision to the student and parents 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:
 - g. Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
 - h. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
 - i. For long-term suspensions or expulsions, notice of the opportunity to participate in a re-engagement meeting.

The principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the District can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Re-admission

Any student who has been long-term suspended will be allowed to make an application for readmission at any time in accordance with District policy and procedure. (See also Readmission Application Process and Re-Engagement, below)

Reporting

Principals will report all long-term suspensions and the reasons therefore to the superintendent or designee within twenty-four (24) hours after imposing the expulsion.

Emergency removal

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

1. **Sufficient cause.** The District must have sufficient cause to believe that the student's presence poses:
 - a. An immediate and continuing danger to other students or school personnel; or
 - b. An immediate and continuing threat of material and substantial disruption of the educational process.

2. **Determination of immediate and continuing threat of disruption.** For purposes of this section, an immediate and continuing threat of material and substantial disruption of the educational process means:
 - a. The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - b. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
3. **Time limit.** An emergency removal may not exceed ten (10) consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from the start of the emergency expulsion.
4. **Conversion.** If the District converts an emergency removal to a suspension or expulsion, the District must:
 - a. Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
 - b. Provide the student and parents notice and due process under as required by the applicable level of discipline.
5. **Reporting.** All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the district superintendent or designee within twenty-four hours after the start of the emergency expulsion.

General limitation. An emergency removal may not be imposed solely for the purposes of investigating

student conduct.

Initial notice. After an emergency removal, the District must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the District believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.

Written notice. Within twenty-four hours after an emergency removal, the District must provide written notice of the emergency removal to the student and parents in person, by mail, or by email. The written notice must include:

- a. The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- b. The duration and conditions of the emergency removal, including the dates on which the emergency expulsion will begin and end;
- c. The opportunity to receive educational services during the emergency removal;

- d. The student's and parents' right to an informal conference with the principal or designee; and
- e. The students' and parents' right to appeal the emergency removal, including where and to whom the appeal must be requested.

Optional conference with Principal

1. **Requesting a conference.** If a student or the parents disagree with the District's decision to administer an emergency removal, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.
2. **Time limit.** The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.
3. **Conference.** During the informal conference, the principal or designee must provide students and parents the opportunity to share the student's perspective and explanation regarding the events that led to the emergency removal.
4. **Right to appeal.** An informal conference must not limit a student's or parents' right to appeal the emergency removal.

Appeal

1. **Requesting an appeal.** A student or the parents may appeal an emergency removal to the District superintendent or designee orally or in writing.
2. **Time limit.** A student's or parents' request to appeal an emergency removal must be received by the District within three (3) school business days from the date the District provides the written notice of the emergency expulsion.
3. **Notice.** Within one school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the superintendent or designee must provide the student and parents written notice in person, by mail, or by email of:
 - a. The time, date, and location of the appeal hearing;
 - b. The name(s) of the official(s) presiding over the appeal;
- c. The student's and parents' rights to inspect the student's education records;
 - d. The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing; and
 - e. The student's and parents' rights provided in this section.
4. **Appeal hearing.** The District must hold an appeal hearing as soon as reasonably possible, but no later than two (2) school business days after the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parents.

5. **Presiding official(s).** The school board may designate the superintendent, a hearing officer, or a discipline appeal council, if established under WAC 392-400-475, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to emergency expel the student and must be knowledgeable about the rules in this chapter and of the school district's discipline policies and procedures.

6. **Evidence and witnesses.**

a. Upon request, the student, parents, and District may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The District, student, or parents must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

b. Upon request, the student and parents may review the student's education records. The District must make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

c. If a witness for the District cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the district establishes that: (i) The District made a reasonable effort to produce the witness; and (ii) The witness's failure to appear is excused by fear of reprisal or another compelling reason.

7. **Student and parent rights.** The student and parents have the right to:

- a. Be represented by legal counsel;
- b. Question witnesses;
- c. Share the student's perspective and provide explanation regarding the events that led to the emergency expulsion; and
- d. Introduce relevant documentary, physical, or testimonial evidence.

8. **Recording of hearing.** The appeal hearing must be recorded by manual, electronic, or other type of recording device. The District must provide the recording to the student or parents upon request.

9. **Appeal decision.** The District must provide a written decision to the student and parents in person, by mail, or by email within one school business day after the appeal hearing. The written decision must include:

- a. The findings of fact;
- b. A determination whether the student's presence continues to pose:
 - i. An immediate and continuing danger to students or school personnel; or
 - ii. An immediate and continuing threat of material and substantial disruption of the educational process.
- c. Whether the District will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the District converts the emergency removal to a suspension or expulsion, the District must provide the student and parents notice and due process under the applicable form of discipline to which the emergency expulsion was converted; and

- d. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request.

Review and reconsideration

1. **Requesting review.** The student or parents may request that the school board or discipline appeal council, if established, review and reconsider the District's appeal decision. The student or parents may request the review orally or in writing.
2. **Time limit.** A student's or parents' request to review and reconsider the appeal decision must be received by the District within five (5) school business days from the date the District provides the written appeal decision to the student and parent.
3. **Review procedure.**
 - a. In reviewing the District's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the events that led to the emergency expulsion, any records from the appeal, relevant state law, and the District's discipline policy.
 - b. The school board or discipline appeal council may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the events that led to the emergency removal, the decision to emergency expel the student, or the appeal decision. If the discipline appeal council presided over the appeal, the decision must be made by the school board.
4. **Decision.** The school board or discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - a. Whether the school board or discipline appeal council affirms or reverses the District's decision that the student's presence posed:
 - i. An immediate and continuing danger to students or school personnel; or
 - ii. An immediate and continuing threat of material and substantial disruption of the educational process.
 - b. If the emergency removal has not yet ended or been converted, whether the District will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the District converts the emergency removal to a suspension or expulsion, the District must provide the student and parents notice and due process under the applicable form of discipline to which the emergency expulsion was converted.

Expulsion

Other forms of discipline. Before administering an expulsion, the District must consider other forms of discipline to support the student in meeting behavioral expectations. Administering other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

Initial notice. Before administering any suspension or expulsion, the District must attempt to notify the student's parents or guardians, as soon as reasonably possible, regarding the behavioral violation.

Initial hearing. Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee must provide the student:

- a. Notice of the student's violation of the school district's discipline policy;
- b. An explanation of the evidence regarding the behavioral violation;
- c. An explanation of the discipline that may be administered; and
- d. An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.

Parent participation. At an initial hearing in which the principal or designee is considering administering an expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

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

Written notice. No later than one school business day following the initial hearing with the student, the District must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice must include:

- a. A description of the student's behavior and how the behavior violated the school district's 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 student's and parents' right to an informal conference with the principal or designee;
- f. The student's and parents' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
- g. For a long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Limitations on expulsions. The District may only administer an expulsion:

- For behavioral violations under RCW 28A.600.015(6)(a) through (d); and
- After the District has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.

Length of exclusion. An expulsion may not exceed the length of an academic term, unless the principal or designee petitions the District superintendent for extension of an expulsion under WAC 392-400-480, and the petition is granted.

Grade-level limitations. Except for behavioral violations related to firearms (WAC 392-400-820), the District may not administer an expulsion for any student in kindergarten through fourth grade.

Appeals

A. Optional conference with principal. If the student or parents disagree with the District's decision to expel the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.

- **Timing.** The principal or designee must hold the conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents.
- **Conference.** During the informal conference, the principal or designee must provide the student and parents the opportunity to:
 - d. Share the student's perspective and explanation regarding the behavioral violation;
 - e. Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
 - f. Discuss other forms of discipline that may be administered.
- **Right to appeal.** An informal conference does not limit a student's or parents' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

B. Appeal

- **Requesting an appeal.** A student or the parents may appeal an expulsion to the school district superintendent or designee orally or in writing.
- **Time limit.** A student's or parents' appeal of an expulsion must be received by the District within five school business days from the date the District provides written notice of the disciplinary decision following the initial hearing.

- Appeal.
 - o Within one school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the superintendent or designee must provide the student and parents written notice in person, by mail, or by email of:
 - i. The time, date, and location of the appeal hearing;
 - ii. The name(s) of the official(s) presiding over the appeal;
 - iii. The student's and parents' rights to inspect the student's education records;
 - iv. The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
 - v. The student's and parents' rights under this subsection; and vi. Whether the District will offer to hold a reengagement meeting before the appeal hearing.
 - o Reengagement. Before the appeal hearing, the student, parents, and District may agree to hold a reengagement meeting and develop a reengagement plan. The student, parents, and District may mutually agree to postpone the appeal hearing while participating in the reengagement process.
 - o Appeal hearing. The District must hold an appeal hearing within three school business days from the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student or parents.
 - o Presiding officials. The school board may designate the superintendent, a hearing officer, or a discipline appeal council, if established, to hear and decide appeals under this section. The presiding official(s) may not be involved in the student's behavioral violation or decision to suspend or expel the student and must be knowledgeable about the Washington regulations related to discipline and the District's discipline policies and procedures.
 - o Evidence and witnesses.
 - i. Upon request, the student, parents, and District may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The District, student, or parents must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.
 - ii. Upon request, the student and parents may review the student's education records. The District must make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

- iii. If a witness for the District cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the District establishes that: (A) The District made a reasonable effort to produce the witness; and (B) The witness's failure to appear is excused by fear of reprisal or another compelling reason.
 - o Student and parent rights. During the appeal hearing, the student and parents have the right to:
 - v. Be represented by legal counsel;
 - vi. Question witnesses;
 - vii. Share the student's perspective and provide explanation regarding the behavioral violation; and
 - viii. Introduce relevant documentary, physical, or testimonial evidence.
 - o Recording of Hearing. The appeal hearing must be recorded by manual, electronic, or other type of recording device. The District must provide the recording to the student or parents upon request.
 - o Appeal decision. The presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) must provide a written decision to the student and parents in person, by mail, or by email within three school business days after the appeal hearing. The written decision must include:
 - i. The findings of fact;
 - ii. A determination whether:
 - a. The student's behavior violated the school district's discipline policy;
 - b. The behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and
 - c. The suspension or expulsion is affirmed, reversed, or modified;
 - iii. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
 - iv. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request; and
 - v. Notice of the opportunity to participate in a reengagement meeting and the contact information for the person who will coordinate scheduling of the reengagement meeting.
- Pending appeal. If the student or parents request an appeal under this section, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:

- j. The District may temporarily continue to administer the suspension or expulsion for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- k. Any days that the student is temporarily suspended or expelled before the appeal is decided must be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
- l. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District must provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

C. Review and reconsideration. The student or parents may request that the school board or discipline appeal council review and reconsider the appeal decision. The student or parents may request the review orally or in writing.

- Time limit. A student's or parents' request to review and reconsider an appeal decision must be received by the District within ten (10) school business days from the date the District provides the written appeal decision to the students and parents.
- Review procedure.
 - a. In reviewing the District's decision, the school board or discipline appeal council must consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.
 - b. The school board or discipline appeal council may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
 - c. The decision of the school board or discipline appeal council must be made only by board or council members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the appeal decision. If the discipline appeal council presided over the appeal, the review and reconsideration decision must be made by the school board.
- Decision. The school board or discipline appeal council must provide a written decision to the student and parents 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:
 - j. Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
 - k. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and

1. For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

Petition to extend expulsion.

1. **Petition.** When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the District superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the superintendent or designee of:
 - a. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
 - b. The student's academic, attendance, and discipline history;
 - c. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
 - d. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
 - e. The proposed extended length of the expulsion; and
 - f. The student's reengagement plan.
2. **Time limit.** The principal or designee may petition to extend an expulsion only after the development of a reengagement plan and before the end of the expulsion. For violations related to firearms (WAC 392-400-820), the principal or designee may petition to extend an expulsion at any time.
3. **Notice.** The District must provide written notice of the petition to the student and parents in person, by mail, or by email within one school business day from the date the superintendent or designee received the petition. The written notice must include:
 - a. A copy of the petition;
 - b. The student's and parents' right to an informal conference with the District superintendent or designee to be held within five (5) school business days from the date the District provided written notice to the student and parents; and
 - c. The student's and parents' right to respond to the petition orally or in writing to the District superintendent or designee within five (5) school business days from the date the district provided written notice.
4. **Written Decision.** The District superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The District superintendent or designee must deliver a written decision to the principal, the student, and the student's parents in person, by mail, or by email within ten (10) school business days after receiving the petition.
 - a. If the petition is granted, the written decision must include:
 - i. The date on which the extended expulsion will end;
 - ii. The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
 - iii. Notice of the student's or parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request.
 - b. If the petition is not granted, the written decision must identify the date on which the expulsion will end.

5. Review and reconsideration

- a. Requesting review. The students or parents may request that the school board or discipline appeal council, if established, review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing.
- b. Time limit. A District may establish a time limit for parents and students to request a review under this subsection. The time limit must be no less than ten (10) school business days from the date the District superintendent or designee provides the written decision related to the petition to extend the expulsion.
- c. Review procedure.
 - i. The school board or discipline appeal council may request to meet with the student or parents or the principal to hear further arguments and gather additional information.
 - ii. The decision of the school board or discipline appeal council may be made only by board or council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.
- d. Decision. The school board or discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - i. Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
 - ii. The date on which the extended expulsion will end.
- e. Duration. Any extension of an expulsion may not exceed the length of an academic term.

6. Annual reporting. The District must annually report the number of petitions approved and denied to the office of superintendent of public instruction.

Once a student is expelled in compliance with District policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student's educational needs.

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement. The superintendent may modify the expulsion of a student on a case-by-case basis.

Firearm Exception

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

The 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:

- Any student while engaged in military education authorized by the District in which rifles are used;
- Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by the District; or
- Any student while participating in a rifle competition authorized by the District.

Readmission

Any student who has been expelled will be allowed to make an application for readmission at any time in accordance with District policy and procedure. (See also Readmission Application Process and Re-Engagement, below)

Reporting

Principals will report all long-term suspensions and the reasons therefore to the superintendent or designee within twenty-four (24) hours after imposing the expulsion.

Board option to delegate authority to hear appeals

The board may delegate its authority to hear and decide long-term suspension and expulsion appeals to a District discipline appeal council established by the board. Members of such councils will be appointed by the board for fixed terms and shall consist of no less than three persons. If such a council is established, the student and/or their parents/guardians have the right to appeal the hearing officer decision to the board or the discipline appeal council.

Appeals to Superior Court (RCW 28A.645.010)

Any parent or student aggrieved by the school board or discipline appeal council's final decision, within thirty days after the rendition of such decision or order or of the failure to act upon the same when properly presented, may appeal the same to the superior court of the county in which the District or part thereof is situated, by filing with the secretary of the school board if the appeal is from board action or failure to act, otherwise with the proper school official, and filing with the clerk of the superior court, a notice of appeal which shall set forth in a clear and concise manner the errors complained of.

Re-admission Application Process

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which they have 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, they will submit the written application to the superintendent. The application will include:

- Reasons the student wants to return and why the request should be considered;
- Evidence which 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/guardian of the decision within seven (7) school days of the receipt of such application

Re-engagement Meeting and Plan

For any student who has been subjected to a long-term suspension or expulsion, the District will convene a re-engagement meeting with the student and their parent(s)/guardian(s) to discuss a plan to re-engage the student. The re-engagement meeting does not replace an appeal hearing to challenge the suspension or expulsion, nor does it replace a petition for readmission. Before convening a re-engagement meeting, the District will communicate with the student and parents to schedule the meeting time and location.

The re-engagement meeting must occur:

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

The District will collaborate with the student and parents to develop a culturally-sensitive and culturally responsive re-engagement plan tailored to the student's individual circumstances to support the student in successfully returning to school.

In developing a re-engagement plan the District must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and 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 re-engagement plan and provide a copy of the plan to the student and parents.

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.

A behavior agreement does not waive a student's opportunity to participate in a re-engagement meeting under WAC 392-400-710, or waive the opportunity to receive educational services as provided under WAC 392-400-610. The duration of a behavior agreement must not exceed the length of an academic term. The District is not precluded from administering discipline for behavioral violations that occur after the District enters into an agreement with the student and parents.

Exceptions for protecting victims

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

- **Teacher victim.** A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- **Student victim.** A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Management Resources: 2018 - August Issue

2016 - July Issue

2014 - August

Issue

Adoption Date: 07.03.17

Stanwood-Camano School

District Revised: 10.02.18

REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES 4210

It is a violation of district policy and state law for any person to carry 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.

Dangerous weapons include but are not limited to firearms, sling shots, sand clubs, metal knuckles, daggers, dirks, spring blade knives, nun-chu-ka sticks, throwing stars, air guns, stun guns, and devices intended to injure a person by an electric shock.

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:

- N. Persons engaged in military, law enforcement, or school district security activities;
- O. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- P. Persons competing in school authorized firearm or air gun competitions; and Q.

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:

- E. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- F. 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.

Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Cross References: Board Policy

Legal References: RCW 9.41.280

RCW 9A.16.020 RCW 9.91.160

RCW 28A.600.420 Management Resources:

3240 Student Conduct 3241 Corrective Actions or Punishment

Dangerous weapons on school grounds Use of force--when lawful Personal protection spray devices

Firearms on school premises, transportation, or facilities--Penalty – Exemptions Policy News,

October 1997 - Legislature also addresses “LAL” firearms

Adoption Date: 12.19.2000 Stanwood-Camano School District Revised: 12.03.13; 10.16.18

SEXUAL HARASSMENT

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

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” includes:

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

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

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

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

Retaliation and False allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

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

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3206 and Procedure 3206P.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. The sexual harassment policy and procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer, and parent handbook. Such notices will identify the district's Title IX Coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.

Cross References: Procedure 5011P Sexual Harassment Policy 3206 Sexual Harassment
(Students)

Procedure 3206P Sexual Harassment (Students)

Policy 5161 Civility in the Workplace

Policy 3210 Nondiscrimination (Students)

Policy 3421 Child Abuse, Neglect, and Exploitation
Prevention

Policy 5010 Nondiscrimination and Affirmative Action Policy 3207 Prohibition of
Harassment, Intimidation and Bullying

Policy 3211 Gender Inclusive Schools

Legal References: RCW 28A.640.020 Regulations, guidelines to eliminate discrimination – Scope – Sexual
harassment
policies

WAC 392-190-058 Sexual Harassment

20 U.S.C. § 1681-1688

Management Resources 2022 – June Policy Alert

2015 – July Policy Alert

2014 – December Issue

2010 – October Issue

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Stanwood-Camano School District

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