

# Lincoln Hill High School Student Handbook 2024-2025



7600 – 272<sup>nd</sup> Street, N.W.  
Stanwood, WA 98292  
Phone: (360) 629-1340  
Fax: (360) 629-1341  
Email: [lhinfo@stanwood.wednet.edu](mailto:lhinfo@stanwood.wednet.edu)  
Website: [lhh.stanwood.wednet.edu](http://lhh.stanwood.wednet.edu)

### **LINCOLN HILL HIGH SCHOOL STAFF**

Tod Klundt	Principal
Christy Thompson	Guidance Counselor
Kjersti Sundberg	Office Manager/Registrar
Rhonda Midthun	Secretary/Attendance
Brett Baugh	Math, Remote Learning Teacher
Ella Blackwood	Remote Learning Teacher
Kionte Brown	Special Education Teacher
Nate Christensen	Leadership/ Language Arts Teacher
Nick Clack	Elective, Art, Physical Education & Health Teacher
David Choe	History Teacher
Cindy Ray	Special Education Teacher
Alena Eldridge	Science Teacher
Carl Webster	Lincoln Academy PE Teacher
Stephanie Lightbody	Career & Technical Education Teacher

### **LINCOLN HILL/LINCOLN ACADEMY HEALTH ROOM SUPPORT STAFF**

Heather Schutza	Nurse/Church Creek Campus & Stanwood High School Campus
Lindsay Smith	Nurse/Stanwood High School Campus

### **STANWOOD HIGH SCHOOL ADMINISTRATIVE STAFF**

Michael Washington	Principal
Tom Wilfong	Assistant Principal
Corrie Gudgeon	Assistant Principal
Ross Short	Career & Technical Education Director
Lauren Amundson	Athletic Director

### **TO CONTACT A STAFF MEMBER**

E-Mail: All staff have e-mail and can be reached by addressing email with the first letter of their first name followed by their full last name and the ending as follows: Jon Doe would be [jdoe@stanwood.wednet.edu](mailto:jdoe@stanwood.wednet.edu). A full staff directory is available on our [website](#).

## Bell Schedules

Period	Regular Schedule (M, T, TH)	Wednesday	Period	Friday (Advisory/Assembly)
1	7:40 - 8:35	9:00 - 9:42	1	7:40 - 8:29
2	8:40 - 9:35	9:47 - 10:29	2	8:34 - 9:23
3	9:40 - 10:35	10:34 - 11:16	<b>Advisory / Assembly</b>	9:28 - 10:00
<b>Lunch</b>	10:40 - 11:10	11:19 - 11:49	3	10:05 - 10:54
4	11:15 - 12:10	11:54 - 12:36	<b>Lunch</b>	10:58 - 11:28
5	12:15 - 1:10	12:41 - 1:23	4	11:33 - 12:22
6	1:15 - 2:10	1:28 - 2:10	5	12:27 - 1:16
			6	1:21 - 2:10

Buses arrive around 7:35 a.m. and start leaving at 2:15 p.m.

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

All visitors should report to the Lincoln School Office to check-in.

## **MISSION STATEMENT**

Lincoln Hill High School offers a flexible learning environment providing students with opportunities to realize educational success.

## **OVERVIEW**

The Stanwood-Camano School District offers an invitational learning environment at Lincoln Hill High School. The purpose of LHHS is to help each individual student reach their full potential intellectually, emotionally, socially, academically and vocationally. Lincoln Hill High School reaches out to students who may struggle in their current educational setting or who require increased flexibility in their academic day.

Students interested in enrolling at Lincoln Hill High School must be eligible to attend schools in the Stanwood-Camano School District. In addition, candidates should follow the enrollment process, consult with their high school counselor, and meet with the LHHS administrator. The parent/guardian is encouraged to be involved during the enrollment process and to remain involved by supporting their student's academic efforts.

At present, Lincoln Hill High School offers three options.

1. We offer a "Remote" program, where students work independently at home with regular guidance of a teacher. The Remote Program is best suited for students who have a record of taking personal initiative and are highly motivated to learn and earn their credits toward their diploma. Students are required to meet with their teacher every week on their scheduled day and time. Students must maintain adequate progress in classes. Not making adequate progress will result in an Individualized Intervention Plan and may result in a different placement.
2. We also have a "Classroom" model that offers a more traditional schedule, where students attend classes Monday through Friday. Class sizes are generally smaller, and teachers strive to personalize each student's education as much as possible.

All Lincoln Hill High School students are held to the same general academic standards as other high school students throughout the state. Students need to prepare for and pass the state exit exam or a state approved alternative in order to earn a high school diploma. Students are also expected to maintain proper attendance as detailed in this manual.

## **LHHS Program Summary**

The school's main objective is to assist students make the most out of their education. Since we offer some contracted credits, some students choose to "catch up" on their credits at Lincoln Hill High School and return to Stanwood High School. Others may choose to complete their required course work at LHHS.

LHHS offers a supportive environment for academic progress. We are a community of learners reflecting a broad range of academic levels, lifestyle choices, and personality types. Teachers are concerned not only with academics but the development of the whole student. There is flexibility in time management and materials used, but the quality of learning and stress on academic success is not compromised. There is a multidisciplinary approach to much of the curriculum. Continual assessment of the individual student's academic and social progress is emphasized.

The school year is divided into eight sessions. Progress is measured at the end of each session. In order to meet academic goals, it is important that every student attend class regularly with the desire and capability to participate.

Successful students are those that are willing to become involved with the school and take responsibility for their own education. They must be willing to follow the rules and guidelines as well as work with the teachers in defining and achieving their own academic success. The following pages detail each of the four LHHS programs.

### **CLASSROOM PROGRAM DESCRIPTION**

The LHHS program offers a six period day, Monday through Friday. In addition to traditional classes, students may also take learning support classes where, with the help of a teacher, students work, study, and track their academic progress. They are held accountable for any contracted independent classes such as English, history, math, and science. Students may also complete independent elective classes.

#### **CREDIT:**

Students will have the opportunity to earn credit as course requirements are completed. Credits may be awarded by session or by semester. This will vary by teacher.

#### **PRODUCTIVITY:**

Students are required to maintain an acceptable level of productivity in class. Students will be reminded and prompted to focus on schoolwork during class. Students who refuse to attempt to complete work may be sent to the principal's office for a discussion.

Students maintaining satisfactory performance in half or less of their courses for a session will be placed on academic probation. Students on probation may be required to choose available options that will help them get back on track academically.

Satisfactory performance is defined as earning session credit in our "Classroom" program and / or by maintaining Satisfactory Monthly Progress in our "Remote" program.

#### **LATE WORK:**

Late work is accepted at the discretion of the individual classroom teacher. Deadlines to finish incomplete work are arranged by the individual teachers and students.

#### **STUDY SKILLS CLASS:**

In these classes, students may earn elective credit. Study Skills classes also may be used as an opportunity to retrieve credit. The option to retrieve credit is only available if satisfactory progress is being made in classes students are currently taking.

Students must follow classroom procedures for maintaining records of their completed assignments.

### **REMOTE LEARNING DESCRIPTION**

Students participating in the Lincoln Hill High School Remote Learning program fall under the Washington State guidelines for Alternative Learning Experiences. Students and teachers are required to have a written student learning plan, and to have a signed "Statement of Understanding" in their file. To be a successful student in the LHHS contract based or independent program, a student must be self-disciplined and focused on

academics. The independent student must be able to dedicate at least 30 hours to studies at home each week to be successful.

**HOURS:**

Students must complete a minimum of 30 hours a week of work in order to maintain “Satisfactory Progress”.

**APPOINTMENTS:**

Students are required to meet weekly with their teacher. Once established, weekly appointments must be attended by the student.

**PRODUCTIVITY GUIDELINES:**

Each month, students in the Independent Program will be considered “Satisfactory” if they make their appointments and complete the work agreed upon with their teacher. A student performing at an “Unsatisfactory” level for a session will be placed on an Individual Improvement Plan. If the student is unsuccessful for a second session he/she may be withdrawn from the program. They are expected to be making adequate progress during the week. They should be earning .5 credits every 3 weeks.

**HOLIDAYS:**

Students are not required to work during the two weeks of Winter break and the week of Spring break. Students are required to complete a full 30 hours of work all other weeks of the school year. If the appointment falls on the day of the holiday, the student is required to drop off work the first day after the break unless previously arranged with the instructor.

**SUBJECTS:**

Out of the 30 required hours, at least 20 must be completed in “Academic” subjects, such as English, history, health, math, and science. The remainder may be done in electives.

**ELECTIVES:**

Many electives are possible and we encourage students to advance learning in areas of interest. Topics range from art and mechanics to volunteerism and fiction. Teachers will work with you to outline the requirements of a particular topic and you are encouraged to provide suggestions. The instructor can provide alternate electives. At the discretion of your teacher, some electives may be required to be signed, upon completion, by a parent, guardian, or mentor before they will be accepted for credit.

**WEEKLY SHEETS:**

Students will record their hours on weekly records prior to their arrival unless the number of hours for a particular project is unclear or negotiable. For each subject, students will record the number of hours spent each day. Depending on the subject, hours may be based on time spent or earned in set increments based on tasks. Either way, students record these and provide a week-end tally for each subject, and a total for all subjects where provided. LHHS requires that students document 30 hours weekly to be a full-time student. Those students enrolled in Running Start or dually with SHS have a reduced hour requirement depending on the number of classes in which you are enrolled. Students must follow the terms of your independent contract.

**GRADES & LATE WORK:**

Grades will be earned and assigned as described on the course syllabi, or as arranged between the student and teacher. Incomplete coursework can be carried over into the next year, provided the student and teacher make arrangements to file their work, log sheets and/or contract in the “Incomplete Files”.

## **GENERAL INFORMATION FOR ALL STUDENTS:**

### **ENROLLMENT PROCEDURES:**

Students are required to submit an application and meet with the LHHS principal and/or counselor. Students transferring into LHHS will typically begin classes at LHHS at the beginning of one of the eight sessions.

### **GRADUATION CEREMONY:**

LHHS offers a graduation ceremony in June of each year. All students who meet the graduation requirements by the specified deadlines are entitled to participate in this memorable celebration of student achievement.

### **EXTRA-CURRICULAR ACTIVITIES:**

LHHS students are eligible to participate in SHS athletics and activities. In addition, LHHS students may attend events at Stanwood High School. LHHS students are under the same eligibility guidelines as SHS students for Extra-Curricular participation.

### **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 SHS or LHHS Main Office.

### **ASSEMBLIES:**

Assemblies are a regularly scheduled part of the day to promote a sense of community within the school, 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.

### **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.

### **CAFETERIA/COMMONS:**

The commons is the designated place to eat lunch. Students are responsible to clean up after themselves. Food and/or beverage consumption in the classroom has separate guidelines. Students are not to leave classrooms to purchase beverages or food.

### **CLOSED CAMPUS:**

Consistent with School Board Policy 3240P, LHHS 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:**

LHHS students are permitted to attend SHS under the same guidelines as SHS students. Those attending dances are expected to follow the school dress code and to dance appropriately. No inappropriate dancing, including but not limited to grinding, is allowed. Students unclear of the definition of "grinding" are responsible to ask for clarification prior to entering a dance. Anyone in violation of these expectations will be removed from the dance without warning or refund.

Permission may be obtained for guests to attend designated dances. Announcements will be placed in the bulletin when guest passes are available for a dance. The appropriate paperwork must be completed and submitted by the announced deadline in order for an administrator to review and approve or deny requests for guest passes. Students are not permitted to bring guests 21 years of age or older. Any alcohol/drug related involvement or other infractions of school rules at dances will result in school discipline and police notification. Remember that guests will be held to the same expectations as SHS students.

The following rules apply to Stanwood and Lincoln Hill High School students and guests attending school-sponsored dances:

1. Only face to face dancing
2. No obscene dancing (including, but not limited to: simulated sexual acts, freak dancing, sandwiching, lap dancing, mosh pits and no hands holding any part of another person's body that a swim suite would cover).

### **DIRECTORY INFORMATION & RECORDS:**

The following information may not 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.

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, call Lincoln Hill High School at 629-1340.

### **EMERGENCY DRILLS:**

LHHS 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 stay with their assigned teacher at the start of the drill. In the event of an emergency during lunch, or transition students are to find the teacher from the last class they attended at the evacuation destination. In the event of a drill or emergency before the students' first class, students should check in with their first teacher. Students and staff are expected to stay calm and quiet so that everyone can hear instructions from the person in charge of the emergency.

### **FINES/DAMAGE FINES:**

Fines are to be paid as soon as possible. In the case of financial hardship, arrangements can be made by contacting one of the administrators. 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.

### **GAMBLING:**

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

### **GRADES, CREDIT, AND GPA:**

Session reports serve as a continuous evaluation of the student's performance. Session reports will be available at the end of each session (approximately every 4 and a half weeks). 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. Guest speakers for classes must check in at either the Attendance Office or 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 and nurse's clinic, are to have a visible and identifiable hall pass.

### **HARASSMENT/ANTI-BULLYING STATEMENT:**

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](mailto: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](mailto: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](mailto: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](mailto: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**.

## 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](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto: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](mailto: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](mailto: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 10.

### **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. Lincoln Hill 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 (Technology and Electronic Resources and Internet Safety):**

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.

### **Acceptable Use Guidelines/Internet Safety Requirements**

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

### **Legal Requirements**

The Stanwood-Camano School District is committed to complying with applicable information security requirements and relevant information security standards and protocols. These requirements include, but are not limited to the following:

1. The Family Educational Rights and Privacy Act (FERPA)
2. Children's Internet Protection Act (CIPA)
3. Individuals with Disabilities Education Act (IDEA)
4. Children's Online Privacy Protection Act (COPPA)
5. Health Insurance Portability and Accountability Act (HIPPA)

### **Use of Personal Electronic Devices**

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

### **Network**

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

**Acceptable network use by district students and staff includes:**

- A. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research.
- B. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support education and research.
- C. The online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately.
- D. Staff use of the network for incidental personal use in accordance with all district policies and procedures.
- E. Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the district network understanding that the network policies and procedures for non-district hardware is followed which may include confirmation that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

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

- A. Personal gain, commercial solicitation and compensation of any kind.
- B. Actions that result in liability or cost incurred by the district.
- C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Technology Services Group.
- D. Support for or opposition to ballot measures, candidates and any other political activity.
- E. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools.
- F. Unauthorized access to other district computers, networks and information systems.
- G. Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks; Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing).
- H. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material.
- I. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.
- J. Accessing data, a server or an account for any purpose other than conducting official school business, even if you have authorized access, is prohibited.
- K. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate management should be consulted prior to export of any material that is in question.
- L. Revealing your account password to others or allowing use of your account by others. This includes family and other household members when staff is working at home or if a student is accessing classroom electronic resources outside of the school.
- M. Using a school district technology or electronic resource asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or harassment, intimidation or bullying policies.

- N. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the staff member or student is not an intended recipient or logging into a server or account that the staff member or student is not expressly authorized to access, unless these duties or activities are within the scope of regular duties or activities. For purposes of this section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes.
- O. Port scanning or security scanning is expressly prohibited unless prior notification to the Superintendent or Technology Director is made.
- P. Executing any form of network monitoring which will intercept data.
- Q. Circumventing user authentication or security of any host, network or account.
- R. Interfering with or denying service to any user (for example, denial of service attack).
- S. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/Intranet/Extranet.
- T. Providing information about, or lists of, Stanwood-Camano School District employees or students to parties outside the Stanwood-Camano School District.

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

### **INTERNET SAFETY**

#### **Personal Information and Inappropriate Content:**

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

#### **Filtering and Monitoring**

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

- A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites.
- B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content).
- C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes.



- D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices.
- E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district.
- F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.
- G. The district will provide a procedure for students and staff members to request access to internet websites blocked by the district's filtering software. A staff member or student may request access from the building principal who will contact the Technology Director. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request.

### **Personal Telecommunication and Electronic Devices**

Preserving a beneficial learning environment and assuring the safety and well being of all staff and students are primary concerns of the Board of Directors. To this end, inappropriate use of personal telecommunication and electronic devices shall be prohibited as described in this policy and its procedures.

The term "telecommunication and electronic devices" shall refer to, but not be limited to, devices which transmit a signal, receive a signal, create a sound or display visual media, capture photography digitally or conventionally, or capture sound digitally or conventionally, and which include, but are not limited to: computers, telephones (wired, cellular, wifi), fax machines, text messaging devices, digital cameras, video cameras, film cameras, portable gaming systems, or portable music players.

Students who engage in inappropriate use of personal telecommunication and electronic devices may be referred to law enforcement and shall be subject to disciplinary action including, but not limited to: losing the privilege to bring the device onto school property, confiscation of the device (which shall only be returned to the student's parent or guardian), and/or discipline/suspension/expulsion. The principal, his/her designee, and the classroom instructor will prohibit or limit the use of or confiscate electronic devices if used contrary to this policy and procedure.

Students are responsible for the safety and security of their personal telecommunication and electronic devices. The District assumes no responsibility in any circumstance for the loss/destruction/damage or theft of telecommunication and electronic devices. Inappropriate use of telecommunication and electronic devices includes, but is not limited to the following:

- A. Using telecommunication and electronic devices for texting, instant messaging, or conversation during class time unless expressly authorized by a school administrator or staff member.
- B. Using telecommunication and electronic devices in classrooms, locker rooms, restrooms, or other non-public areas of the building unless expressly authorized by a school administrator or staff member.
- C. Using telecommunication and electronic devices to take or produce photographs or recordings without the knowledge of the person or persons being photographed or recorded and without express authorization of a school administrator or staff member.
- D. Using telecommunication and electronic devices in a manner, which interferes with the educational environment, or to annoy or offend others.
- E. Using telecommunication and electronic devices to commit (or conspire to commit) or aid or abet an act of harassment, intimidation or bullying regardless of where initiated (i.e. at a residence, public place, or on school property) and when initiated (i.e. during school hours or outside school

hours) provided such use causes substantial disruption to the educational process or environment.

- F. Using telecommunication and electronic devices during any type of assessment unless expressly authorized by a certificated staff member.
- G. Using telecommunication and electronic devices in a way that violates other Board Policy.

### **Internet Safety Instruction**

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

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

### **Copyright**

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

### **Ownership of Work**

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

### **Network Security and Privacy**

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

- A. Passwords
  - a. Change passwords according to district guidelines.
  - b. Do not share passwords with anyone.
  - c. All passwords are to be treated as sensitive, confidential information.
  - d. Passwords should never be written down or stored on-line without encryption.
  - e. Do not reveal a password in email, chat, or other electronic communication.
  - f. Do not speak about a password in front of others.
  - g. Do not hint at the format of a password (e.g., "my family name").
  - h. Do not reveal a password on questionnaires or security forms.
  - i. If someone demands a password, refer them to this document and direct them to the

Technology Services Group.

- j. Always decline the use of the "Remember Password" feature of applications or Internet browsers (e.g., Safari, Chrome, Firefox).

#### B. Email Security

- a. All use of email must be consistent with Stanwood-Camano School District policies and procedures of ethical conduct, safety, compliance with applicable laws and proper business practices.
- b. School email accounts should be used primarily for school and educationally related purposes; personal communication is permitted on a limited basis, but non-related school district commercial uses are prohibited.
- c. Email that is identified as a record shall be retained according to the school district's Record Retention Schedule.
- d. The Stanwood-Camano School District's email system shall not be used for the creation or distribution of any disruptive or offensive messages, including offensive comments about age, creed, religion, race, color, national origin, sex, marital status, sexual orientation including gender expression or identity, honorably discharged veteran or military status, or the presence of any sensory, mental or physical disability. Students or staff who receive any emails with this content, should report the matter to their teacher or supervisor immediately.
- e. Users are prohibited from automatically forwarding email to a third party email system unless written permission is given by the Superintendent or Technology Director.
- f. Users are prohibited from using third-party email systems and storage servers such as Google, Yahoo, and MSN Hotmail, Live, iCloud, etc. to conduct school business, to create or memorialize any binding transactions, or to store or retain email on behalf of the school district. Such communications and transactions should be conducted through proper channels using Stanwood-Camano School District approved documentation.
- g. Using a reasonable amount of Stanwood-Camano School District resources for personal emails is acceptable, but non-work related email shall be saved in a separate folder from work related email. Sending chain letters or joke emails from a school district email account is prohibited.
- h. There is no expectation of privacy in anything that a staff or student stores, sends or receives on the company's email system.
- i. Stanwood-Camano School District may monitor messages without prior notice. Stanwood-Camano School District is not obliged to monitor email messages.
- j. Extreme caution must be used when opening email attachments received from unknown senders, which may contain malware, viruses etc.

#### **Workstation and Hardware Security**

To ensure that all sensitive/confidential materials are secure within the technology and electronic resources, staff and students must secure the technology or electronic resources they are using or assigned to.

- A. All workstations should be shut down and secure before leaving at the end of the school or workday.
- B. Laptops are to be locked away when not in use.
- C. If a staff member or student leaves his/her area, one should lock the screen or log off if leaving the computer. This is one of the top strategies to utilize when trying to reduce the risk of security breaches.
- D. Computer workstations must be locked when the workspace is unoccupied.

- E. Staff who are assigned laptops are responsible for the security of that hardware. The laptop must be either locked with a locking cable or locked away in a drawer.
- F. Lock away portable computing devices such as laptops and tablets when these devices are traveling outside of school district property.
- G. Do not leave portable computing devices in a school or personal vehicle.
- H. Printouts containing sensitive information should be immediately removed from the printer.
- I. Treat mass storage devices such as CD ROM, DVD or USB “flash” drives as sensitive and secure them in a locked drawer.
- J. Staff have the responsibility to promptly report the theft, loss or unauthorized disclosure of hardware or secure information.
- K. Passwords must not be left on sticky notes posted on or under a computer, nor may they be left written down in an accessible location.

#### Student Data is Confidential

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

#### **No Expectation of Privacy**

The district provides the network system, e-mail and Internet access as a tool for education and research in support of the district’s mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

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

For security and network maintenance purposes, authorized individuals within Stanwood-Camano School District may monitor equipment, systems and network traffic at any time. The school district reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

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

#### Archive and Backup

Backups are made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

#### **Disciplinary Action**

All users of the district’s technology and electronic resources are required to comply with the district’s policy and procedures and agree to abide by the provisions set forth in the Informed Consent Agreement Form for Students. Violation of any of the conditions of use explained in the district’s user agreement, Technology and Electronic Resources policy or in these procedures could be cause for disciplinary action,

including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

For school district staff, violation of the Stanwood-Camano School District's expectations for use of technology and electronic resources may be cause for disciplinary action up to, and including, termination and reporting to the Office of Superintendent of Public Instruction's Office of Professional Practices.

**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 administrator if extenuating circumstances exist.

**TEXTBOOK CHECKOUT:** Located in the LHHS office

- Students are required to have their student ID card to check out textbooks.
- Students are expected to treat their textbooks respectfully. Fines may be assessed for damages to books and/or bar codes.
- Books should be returned to the book room when you and your class are finished using them (i.e. end of assignment, end of semester, end of year).

**MAKE-UP WORK 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. Students may not make up work missed from unexcused absences.

**PHONES/PERSONAL ELECTRONIC DEVICES:**

The use of cell phones and other electronic devices is prohibited during class time. Any noise from these devices is considered disruptive to the school environment. Teachers will expect such devices to be silenced and put away during class time. Failure to comply with this will result in the device being brought up to the office to be picked up at the end of the day.

Office phones are available for student use when needed. Except in an emergency, students are not permitted to leave class to use the phone.

**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 on a district vehicle may be sufficient reason to discontinue 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 LHHS/SHS and must board the bus in the afternoon at LHHS/SHS. Students who ride the bus to school and then do not attend classes will be reported as truant and bus privileges will be questioned.

Students who need to ride a different bus or get off at a different stop must bring a note signed by a parent to the Attendance Office by lunch of the date the bus pass is needed. Bus passes will not be issued at the end of the school day.

**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 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 heellies) 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.

**STUDENT IDENTIFICATION (ID) CARDS/BADGES:**

All students will be issued an I.D. card in the fall. Students are to carry the card 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. Students will not be admitted into a dance or able to check out a library book without it.

**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.

1. Parking permits are free to LHHS Students.
2. Permits will be issued starting the last week of August.
3. When applying for their permit, the student must show proof of license, insurance, and register their car(s) to the permit.
4. Students must have their permit placed inside vehicle on the 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 may receive a ticket and risk possible loss of their parking privileges.
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 pass, they will be issued a temporary pass for 5 days. When the 5 days are complete, the student must secure a new permit from the office.
7. Common parking violations:
  - Not parking in a designated parking spot provided for student use (fire lane, Handicap spot, staff parking area, Church Creek Parking areas).
  - Parking in more than one spot, selling or giving away your permit, no permit.

**PARKING VIOLATIONS:**

1 <sup>st</sup> thru 5 <sup>th</sup> ticket:	\$20 parking ticket (Students will not be issued a warning ticket)
Beginning with 6 <sup>th</sup> ticket:	Referral to administrator for willful disobedience

All parking tickets must be paid before seniors will be allowed to participate in high school graduation his/her senior year. All tickets can be paid in the main office of Stanwood High School.

**TARDIES:**

Tardies are defined as arriving to class up to 5 minutes after the second bell rings. Arriving after 5 minutes constitutes an unexcused absence.

**TOBACCO:**

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

**TRAFFIC SAFETY EDUCATION:**

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 pick up an application.

## **Lincoln Hill High School Dress Code 2024-2025**

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 is 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.

Cross References: Board Policy 3220 Freedom of Expression

Legal References: RCW 28A.320.140 Schools with Special standards

WAC 180-40-215 Student Rights

180-40-225 School district rules defining misconduct

Adoption Date: 05.20.03

Stanwood-Camano School District



## **ATTENDANCE GUIDELINES**

### **ATTENDANCE:**

Regular attendance is vital to student success at LHHS. Excessive absences will make it difficult for students to learn, grow and attain credit.

### **CLASSROOM PROGRAM STUDENTS:**

Attendance in class has a direct correlation to achievement. Attendance letters will be sent home after 2, 5, 7 and 10 unexcused absences. The LHHS Attendance Officer will file a court petition after 7 unexcused absences in a month or 10 unexcused absences in a school year. Students withdrawn for attendance issues will be eligible to reapply for admission the following semester. Re-enrollment decisions will be made by the faculty and administration of LHHS and will be based on the student's commitment to improved attendance along with the behavior and productivity of the student while in school.

### **REMOTE LEARNING STUDENTS:**

Remote Learning students missing 2 appointments in a 4-week span or 4 appointments in one semester may be withdrawn from the program. Students may be given the opportunity to make up missed weekly appointments at the discretion of their teacher and in accordance with Washington State guidelines for ALE schools/programs. Students withdrawn for attendance issues will be eligible to reapply for admission the following semester. Readmission to the program will be determined by the student's instructor and the school principal.

## **SUSPENSIONS & EXPULSIONS**

"Suspension" shall mean a denial of attendance (other than for the balance of the immediate class period for "discipline" purposes) at any single subject or class, or at any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented or controlled by the school district.

"Short-Term Suspension" A short-term suspension shall mean a suspension for any portion of a calendar day up to and not exceeding ten consecutive school days. A short-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to WAC 392-400-225, subject to the following limitations or conditions, the prior informal conference procedures set forth in WAC 392-400-250, and the grievance procedures set forth in WAC 392-400-255:

1. The nature and circumstances of the violation must be considered and must reasonably warrant a short-term suspension and the length of the suspension imposed. This requirement does not preclude school districts (that is, the boards of directors of school districts) from establishing the nature and extent of the corrective actions and/or punishments, which, as a general rule, must be imposed as a consequence of proscribed misconduct. Such advance notice to students is advisable, and the imposition of such pre-established corrective action and/or punishment is permissible as long as (a) disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, and (b) short-term suspension is not established as the corrective action or punishment for a student's first time offense other than for offenses involving exceptional misconduct as defined in subsection (2) of this section.
2. As a general rule, no student shall be suspended for a short term unless another form of corrective action or punishment reasonably calculated to modify his or her conduct has previously been imposed upon the student as a consequence of misconduct of the same nature. A school district may, however, elect to adopt rules providing for the immediate resort to short-term suspension in cases involving exceptional misconduct as long as disciplinarians and hearing officers may grant exceptions in cases involving extenuating and/or exceptional

circumstances, notwithstanding the fact prior alternative corrective action or punishment has not been imposed upon the student(s) involved. For the purpose of this rule, "exceptional misconduct" means misconduct other than absenteeism which a school district has judged following consultation with an ad hoc citizens committee to (a) be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to short-term suspension, and/or (b) be so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to short-term suspension (for example, misconduct judged by a school district to be the same or of the same nature as a violation of the state's drug or controlled substances laws). The ad hoc citizens committee required by this section shall be composed of three or more persons chosen by the school district or the administrative designee(s) of the district, and shall be constituted with the intent and purpose of representing various socioeconomic, minority and majority populations of the school district to the extent deemed practical.

3. No student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be suspended by reason, in whole or part, of one or more unexcused absences unless the school district has first imposed an alternative corrective action or punishment reasonably calculated to modify his or her conduct and, in addition:
  - 3.1. Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact;
  - 3.2. Scheduled a conference or conferences with the parent(s), guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and
  - 3.3. Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and where possible, discussed with the student, parent(s), guardian(s) or custodial parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the causes(s) for the student's absence from school.
4. Grade five and above program- No student in the grade five and above program shall be subjected to short-term suspensions for more than a total of fifteen school days during any single semester or ten school days during any single trimester, as the case may be.
5. Any student subject to a short-term suspension shall be provided the opportunity upon his or her return to make up assignments and tests missed by reason of the short-term suspension if:
  - 5.1 Such assignments or tests have a substantial effect upon the student's semester or trimester grade or grades, or
  - 5.2. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.
6. Any student who has been suspended shall be allowed to make application for readmission at any time. Each school district board of directors shall adopt written rules, which provide for such an application for readmission and set forth the procedures to be followed.
7. Prior to the short-term suspension of any student a conference shall be conducted with the student as follows:
  - 7.1. An oral or written notice of the alleged misconduct and violation(s) of school district rules shall be provided to the student,
  - 7.2. An oral or written explanation of the evidence in support of the allegation(s) shall be provided to the student,
  - 7.3. An oral or written explanation of the corrective action or punishment which may be imposed shall be provided to the student, and
  - 7.4. The student shall be provided the opportunity to present his/her explanation.
8. In the event a short-term suspension is to exceed one calendar day the parent(s) or guardian(s) of the student

shall be notified of the reason for the student's suspension and the duration of the suspension orally and/or by letter deposited in the United States mail as soon as reasonably possible. The notice shall also inform the parent or guardian of the right to an informal conference pursuant to WAC 392-400-255 and that the suspension may possibly be reduced as a result of such conference.

9. All short-term suspensions and the reasons therefore shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the suspension.

“Long-Term Suspension” A suspension shall mean a suspension which exceeds a “short-term suspension” as defined above, but not in excess of one semester or trimester, during the same school year. Long-term suspension may be imposed upon a student for violation of district rules subject to the following limitation:

1. The nature and circumstances of the violation must be considered and must reasonably warrant a long-term suspension and the length of the suspension imposed. This requirement does not preclude school districts (that is, the boards of directors of school districts) from establishing the nature and extent of the corrective actions and/or punishments, which, as a general rule, must be imposed as a consequence of proscribed misconduct. Such advance notice to students is advisable, and the imposition of such pre-established corrective action and/or punishment is permissible as long as (a) disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, and (b) long-term suspension is not established as the corrective action or punishment for a student's first time offense other than for offenses involving exceptional misconduct as defined in subsection (2) of this section.
2. As a general rule, no student shall be suspended for a long term unless another form of corrective action or consequence of misconduct of the same nature. A school district may, however, elect to adopt rules providing for the immediate resort to long-term suspension in cases involving exceptional misconduct as long as disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, notwithstanding the fact prior alternative corrective action or punishment has not been imposed upon the student(s) involved. For the purpose of this rule, "exceptional misconduct" means misconduct other than absenteeism which a school district has judged following consultation with an ad hoc citizens committee to (a) be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to long-term suspension, and/or (b) be so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to long-term suspension (for example, misconduct judged by a school district to be the same or of the same nature as a violation of the state's drug or controlled substances laws). The ad hoc citizens committee required by this section shall be composed of three or more persons chosen by the school district or the administrative designee(s) of the district, and shall be constituted with the intent and purpose of representing various socioeconomic, minority and majority populations of the school district to the extent deemed practical.
3. No student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be suspended by reason, in whole or part, of one or more unexcused absences unless the school district has first imposed an alternative corrective action or punishment reasonably calculated to modify his or her conduct and, in addition:
  1. Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact;
  2. Scheduled a conference or conferences with the parent(s) or guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and
  3. Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and, where possible, discussed with the student, parent(s), guardian(s) or custodial

parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the cause(s) for the student's absence from school.

4. Kindergarten through grade four -- No student in grades kindergarten through four shall be subject to long-term suspension during any single semester or trimester, as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.
5. Grade five and above program -- No single long-term suspension shall be imposed upon a student in the grade five and above program in a manner which causes the student to lose academic grades or credit for in excess of one semester or trimester, as the case may be, during the same school year.
6. Any student who has been suspended shall be allowed to make application for readmission at any time. Each school district board of directors shall adopt written rules, which provide for such an application for readmission and set forth the procedures to be followed.
7. All long-term suspensions and the reasons therefore shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the suspension.

“Expulsion” is defined as follows: Denial of attendance at any single subject, or class or at any full schedule or subjects or classes for an indefinite period of time. It may also include a denial of admission or entry to real and personal property owned, leased, rented or controlled by the school district. A student may be expelled for violation of school district rules subject to the following limitations:

1. The nature and circumstances of the violation must reasonably warrant the harshness of expulsion.
2. No student shall be expelled unless other forms of corrective action or punishment reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed.
3. In addition to the alternative corrective action requirement of subsection (2) of this section, no student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be expelled by reason, in whole or part, of one or more unexcused absences unless the school district has also first:
  - 3.1. Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact;
  - 3.2. Scheduled a conference or conferences with the parent(s) or guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and
  - 3.3. Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and, where possible, discussed with the student, parent(s), guardian(s) or custodial parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the cause(s) for the student's absence from school.
4. Once a student has been expelled in compliance with this chapter the expulsion shall be brought to the attention of appropriate local and state authorities including, but not limited to, juvenile authorities acting pursuant to chapter 13.04 RCW in order that such authorities may address the student's educational needs.
5. Any student who has been expelled shall be allowed to make application for readmission at any time. Each school district board of directors shall adopt written rules, which provide for such an application for readmission and set forth the procedures to be followed.
6. All expulsions and the reasons therefore shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the expulsion.

“Emergency Removal” Notwithstanding any other provision of this chapter, a student may be removed immediately from a class, subject, or activity by a certificated teacher or an administrator and sent to the building principal or a designated school authority: Provided, That the teacher or administrator has good and sufficient reason to believe that

the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school. The removal from classes, subjects, or activities shall continue only until:

1. The danger or threat ceases, or
2. The principal or designated school authority acts to impose discipline, impose a short-term suspension, initiate a long-term suspension or an expulsion, or impose an emergency removal, pursuant to this chapter. The principal or school authority shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such meeting be delayed beyond the commencement of the next school day. Prior to or at the time any such student is returned to the class(es), subject(s), or activity(ies), the principal or school authority shall notify the teacher or administrator who removed the student, of the action, which has been taken or initiated.

### **Appeal Process (Please read section on Due Process)**

Parents and students may find it necessary to appeal discipline. Appeals should be based upon the facts of the case, mitigating circumstances or possible procedural or due process errors. Appealing a discipline finding simply because the party is looking for a reduction in a finding is not considered a basis for appeal. Parents and students may simply want to set up an appointment for clarification of findings and/or how the findings were made. If this is the case, parent and students should set up an appointment or call the administrator that made or processed the original findings.

The following is a procedural guideline for the appeals process.

1. Make contact with the appropriate administrator and set up an appointment for the appeal hearing. If there is a question of who the appropriate person is to hear the appeal, ask the administrator that heard the case and made the findings. A request for an appeal hearing is made within three business days from notification of the original findings.
2. At the appeals hearing, outline the basis for the appeal. Why are you appealing the original findings?
3. Outline and present written evidence that pertains to the facts of the case, any mitigating circumstances that were not presented in the original findings, or evidence to support procedural or due process errors.
4. In cases of mitigating circumstances, or possible procedural errors, written statements should be supplied to the Hearing Officer. In cases of mitigating circumstances, it is helpful to bring a written plan of action for consideration by the Appeals Hearing Officer regarding possible action on discipline measures.
5. Once the facts of the case are heard by the Appeals Hearing Officer and consideration is given to the facts or if further investigation is necessary, the appeals officer will notify the respective parties of the appeal findings. If necessary, the Hearing Officer will refer parties to the next step of the due process procedure. Appeal findings will be made available to all necessary individuals in a reasonable time. This notification time will be outlined in the appeals hearing.

Appeal Process • W.A.C. Reference List•

WAC 392-400-255 WAC 392-400-270 WAC 392-400-285 WAC 392-400-310

WAC 392-400-260 WAC 392-400-275 WAC 392-400-300 WAC 392-400-315

WAC 392-400-265 WAC 392-400-280 WAC 392-400-305 WAC 392-400-317

WAC 392-400-320

It is the policy of the Stanwood-Camano School Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Cross References: Policy 2161 Special Education and Related Services for Eligible Students  
 Policy 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References: RCW 9A.16.020 Use of force — When lawful  
 RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable  
 RCW 28A.150.300 Corporal Punishment Prohibited - Adoption of policy  
 RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.  
 RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Definitions. [as amended by SHB 1240]  
 RCW 70.96B.010 Definitions  
 Chapter 391-172A WAC Rules for the provision of special education  
 WAC 392-400-235 Discipline — Conditions and limitations

Management Resources: 2016 - March Issue  
 2015 - July Policy Alert  
 2013 - December Issue  
 2013 - July Issue  
 Policy News, December 2008 Use of Reasonable Force Policy

Adoption Date: 05.20.14  
 Stanwood-Camano School  
 District Revised: 12.15.15; 05.03.16; 05.17.16

**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 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.

## **DUE PROCESS RIGHTS OF STUDENTS:**

### **Grievance Procedure**

Any student, parent, or guardian who is aggrieved by the imposition of discipline shall have the right to an informal conference with the building principal or his or her designee for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. During such conference the student, parent, or guardian shall be subject to questioning by the building principal or his or her designee and shall be entitled to question school personnel involved in the matter being grieved. Subsequent to the building level grievance meeting, the student, parent, or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the superintendent of the district or his/her designee. If the grievance is not resolved, the student, parent, or guardian, upon two school business days' prior notice, shall have the right to present a written and/or oral grievance to the board of directors during the board's next regular meeting or to the school district disciplinary appeal council if the board has delegated its responsibility to hear and decide such grievances to the council pursuant to WAC 392-400-317. The board or council shall notify the student, parent, or guardian of its response to the grievance within ten school business days after the date of the meeting. The discipline action shall continue notwithstanding the implementation of the grievance procedure set forth in this section unless the principal or his or her designee elects to postpone such action.

### **Right to a Hearing**

A suspended or expelled student and his or her parent or guardian has the right to a hearing before the District Hearing Officer. The request for a hearing shall be directed to the suspending school official within three school business days after receipt of notification. If a hearing is requested the student and his or her parent(s) or legal guardian(s) have the right to:

1. Inspect the evidence.
2. Be represented by counsel.
3. Present evidence including the testimony of witnesses.
4. Challenge evidence presented by suspending official.
5. A timely written decision from the hearing officer.
6. Appeal the decision of the hearing officer to the Board of Directors within three school business days after the hearing.

### **Special Education Students**

The handicapped student is subject to the same treatment under Stanwood Public Schools' Statement of Rights and Responsibilities as the non-handicapped student with the modifications indicated below:

#### **A. Long-Term Suspension/Expulsion**

When considering the imposition of long-term suspension or expulsion for a handicapped student, which would constitute a significant change in placement, a group meeting must be held prior to imposing the action, which complies with the following criteria:

1. Persons to be present must include members of the district's multidisciplinary team who are:
  - 1.1. Knowledgeable about placement options
  - 1.2. Knowledgeable about the evaluation date
2. The purpose of the meeting will be to:
  - 2.1. Determine whether the behavior is the result of an inappropriate placement
  - 2.2. Determine whether the student's behavior is the result of an inappropriate placement.

2.3. Consider the sanction or action to be taken

3. If the behavior is not an element of, or related to, the handicapping condition, and is not the result of an inappropriate placement, the sanction can be imposed.
4. If the behavior is an element of, or related to, the handicapping condition or is the result of an inappropriate placement, a different placement or revised program must be considered and offered. If necessary, placement for evaluation purposes can be invoked.
5. Following the meeting, written notice will be provided to the parent, which provides inclusive information of the placement decision and the right to a hearing in accordance with state/federal rules and regulations.

**B. Emergency Removal**

If a handicapped student's behavior is such that his or her presence creates an immediate and continuing danger to the student, other students, school personnel or an immediate and continuing threat of substantial disruption of the educational process, the student may be sent home.

**C. Obligations to Student Pending Hearing**

- D. The District must continue providing educational services to the handicapped student if they have initiated a request for hearing.

**E. I.E.P. Discipline Plans**

Within the I.E.P. process, which includes a meeting of the parent, teacher and District representative who is qualified to provide or supervise special education services, a plan may be established for the handling of specific behavior in order to reach behavioral goals. This plan may include removal from school for specific amounts of time as part of the I.E.P. A new I.E.P. may be requested if either the parent or school personnel finds the plan is not satisfactory or in need of revisions.

## **District and Criminal Offenses**

All behaviors listed below are crimes under city, state or federal law. If students commit any of these crimes, or any other crime while in school, on school grounds, in school sponsored transportation or at a school sponsored event, they will be disciplined by the school district, law enforcement officials will be contacted and students may face criminal charges.

“Discipline” shall mean all forms of corrective action or punishment other than suspension and expulsion and shall include the exclusion of a student from a class by a teacher or administrator for a period of time not exceeding the balance of the immediate class period: Provided, that the student is in the custody of a school district employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or on behalf of a school district.

Absence or tardiness may affect the student grade only if the school has identified, pursuant to policy of the school district, that attendance will be a basis for grading in whole or in part.

Any discipline or punishment of a student must be administered fairly and for a good and just cause. Board Policy 3241 defines the relationship between the schools and local police agencies. In this policy it states that information regarding major violations of the law shall be communicated to the appropriate law enforcement agency. Exceptional misconduct includes the following:

- A. Possession or use of alcohol or any controlled substance not prescribed by a physician for such possessor or user, or purported controlled substance;
- B. Sale or delivery of alcohol or any controlled substance or purported controlled substance to another person;
- C. Possession of drug paraphernalia;
- D. Being under the influence of alcoholic beverages or illegal drugs;
- E. Use of tobacco products including lighters and matches;
- F. Falsely reporting a fire or bomb on school property;
- G. Belonging to a gang and knowingly engaging in gang activity;



- H. Possessing or displaying an instrument that is or appears to be a firearm;
- I. Possession, use of, displaying or transmission of a weapon or an object that can be reasonably considered a weapon;
- J. Commission of any criminal act classified as a felony or misdemeanor under the laws of the State of Washington;
- K. Assault/battery
- L. Fighting
- M. Harassment, intimidation, bullying;
- N. Other acts including:
  - i. Arson;
  - ii. Manufacture, purchase, sale, transfer, offer for sale, use, discharge, possession, transport or storage of any pyrotechnics, fireworks, explosives, improvised, devices, or components that are intended to be assembled into an explosive;
  - iii. Theft/burglary/robbery; and
  - iv. Gang intimidation.
- O. Cheating, alteration of records;
- P. Inappropriate use of technology; or
- Q. Lewd conduct.

The basic booklet outlines student rules or possible offenses on the one hand vs. student rights and possible sanctions on the other. Administrators normally have the flexibility to apply sanctions that vary in type and length, depending on the severity and number of the offense. In the above cases there is a standard minimum sanctioned as listed for occurrences on grounds or school-sponsored events.

### **Regulation of Dangerous Weapons on School Premises 4210**

It is a violation of the 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. Students who violate this policy are subject to district discipline policies, including the due process provisions regarding notification of parents. Students who violate the firearms provisions are subject to a minimum one calendar year expulsion. (To read the entire policy please click the following: [Stanwood-Camano School District #401 - 4000 Community Relations](#))

### **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**

### **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 teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  - 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 removal, 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 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 removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- "Parent" has the same meaning as 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 removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the District.
  - 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 parent and student.

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 interventionist 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 removals 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 removal:**

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 coursework 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 removal. 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 removal up to five (5) days, a school must provide at least the following:

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

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

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

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 removal, 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 removal.

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:

- The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- 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:
  - Make reasonable efforts to return the student to the student's regular educational setting as soon as possible; and
  - 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 re engagement 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 re engagement 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 re-engagement 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.



## Readmission

The District will allow any student who has been short-term suspended to make 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 the 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 re engagement 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 9.94A.030, including:
    - a. Any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    - b. Manslaughter;
    - c. Indecent liberties committed by forcible compulsion;
    - d. Kidnapping;
    - e. Arson;
    - f. Assault in the second degree;
    - g. Assault of a child in the second degree;
    - h. Robbery;
    - i. Drive-by shooting; and
    - j. Vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
  2. Any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  3. Inhaling toxic fumes in violation of chapter 9.47A 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 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
  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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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 re engagement 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.

### **Readmission**

Any student who has been long-term suspended will be allowed to make 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 removal.
4. **Conversion.** If the District converts an emergency removal to a suspension or expulsion, the District must:
  - a. Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
  - b. Provide the student and 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 removal.

**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 removal 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 student's 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 removal.
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 remove 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 removal; 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 removal 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 removal, 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 remove 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 removal 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 re engagement 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 re engagement 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.**
  - 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.
  - **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.
  - **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.
  - **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.
  - **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.
  - **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.
- **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.
  - **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 re engagement 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
  - l. For long-term suspensions or expulsions, notice of the opportunity to participate in a re engagement 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 re engagement plan.
2. **Time limit.** The principal or designee may petition to extend an expulsion only after the development of a re engagement 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 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.

## **Readmission 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 an 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

### **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 Board Policy 3206 and procedure, contact your school or district office or [click here](#) to access board policies.

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](mailto:cdelpozo@stanwood.wednet.edu)), or the Section 504/American Disabilities Act Coordinator, Robert Hascall ([rhascall@stanwood.wednet.edu](mailto: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](mailto:cdelpozo@stanwood.wednet.edu)), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall ([rhascall@stanwood.wednet.edu](mailto:rhascall@stanwood.wednet.edu)), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629- 1200.