Northshore School District

Rights & Responsibilities Handbook Concerning Student Conduct

ADMINISTRATIVE PROCEDURE **2026-2027**
NO. 3200P
Revised August 2026

Northshore School District

IMPORTANT PARENT AND/OR GUARDIAN SIGNATURE SHEET

Please sign and return this form to your child's school by October 16, 2026.

By signing and returning this page, you acknowledge that you have received and read the 2026-2027 Rights & Responsibilities Handbook Concerning Student Conduct. This booklet contains information regarding:

- Student Attendance (page #9)
- Harassment, Intimidation, and Bullying (page #9)
- Student Dress Code (page #13)
- Bus Rules (page #13)
- Delivery Services (page #15)
- Responsible Use of Technology (page #15)
- Procedures for Contesting Discipline (page #28)
- Due Process for Students with a 504 Plan or IEP (page #35)
- Considerations for Discipline and Student Support (page #35)
- Discipline Action Levels & Code of Conduct (page #38-44)

This form will be kept at your child's school.
The undersigned parent or guardian acknowledges receipt of all items listed above.

_____ _____
Parent or Guardian's Signature Date

To properly record that you have returned this sheet, please carefully complete the information below.

_____ _____
Student's Name Date

_____ _____
Student Signature Student Grade Level

ADMINISTRATIVE PROCEDURE
NO. 3200P

2026-2027 *STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK (R&R)*

Together, students, parents[1], teachers, staff and administrators share the responsibility in creating and sustaining an environment that enhances student achievement and well-being in the Northshore School District.

The Student Rights and Responsibilities (R&R) Handbook addresses:

- The rights and responsibilities of students
- Conduct which may require discipline
- Grade level considerations for consequences
- Responsibilities of administrators and teachers to implement discipline, such as evidenced based frameworks like Multi-Tiered Systems of Support (MTSS) that promotes student success and safety
- Administrative responsibilities for due process

Please read these Rights and Responsibilities and develop a thorough understanding of the details. By following the Rights and Responsibilities, you can help our school district become a safer and more supportive environment for the students and staff.

NSD Board Policies are available for review online at https://go.boarddocs.com/wa/nsd/Board.nsf/Public. Copies of this handbook are available at the Northshore School District Administrative Office, school offices and online at:

https://www.nsd.org/rights-responsibilities

Revised August 2026

[1] "Parents" as used throughout this document refers to parents and/or legal guardians

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SECTION A: PURPOSE

1. WHAT ARE THE RIGHTS AND RESPONSIBILITIES AND WHY ARE THEY NEEDED?

Northshore School District is committed to partnering with students and their families to provide an inclusive environment that is safe, supportive, and conducive to learning. To help promote and maintain that environment, the R&R:

- Specifies the rights and responsibilities of students;
- Provide guidance and instruction to help students resolve discipline problems in a manner that supports their development;
- Includes the student's parents or guardians at the earliest opportunity possible to support behavioral issues.
- Strive to ensure consistent application of discipline so that students from school to school will receive similar actions for similar behavioral violations;
- Assure the rights of students when discipline is administered;
- Describe conduct, which violates those rights and responsibilities.
- Determines when behavior, in or outside of school, has a direct impact on the educational process.

Discipline must be non-discriminatory, fair, age-appropriate and correspond to the severity of the student's misbehavior and discipline history. When considering responses to behavioral violations, the District strives to keep students in the classroom whenever possible. If discipline is imposed, students will receive due process that includes an opportunity to grieve or appeal the action. **Due process also includes privacy for the student responsible for the behavioral violation. School Administrators are required not to disclose disciplinary consequences as it may violate a student's due process.** Discipline must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so students are offered an opportunity to learn from their behavior and, where possible, offered an opportunity to continue to participate in the school community.

2. WHEN DO THESE RIGHTS AND RESPONSIBILITIES APPLY?

- On all campuses of the district at all times.
- While on the school bus or other District-sanctioned transportation
- At times and places where the principal or other school official or employee is supervising students.
- During school or District-related events including field trips, athletic functions, and other related activities.
- When students go to and from school, via Northshore School District Transportation. This also includes bus stops.
- When behavior, in or outside of school, has a direct impact on the education process

In loco parentis is a Latin legal doctrine meaning "in place of a parent," allowing schools and staff to exercise temporary, reasonable authority over students' safety, discipline, and supervision during school hours. Schools assume this custodial duty to protect children and maintain order, acting as agents who stand in for parents, rather than replacing them completely.

Additionally, the administration is authorized to impose discipline when a student's misconduct away from school has a direct effect on the general welfare of the school. This may include, but is not limited to, circumstances where misconduct affects other students or school staff; is directly connected to prior behavioral violations at school; carries over from conduct at school; or threatens to produce further behavioral violations at school.

Students who believe they have experienced discrimination, harassment, intimidation, hazing or bullying, may file a complaint directly with any school staff member or through safeschools.net*. Complaints can be filed anonymously. Complaint forms can be found at every school office or online at https://www.nsd.org/resources/support/harrasment-intimidation-and-bullying*online - http://1414.alert1.us; email - 1414@alert1.us ; phone or text to 855-521-2665

SECTION B: STUDENT AND PARENTS RIGHTS AND RESPONSIBILITIES

NSD believes that educating a student is a collaborative effort with the student and parent. To support this collaboration, we recognize that each party has rights and responsibilities. **The following identification of these rights and responsibilities is a general list to provide guidelines and is not intended to be comprehensive or all-inclusive.**

1. STUDENTS HAVE A RIGHT AND RESPONSIBILITY TO

STUDENTS have the **RIGHT** to **QUALITY EDUCATION**	**STUDENTS** have the **RESPONSIBILITY** to
● Receive high quality instruction that is comprehensible and appropriate to my level of academic development. ● Be expected to achieve at high levels. ● Administrators who will: ○ Model appropriate behavior and expect appropriate behavior from students and teachers ○ Hold students and teachers accountable for student learning	● Be prepared to participate in class and complete assignments. Strive for academic growth and for my personal best. ● Participate fully in the classroom, curriculum and learning process during the entire class period. ● Conduct myself in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, while using online resources and in the classroom, so as not to interfere with the rights of other students to learn. ● Attend school daily according to the District's adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments. ● Make up work resulting from an absence.
STUDENTS have the **RIGHT** to **PHYSICAL** and **EMOTIONAL SAFETY**	**STUDENTS** have the **RESPONSIBILITY** to
● Learn in a safe and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination and verbal or physical threats and abuse. ● Confidentiality when speaking with adults or staff on school property, within limits of state and federal laws. ● Due process of law. ● Be free from harassment, intimidation, and bullying, including discriminatory and sexual harassment and violence in the form of hazing and intimidation. ● Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/incidents must be reported to school administration immediately. ● Administrators who will: ○ Expect parents to be collaborative partners regarding student discipline and achievements ○ Make decisions regarding removing students and/or staff for safety reasons	● Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, intimidation, and bullying. ● Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors. ● Contribute to a safe and orderly environment that is conducive to learning. ● Display behavior that does not compromise the safety of myself, other students and/or staff. ● Follow the expectations outlined in the Rights and Responsibilities and school handbooks adopted by the District and the school. Protect and take care of the District's property. Abide by the District's policies and procedures. ● Assist the school staff by contributing to safe behaviors at school and help to maintain the safety and cleanliness of the school environment. ● Use technology devices and services only for education purposes and take care of my assigned technology items.
STUDENTS have the **RIGHT** to **EQUITY**	**STUDENTS** have the **RESPONSIBILITY** to
● Be taught in ways that are responsive to students' racial, ethnic, linguistic, and cultural backgrounds. ● Receive appropriate accommodations to meet individual needs, consistent with state and federal law (see Parent and Student Rights Procedural Safeguards). ● Be treated with respect, as unique individuals with differing needs and learning styles and in a manner that encourages personal and academic growth. ● Be treated in a fair and equitable manner by all staff. ● Have school rules that are enforced in a consistent, fair and equitable manner.	● Make positive contributions to an environment that allows fellow students to have equitable access to educational opportunities. ● Affirm and appreciate the range of differences we each bring to school. ● Recognize that we all learn differently and need different kinds of support to do our best.

● Access to non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents. ● Administrators who will: ○ Discipline students in accordance with fair and equitable practice as outlined in the R&R ○ Consistently and accurately report behavioral violations and discipline consequences for students into the student record keeping system.	
STUDENTS have the **RIGHT** to **STUDENT VOICE** and **EXPRESSION**	**STUDENTS** have the **RESPONSIBILITY** to
● Express their ideas and perspectives on issues and topics relevant to their education, including school policies and procedures. ● Dress in ways that express my identity and personality within the bounds of the school dress code.	● Read and ask questions to understand the information in the Student Rights and Responsibilities Handbook (R&R) and individual school handbooks. ● Dress in ways that do not (1) violate the school dress code adopted in this Rights and Responsibilities Handbook, or (2) not disrupt or interfere with the educational process which includes the health, safety, and emotional well- being of all students, or (3) contribute to a hostile or intimidating atmosphere for students. (See School Dress Code for what "Students May Wear")

2. PARENTS AND GUARDIANS HAVE A RIGHT AND RESPONSIBILITY TO

PARENTS AND GUARDIANS HAVE A RIGHT TO	PARENTS AND GUARDIANS HAVE THE RESPONSIBILITY TO
● Receive official reports of the student's academic progress, attendance and behavior ● Request and be granted conferences with teachers, counselors and/or the principal ● Receive explanations from school staff about their students' grades and procedures ● Receive explanations from administrative staff regarding discipline ● Access and review school records pertaining to their student ● Have access to a copy of this handbook (R&R) ● Receive notification as soon as reasonably possible any time a student receives discipline which excludes the student from the classroom (including suspensions) ● Request an interpreter or translator at any step of the disciplinary process ● Grieve or appeal all discipline related to their student ● Non-instructional interpretation services when communicating with the school and translated copies of certain school forms and documents ● Direct their student's education, upbringing and moral or religious training ● Make healthcare decisions for the minor child, consistent with applicable law ● Express appropriately their ideas and perspectives on issues and topics relevant to their students' education, including school policies and procedures ● Be treated in a manner that is respectful of and responsive to their cultural heritage	● Communicate and collaborate with teachers to support student achievement ● Attempt to participate and be active at their student's school ● Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student conduct problems ● Provide supervision of the student's health and physical and emotional well-being and assume responsibility for the student's timely regular attendance ● Provide supervision for their students on school grounds (this includes the playground, covered play areas, outdoor walkways, and all buildings) after school hours while teachers and staff are completing their workday (i.e. Wednesday early release) ● Provide care and supervision for any district technology equipment assigned to or used by students outside of school, including assigned computing devices. Report damage or loss immediately ● Adhere to and ensure student compliance of before and after school hours for students on campus, which include student drop-off and pick-up times as determined at each individual campus ● Promptly notify the school within 48 hours when their student's absence or tardiness should be excused. ● Ensure student compliance with school and district policies and regulations ● Read and ask questions to understand the information in the R&R ● Reinforce the importance of students' adherence to values and behaviors described in the R&R

3. GETTING HELP AND HELPING OTHERS

SCHOOL RELATED PROBLEMS OR PERSONAL CONCERNS

All school staff know how important it is for students to feel comfortable asking for help when it is needed. Problems of discipline, security, vandalism, personal safety, and well-being are considered very serious.

CONSIDER TAKING THESE STEPS:

STEP 1: Tell a trusted staff member about your situation and/or arrange to speak with a counselor or administrator right away. Tell the staff member or administrator exactly what happened. What you experienced or what you observed happening to someone else. It's important to share what is making you feel unsafe, uncomfortable, or worried. Every effort will be made to keep the information and identity of individuals confidential when a report is made.

STEP 2: Tell your parents/guardians about the concerns, so they are aware that you have taken steps to address them. You may also share the information with a parent and ask them to speak with an administrator.

STEP 3: If you want help when you face a similar concern or challenge in the future, arrange to speak with a counselor who can help you develop skills to deal with the issue in a way that works for you.

SECTION C: GENERAL INFORMATION

1. DISCRIMINATORY HARASSMENT AND NONDISCRIMINATION (POLICY 3210)

Our School District Stands Against Discrimination.

Discrimination in Washington public schools on the basis of race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.

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.

You can review the District's Nondiscrimination Policy [3210] and Procedure [3210P], Non-Discrimination Website.

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit Sexual Harassment Website.

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. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:
Civil Rights and ADA Coordinator for Staff
Jerred Kelly: 3330 Monte Villa Parkway, Bothell, WA 98021-8972, Ph: 425-408-7622 or 7604, TitleIXOfficer@nsd.org

Title IX Coordinator
Jerred Kelly: 3330 Monte Villa Parkway, Bothell, WA 98021-8972, Ph: 425-408-7622 or 7604, TitleIXOfficer@nsd.org

The Northshore School District shall provide equal educational opportunity and treatment for all students in all aspects of the District's academic, activities, or employment programs without discrimination. In addition, the District provides equal access to the Boy Scouts and other designated youth groups in its programs and activities.

Section 504 and ADA Coordinator for Students
LaTisha Joseph: 3330 Monte Villa Parkway, Bothell, WA 98021-8972, Ph:425-408-7632, ljoseph@nsd.org

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator
Dr. Ayva Thomas: 3330 Monte Villa Parkway, Bothell, WA 98021-8972, Ph: 425-408-7722, athomas2@nsd.org

Any Northshore School District staff and community member have the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. The above-listed employees have been designated to handle questions and complaints of alleged unlawful discrimination. To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?
The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.
When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?
If you do not agree with the outcome of your complaint, you may appeal the decision to the Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?
Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. 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 address your concerns.

Who else can help with HIB or Discrimination Concerns?

- Office of Superintendent of Public Instruction (OSPI)
  - All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.
- OSPI School Safety Center (For questions about harassment, intimidation, and bullying)
  - Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
  - Email: schoolsafety@k12.wa.us**,** Phone: 360-725-6068
- OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)
  - Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
  - Email: equity@k12.wa.us**,** Phone: 360-725-6162
- Washington State Governor's Office of the Education Ombuds (OEO)
  The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.
  - Website: www.oeo.wa.gov, Email: oeoinfo@gov.wa.gov Phone: 1-866-297-2597
  - U.S. Department of Education, Office for Civil Rights (OCR)

  The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.
  - Website: https://www2.ed.gov/about/offices/list/ocr/index.html, Email: ocr@ed.gov Phone: 800-421-3481

2. SCHOOL SAFETY AND SECURITY SERVICES (POLICY 4311)

Northshore School District Safety & Security Personnel: "Safety and Security Staff" means a school security officer, a campus security officer, a campus supervisor, and any other commissioned or non-commissioned employee or contractor whose primary job duty is to provide safety and security services for a public school. Those employed in the above positions should focus activities on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system and shall work within the standards set forth in NSD Board Policy 4311/4311P.

3. STUDENT ATTENDANCE (POLICY 3122)

Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Valid excuses for absences are outlined in Policy 3122. A Parent/Guardian should notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school. The call, note, or email must address the date/time and reason for the absence. Excused absences shall not be permitted if deemed to cause a serious adverse effect upon the student's educational progress unless the student is physically or mentally unable to attend school and the parent has provided documentation of the student's inability to attend. WAC 392-401-020. A student may not be suspended or expelled for absences or tardiness.

4. HARASSMENT, INTIMIDATION, AND BULLYING (POLICY 3207)

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. To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit **Non-Discrimination Website.**

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- 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.
- Has the effect of substantially disrupting the orderly operation of the school."

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

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 (click here for the reporting form) but reports about HIB can be made in writing or verbally(written reports can be made in your home language; please ask your school or district for support with translation). 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 that supports prevention and response to HIB:
LaTisha Joseph, 425-408-7632, **ljoseph@nsd.org**

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?
The HIB investigation begins if you submit the HIB Incident Report Form [link], and the incident meets the definition of HIB toward a student. 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 steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?
For the student designated as the "targeted student" in a complaint:
If you disagree with the school district's decision, you may appeal the decision. To appeal, send a written request asking the superintendent/designee to review the investigation. They will send you a written decision.

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 (consequences) that come from the HIB investigation findings.

What information may I have about other students?
Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district's HIB Policy [**3207**] and Procedure [**3207P**].

How do I make a HIB complaint about a staff member?
This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff

member's behavior, ask your school for information on how to report it.

Who else can help with HIB or Discrimination Concerns?

- Office of Superintendent of Public Instruction (OSPI)
  - All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.
- OSPI School Safety Center (For questions about harassment, intimidation, and bullying)
  - Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
  - Email: **schoolsafety@k12.wa.us** Phone: 360-725-6068
- OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)
  - Website: **ospi.k12.wa.us/policy-funding/equity-and-civil-rights**
  - Email: **equity@k12.wa.us** Phone: 360-725-6162
- Washington State Governor's Office of the Education Ombuds (OEO)
  - The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.
    - Website: **www.oeo.wa.gov** Email: **oeoinfo@gov.wa.gov** Phone: 1-866-297-2597
- U.S. Department of Education, Office for Civil Rights (OCR)
  - The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.
    - Website: **https://www2.ed.gov/about/offices/list/ocr/index.html**
    - Email: **ocr@ed.gov** Phone: 800-421-3481

5. GENDER INCLUSIVE SCHOOLS (POLICY 3211 AND PROCEDURE 3211P)

Our Schools are Gender-Inclusive

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity as stipulated by OSPI. This policy and its procedure will support that effort by facilitating district compliance with local, state, and federal laws concerning harassment, intimidation, bullying, and discrimination.

In Washington, all students have the right to be treated consistent with their gender identity at school. Our schools 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
- Create an inclusive, respectful environment and 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**]. For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see our Gender Inclusive Schools Website. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Dr. Ayva Thomas athomas2@nsd.org, 425-408-7722.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint. If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI. Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

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

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

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

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints Email: OLA@k12.wa.us

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

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

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

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

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

- Website: www.ed.gov/ Email: ocr@ed.gov Phone: 800-421-3481

6. STUDENT DRESS CODE (3224)

The student's attire is primarily the responsibility of the parents or legal guardians. The Northshore School District is responsible for assuring that student attire does not disrupt or interfere with the educational process which includes the health, safety, and emotional well-being of all students. Student attire should not contribute to any hostile or intimidating atmosphere for students.

Students May Wear:	**Students May <u>Not</u> Wear Clothing With:**
● Religious headwear ○ Other headwear[2] must allow the face to be fully visible to school staff ● Fitted[3] pants, including leggings, yoga pants and "skinny jeans" ● Pajamas ● Ripped or distressed jeans/shorts that do not expose underwear ● Shirts with strap(s) ● Sunglasses (can be worn outside). Special approval is needed to wear sunglasses in the classroom setting for medical purposes. 	● Violent language or images ● Images or language that encourages the use of alcohol, tobacco, vaping, or the use of any other drugs ● Images or language that depicts illegal activity or that creates a hostile environment, such as images or language that are reasonably expected to intimidate others on the basis of protected categories including, but not limited to age, sex, marital status, sexual orientation including gender expression or identity, race, creed, religion, color, national origin, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability (e.g. swastikas, the Confederate flag) ● Hate speech, gang/hate group affiliation, profanity, or pornography ● Bathing suits tops, tube tops, no straps, or sports bras (unless worn underneath another approved article of clothing) ● Visible underwear or boxers ● Masks and headwear that conceal the face (except for religious, medical, and/or health related purposes, or when directed by state, county, or district officials) ● Dangerous or sharp objects that could be used as a weapon, spikes, etc.

[2] Headwear is approved to be worn on campus during the school day unless it is a safety issue. Headwear includes, but is not limited to, hats, visors, bonnets, hoodies, etc. In all circumstances, teachers should attempt to accommodate students who choose to put on headwear.[3] The term "fitted" can best be described as form fitting garments that contour the body while providing coverage at the same time.

7. BUS RULES

Bus rules shall be posted at the front of each school bus and be distributed (available online) and reviewed by students at least annually at the beginning of the school year (Policy 8123P). Students will be respectful, responsible, and inclusive by following the directions of adults, taking their turn to get on/off the bus, being polite, walking and moving carefully, using the sidewalks, waiting behind the yellow safety line on the curb and being aware of other's needs, space, and belongings. ***<u>Remember: if you see something, say something</u>***. Cell phones may be used with bus driver's approval to listen to appropriate audio content if ear buds are used, and the phone is securely put away. Violations on the bus will be addressed by transportation and communicated to school administration when needed. In the event of a manifestation determination hearing involving a student with a 504 Plan or an IEP, the bus operator involved will make necessary arrangements to attend this meeting.

All students will receive corrective discipline for their first violations which includes a courtesy letter that will be sent to the student's family and administrator. Students that continue to have unsafe behavior on the bus may be denied riding privileges on the bus.

Consequences for students with unsafe behavior on the bus will potentially result in the following violations:

- Verbal (Bus Driver speaks to student)
- Courtesy letter sent home, to school, and parents will be contacted.
- A safety violation (recurring behavior) parents and school are given the paperwork outlining the violation.
- Transportation will work with administrators for student's removal off the bus and loss of riding privileges. Transportation will notify parents.

Exceptional misconduct can cause immediate loss of ridership privileges.

8. **E-BIKES AND MOTORIZED MODES OF TRANSPORTATON:** The Northshore School District encourages people to enjoy safe and responsible ways of getting to and from school. To keep everyone safe, please follow these guidelines:

- **Protect yourself.** Helmets are required by law for all who ride bikes, scooters, or motorcycles. Your safety matters!
- **Dismount when you arrive on campus.**
- **Lock up your ride.** Use bike racks.
- **Stay off tracks and fields.** Bikes, scooters, skateboards, and other wheeled devices are not permitted on the track, field, or inside school buildings at any time.
- **Charging.** For safety reasons, charging e-bikes or e-scooters, or storing batteries, on school property is not allowed.

The Difference Between E-Bikes and E-Motorcycles

E-Motorcycles:

- Have no moving pedals; Are not street legal without lights, mirrors, turn signals, and more.
- Are illegal on sidewalks; must follow all vehicular traffic laws.
- Must be registered with the state (have license plates) and insured.
- Operated by licensed drivers only; Riders must wear helmets.

E-Bikes:

- Have an electric motor that assists with pedaling or propels without pedaling.
- Riders must wear helmets.
- No driver's license, registration or insurance required.
- Class 1: Pedal-assisted only. Max speed 20 mph.
- Class 2: Pedal-assisted and motor-propelled. Max speed 20 mph.
- Class 1 & 2 allowed on bike paths, bike lanes, sidewalks, and some trails
- Class 3: Pedal-assisted only. Max speed 28 mph. Not allowed on shared-use paths, sidewalks, or non-motorized trails. Riders must be 16+.

9. **STUDENTS USE OF PERSONAL MOBILE DEVICES (PROCEDURE 3245P)**

Internet-enabled devices can be tools for learning. To help students acquire skills that help them use these devices effectively, students are assigned a district-provided device to use in the context of their education. Students should use only these approved and supported devices throughout the school day for educational purposes. Except where noted later in this document, students are prohibited from using personal devices at school.

Personal mobile devices include, but are not limited to:

• Mobile cellular phones • Smart Watches • Smart glasses or goggles • Laptops or tablets	• Portable gaming devices • Digital cameras • Music players • GPS trackers with communication capabilities

Grades PreK - 8: Personal Devices Off and Away

Students in grades PreK-8 will not be permitted to use personal devices during the school day. Families are encouraged to keep all personal devices at home, rather than sending them to school with students. However, should a student bring a device to school for reasons other than an approved accommodation:

- Personal devices must be turned OFF at all times during the school day. Use of devices before and after school is at the discretion of the adult director of that activity or program.
- Personal devices must be stored, as determined by the school leadership team, in a locker or cubby, schoolbag or backpack (not on the student or in student pockets). However, schools are not responsible for theft or loss of personal devices.
- Use of personal devices on buses will be consistent with the Student Rights and Responsibilities Handbook and at the discretion of district staff riding or driving the bus.

Grades 9–12: Limited Use of Personal Devices During Non-Instructional Time

Families are encouraged to keep all personal devices at home, rather than sending them to school with students. However, should a student bring a device to school for reasons other than an approved accommodation:

- Students will store devices in a designated area as determined by the school's leadership team, during instructional time, such as a phone caddy, locker, bag, sealed envelope, backpack etc.
- Students will set their phones and mobile devices to airplane mode or silent or turn them off completely to avoid audible notifications and interruptions.
- While schools will limit use of personal devices, school leadership teams will determine parameters for students to use devices during passing time, lunch or nutrition breaks, and before and after school. All use of personal devices must comply with related Administrative Procedures and expectations regarding responsible use of technology.
- Students will not take personal devices into the bathrooms. Devices must be left in the classroom storage system while students are on bathroom breaks or stored securely in lockers or backpacks.
- Use of personal devices on buses will be consistent with the Student Rights and Responsibilities Handbook and at the discretion of district staff riding or driving the bus.

10. DELIVERY SERVICES

Delivery services such as but not limited to Uber Eats, Door Dash, Grubhub and Amazon are prohibited from delivering any items to students during school hours. Only parents and immediate family members listed in the school's records may deliver food, which must be brought to the main office. This is to ensure school security and minimize disruptions to the school day. Any items delivered by outside services will be held and picked up at the end of the school day after parents have been contacted. Students who allow outside service deliveries by opening doors will face disciplinary action due to security concerns. For further inquiries, please reach out to your student's grade level administrator.

11. RESPONSIBLE USE OF TECHNOLOGY (POLICY 2022 AND PROCEDURE 2022P)

Northshore students are expected to recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and will act and model in ways that are safe, legal and ethical. Annually, students will receive grade level appropriate instruction on digital citizenship and internet safety educating them about appropriate online behavior, using devices at school, interacting with other individuals on web-based services, cyber-bullying awareness and response, and other relevant topics.

Responsible use by students shall include, but not limited to, the following:

- Completion of assignments and creation of original materials using digital resources which are in support of educational activities;
- Communication with staff and educational content experts using District-provided accounts and services such as email, collaboration platforms, and learning management systems such as Schoology or Seesaw;
- Use of district computing devices and network resources for educational purposes only;
- Protection of personal information and passwords, including keeping account information private;
- Notifying appropriate campus or district officials of inappropriate behavior, vandalism, vulnerabilities, risks and breaches of NSD services. If the student is uncertain whether an activity is permitted or appropriate, they will ask a teacher/administrator before engaging in that activity, and;
- Care of district technologies and prompt reporting of any damage or technical issues with any computing devices

Use of Artificial Intelligence:

- When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines as well as additional guidance provided by their classroom teacher:
- Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. Generative AI tools should only be used for school-related creative work (e.g., to generate text or other creative works) when given approval or guidance from the classroom teacher
- Students should understand the limitations of AI and recognize that it is not a substitute for critical thinking, creativity, and problem-solving skills
- Students should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI
- Students should not share any personally identifiable information (PII) with AI technologies, including name, birth date, address, or other financial or confidential information. The use of AI should be done in a way that protects PII
- Students should use information and media literacy skills to check sources and find independent facts to confirm AI-generated content. AI has been known to create inaccurate information and can be used to create misinformation and disinformation
- When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique
- When unsure whether the use of AI is appropriate for a particular assignment or project, students should seek guidance from their teacher

Care of Assigned Technology:

- Northshore students are expected to exercise good judgment in the care of any district-assigned technology. If a device is lost, damaged, or permanently defaced in some way, fines may be imposed. Northshore offers a Device Protection Plan (DPP) that can insure against fines. DPP and fine information and procedures for paying for DPP and fines can be found on the district website
- Students will:
    - Report damage and/or device malfunction to school staff in a timely manner;
    - Protect the device from exposure to food and liquids, whether while storing, transporting, or using the device;
    - Avoid storing materials within the closed device, such as papers, pens, or paperclips;
    - Secure devices that are not in use;
    - Maintain the device by leaving intact all district labels, rubber bumpers, keys, and buttons, and by not decorating the device with markings or stickers;
    - Avoid leaving technology unattended or visible in a parked vehicle or other vulnerable location;
    - Keep track of accessories such as the power cable and bag;
    - Bring the device to school each day fully charged and ready for learning

Filtering and Monitoring:

- Staff have the ability and responsibility to monitor and adjust student access to web content. The District employs several services that allow staff to view student internet history and searches and to control the content a student views within the context of a learning experience. Any attempts by students to defeat or bypass the District's internet filter or conceal internet activity are prohibited and may result in disciplinary action and loss of access to devices and network resources

Expectation of Privacy:

- The district provides the network system, email and online services as tools for education 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:
- Student files both local and in the cloud;
- Student web browsing history and search history, including blocked content;
- Email and other electronic communications;
- Digital interactions with other students and staff
- Users of the District's network should not 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.

- Network Security and Safety:
- Passwords are the first level of security for a user's account. Students are responsible for all activity on their account, must not share their account password, must not use the account of other users, and must exercise responsible password management.
- Students should not reveal personal information, including a home address and phone number on websites, blogs, videos, social networking sites, wikis, learning management systems, or as content on any other electronic medium;
- Students should not share their passwords, nor write them down in a public place;
- Students should not reveal personal information about another person on any digital service; and
- If students encounter dangerous or inappropriate information or messages, they should notify their teacher or school administrator
- Students and Families can refer to School Board Procedure 2022P for more details on expectations for responsible use

12. HAZING

Hazing is any intentional, knowing, or reckless act when: (1) the act was committed in connection with an initiation into, an affiliation with, or a maintenance of membership in any organization that is affiliated with the school and (2) the act involves a substantial risk of potential physical injury, mental harm, or personal degradation.

Hazing activities include but are not limited to the following:

- Use of alcohol/drugs during new member activities;
- Striking another person whether by use of any object or one's body;
- Creation of excessive fatigue;
- Physical and/or psychological shock;
- Activities that adversely affect another student's long-term mental and physical health;
- Morally degrading or humiliating games or activities that create a risk of bodily, emotional or mental harm
- Any hazing activity will be determined as Harassment, Intimidation and Bullying and appropriate discipline will be administered

13. VIOLENCE FREE ENVIRONMENT (POLICY 4316)

The Northshore School District is committed to maintaining a school and work environment that is free from acts and/or threats of violence. In order to fully realize the benefit from the education and related services provided at school, every student, staff member, parent/guardian, and patron needs to feel safe and secure; feeling safe is an essential necessity for each individual to be fully productive as they conduct district related business. Any form of violence (including domestic violence) and/or threat of violence at school, or at a school or district activity, or related to district business, erodes the atmosphere of safety.

Any conduct, regardless of the source, that threatens a person's security and safety will not be tolerated. Abusive or suggestive language will not be tolerated even if it does not create a threatening atmosphere or lead to a threat. The board, administration, and building staff are committed to supporting employees and students confronted with threatening behavior or actual violence, whether the threatening behavior or violence is coming from staff or student or from patrons, a parent or guardian, another adult, or a student- aged individual who is a non-student.

Students and staff are required to treat all individuals with whom they come in contact in a respectful manner and expect to be treated the same in return. For clarification purposes, a "threat" is any statement (oral or written) that can be reasonably interpreted as being intimidating in tone, content, or language or which places a person or a person's personal property in reasonable apprehension of harm. "School violence" is any threat of or actual physical assault on district property or directly related thereto and includes bullying, hazing, intimidation, fighting, and harassment as well as the destruction or abuse of property through vandalism, arson, bombing, sabotage, or other destructive means. Individuals who violate this policy shall be dealt with firmly. Legal redress will be sought when the facts warrant such, including notification to law enforcement for possible criminal investigation. Students and employees are strongly encouraged to report to their teacher or supervisor any threat or act of violence made against them or against others. Anyone who is victimized by any conduct that reasonably infringes upon the individual's sense of safety and security must bring this to the attention of appropriate school officials so appropriate action can be taken.

14. PERSONAL, PROPERTY & CANINE ASSISTED SEARCHES (Policy 3230, Procedure 3231P and Policy 3232)

Law enforcement and/or school officials may perform searches. Searches shall utilize appropriate information collection processes. Such processes would include but not be limited to canine assisted searches, video surveillance cameras, breath analyzers, any drug/alcohol, cannabis detection devices, personal, and property searches. Contraband or illegal items such as explosives, weapons or any object that can be reasonably considered a firearm or dangerous weapon, controlled substances, or other possessions reasonably considered to be a threat to the safety, health, or security of others will be confiscated and turned over to school safety and security services and/or law enforcement.

1. Personal Searches of Students

a. All students shall be free from unreasonable searches of their persons. However, a student is subject to a search of their person by school officials, consistent with the limitations described below.

   i. Any search of a student must be reasonably related to the discovery of contraband items or other evidence of a student's violation of the law or rules governing student conduct.

b. Staff shall conduct searches in a manner, which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school staff, once reasonable grounds for a search of a student's person have been established:

   i. The principal or designee shall have an additional administrator or staff member present as a witness during the search.
   ii. Prior to the search of the student's person by the administrators, students will be asked to remove items from pockets.
   iii. If evidence of a violation of school or district rules is suspected and reasonable cause has been established, the administration may conduct searches of students without consent. Reasonable effort will be made to notify parents of the search.
   iv. If evidence of criminal activity is suspected to be present and, if confirmed by the search, school safety and security services and/or law enforcement officials shall be contacted for assistance.

2. Searches of Student's Property

a. All students shall be free from unreasonable searches of their personal property. However, a student is subject to a search by school officials, consistent with the limitations described below.

   i. Any search of a student's property must be reasonably related to the discovery of contraband items or other evidence of a student's violation of the law or rules governing student conduct.
   ii. Staff shall conduct searches of the student's property in a manner, which is not excessively intrusive.
   iii. Once reasonable grounds for a search of a student's personal effects or automobile have been established:

   - The principal or designee shall have an additional administrator or staff member present as a witness during the search.
   - Search of a student's possessions shall be reasonably related to the discovery of a contraband substance or object which is prohibited by law or by the rules of conduct which pose a threat to the health and safety or welfare of the occupants of the school or the building itself.
   - The search shall be conducted in the presence of the student, if possible.
   - If evidence of criminal activity is suspected to be present and, if confirmed by the search, law enforcement officials shall be contacted for assistance.

3. School Property Searches

a. General search of school property may be conducted at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of law or rules of student conduct.

ii. No student may use a locker, desk or storage area as a depository for any contraband substance or object which is prohibited by law or by rules of student conduct which pose a threat to the health, safety or welfare of the occupants of the school building or the building itself. Contraband means items, materials or substances, the possession of which is prohibited by law or rules governing student conduct, including but not limited to controlled substances, alcohol, cannabis beverages, tobacco products or any object that can reasonably be considered a firearm or dangerous weapon.
iii. District devices should only be used to access materials which support educational activities. Students utilizing district devices inappropriately (cyberbullying, misrepresentation, distributing inappropriate materials and/or misusing the device) can be subject to school property searches.
iv. If a school official conducting a search of a locker, desk or storage area develops a reasonable suspicion that any container, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or rules of conduct, the container may be searched.
v. Search of a student's possessions shall be reasonably related to the discovery of a contraband substance or object which is prohibited by law or by the rules of conduct which pose a threat to the health and safety or welfare of the occupants of the school or the building itself.
vi. The search shall be conducted in the presence of the student, if possible.
vii. If evidence of criminal activity is suspected to be present and, if confirmed by the search, law enforcement officials shall be contacted for assistance.

4. Canine Assisted Searches

a. Canine-assisted searches may be utilized to maintain an effective learning environment that is drug- free. Searches conducted with the assistance of police narcotics canines shall be conducted in a manner that is consistent with constitutional and statutory requirements. The principal or his/her designee will initiate a written request to the police department to utilize a police narcotics canine unit. Before the first canine-assisted search at the school for the current school year, the principal or his/her designee will schedule a demonstration of the canine-assisted search for the school body.
b. Prior to a random police narcotics canine-assisted search, students and parents will be advised in writing that classrooms, hallways, lockers, all other public spaces and parking lots on school premises are subject to random searches. As a condition of being granted a permit to park vehicles on school premises, students consent to the search of their vehicles by school officials anytime school officials have reasonable suspicion that the vehicle contains contraband items.
c. Once approved, random police narcotics canine-assisted searches of school property may be conducted at any time without prior notice to students or parents as to the specific date and time of the search. They may occur without reasonable suspicion that a canine-assisted search will yield evidence of any particular student's violation of law or rules of conduct. Students determined to be in possession of contraband items are subject to administrative disciplinary procedures and possible criminal prosecution at the discretion of police and prosecutorial authorities. Minor drug law infractions and violations detected through random police narcotics canine-assisted searches should, in the exercise of discretion, normally be dealt with administratively as a disciplinary matter by school officials.
d. Police narcotics canine applications of individual students or groups of students shall not occur.
e. Police narcotics canine applications of purses, bags, and backpacks shall only occur if the items have been separated from the students' immediate physical custody.
f. Staff shall be allowed to maintain control of their personal belongings during a police narcotics canine-assisted search. Items controlled by students are the primary object of the canine-assisted search. The canine should not be applied to staff-controlled areas such as teacher desks.
g. Physical searches of the interior of purses, bags, backpacks, lockers and cars shall only be done by school officials if a positive police narcotics canine application indicator has occurred, leading to reasonable suspicion that the search will yield evidence of a violation of the law or school rules.

SECTION D: KNOW THE ACTIONS

1. **DEFINITIONS**
    1. **Academic Term** — One semester, which numbers approximately 90 school days.
    2. **Behavioral Violation** — A student's behavior that violates the District's rules for student conduct stated in Procedure 3200P.
    3. **Classroom Exclusion** — The exclusion of a student from a classroom and instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process in violation of the district disciplinary policies subject to the requirements in WAC 392-400-110.
    4. **Corrective Action** — Disciplinary and nondisciplinary actions taken by a certificated educator. Nondisciplinary actions include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action.
    5. **Culturally Responsive** — Knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students (RCW 28A.415.443).
    6. **Discretionary Discipline** — A disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by a school district board of directors under RCW 28A.600.015(6). Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
    7. **Disruption of the Educational Process** — The interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
    8. **Emergency Removal** — Immediate removal from school for up to 10 consecutive school days 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.
    9. **Expulsion** — A denial of admission to the student's current school placement in response to a behavioral violation for no longer than the length of one semester. The District may not administer an expulsion beyond the school year in which the behavioral violation occurred. However, pursuant to WAC 392-400-480, when risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the school district superintendent for authorization to exceed the academic term limitation on an expulsion.
    10. **In-School Suspension** — A short-term suspension for up to 10 consecutive school days in which a student is excluded from their regular educational setting but remains in their current school placement.
    11. **Long-Term Suspension** — A suspension in which a student is excluded from school for more than 10 consecutive school days but for no longer than the length of one semester. The District will not administer a long-term suspension beyond the school year in which the behavioral violation occurred.
    12. **Non-Discretionary Discipline** — (a) Violations of RCW 28A.600.420; (b) An offense listed in RCW 13.04.155; (c) Two or more violations of RCW 9A.46.120, RCW 9.41.280, RCW 28A.600.455, RCW 28A.635.020, or RCW 28A.635.060 within a three year period; or (d) Behavior that adversely impacts the health or safety of other students or educational staff RCW 28A.600.015.
    13. **Parent** — In accordance with WAC 392-172A-01125, a biological or adoptive parent of a child; a foster parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; 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; a surrogate parent appointed per state regulations; or an adult student whose rights have transferred to him or her pursuant to state regulations.
    14. **School Business Day** — Any calendar day except Saturdays, Sundays, and federal and state school holidays, upon which the office of the superintendent of the District is open to the public. School business days will be concluded upon the closure of the superintendent's office for the calendar day. **School Day** — Any day or partial day that students are in attendance at school for instructional purposes.
    15. **Short-Term Suspension** — A suspension in which a student is excluded from school for up to 10 consecutive school days.
    16. **Suspension** — 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.

2. PROCEDURES FOR IMPOSING DISCIPLINE

A. Provisions Applicable in General

Each certificated teacher, school administrator, school bus driver, and any other school employee designated by the Board of Directors has the authority to: (a) impose corrective actions upon a student for misconduct that violates rules of the District established in Procedure 3200P and provided to students and parents in the annual Rights and Responsibilities Handbook; and (b) impose classroom exclusion as described in this procedure.

The Board has delegated to the superintendent and/or designee(s) the authority to impose suspensions and expulsions upon students for misconduct that violates rules of the District. Each building administrator has the authority to recommend suspensions and expulsions for such misconduct.

Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from their individual classroom and instructional or activity area for all or any portion of the balance of the school day, or until the principal or designee and teacher have conferred, whichever occurs first in accordance with RCW 28A.600.020. Except in emergency circumstances as provided for in the section on "Classroom Exclusion," below, **the teacher must first attempt one or more alternative forms of corrective action**. If a student is excluded from the classroom or instructional or activity area for more than the balance of the school day, the District will follow the procedures for a suspension, expulsion, or Emergency Removal as described below.

The District will not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Exceptions are defined in Chapter 392- 400-825 WAC.

All students will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force, as provided in Policy 3246 and Procedure 3246P.

In addition to the foregoing, all certificated staff members have the authority to:

- Expect students to comply with student conduct rules.
- Impose corrective actions for violations of school rules in accordance with any established building procedures consistent with District policy/procedure.
- Preserve the degree of order necessary for an optimum learning environment.
- Detain a student after school in accordance with the conditions described in Section 9, below.
- Use such reasonable action as is necessary to protect himself or herself, a student, or others from physical abuse or injury, consistent with the District's Policy 3246 and Procedure 3246P governing restraint, isolation, and other uses of reasonable force.

All certificated staff members will have the responsibility to:

- Observe the rights of students.
- Enforce the rules of student conduct fairly, consistently, and without discrimination.
- Document significant or repetitive infractions and/or subsequent interventions when requested by the principal or other administrator.
- Maintain good order in the classroom, in the hallways, and on the playgrounds or other common areas of the school, or while riding on school buses or other forms of transportation (including 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.

B. Provisions Applicable to Corrective Action

Corrective action, as defined above, may be imposed for behavioral violations (i.e., failure to follow the conduct rules in Procedure 3200P). No form of discipline will be administered in a manner that would prevent a student from completing subject, grade-level, or graduation requirements. The District will not suspend the provision of educational services to a student as a form of corrective action. Corrective action includes but may not be limited to the following:

• Community Service • Confiscation of Inappropriate Items • Contract (Academic, Attendance, Behavior, or Technology) • Detention • Intervention Group • Meeting with School Counselor • Mentoring • Parent Notification and Conference	• Peer Mediation • Personal Reflection • Positive Behavioral Support Plan • Privileges Suspended • Request Student Conference • Restitution • Restorative Circles	• Restorative Conferences • Saturday School • Student Verbal Apology • Student Written Apology • Threat Assessment • Warning • Other Action (consistent with other Level 1 interventions)

C. Classroom Exclusions **Behavioral and Discipline WAC**

1. Authority to Administer: A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of this procedure. The District may also authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the District's rules for student conduct stated in Procedure 3200P, subject to the requirements of this procedure.

2. Corrective action: Before using a classroom exclusion, the teacher or other school personnel will first attempt one or more corrective actions 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.

3. Limitations on Classroom Exclusion:

- Duration: A classroom exclusion may be administered for all or any portion of the balance of the school day or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. A classroom exclusion that exceeds this time period, and if such students have repeatedly disrupted the learning of other students, consistent with RCW 28A.600.460, may be considered a suspension in accordance with this chapter and must provide for early involvement of parents in attempts to improve the student's behavior.
- Removal from School: 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. Pursuant to RCW 28A.400.110, all staff shall work cooperatively toward consistent enforcement of proper student behavior throughout each school, as well as within each classroom.
- Assignments and Tests: The District must provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.

Notice: Following a classroom exclusion, the teacher communicates and collaborates with students, families, and all educational partners in an ethical and professional manner to promote student learning (WAC 392-400-110) and the District will provide the following notice:

i. To Principal: The teacher or other school personnel will report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible.

ii. To Parents: The teacher, principal, or designee will notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The District will ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

iii. Emergency Circumstances: When a teacher or school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process: (a) the teacher or other school personnel will immediately notify the principal or designee; and (b) the principal or designee will meet with the student as soon as reasonably possible and administer appropriate discipline.

D. Provisions Applicable to All Suspensions and Expulsions

1. General Requirements

- Students may be suspended or expelled for behavioral violations, subject to the following requirements.
- Parent Involvement: The District will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. The District will make every reasonable attempt to involve the students and parents in the resolution of behavioral violations.
- Considerations: Before administering any suspension or expulsion, the District will 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.
- Access to District Property: Suspensions and expulsions may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the District. A student may also be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion.
- Educational Services: The District will 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. Students will be provided with an opportunity to receive educational services during a period of suspension or expulsion.
- Reporting: The principal or designee will report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the District superintendent or designee within twenty-four (24) hours after the administration of the suspension or expulsion.
- Reentry: After suspending or expelling a student, the District will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. The District will also allow the student to petition for readmission at any time, as described in Section 4, below.
- Educational Setting: If the District enrolls a student in another program or course of study during suspension or expulsion, the District will not preclude the student from returning to their regular educational setting following the end date of the suspension or expulsion unless: (a) the superintendent or designee grants a petition to extend the student's expulsion, as described below: (b) the student is excluded from their regular educational setting under Section 10, below; or (c)state law otherwise prohibits the student from returning to their regular educational setting.

2. Initial Hearing with Student

- Before administering any suspension or expulsion, the principal or designee will conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- Scope of Initial Hearing: At the initial hearing, the principal or designee will provide the student with: (i) notice of the student's violation of the rules for student conduct in Procedure 3200P;(ii) an explanation of the evidence regarding the behavioral violation; (iii) an explanation of the discipline that may be administered; and (iv) an opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

3. Parent Participation:

- When the principal or designee is considering administering a short-term or in- school suspension, the student will have an opportunity to contact their parents at the initial hearing.
- When the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee will 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.

4. Decision: Following the initial hearing, the principal or designee will inform the student of the decision regarding the discipline to be imposed for the behavioral violation, if any, including the date on which any suspension or expulsion will begin and end.

5. Language Assistance: The District will ensure that the initial hearing is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

6. Notice to Student and Parents:
   - Pre-Discipline Notice: Before administering any suspension or expulsion, the District will attempt to notify the student's parents as soon as reasonably possible regarding the behavioral violation.
   - Post-Discipline Notice: No later than one (1) school business day following the initial hearing with the student, the District will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice will include:
     a. A description of the student's behavior and how it violated the rules for student conduct in Procedure 3200P.
     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 corrective actions that the District considered or attempted, and an explanation of the 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 only, the opportunity for the student and parents to participate in a reengagement meeting

7. Language Assistance: The District will ensure that the initial and written notices required under this section are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

8. Optional Conference with Principal:
   - Requesting a Conference: If the student or parents disagree with the District's decision to suspend or 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.
   - Time Limit: The principal or designee will hold the conference within three (3) 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 will provide the student and parents the opportunity to: (i) share the student's perspective and explanation regarding the behavioral violation; (ii) confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and (iii) discuss corrective actions that may be administered.
   - Language Assistance: The District will ensure that the conference is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
   - Right to Appeal: An informal conference will not limit a student's or parents' right to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

E. Provisions Applicable to Short-Term Suspensions Only (Including In-School Suspensions)

1. Length of Exclusion: A short-term or in-school suspension will be for no more than ten (10) consecutive school days. The District will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

2. Grade-Level Limitations: The District will not administer a short-term or in-school suspension that exceeds the following limits:
   - For students in kindergarten through fourth grade, ten (10) cumulative school days during any academic term.
   - For students in grades five through twelve, fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

3. In-School Suspension: If a school chooses to offer in-school suspension, the principal will establish guidelines for the operation of the in-school suspension program, consistent with District policies and procedures. In addition, when administering an in-school suspension, the District will ensure school personnel are:
   - Physically in the same location as the student to provide direct supervision during the duration of the in-school suspension; and
   - Accessible to offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes.

F. Provisions Applicable to Long-Term Suspensions Only

1. Behavior Warranting Long-Term Suspension: The District will only administer a long- term suspension when the following criteria are met:
   i. The long-term suspension is "non-discretionary discipline," meaning it is in response to behavioral violations that meet one or more of the descriptions in RCW 28A.600.015(6)(a)-(d), which are summarized below:
      - The student carried a firearm onto, possessed a firearm on, and/or acted with malice and displayed an instrument that appears to be a firearm on public school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, as prohibited by RCW 28A.600.420.
      - The student's conduct would constitute a violent offense, sex offense, inhaling toxic fumes, controlled substances violation, liquor violation, or certain other crimes listed in RCW 13.04.155.
      - Within a three-year period, the student has committed two or more violations of RCW 9A.46.120 (criminal gang intimidation), RCW 9.41.280 (possessing dangerous weapons on school facilities), RCW 28A.600.455 (gang activity), RCW 28A.635.020 (willfully disobeying school administrative personnel or refusing to leave public property), or RCW 28A.635.060 (defacing or injuring school property).
      - The student's behavior adversely impacts the health or safety of other students or educational staff.
      - The District has determined that, if the student returned to school before completing a long-term suspension, the student would pose an imminent danger to students or school personnel.

2. Length of Exclusion: A long-term suspension may not exceed the length of one (1) academic term. The District will not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

3. Grade-Level Limitations: The District will not administer a long-term suspension for any student in kindergarten through fourth grade, unless the student has committed a Firearm Violation, discussed in Section 8, below.

4. Reengagement: When a student is long-term suspended, the District will timely hold a reengagement meeting and create a reengagement plan, as described in Section 7, below.

5. Petition for Extension: The building principal or designee may NOT petition the superintendent to extend a long-term suspension beyond the length of one (1) academic term.

G. Provisions Applicable to Expulsions Only

1. Behavior Warranting Expulsion: The District will only administer an expulsion when the following criteria are met:
   i. The expulsion is "non-discretionary discipline," meaning it is in response to behavioral violations that meet one or more of the descriptions in RCW 28A.600.015(6)(a)-(d), which are summarized below:
      a. The student carried a firearm onto, possessed a firearm on, and/or acted with malice and displayed an instrument that appears to be a firearm on public school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, as prohibited by RCW 28A.600.420.
      b. The student's conduct would constitute a violent offense, sex offense, inhaling toxic fumes, controlled substances violation, liquor violation, or certain other crimes listed in RCW 13.04.155.
      c. Within a three-year period, the student has committed two or more violations of RCW 9A.46.120 (criminal gang intimidation), RCW 9.41.280 (possessing dangerous weapons on school facilities), RCW 28A.600.455 (gang activity), RCW 28A.635.020 (willfully disobeying school administrative personnel or refusing to leave public property), or RCW 28A.635.060 (defacing or injuring school property).
      d. The student's behavior adversely impacts the health or safety of other students or educational staff.
      e. 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.

2. Length of Exclusion: An expulsion may not exceed the length of one (1) academic term. The District may not administer an expulsion beyond the school year in which the behavioral violation occurred. However, pursuant to WAC 392-400-480, when risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the school district superintendent for authorization to exceed the academic term limitation on an expulsion.

3. Grade-Level Limitations: The District will not administer an expulsion for any student in kindergarten through fourth grade, unless the student has committed a Firearm Violation, discussed in Section 8, below.

4. Reengagement: When a student is expelled, the District will timely hold a reengagement meeting and create a reengagement plan, as described in Section 7, below.

5. Petition for Extension: The building principal or designee may petition the superintendent to extend an expulsion beyond the length of one (1) academic term, where such an extension is warranted because of risk to public health and safety.
   i. Time Limit: The petition may be submitted only after the development of a reengagement plan under Section 7, below, and before the end of the expulsion, except that the principal or designee may petition to extend an expulsion at any time when a student has committed a firearm violation, as described in Section 8, below.
   ii. Contents: The petition will include those elements listed in WAC 392-400-480.
   iii. Notice: The District will provide written notice of the petition to the student and parents in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The notice will include a copy of the petition; the student's and parents' right to an informal conference with the superintendent or designee to be held within five (5) school business days from the date the District provided written notice to the student and parents; and the student's and parents' right to respond to the petition orally or in writing to superintendent or designee within five (5) school business days from the date the District provided written notice.

6. Basis for Granting Extension: The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to their previous school placement after the length of an academic term, the student would pose a risk to public health or safety.

7. Duration of Extension: An extension of an expulsion may not exceed the length of an academic term.

8. Written Decision: The superintendent or designee will 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. If the petition is granted, the written decision will 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 extension decision described below, including where and to whom to make the request. If the petition is not granted, the written decision will identify the date on which the expulsion will end.

9. Review and Reconsideration: Under Washington Administrative Code (WAC 392-400-475), school boards may appoint a Discipline Appeal Council (DAC) to hear student appeals for suspensions or expulsions. The DAC must have at least three members, and its decisions are generally considered final at the district level, serving as a substitute for a full board hearing on disciplinary matters.
   a. Requesting Review: The student or parents may request that the DAC review and reconsider the decision to extend the student's expulsion. The request may be made orally or in writing.
   b. Time Limit: The student or parents must request review within ten (10) school business days from the date the superintendent or designee provides the written decision to the student and parents.
   c. Review Procedure: The DAC may request to meet with the student or parents or the principal to hear further arguments and gather additional information. The decision of the DAC may be made only by members who were not involved in the behavioral violation, the decision to expel the student, or any appeal decision on the student's expulsion by a hearing officer on behalf of the District.
      i. Decision: The DAC will 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 will identify whether the DAC affirms, reverses, or modifies the decision to extend the student's expulsion; and the date on which the extended expulsion will end.

10. Language Assistance: The District will ensure that any petition proceedings, notices, and decisions are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

11. Annual Reporting: The District will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

H. Provisions Applicable to Emergency Removals Only

Sufficient Cause: A student may be removed immediately in emergency situations by the superintendent or designee if there is sufficient cause to believe 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 to the educational process. An immediate and continuing threat of material and substantial disruption of the educational process means:

1. 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.

Time Limit: An Emergency Removal will end or be converted to another form of discipline within ten (10) school days.

a. Conversion: If the District converts an Emergency Removal to a suspension or expulsion, the District will:
   i. apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
   ii. provide the student and parents notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.

b. Reporting: All Emergency Removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, will be reported to the District superintendent or designee within twenty-four (24) hours after the start of the Emergency Removal.

c. Initial Notice: After an Emergency Removal, the District will attempt to notify the student's parents as soon as reasonably possible regarding the reason the District believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.
d. Subsequent Written Notice: Within twenty-four (24) hours after an Emergency Removal, the District will provide written notice of the Emergency Removal to the student and parents in person, by mail, or by email. The written notice will include:
    i. The reason the student's presence poses an immediate and continuing danger to other students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
    ii. The duration and conditions of the Emergency Removal, including the dates on which the Emergency Removal will begin and end;
    iii. The opportunity to receive educational services during the Emergency Removal;
    iv. The students' and parents' right to an informal conference with the principal or designee;
    v. The student's and parents' right to appeal the Emergency Removal, including where and to whom the appeal must be requested.
e. Language Assistance: The District will ensure the initial and subsequent written notices are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
f. Optional Conference with Principal:
    i. Requesting a Conference: If the student or parents disagree with the District's decision to emergency remove 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.
    ii. Time Limit: The principal or designee will hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.
    iii. Conference: During the informal conference, the principal or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the events that led to the Emergency Removal.
    iv. Language Assistance: The District will ensure that the conference is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.
    v. Right to Appeal: An informal conference will not limit a student's or parents' right to appeal the Emergency Removal.

I. Provisions Applicable to Discipline for Unexcused Absences and Tardiness, School Meals

1. The District will not suspend or expel a student from school for absences or tardiness.
2. The District will not administer discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student.

3. PROCEDURES FOR CONTESTING DISCIPLINE

A. Grievance Procedure for Classroom Exclusion and Corrective Action

A student or parent who disagrees with the administration of discretionary and nondiscretionary discipline under this procedure (including exclusion from transportation or extra-curricular activities) may request an informal meeting with the principal or designee for the purpose of attempting to resolve the grievance. This grievance procedure does not apply to suspensions, expulsions, or Emergency Removals, which have separate appeal procedures, described below.

The student or parent must request the meeting within two (2) school business days of imposition of the classroom exclusion or corrective action at issue. The request must be made orally at the office of the principal or by email contact directly to the principal's District email address. The employee whose action is being grieved may be notified of the initiation of such a grievance and given the opportunity to participate in the meeting. During the meeting, the student and parents may be subject to questioning by the principal or designee and will have an opportunity to share the student's perspective and explanation regarding the behavioral violation.

The principal or designee will issue written notice of their decision in person, by mail, or by email no later than five (5) school business days after the meeting. The classroom exclusion or other form of discipline will continue during the grievance procedure unless the principal or designee elects to postpone the action.

B. Appeal of Short-Term and In-School Suspensions

i. Submission of Appeal: A student or parents may appeal a short-term suspension (including an in- school suspension) to the Student Services department. Such appeal may be made orally (in person or by phone) or in writing (by hand-delivery, mail, or email) to the Student Services department within five (5) school business days from the date the District provides written notice of the short- term suspension to the student and parents. The superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

ii. Decision: The Student Services department will deliver a written appeal decision to the student and parents in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision will include:

- The decision to affirm, reverse, or modify the suspension; The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
- The educational services the District will offer to the student during the suspension; and
- 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.

C. Appeal of Long-Term Suspensions, Expulsions, and Emergency Removals

i. Request for Appeal: A student or parents may appeal a long-term suspension, expulsion, or Emergency Removal to the Student Services department. Such appeal request may be made orally (in person or by phone) or in writing (by hand-delivery, mail, or email) at the Student Services department.

ii. Time Limits: An appeal request must be received by the District within the following periods:
For long-term suspensions and expulsions, within five (5) school business days from the date the District provides written notice of the long-term suspension or expulsion to the student and parents. For Emergency Removals, within three (3) school business days from the date the District provides written notice of the Emergency Removal to the student and parents.

iii. Notice of Hearing: Within one (1) school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the Student Services department will provide the student and parents written notice in person, by mail, or by email of the following:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The students' and parents' rights to inspect the student's education records described in Section g. b, below;
- 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;
- The student's and parents' rights described in Section 8, below; and
- For long-term suspensions and expulsions only (but not Emergency Removals), whether the District will offer to hold a reengagement meeting before the appeal hearing.

iv. Reengagement Opportunity: For long-term suspensions and expulsions only (but not Emergency Removals), before the appeal hearing, the student, parents, and District may agree to hold a re-engagement meeting and develop a reengagement plan. The student, parents, and District may mutually agree to postpone the appeal hearing while participating in the reengagement process.

v. Appeal Hearing: The District will hold an appeal hearing within the following periods, unless otherwise agreed to by the student and parents:

- For long-term suspensions and expulsions, within three (3) school business days from the date the superintendent or designee received the appeal request.
- For Emergency Removals, as soon as reasonably possible, but within two (2) school business days after the date the superintendent or designee received the appeal request.

vi. Presiding Official: A hearing officer (who may be a District employee or contractor) will hear and decide appeals. The hearing officer may not be involved in the student's behavioral violation or decision to long-

term suspend, expel, or emergency remove the student and will be knowledgeable about state discipline rules and the District's discipline policies and procedures.

vii. 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 will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.
   c. If a witness for the school district cannot or does not appear at the appeal hearing, the hearing officer may excuse the witness' nonappearance if the District establishes that:
      - the District made a reasonable effort to produce the witness; and
      - the witness' failure to appear is excused by fear of reprisal or another compelling reason.

viii. Student and Parent Rights: During the appeal hearing, the student and parents have the right to:
- Be represented by legal counsel;
- Question witnesses;
- Share the student's perspective and provide explanation regarding the behavioral violation; and
- Introduce relevant documentary, physical or testimonial evidence

ix. Hearing Record: The appeal hearing will be recorded by manual, electronic, or other type of recording device. The District will provide the recording to the student or parents upon request.

v. Appeal Decision: The hearing officer will base the decision solely on the evidence presented at the hearing. The hearing officer will provide a written decision to the student and parents in person, by mail, or by email within the following time limits: for long-term suspensions and expulsions, within three (3) school business days after the appeal hearing; and for Emergency Removals, within (1) school business day after the appeal hearing.

The written decision will include:
- Findings of fact;
- For long-term suspensions and expulsions only (but not Emergency Removals):
   - A determination whether: the student's behavior violated the rules of student conduct described in Procedure 3241P; the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and the suspension or expulsion is affirmed, reversed, or modified.
   - The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
   - Notice of the opportunity to participate in a reengagement meeting and the contact information for the person who will coordinate scheduling of the reengagement meeting.

vi. For Emergency Removals only:
   a. A determination whether the student's presence continues to pose: an immediate and continuing danger to students or school personnel; or an immediate and continuing threat of material and substantial disruption of the educational process.
   b. Whether the District will end the Emergency Removal or convert it to a suspension or expulsion. If the District converts the Emergency Removal to a suspension or expulsion, the District will provide the student and parents notice and due process otherwise required by this procedure for the type of suspension or expulsion imposed.
   c. 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.

vii. Language Assistance: The District will ensure that the notice, appeal proceedings, and decision are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

D. Pending Appeal: If the student or parents request an appeal of a long-term suspension or expulsion, the District may temporarily continue to administer the suspension or expulsion during the appeal period subject to the following requirements:

i. 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;

ii. Any days that the student is temporarily suspended or expelled before the appeal is decided will 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;

iii. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

E. Review and Reconsideration: Under Washington Administrative Code (WAC 392-400-475), school boards may appoint a Discipline Appeal Council (DAC) to hear student appeals for suspensions or expulsions. The DAC must have at least three members, and its decisions are generally considered final at the district level, serving as a substitute for a full board hearing on disciplinary matters.

1. Review and Reconsideration of Suspensions and Non-Emergency Removals

a. Request for Review: The student or parents may request that the DAC review and reconsider the hearing officer's decision. The student or parents may request the review orally or in writing.

b. Time Limit: The appeal must be received by the Student Services department within ten (10) school business days from the date the District provides the written appeal decision to the student and parents.

c. Review Procedure: In reviewing the hearing officer's decision, the DAC will 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.
   - The DAC may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
   - The decision of the DAC will be made only by members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the hearing officer's decision

d. Decision: The DAC will 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 will identify:
   - Whether the DAC affirms, reverses, or modifies the suspension or expulsion;
   - The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
   - For long-term suspensions or expulsions only, notice of the opportunity to participate in a reengagement meeting.

e. Language Assistance: The District will ensure that any review proceedings and decisions are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

2. Review and Reconsideration of Emergency Removals

a. Request for Review: The student or parents may request that the DAC review and reconsider the hearing officer's appeal decision. The student or parents may request the review orally or in writing.

b. Time Limit: The appeal must be received by the Student Services department within five (5) school business days from the date the District provides the written appeal decision to the student and parents.

c. Review Procedure: In reviewing the hearing officer's decision, the DAC will 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.
   - The DAC may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
   - The decision of the DAC will be made only by members who were not involved in the behavioral violation, the decision to suspend, expel, remove the student, or the hearing officer's decision.

d. Decision: The DAC will 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 will identify: Whether the DAC affirms or reverses the District's decision that the student's presence posed an immediate and continuing danger to students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process. 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 an Expulsion. If the District converts the Emergency Removal to a Suspension or Expulsion, the District will provide the student and parents notice and due process otherwise required by this procedure for the type of Suspension or Expulsion imposed.

e. Language Assistance: The District will ensure that any review proceedings and decision are in a language the student and parents can understand, which may require language assistance for students and parents with limited-English proficiency.

4. READMISSION PROCEDURES

The purpose of the readmission process is not to appeal the disciplinary action, but to request readmission to school prior to the end of the suspension or expulsion.

If a student desires to be readmitted to the school from which he/she has been suspended/expelled, the parent and student shall submit a written request to the Director of Student Services.

a. The request for readmission should include the following:
    - Any mitigating circumstances surrounding the long-term suspension or expulsion from the District. This may include: the student's age, the student's knowledge and participation in the act(s) leading to the long-term suspension or expulsion, the student's prior discipline and academic record, remedial actions the student or the parent(s) have taken to ensure that the act or behavior is not repeated, evidence that the student has satisfactorily completed a District-approved behavior modification class or counseling, if applicable, or evidence that the student has made academic progress in an alternative educational setting, if applicable.
    - Why the student believes readmittance at this time is appropriate.
    - New evidence, if any, which would support the student's request.
    - Supporting references, if any, such as statements from the parent or guardian or agencies or private practitioners who may have assisted the student.
    - Documentation, if any, of what has been done to address the behavior that caused the long- term suspension or expulsion.

b. The superintendent will designate a school official to consider the application and conduct an investigation of all pertinent information concerning the application for admission, including possible behavioral conditions upon which the student may be admitted. The designee will make a decision either approving or denying the request for admission.

c. If the application is approved, a written behavior agreement clearly outlining specific behavioral conditions for admission may be established by the receiving school's principal and agreed upon by the student and parent(s) before the student is admitted to the school.

d. If the application for admission is denied, the long-term suspension or expulsion shall continue as originally imposed. Upon the student's further efforts at behavioral change, a new application may be submitted.

5. BEHAVIOR AGREEMENTS

a. The District may 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, made in lieu of suspension or expulsion, or holding a suspension or expulsion in abeyance. The District will ensure that a behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or receive educational services under this procedure. The duration of behavior agreements will not exceed the length of an academic term.

b. Nothing precludes the District from administering discipline for behavioral violations that occur after it enters into an agreement with the student and parents.

c. The District will ensure any behavior agreement under this section is provided in a language the student and parents understand.

6. EDUCATIONAL SERVICES

a. During the suspension, expulsion, or Emergency Removal of a student, the District will provide them the opportunity to receive educational services. The educational services must enable the student to continue to participate in the general educational curriculum; meet the educational standards established by the District; and complete subject, grade-level, and graduation requirements.

b. When providing a student, the opportunity to receive educational services, the District will consider:
   i. Meaningful input from the student, parents, and the student's teachers;
   ii. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
   iii. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

c. The District may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on- one tutoring, and any of the following approved (OSPI) online course providers listed on the OSPI website: https://ospi.k12.wa.us/student-success/learning-alternatives/online-learning/approved-online-course-providers

d. As soon as reasonably possible after administering a suspension or expulsion, the District will provide written notice to the student and parents about the educational services the District will provide. The District will provide the written notice in person, by mail, or by email. The notice will include a description of the educational services that will be provided and the name and contact information for the school personnel who can offer support to keep the student current with assignments and coursework.

e. For students subject to suspension or Emergency Removal for up to five (5) consecutive school days, the District will provide at least the following:
   - Coursework, 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.
   - An opportunity for the student to make up any assignments and tests missed during the period of suspension or Emergency Removal.

f. For students subject to suspension or Emergency Removal for six (6) to ten (10) consecutive school days, the District will provide at least the following:
   - Coursework, 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. 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 coursework between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and coursework 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.
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or Emergency Removal.

g. For students subject to expulsion or suspension for more than ten (10) consecutive school days, the District will provide educational services in accordance with WAC 392-121-107.
h. The District will ensure that notices and communications required above are provided in a language the students and parents understand.

7. REENGAGEMENT

a. Reengagement Meetings: When the District long-term suspends or expels a student, it will convene a reengagement meeting with the student and parents to discuss a plan to reengage the student, subject to the following requirements:
   - The District will communicate with the student and parents to schedule the meeting time and location before convening the meeting.
   - The meeting will occur either (i) within twenty (20) calendar days of the start of the long- term suspension or expulsion, but no later than five (5) calendar days before the student returns to school, or (ii) as soon as reasonably possible if the student or parents request a prompt reengagement meeting.
   - Reengagement meetings do not replace an appeal hearing or a petition for readmission.

b. Reengagement Plans: The District will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the District will consider:
   - The nature and circumstances of the incident that led to the student's suspension or expulsion;
   - As appropriate, the student's cultural history and context, family cultural norms and values, community resources, and community and parent outreach;
   - Shortening the length of time that the student is suspended or expelled;
   - Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
   - Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

c. Documentation: The District will document the reengagement plan and provide a copy of the plan to the student and parents.
d. Language assistance: The District will ensure that the reengagement meeting and plan are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency.

8. FIREARM VIOLATIONS

a. Pursuant to state law RCW 28A.600.420, the following rules apply when a student commits a firearm violation, which is defined below:
   - The District will expel a student for no less than one (1) year if it 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 District superintendent may modify the expulsion on a case-by-case basis.

b. The District may suspend or expel a student for up to one (1) 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.
   The following are exceptions not constituting firearm violations:
   - 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 in which the rifles of collectors or instructors are handled or displayed; or
   - Any student while participating in a rifle competition authorized by the District.

9. DETENTION

a. For minor infractions of school rules, regulations, or for minor misconduct, staff may detain students during lunch or after school for not more than two (2) hours without seeking prior parent permission (as an "other form of discipline," as defined above). Detention will not begin until the parents have been notified (except in the case of an adult student) for the purpose of informing the parents of the reason for the detention and to permit the parents to make arrangements for the necessary transportation of the student when he or she has been detained after school hours for discipline.

b. Preceding the assignment of such discipline, 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. Students detained for discipline will be under the direct supervision of the staff member or another member of the professional staff. The time that the student spends for such discipline will be used constructively.

10. VICTIM PROTECTION

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

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

11. DUE PROCESS FOR STUDENTS WITH A 504 PLAN OR IEP

a. Students with disabilities pursuant to Section 504 or the IDEA may be removed from school for up to10 cumulative school days per school year by following the discipline procedures applicable to all students. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed; a manifestation determination conference must be held.

b. If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, the student must be returned to the placement from which he or she was removed, and the 504 team or IEP team should convene to discuss whether development or modification of a behavior plan for the student is warranted. If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, the District may impose discipline in the same manner as discipline would be imposed upon a non-disabled student. Please refer to NSD Procedure 2161P for specific procedures.

c. A student with a disability under IDEA may be removed to an Interim Alternative Educational Setting in circumstances involving the use or possession of drugs, weapons or serious bodily injury. Refer to NSD Procedure 2161P for specific procedures.

12. CONSIDERATIONS FOR DISCIPLINE

Kindergarten to Grade 5 Considerations with Behavior

a. Young children enter schools with a variety of experiences in their early lives. In addition, young children demonstrate a range of developmental levels of academic readiness, motor skills, speech and language proficiency, and social competence. This range is absolutely normal. Children learn to understand and conform to behavioral expectations that are appropriate to their specific age. If discipline is thought of as a way to educate students about appropriate behavior and social expectations rather than as a way of punishment, many aspects of how to discipline children in early thru the primary childhood educational settings can seem natural and logical. Social competence, like all other levels of development, grows and changes over time and is impacted by children's direct experiences through intentional instruction, guided conversation, and reinforcement of desired social skills. The foundations for social competence are age-appropriate language and communication skills. It is essential that social and emotional learning (SEL) and behavior in our youngest learners are approached in the same manner as all other essential academic skills through daily instruction, support, and assessment of a student's individualized needs. Social and emotional learning skills are purposefully planned for and taught within the early childhood educational program; key early childhood focus areas for social emotional learning include friendship skills, empathy, managing emotions, and problem solving. Educators and administrators should also consider a student's communication and language needs and possible neurodiverse behaviors.

Students in grades K-4 cannot be long-term suspended unless they have a weapon's violation. Short Term suspension is limited to ten days per school term. Students in grades 5-12 are limited to 15 days per school term for a short-term suspension. Administration will first attempt one or more corrective actions to support the student in meeting behavioral expectations prior to a short-term suspension.

GRADES 6-12 Considerations with Behavior

a. The Behavior Violation and Action Level Matrix functions as written for all grade 6-12 students. It is also essential that social and emotional learning (SEL) and behavior with our secondary learners is approached in the same manner as all other essential academic skills through daily instruction, support, and assessment of a student's individualized needs. Educators and administrators should also consider a student's communication and language needs and possible neurodiverse behaviors. Prior to school exclusion (in-school or out of school suspension and/or expulsion) the administrative team must consider a student's individual circumstances and the nature/circumstances of the behavioral violation. Prior to a *short-term suspension* administration will first attempt one or more forms of discipline to support the student in meeting behavioral expectations.
b. Before administering any suspension or expulsion, the principal or designee will conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. Parents/Guardians will be contacted by the administrator or the student so they have an opportunity to participate in the initial hearing.

Examples of Supporting Students in meeting Behavioral Expectations:

a. Restorative Conferencing: Restorative conferencing (with teachers, student support staff, counselor and/or administrators) provides the structure in which all participants listen and speak and resolve conflicts. This may include:
    - brief check-ins
    - one to one conference
    - student-student and student-teacher mediation
    - peer or family restorative circles
    - school re-entry conferences
b. All of these conferencing structures create a safe space in which people directly affected by an incident or problem can discuss it safely, openly, and honestly.
c. Restorative Actions: Restorative actions are intended to enable a student to repair the harm, mend relationships, and restore their good standing.

ADDRESSING STUDENT BEHAVIORAL VIOLATIONS THROUGH EXCLUSIONS					
	Classroom Exclusion	Short-Term or In-School Suspension	Long-Term Suspension	Expulsion	Emergency Removal
Duration	• For all or any portion of the balance of the school day, or up to the following two days, or until the principal/designee and teacher conference	• 10 consecutive school days or less. • Can't extend beyond the school year.	• More than 10 consecutive school days (up to 90 school days). • Can't extend beyond the school year.	• More than 10 consecutive school days (up to 90 school days). • Can't extend beyond the school year.	• Must end or be converted within 10 school days.
Grade Limitations	• No Limitations	• Grades K-4: No more that 10 cumulative school days per trimester or semester. • Grades 5-12: No more than 10 cumulative days per trimester or 15 cumulative school days per semester	• Not available for K-4.	• Not available for K-4 (unless firearm offense).	• No limitations.

Pre-Conditions	• Identify a behavioral violation. • Teachers must first attempt one or more alternative forms of corrective action before excluding a student. • Teachers are encouraged to use evidence-based classroom management practices to support students in meeting behavioral expectations.	• Identify a behavioral violation. • Must consider individual circumstances. • Must identify violation in Section F: Code of Conduct • Conduct an informal initial hearing. • At the informal initial hearing, the student must be notified of the behavioral violation, discipline that may be administered, and given the opportunity to share perspective and provide explanation for violation. • At the informal initial hearing, must give the student an opportunity to notify parent. • Attempt parent notice and then impose suspension	• Identify a behavioral violation. • Must be a nondiscretionary discipline offense. • Must consider individual circumstances. • Conduct an informal initial hearing. • At the informal initial hearing, the student must be notified of the behavioral violation, discipline that may be administered, and given the opportunity to share perspective and provide explanation for violation. • At the informal initial hearing, the principal/designee must make a reasonable attempt to contact the parent and provide an opportunity to participate. Attempt parent notice and then impose suspension/expulsion.	• The student behavior poses either: (a) an immediate and continuing danger; or (b) an immediate and continuing threat of material and substantial disruption. • Note: for emergency removals, "substantial disruption" means "the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day."
Post Conditions	• The teacher provides notice to the principal/designee. • The teacher or the principal/designee provide notice to the parent(s). • Give the student a chance to share their perspective and explain. • Let the student make up tests and assignments.	• Report to the superintendent/designee within the 24 hours. • Right to an informal conference with the principal/designee within three days of request. • The student has five school business days to appeal orally or in writing. • Written notice of suspension is required within one school day of the informal initial hearing. • Allowed to apply for readmission. • Rights to appeal to the school board within 10 days of initial appeal being decided.	• Report to the superintendent/designee within 24 hours. violation. • Right to an informal conference with the principal/designee within three days of request. • Allowed to apply for readmission. • The student has five school business days to appeal orally or in writing. (If the student does appeal, written notice of appeal hearing must be provided to the student/parent within one day). • Written notice of suspension or expulsion required within one school day of informal initial hearing. • Allowed to apply for readmission. • Right to appeal to the school board within 10 days of appeal being decided.	• Attempt to notify the parents as soon as reasonably possible and provide a reason that the student's presence posed a risk of danger/disruption. • Written notice to the parents within 24 hours. • Notify the superintendent/designee within 24 hours and provide a reason that the student's presence posed a risk of danger/disruption. • Optional informal conferences within three days of request. • Allow for appeal to the DAC. • If the conferred to suspension or expulsion, must provide new notice and due process rights.
Petition to Extend	• Not Available	• Not Available	• Not Available	• Available • Not Available
Re-engagement Meeting Plan	• Not Available	• Not Required	Required within 20 calendar days of expulsion, and withing five days of return to school. (However, the meeting must take place promptly upon the student/parent request).	• Not Required

<table>
<tr><th colspan="4">SECTION E: ACTION LEVEL</th></tr>
<tr><td>GUIDANCE</td><td colspan="3">When considering discipline, the District strives to keep students in their classroom whenever possible. Disciplinary actions must be non-discriminatory, fair, age- appropriate and correspond to the severity of the student’s misbehavior.

The chart below lists forms of discipline that school administration should consider as the result of a behavioral violation. Administrators must consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine what level of discipline is warranted. *</td></tr>
<tr><td>LEVEL 1</td><td>● Community Service
● Confiscation of Inappropriate Items
● Contract (Academic, Attendance, Behavior, or Technology)
● Intervention Group
● Meeting with School Counselor
● Mentoring
● Parent Notification and Conference
● Peer Mediation</td><td>● Personal Reflection
● Positive Behavioral Support Plan
● Request Student Conference
● Restorative Circles</td><td>● Restorative Conferences
● Student Verbal Apology
● Student Written Apology
● Warning
● Other Action (consistent with other Level 1 interventions).</td></tr>
<tr><td>LEVEL 2</td><td>● Detention
● Privileges Suspended</td><td>● Reassignment to Different Class/Programs
● Restitution</td><td>● Saturday School
● Threat Assessment</td></tr>
<tr><td>LEVEL 3</td><td colspan="3">Any Action from the prior level(s)may also be imposed.
● In School Suspension
● Short Term Suspension and/or Abeyance (1-10 days)</td></tr>
<tr><td>LEVEL 4</td><td colspan="3">Any Action from the prior level(s) may also be imposed.
● Long Term Suspension and/or Abeyance (11 or more days)</td></tr>
<tr><td>LEVEL 5</td><td colspan="3">Any Action from the prior level(s) may also be imposed
● Expulsion</td></tr>
</table>

SECTION F: CODE OF CONDUCT

The Northshore School District has identified the following behavioral violations for which discipline may be imposed: behaviors/activities that are prohibited on campus, on school transportation, at all school- sponsored activities, and off campus when the conduct is connected to or affects the school environment. Attempting to commit a violation, assisting another person in committing a violation, or forcing another person to commit a violation is also a violation of the code of conduct.

The Action Levels identify the levels that administrators can use for behavioral violations. After an initial intervention has been attempted, the Action Levels below reflect consequences for the specific behavioral violations assigned. Administrators must consider the student's individual circumstances and the nature of the behavioral violation to determine what level of discipline is warranted.

Behavioral Violations	Level 1	Level 2	Level 3	Level 4	Level 5	Definition/Notes
Academic Dishonesty	★	★				Knowingly submitting the work of others represented as the student's own, assisting another student in doing so, enabling such misrepresentation to occur, or using unauthorized sources.
Alcohol †		★	★	★		Use or possession of alcohol.
		★	★	★		Manufacturing, sale, purchase, transportation or distribution of intoxicating alcoholic beverages or substances represented as alcohol or the violation of district alcohol policy. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Arson		★	★	★		Causing a fire or explosion in order to injure another person or to damage or destroy property.
Attendance	★	★				Failure to regularly be in attendance, remain on school grounds from the time of arrival and attend regularly scheduled classes, unless officially excused.
Cannabis †		★	★	★		Use or possession of cannabis in any form.
		★	★	★		Purchase, intent to purchase, sale, intent to sell (whether completed or not), transport, distribution, and/or delivery of cannabis in any form.
Disruptive Items	★	★	★			The possession, use, trade, purchase or distribution of any item that is capable of causing disruption is strictly prohibited. • Examples include, but are not limited to: toys, tools, lighters, laser pointers, pagers, handcuffs, shock pens, and matches.
Dangerous Items and/or explosive devices		★	★	★		The possession, use, trade, purchase, or distribution of any item that in such a manner that adversely impacts the health or safety of other students or staff is strictly prohibited. • Examples include but are not limited to; firecrackers, artillery shells, and gunpowder.
Destruction of Property/ Vandalism	★	★	★	★		Intentional damage of school property or the property of others.
Driving/parking violation	★	★				Failure to obey all applicable driving and parking regulations, whether adopted by the school or by law.
Failure to Submit to Discipline and/or Corrective Action						A student's refusal or inability to comply with interventions and measures put in place to address and correct inappropriate behavior or academic issues. This can involve not attending detention, ignoring instructions to complete assigned tasks or remediation programs, and failing to adhere to behavior contracts or improvement plans. Consequences for failure to submit to discipline and or corrective action may include meetings with parents or guardians, suspension, or other actions designed to encourage compliance and support a positive school environment.

The Action Levels identify the levels that administrators can use for behavioral violations. After an initial intervention has been attempted, the Action Levels below reflect consequences for the specific behavioral violations assigned. Administrators must consider the student's individual circumstances and the nature of the behavioral violation to determine what level of discipline is warranted.

Behavioral Violations	Level 1	Level 2	Level 3	Level 4	Level 5	Definition/Notes
Failure to Submit to Discipline and/or Corrective Action	★	★	★			A student's refusal or inability to comply with interventions and measures put in place to address and correct inappropriate behavior or academic issues. This can involve not attending detention, ignoring instructions to complete assigned tasks or remediation programs, and failing to adhere to behavior contracts or improvement plans. Consequences for failure to submit to discipline and or corrective action may include meetings with parents or guardians, suspension, or other actions designed to encourage ompliance and support a positive school environment.
False Activation		★	★	★		Pulling a fire alarm, tampering with an AED box or fire extinguisher and/or misusing 911.
Gambling	★	★				Playing cards, dice, or games of chance for money or other things of value; or betting money or other things of value.
Gang/Hate Group activity or affiliation		★	★	★		Displaying gang/hate group membership or affiliation through behavior, gestures, apparel, activities, or other attributes that lead or reasonably could lead to disruption of the educational process. A "gang" means a group, organization or association which (i) consists of three or more persons; (ii) has identifiable leadership; and (iii) on an ongoing basis conspires and acts in conduct mainly for criminal or disruptive purposes.
Hate Speech		★	★	★		Any abusive or threatening speech intended to demean or express prejudice against a particular group based on membership in a social group such as race, religion, or sexual orientation. Speech can be verbal or electronically transmitted. *This includes the use of any identity-based slurs (ex: the n-word) in any context (ex: "I was just joking" or "I just said it to my friend" or "I didn't mean it like that") and in any variation (ex: different letter endings or intentional use of words that are meant to sound like the slur.)*
Hazing		★	★	★		Any perceived action taken, or situation created intentionally, that causes embarrassment, harassment or ridicule; risks emotional and/or physical harm to members of the group or team; whether new or not; regardless of the person's willingness to participate.

HIB: (Harassment, Intimidation and Bullying)

HIB means any intentionally written message or image - including those that are electronically transmitted - verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

HIB - Disability	★	★	★	★		Refers to harmful conduct based on actual or perceived disability.

The Action Levels identify the levels that administrators can use for behavioral violations. After an initial intervention has been attempted, the Action Levels below reflect consequences for the specific behavioral violations assigned. Administrators must consider the student's individual circumstances and the nature of the behavioral violation to determine what level of discipline is warranted.

Behavioral Violations	Level 1	Level 2	Level 3	Level 4	Level 5	Definition/Notes
HIB - Gender Identity	★	★	★	★		Refers to harmful conduct based on actual or perceived gender identity (including harassment because a student identifies as or is perceived to be transgender, cisgender, or nonbinary).
HIB - Race, Color, or National Origin	★	★	★	★		Refers to harmful conduct based on actual or perceived race, color, or national origin (including ancestry and ethnicity).
HIB - Religion	★	★	★	★		Refers to harmful conduct based on actual or perceived religion.
HIB - Sexual	★	★	★	★		The district prohibits sexual harassment of students by other students, employees, and third parties involved in District programs or activities. Complaints of sexual harassment of students will be investigated by the district even if the alleged harasser is not a district employee or student. • acts of sexual violence; • unwelcome sexual or gender-directed conduct or communication that substantially interferes with a student's educational performance or creates an intimidating, hostile, or offensive environment; • unwelcome sexual advances; • unwelcome requests for sexual favors; • unwelcome sexually motivated physical contact; • sexual demands when submission is a stated or implied condition of obtaining an educational benefit; and • sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting a student.
HIB - Sexual Orientation	★	★	★	★		Refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual).
HIB - Other	★	★	★	★		Any other HIB related behavior that does not meet the criteria of the categories above.
Horseplay/ Rough Housing	★	★				Physical acts that endanger the health and safety of others, including minor aggressive acts that do not rise to the level of fighting without major injury. This also includes rough play or mischief.
Illicit Drug †		★	★	★		Use or possession of any controlled drug or narcotic substance, Include the use or possession of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).
Illicit Drug Purchase or intent to purchase or sell †		★	★	★		Unlawful cultivation, manufacture, distribution, sale, solicitation, purchase, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).
Inappropriate Language	★	★				Swearing or other use of language in an inappropriate way that is not abusive, threatening, or intended to demean or express prejudice.
Misrepresentation		★	★			Acts of misrepresentation, including dishonesty, hindering a school investigation, falsifying the authorization of another person, identity theft, or impersonating another person in any format including via technology.

The Action Levels identify the levels that administrators can use for behavioral violations. After an initial intervention has been attempted, the Action Levels below reflect consequences for the specific behavioral violations assigned. Administrators must consider the student's individual circumstances and the nature of the behavioral violation to determine what level of discipline is warranted.

Behavioral Violations	Level 1	Level 2	Level 3	Level 4	Level 5	Definition/Notes
Misuse of Personal Mobile Device	★	★				Use of a personal mobile device at school for a reason other than an approved accommodation. (Procedure 3245P)
Misuse of Personal Technology	★	★	★			Use of personal technology for taking photos, sharing photos, recording videos, or sharing videos of oneself, peers, or adults at school or at any school-related event for inappropriate, obscene, or illicit purposes (e.g., recording fights, uploading these types of photos or videos to social media, taking photos or recording videos that disrupt the educational environment).
Misuse of Technology	★	★	★			Use of school networks, computers, or other technology for non-instructional or prohibited purposes. (Policy 2022)
Multiple Minor Accumulated Incidents		★	★			Discipline for culmination of multiple minor infractions that both occurred throughout the school year and individually would not rise to the severity of meriting a short-term or long-term suspension or expulsion.
Possession of a Weapon (CATEGORY 1)			★	★	★	**Possessing Dangerous Weapons on School Facilities** Any firearm, slingshot, sand club, metal knuckles, spring blade knife (RCW 9.41.250) 28A.600.420, dagger, dirk, pistol, spring blade knife, nun-chu-ka sticks, throwing stars, air gun (including air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas), stun gun (including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer an electric shock, charge or impulse), any device, object or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge or impulse or other dangerous weapon. Uses any contrivance or device for suppressing the noise of any firearm (RCW9.41.280, RCW9.41.250) A school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school- provided transportation, or areas of facilities while being used exclusively by public schools. (RCW28A.600.420)
Possession of a Weapon (CATEGORY 2)		★	★			**Other Weapon violations** *(Without finding of intent, malice or threat)* Possession, use, transfer or transportation of all objects that may be considered a dangerous weapon (see category 1- with the exception of firearms) but the presence and circumstances of possession do not present a material danger to self, other students or staff by use or intent. The administrator may exercise discretion when interpreting use and intent with such objects. Where circumstances do not support a finding of dangerous intent, malice or threat to students and/or staff, a lesser sanction may be imposed.

The Action Levels identify the levels that administrators can use for behavioral violations. After an initial intervention has been attempted, the Action Levels below reflect consequences for the specific behavioral violations assigned. Administrators must consider the student's individual circumstances and the nature of the behavioral violation to determine what level of discipline is warranted.

Behavioral Violations	Level 1	Level 2	Level 3	Level 4	Level 5	Definition/Notes
Possession of a Weapon (CATEGORY 3)	★	★	★			**Other Items** The possession, use, or transfer of any object when there is no reasonable purpose for possessing the item except to use it as a weapon and/or represent it as a weapon. Category 3 applies to any instrument, toy, "dummy" or look-a-like object that appears to be a firearm, or which looks or acts like a weapon. Category 3 weapons include nuisance items, toys, tools, look-alike firearms, toy firearms, small pocket knives or other unauthorized items, or when there is no other reasonable purpose for possessing the object except to use it or represent it as a weapon, whether or not specifically defined as a dangerous weapon. The possession, use, transfer of any Category 3 object is considered a disruption to the educational process and potentially dangerous to the safety and welfare of students and staff.
Public displays of intimate affection	★	★				Open displays of intimate affection, including prolonged embraces or kissing, fondling, or dancing in a lewd or suggestive manner.
Sexually Inappropriate Conduct		★	★	★		Obscene acts or expressions, whether verbal or nonverbal, including indecent exposure.
Theft or Possession of Stolen Property	★	★	★			Taking or knowingly being in possession of district property or property of others without permission.
Tobacco	★	★	★			Possession, use, distribution, or sale of tobacco products/paraphernalia.
Threats to others	★	★	★	★	★	Spoken, written, non-verbal gestures or electronic statements or actions conveying a threat to cause bodily injury, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened. This behavioral violation also includes threats that, upon thorough and complete investigations, are deemed to be transient threats. (Note: if the behavior doesn't meet the above definition please use the appropriate HIB behavioral violations.)
Trespass/Loitering	★	★	★			Entering or remaining upon school district property without authorization.
Unauthorized Transportation	★	★				Possessing or utilizing scooters, shoes with wheels, skates, roller blades, skateboards, go-carts, mini-bikes, motorized wheel devices other than automobiles, or horses on school district property.
Vapes/Substance Delivering Devices †	★	★	★			Student is in possession of a vaping paraphernalia, but no evidence of being under the influence. (without finding of being under the influence). See page 52.
		★	★	★		Use, transfer and/or sharing of a vape with suspicion of being under the influence of any drug, or illegal substance. Vapor, hookah, e-cigarettes, mods, substance-carrying devices, and liquids or oils for use with these devices, are considered drug paraphernalia. See "ALCOHOL, CANNABIS, or ILLICIT DRUGS." (with finding of being under the influence, or reasonable suspicion).

The Action Levels identify the levels that administrators can use for behavioral violations. After an initial intervention has been attempted, the Action Levels below reflect consequences for the specific behavioral violations assigned. Administrators must consider the student's individual circumstances and the nature of the behavioral violation to determine what level of discipline is warranted.

Behavioral Violations	Level 1	Level 2	Level 3	Level 4	Level 5	Definition/Notes
Verbal confrontations, taunting, provoking	★	★	★			Challenging, mocking, insulting, and behavior that provokes or may provoke a physical confrontation, including encouraging or inciting others to fight.
Violence with Major Injury			★	★	★	Any violent incident that results in an injury for which another person or animal requires professional medical attention.
Violence Without Major Injury		★	★	★		Any violent incident that does not result in an injury for which another person or animal requires professional medical attention.

***Under RCW 28A.600.015,** a long term suspension can be imposed for a first offense **(1)** the student commits a behavioral violation listed at RCW 28A.600.015(6)(a)-(d), which includes, for example, certain violations related to firearms, alcohol, controlled substances, violent offenses, alcohol, felony sex offenses, inhaling toxic fumes, or any behaviors that adversely impacts the health or safety of other students or educational staff; **AND (2)** it is determined that returning the student to school before the end of the suspension would pose an "imminent danger to students or school personnel" or an "imminent threat of material and substantial disruption of the educational process". Long term suspensions can be imposed for a first offense, so long as each of these conditions have been satisfied. Long term suspension may be used for students in kindergarten through fourth grade only in cases of firearms.

† USE OR POSSESSION OF ALCOHOL, CANNABIS, ILLICIT DRUGS, OR VAPING DEVICES

The use of alcohol, cannabis and other drugs by students is serious and can be life threatening. Students' use of alcohol, cannabis, and other drugs (including but not limited to vapor, hookah and e- cigarettes) may impair their health, self-esteem, dignity, quality of life, learning ability and potential contribution to society. Substance use has a disruptive and negative influence on school, its programs, and activities. Prompt intervention can be an effective deterrent against the abuse of controlled substances, thus helping the student user and protecting the general school population.

Discipline for behavioral violations offers abeyance contracts for students who receive a drug and alcohol assessment and complete all of the recommendations. Chemical dependency is treatable and early identification, assessment and intervention are conducive to successful treatment. The school district can assist in arranging access to drug and alcohol counseling, treatment, and re-entry programs; however, parents have the primary responsibility to seek assistance and resolve alcohol and other drug use problems that their children experience. The Northshore School District will not be responsible for payment of any associated costs of treatment including any additional urinalysis assessment (UA) testing. For further information, contact your school principal or counselor.

Possession, use, purchase, sale, or intent to sell or intent to purchase (whether completed or not), transport, distribution, and/or delivery, of alcohol, cannabis, any food or beverage containing alcohol, cannabis, controlled substances, (e.g., narcotics or inhalants) prescription drugs, or other chemical substances, in a manner inconsistent with its intended use, the prescribing order or look-a-likes including but not limited to drug paraphernalia or substance carrying devices (including but not limited to: vapor, hookah and e- cigarettes) is prohibited. Being under the influence, use, possession, distribution, purchase, sale, trade, or consumption at any time on Northshore School District property is prohibited. This rule is applicable to the school day and during any school-related functions or activities whether during the school day or not. Violators may be suspended or expelled, and police may be contacted. The District will randomly conduct canine searches with the assistance of local law enforcement.

The District has adopted a specific set of recommended disciplinary guidelines for the use, possession, or transfer of alcohol, cannabis, illicit drugs, or vaping devices. These recommended actions may be increased or reduced in severity, up to and including expulsion, based upon the specific circumstances of the behavioral violation as provided for herein.

The following may help guide administrators in determining disciplinary consequences for the use, possession, or transfer of alcohol, cannabis, illicit drugs, or vaping devices. School administrators may impose increased or reduced discipline that varies from these guidelines based upon the specific circumstances of the student and the behavioral violation and based on the varying requirements for imposing different forms of discipline.

a. Use or possession of alcohol, cannabis, or illicit drugs.

i. Any student in violation of this rule for the first time may be excluded from classes for the remainder of the school day or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first (if the behavioral violation justifies a classroom exclusion, as explained above) and attend a 4-hour Saturday school.

- The student shall also register for ATOD class within 72 hours (parent must attend) or be assigned another form of education to inform students of the dangers associated with alcohol, cannabis, or illicit drug use. (Please see exception below*)

ii. Based on the circumstances, a second offense may lead to a short-term suspension. This suspension may be reduced contingent upon the student's participation in the suspension reduction process outlined below. If the student and parent agree, and the student undergoes an assessment performed by a state certified chemical dependent treatment agency qualified to perform drug and alcohol assessments, the suspension will be reduced in half, subject to the student's successful completion of; a drug and alcohol assessment, any follow-up treatment recommendations and student and parent/guardian attendance at the district drug/alcohol information class. The suspension will not be reduced, and the student will not be readmitted to school during the suspension period until the counselor from the approved program provides the principal or his/her designee with a written confirmation of participation. The remaining days of suspension may be held in abeyance and as determined by the building administrator, may be imposed if the student fails to complete the assessment and/or reoffends. During any short-term suspension, a student may not attend school or participate in any school related activities which may include and affect graduation and companion activities. The remaining days of suspension may be held in abeyance and as determined by the building administrator, may be imposed if the student fails to complete the assessment and/or reoffends.

iii. Any student in violation of this rule for the third time, if their behavior is deemed an imminent threat to students or school personnel, or substantial disruption of the education process, and after corrective actions are considered, may be suspended for up to ninety (90) school days. This suspension may be reduced to a minimum twenty (20) school days. This suspension may be reduced as outlined above.

iv. If there is a fourth offense, the student may be suspended ninety (90) school days with the student's successful completion of an alcohol and drug assessment and any follow-up recommendations.

Exception

*Any student in violation of this rule for the 1st or 2nd occurrence may be long term suspended for 11 days or more if (1) staff have first considered using corrective actions to support the student in meeting behavioral expectations, (2) the student commits a behavioral violation listed at: RCW 28A.600.015(6)(b): An offense listed in RCW 13.04.155, which includes inhaling toxic fumes, a controlled substance, or a liquor violation, RCW 28A.600.015(6)(d): Behavior that adversely impacts the health or safety of other students or educational staff; AND (3) it is determined that returning the student to school before the end of the suspension would pose an "imminent danger to students or school personnel" or an "imminent threat of material and substantial disruption of the educational process". **Long term suspensions can be imposed for a first offense, so long as each of these conditions have been satisfied.**

b. Transfer and/or distribution (whether completed or not):

Students who attempt to provide alcohol, cannabis, or illicit drugs to another may receive the following discipline:

i. Any student in violation of this rule for the first time may be excluded from classes for the remainder of the school day and be assigned a Saturday School. The student shall also register for an ATOD class within 72 hours (parent must attend) or be assigned another form of education to inform students of the dangers associated with alcohol, cannabis, or illicit drugs use.

OR

ii. Any student in violation of this rule for the first time may be long term suspended for up to 90 school days with day and credit loss limitations if (1) staff have first "considered" using corrective actions to support the student in meeting behavioral expectations, (2) the student commits a behavioral violation listed at: RCW 28A.600.015(6)(b): An offense listed in RCW 13.04.155, which includes inhaling toxic fumes, a controlled substance, or a liquor violation, RCW 28A.600.015(6)(d): Behavior that adversely impacts the health or safety of other students or educational staff; AND (3) it is determined that returning the student to school before the end of the suspension would pose an "imminent danger to students or school personnel" or an "imminent threat of material and substantial disruption of the educational process. **Long term suspensions can be imposed for a first offense, so long as each of these conditions have been satisfied.**

iii. Any student in violation of this rule for the second time **may be long term suspended for up to ninety (90) school days with day and credit loss limitations**. The student should also obtain and comply with

recommended treatment. Suspension may be reduced based on complying with treatment recommendations.

- Reasonable **Suspicion:** Reasonable suspicion shall mean specific observable facts that can be described and that indicate a particular student is in the possession of, or has used alcohol, illegal drugs, drug paraphernalia, or mind-altering substances, or that which purports to be, within the school day and/or to or from school, on adjacent to school property or at school sponsored activities.
- Under the **Influence:** For purposes of this policy, "under the influence" shall include any consumption or ingestion of controlled substances by a student. The school nurse will perform a Student Substance Abuse Evaluation. A local paramedic or EMT may also be called to examine the student. If based on the student's behavior, medical symptoms, vital signs or other observable factors, an administrator has "reasonable suspicion" that a student is under the influence of a controlled substance, the student may be suspended.

If the student is suspected to be under the influence, Administration may require participation in drug counseling, rehabilitation, testing, or other programs as a condition of early reinstatement into the school's educational, extracurricular, or athletic programs resulting from violations of this policy.

2. VAPING DEVICES: http://lcb.wa.gov/vape/vapor-products-law

a. Vapor Product Laws: Chapter 70.345 RCW It is illegal for anyone under the age of 18 to purchase, attempt to purchase, possess, or obtain vapor products. A person under 18 possessing vapor products may face an infraction penalty. Over 18 – Adults may be cited with a gross misdemeanor for furnishing vapor products to minors.

i. Vaping and substance carrying devices (including, but not limited to: vapor, hookah, e- cigarettes, and mods) are considered drug paraphernalia. All Northshore schools prohibit students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school- sponsored activity, and during the time spent traveling to and from school and school- sponsored activities. Violators will face disciplinary action and police may be contacted.

ii. A number of different illegal substances can be used in vaping devices from flavored oils and nicotine to cannabis, cannabis oil, synthetic drugs, or crack cocaine. These devices all produce an odorless vapor that resembles smoke, but no flame. A person smoking cannabis or any other illegal substance in an electronic smoking/vaping device can too easily disguise the substance being inhaled.

iii. A student's suspension may be reduced by attending the District's Alcohol, Tobacco, & Other Drugs 4-hour class; and by completing a drug assessment prior to re-entry – see Student/Parent Information regarding terms for suspension reduction.

Vaping Discipline (non-drug related)

a. Any student in violation of this rule for the first time will be assigned the VapEducate course through ActionEducate or be assigned another form of education to inform students of the dangers of vaping.

b. Any student in violation of this rule for the 2nd time may be suspended for one (1) day. Each student's individual circumstances must be taken into consideration per WAC 392-400- 430(2).

i. The student shall also register for ATOD class within 72 hours (parent must attend) or be assigned another form of education to inform students of the dangers of associated with alcohol, cannabis, or illicit drug use.

ii. If a student has already completed the ATOD course, the student can be assigned the VapEducate course for the 2nd violation.

c. Will follow drug and alcohol protocol

i. For every violation, regardless of category:

1. Confiscate all vaping product(s) and/or device(s)
2. Notify parent/guardian of incident
3. Student and parent must register and attend Center for Human Services Alcohol, Tobacco, and Other Drugs (ATOD) informational class (a free class contracted by the NSD)
4. Student and parent will be provided a copy of fact sheet regarding the dangers of vaping
5. Identify and refer to other resources as necessary

3. STUDENT AND ATHLETIC LEADERSHIP CODE

The opportunity to participate in the athletic program or as an elected or appointed school leader in the Northshore School District is a privilege available to all students. Because of the public nature of athletic and activities programs sponsored by the District, students choosing to participate are expected to always conduct themselves during their season of participation and between consecutive seasons in a manner that will reflect the high standards and ideals of their school and community. These high personal standards for conduct promote maximum achievement, safe performance, commitment to excellence in health and conditioning, and fulfill responsibilities as student leaders by setting a positive example for other students.

If students are earning credits from a school that is not one of the District's Secondary Schools or a District alternative program; they are expected to attend all athletic individual and team practices as scheduled by the respective coaching staff. Athletic practices and competitions take precedence over conflicts with non- Northshore credit providers. Sport specific attendance policies will be followed if practices or contests are missed.

It is the highest priority that student athletes meet specific academic benchmarks toward high school graduation to continue competing. Student athletes who are credit deficient must confer with their counselor to develop an academic plan to retrieve credits and demonstrate ongoing evidence of meeting the plan. Students must meet the standards for interscholastic eligibility as outlined in the Washington Interscholastic Athletic Association (WIAA) handbook.

The Northshore School District is committed to equitable access to extra-curricular activities for every participant and when necessary, equitable application of corrective action(s) for participants at the discretion of administrators: Principals or Assistant Principals or District Administrators and/or the school's Athletic Director or Activity Coordinator.

The Athletic/Activities Code of Conduct takes effect when a participant enrolls in any of the District's high school athletic and/or activity programs and ends when the participant graduates from any one of the district's high schools. For our District middle schools, the Athletic/Activities Code of Conduct takes effect when a participant enrolls in any of the District's middle school athletic and/or activity programs and ends when the participant transitions to any one of the District's high schools.

Each school, program, and activity will notify all participants about the Code, its requirements, and corrective actions on an annual basis.

Any student who is involved as an athlete or as an appointed or elected school leader who willfully performs any act that substantially interferes with or is detrimental to the orderly operation of the District's athletic or activities programs shall be subject to discipline. In cases where multiple student leaders or student athletes knowingly violate the athletic and leadership code, discipline may be levied on both individuals and the team.

A. Running Start Eligibility Standards – A Running Start Contract (RSEVF), a WIAA Running Start Contract, and a school Running Start Contract must be on file annually in the principal's office or counseling office. A Running Start student's eligibility is through the public school of residence/record, where the student accesses the Running Start program.

i. **Regular Attendance** - The Running Start student must comply with the WIAA minimum eligibility standards of attendance and comply with local school attendance eligibility policies required of all other students.

Note: Students who access the Running Start Program at the community colleges may find themselves on a different academic calendar from their high school for academic eligibility.

B. Scholarship - The Running Start student shall maintain passing grades during the previous and current high school semester/trimester equivalent to the standards set in WIAA Rule 18.8.0 each college term for any courses in which they are enrolled at the college and high school level. Grades at the end of each college term are final and high school grades are frozen to determine eligibility. Failure to maintain passing grades at the end of each term equivalent to the standards set in WIAA Rule 18.8.0, will result in a suspension period as outlined in WIAA Rule 18.8.6. Running Start students who participate in club sport programs at the post-secondary institution they attend forfeit their interscholastic eligibility for the corresponding WIAA sanctioned sport.

C. Guidelines in Establishing Running Start Eligibility

1. Determine the number of credits required for athletic eligibility at the student's high school. Example: Five (5) classes required in a six (6) period school day is equal to 2.5 semester credits needed for eligibility.
2. Establish the student's academic schedule for the year, either entirely as a Running Start student or a student with a blended schedule of classes from both Running Start and the high school.
3. Determine the number of credits to be earned in each of the courses.
4. The credits in the Running Start second term can be used either for the first (1st) semester, the second (2nd) semester, or split between the two (2) semesters.
5. It is possible that a Running Start Student would not attend any classes during one (1) of the three (3) Running Start terms and still be eligible, provided they took enough credits during the other two (2) terms to meet or exceed the number of credits per semester for athletic eligibility at the high school.
6. Running Start is a public school mainstream educational program. Eligibility is at the public school of residence/record where the student accesses the Running Start program. A student could still compete athletically for the private school if they maintain enrollment at the private school for at least 50 percent (%) of the school day at the private school.

D. Attendance Requirement

i. Aligned with Procedure 3122: Excused and Unexcused Absences, student athletes are expected to attend school on days of practices and competitions. Coaches are provided with a daily printout of attendance to ensure their athletes are eligible to practice or compete based on the following criteria:

- Students must attend a minimum of 4 classes for a 7 period schedule
- Students must attend a minimum of 3 classes for a 6 period schedule
- Students must attend a minimum of 2 classes for a 4 period schedule
- Students must attend a minimum of 2 classes for a 3 period schedule
- Students must attend school on Friday in order to practice/compete on Saturday.

In rare, extreme, and extenuating circumstances beyond the control of the student, eligibility to practice or compete may be granted in advance on a case-by-case basis.

E. Academic Requirement

i. In order to maintain eligibility during the current semester, the student shall be full-time and maintain passing grades, in a minimum of:
- 5 classes in a 5 period class schedule or the equivalent credits
- 6 classes in a 6 period class schedule or the equivalent credits
- 6 classes in a 7 period class schedule or the equivalent credits

Class schedule guidelines referenced above shall be the requirement of all full-time students in that school. If a student is taking fewer classes than the school provides, they must be passing all classes.

F. Running Start Courses Equivalent

i. One - 5 credit quarter course = One high school credit
ii. One - 3 credit semester course = One high school credit

NOTE: Any class posted as a "W" indicates a student has withdrawn from the class and is not considered a class toward the minimum class or the equivalent credit requirements.

For situations pertaining to eligibility outside these situations the district will refer to the WIAA guidelines for academic eligibility.

If a student has an extraneous circumstance not empowering them to meet the eligibility requirements the school can work with that student to appeal their situation of the appropriate process and support an action plan for success.

G. Implementation of Corrective Action and Process

i. Participants who exhibit any of the Behavior Violations included in NSD Administrative Procedure 3200P may be subject to corrective action under the Code.

1. If there is a reasonable belief a participant violated the Code, the allegation must be reported to an administrator and/or Athletic Director or Activity Coordinator.
2. Any reported allegation of a potential violation will result in an investigation. At minimum, the investigation will include:
   a. An opportunity for the affected participant to provide a statement to an administrator and/or Athletic Director or Activity Coordinator. Prior to the affected participant providing a statement, the administrator and/or Athletic Director or Activity Coordinator will ask if the affected participant wishes to have a trusted adult with them.
   b. A review of any previous corrective actions relating to the affected participant.
   c. Interviews with others (students, staff members, coaches, etc.) who may have knowledge of the alleged incident.
   d. An interview with the parent/guardian, as appropriate.
   e. The administrator and/or Athletic Director or Activity Coordinator may determine that other steps must be taken before the investigation is complete.

3. If concluded that the participant did violate the Code, the administrator and/or Athletic Director or Activity Coordinator may determine appropriate corrective action. The corrective action will be commensurate with the nature of the extra-curricular activity, the participant's offense, honesty, and conduct, and/or other relevant factors.
   a. Corrective action(s) applied under the Code are to be interpreted in a way that would not limit the application of corrective action otherwise imposed under other applicable District policies and procedures.
   b. A participant who wishes to appeal the imposition of a corrective action under the Code may appeal pursuant to Appeals of a Corrective Action of the Code.

4. If concluded that the participant did violate the Code, the administrator and/or Athletic Director or Activity Coordinator will provide the participant and the parent/guardian with a written record of the corrective action imposed on the participant. The written record will include at minimum the following:
   a. The behavior that led to the corrective action
   b. The corrective action
   c. Applicable appeal rights
   d. Records of corrective action imposed on a participant under the Code are maintained in the same manner as any other student information.

5. Should a corrective action under the Code be applicable for a co-curricular activity that is part of a credit course for grade (examples include drama, music, journalism, art), or other school approved activities as defined in Policy 2150 (Co-Curricular Programs/Activities), the administrator will determine an appropriate corrective action. The corrective action will only be for the co-curricular event portion of the activity commensurate with the nature of the co-curricular activity, the student's offense, honesty, and conduct, and/or other relevant factors.

6. If a student commits an infraction of the Code but is not currently involved in a sport or activity, the administrator and/or Athletic Director and/or Activity Coordinator will determine an appropriate corrective action. The administrator and/or Athletic Director or Activity Coordinator will then:
   a. Either apply a corrective action to be completed PRIOR to the next sports season in which the student participates, or
   b. Apply the corrective action to the next consecutive sports season in which the student participates.
      - NOTE: if the student does not participate in a sport or activity within a calendar year, no corrective action in the athletic realm will be applied.
      - NOTE: Participation is defined as follows: the student must report for try-outs and compete during the season to serve the corrective action that has been imposed.

7. Corrective actions apply to the sport and the activity if the student participates in both concurrently during a given school year.

8. If a corrective action imposed on a student participant overlaps with a period of ineligibility in a sport or activity (for reasons including but not limited to grades, injury, or practice requirements), the corrective action does not begin after the period of ineligibility. Instead, the administrator and/or Athletic Director or Activity Coordinator will determine an appropriate corrective action commensurate with the nature of the extra-curricular activity, the student's offense, honesty, and their own conduct and/or other relevant factors.
    a. Students involved in concerning actions will receive due process through the Rights and Responsibilities Procedures (R&R). This will include the appropriate channels designated by the students' school and the R&R.
    b. If the student is not allowed to participate in school because of a disciplinary action such as in- school suspension, suspension, or expulsion, the student will also be removed from activities/athletics.
    c. Failure to Follow Building and/or Team Rules:
    d. Each sport/leadership/activity position will have individual team/group rules established by the head coach/advisor. The head coach/advisor shall inform the school Athletic Director/Activity Director and the student's parent(s) or guardian(s) of these specific team and/or leadership rules. When students fail to follow these rules, disciplinary consequences for their actions may be applied.

H. Student Agreement

i. Any student who is involved as an athlete or as an elected or appointed school leader must adhere to the rules outlined in this code and sign the agreement pledging to do so.

ii. Consequences for violations of the Student Athletic & Leadership Code may include any or all the following:
    1. Probation is a period in which a student may be given time to correct deficiencies that could result in denial of participation for a given period or removal from the activities/group participation.
    2. Denial of participation means that the student is allowed to practice but not compete or perform in games or any leadership activities.
    3. Loss of eligibility, which may carry over to subsequent sports/activities seasons, means the student will not practice in uniform, or participate in interscholastic competition or leadership activities/groups. Per Northshore School District disciplinary code, a student on suspension from school is not eligible for any form of participation or attendance at any extracurricular school activities or athletic events.
    4. In certain cases, where multiple students intentionally participate in violations of this Code, sanctions against the team may be imposed by the district. These violations may occur at a single point or over a season. Examples of team sanctions may range from probation, requirements for greater levels of adult supervision, cancellation of future non-league contests, suspensions of overnight travel, or in extreme cases, cancellation of season. Imposing team wide sanctions must be approved by the District Athletic Director.

iii. Student athletes and school leaders are held to all general rules of conduct as stated previously in the Rights & Responsibilities Handbook concerning student conduct.

I. Alcohol, Drugs, and Other Mood Altering Substances

i. Under NSD Administrative Procedure 3200P, Athletic Procedure 2151P, and Activity Procedure 2050P students who participate in athletics and/or activities are expected to refrain from the unlawful use of alcohol, cannabis, tobacco, and controlled substances.

Any unlawful possession or use of controlled substances, alcohol, cannabis, and tobacco is a violation of the Code. (Refer to the Student R&R)

ii. Students found to be in violation of the activities and athletic code are guaranteed the rights of Washington State students, as outlined in Washington State discipline law. This includes the right to due process, involving the students' guardian and to have each incident evaluated on its own merits.

iii. As a result, all investigations, due process, consequences and requirements from students and guardians will be overseen by the Student R&R procedures.

iv. Corrective actions for offenses related to drugs and/or alcohol are set forth below. The building administration will ensure coordination between administrative consequences and activities/athletic consequences to best support the student and reduce future dangerous behaviors associated with substance use.

v. First Offense – Alcohol, Tobacco, and other Mood-Altering Substances

1. Corrective Action: While considering corrective action for a drug/alcohol/tobacco offense, the building administrator (Principal or Assistant Principal) and/or Athletic Director or Activities Coordinator will contact the District Director of Athletics and Activities before imposing corrective action as appropriate.
2. Corrective actions specific to tobacco and/or alcohol offenses are as follows:
    a. Middle School Students: the discretion of Level One actions allows middle schools to determine the appropriate level of implementation.

vi. Possession or Use (First Offense)

1. Required: Notify parent/guardian of additional activity/athletic consequences and their ability to participate. Provide students an opportunity to meet with designated school administration to review additional consequences outside the R&R. (See procedures stated in the "Implementation of Corrective Action Process". Students will receive a one game suspension for the first offense.
2. Required: Provide students with evaluation and due process per the R&R procedures.
3. Design a written accountability and support plan (safety/behavior plan) that includes applicable support services.
4. Assign the Alcohol, Tobacco, or Other Drug (ATOD) Course or assign another form of education to inform students of the dangers associated with alcohol, cannabis, or illicit drug use.
5. If a student does not choose to participate in the accountability and support plan, they may choose the alternative of missing up to 30% of the remaining school activity or athletic competition.
6. If the student chooses not to attend ATOD or complete another form of education to inform students of the dangers associated with alcohol, cannabis, or illicit drug use, they may miss 100% of their season.
7. The consequences will be provided in written form for signature by student, guardian and designated administrator.
8. Decisions regarding suspension from competition/events should be commensurate with the nature of the extra-curricular activity, the student's offense, and their own conduct, and/or other relevant factors.

vii. Intent to distribute or distribution (first offense):

1. Required: Notify parent/guardian of additional activity/athletic consequences and their ability to participate. Provide students an opportunity to meet with designated school administration to review additional consequences outside the R&R. (See procedures stated in the "Implementation of Corrective Action Process")
2. Required: Provide students with evaluation and due process per the R&R procedures.
3. Require a written safety/behavior plan that includes applicable support services.
4. Immediately remove student from all activities or athletics provided the building administrator (Principal or Assistant Principal) and/or Athletic Director or Activity Coordinator reasonably believes the student is an immediate and continuing danger to themselves, other students, staff, or administrators or is a substantial disruption to the educational process of the district for a maximum of ten days.
5. Notify law enforcement.
6. Suspend the student from a maximum of 100% of season contests or performance events. Decisions regarding suspension from competitions/events should be commensurate with the nature

of the extra-curricular activity or athletics, the student's offense, honesty, and their own conduct, and/or other relevant factors.

viii. Second (or greater) Offense

1. Any second or greater offense for tobacco/alcohol throughout a student's grade 9-12 enrollment in a District school, with the exception of distribution, would take into consideration the original offense. While considering corrective action for a second or greater drug/tobacco/alcohol offense, the building administrator (Principal or Assistant Principal) and/or Athletic Director or Activities Coordinator will contact the District Director of Athletics and Activities. The following list is a menu of possible corrective actions to apply in a second (or greater) offense. Although each incident must be evaluated on its own merit, we must consider the safety of the student as well as the safety of other students. The corrective action taken will depend on the circumstances and any previous alcohol, drug or other mood altering substances offenses a student has previously committed. The building administrator (Principal or Assistant Principal) and/or Athletic Director or Activities Coordinator may apply multiple actions for any one offense.

Administrators will follow the "Implementation of Corrective Action and Process" as appropriate when investigating all offenses.

- Parent conference
- Drug/alcohol assessment and follow-through with all recommendations
- Release of Information with assessment provider
- Implementation of a safety or behavior plan
- Referral to Guidance Team
- Law enforcement as appropriate
- CPS notification as appropriate
- Implementation of Child Find due to impact of substance use evaluation for disability.
- Suspension from regularly scheduled practices and/or meetings as appropriate
- Suspension from regularly scheduled competitions and/or performances as appropriate

LEGEND DRUGS AND CONTROLLED SUBSTANCES: Penalties for the possession, use or sale of legend drugs (drugs obtained through prescription, RCW 69.41.020-050) and controlled substances (RCW 69.50) shall be as follows:

1ST VIOLATION: A participant shall be immediately ineligible for interscholastic competition in the current interscholastic sports program for the remainder of the season. Ineligibility shall continue until the next sports season in which the participant wishes to participate unless the student accesses the assistance program outlined in Rule 18.26.2.2.

An athlete who is found to be in violation of the legend drugs and controlled substances rule shall have two options:

a) 18.26.2.1 The athlete will be ineligible for participation in contests for the remainder of that interscholastic sports season and must meet the school's requirements in order to be eligible to compete in the next interscholastic sports season. The school principal will have the final authority regarding the student's participation in further interscholastic sports programs.

b) 18.26.2.2 The athlete may choose to seek and receive help for a problem with use of legend drugs or controlled substances. Successful utilization of school and or community assistance programs may allow **them** to have eligibility reinstated in that athletic season, pending recommendation by the school.

2ND VIOLATION: A participant who again violates any provision of RCW 69.41.020-50 or of RCW 69.50 shall be ineligible for interscholastic competition for a period of one calendar year from the date of the second violation.

3RD VIOLATION: A participant who violates for a third time RCW 69.41.020-50 or of RCW 69.50 shall be permanently ineligible for interscholastic competition.

ix. **Appeals of a Corrective Action**

1. A student may appeal the imposition of corrective action that includes suspension of playing time or suspension from an activity.
2. Consequences administered by the administration outside the scope of additional consequences by activities and athletics must appeal through the standard R&R process.
    a. **The appeal process is outlined in the R&R with the difference being the second level of the appeal process below. The appeal begins with the building principal.**
        i. The participant and/or parent/guardian may request an informal conference with the Principal.
        ii. The Principal will schedule an informal conference, the purpose of which is to listen to the reason and rationale for the appeal.
    b. If the school decision was made by the Principal, was upheld by the Principal, or the participant is not satisfied with the decision at the informal conference, the participant may file an appeal with the District Director of Athletics and Activities.
        i. The participant and/or parent/guardian must request an appeal conference with the District Director of Athletics and Activities in writing.
        ii. The participant and/or parent/guardian must include the corrective action that is the basis of the appeal in their written request.
        iii. The District Director of Athletics and Activities will schedule an appeal conference, the purpose of which is to listen to the reason and rationale for the appeal.
        iv. The District Director of Athletics and Activities will provide the participant and parent/guardian a written record of their decision related to the appeal. The written record will include at minimum the following information:
            1. the behavior that led to the corrective action,
            2. the corrective action,
            3. the reason(s) and rationale for the appeal,
            4. and the District Director of Athletics and Activities' decision.
    c. If the participant is not satisfied with the decision made by the District Director of Athletics and Activities at the second level of appeal, the participant may file a final appeal with the Superintendent or Designee and is entitled to due process rights outlined in WAC 392-400-240 (Discipline – Grievance procedure).

NOTE: If the appeal relates to a second (or higher) violation of controlled substance use and the participant competes in a sport sanctioned by the Washington Interscholastic Activities Association (WIAA), and the participant wishes to gain eligibility for competition, then the participant must file a second appeal directly to the Executive Director of the WIAA.

NOTE: A student does not retain the ability to participate in any capacity in the program/activity while awaiting an appeal of a corrective action.

While waiting for an appeal hearing, the corrective action in question remains in place.

3. **WIAA Eligibility**
    a. Providing false information in an attempt to gain eligibility is a WIAA violation and will result in a 1 (one) calendar year suspension from all athletics (WIAA Rule 28.4.01).

x. **Hazing:** *Hazing is any intentional, knowing, or reckless act when: (1) the act was committed in connection with an initiation into, an affiliation with, or a maintenance of membership in any organization that is affiliated with the school and (2) the act involves a substantial risk of potential physical injury, mental harm, or personal degradation.*

1. Hazing will not be tolerated in any form and is never to be part of our program. Acts of hazing can escalate to the point that the students participating are at risk. It is also quite possible that many acts of hazing will result in legal action being taken against the coach, advisor, student group leader, administration, or the school district.
2. Any student who participates willingly in a hazing ritual is subject to disciplinary action, including suspension from school or the team, or both and possible legal action depending on the severity of the incident.

3. Any student athlete or activity participant who observes and does not attempt to stop or report such a violation can also be subject to disciplinary action by NSD. Repeated acts of hazing can result in further school action and permanent suspension from athletics and or activities.

xi. **Questions for team leaders:**

1. Have all the participants, their parents and the coach been notified prior to the event? - *Often, hazing is a surprise.*
2. Would you be comfortable telling your coach, parents, and school administration about the plans prior to the event? *If you are not willing to share, you are treading into dangerous territory.*
3. Does the entirety of the team or group participate equally, or are new members singled out? *If new members are singled out for demeaning treatment, they are being hazed.*
4. Do juniors and seniors do anything that is unpleasant, or weird to freshmen or sophomores? *If the answer is yes, the new members of the team are being hazed.*
5. Are any group members violating the law or breaking school district policy? *If the answer is yes, STOP the activity and report it.*

xii. **Examples of hazing (this is NOT an all inclusive list):**

- Assigning pranks such as stealing, painting, breaking the law, or harassment of other groups.
- Modifying one's appearance with unusual haircuts, shaving, unusual clothing, tattoos, or skin markings.
- Forcing public acts of general humiliation.
- Smearing unusual or disgusting substances on the skin.
- Consumption or the threat of consumption of undesirable foods and/or liquids.
- Apparel that is embarrassing, lewd, or interferes with the educational atmosphere.
- Playing games where the loser must perform embarrassing acts.
- Agreeing to do demeaning tasks for others (servitude).
- Spanking, swatting, or hitting with great force.
- Throwing in the shower, dowsing, powdering, or dumping in the toilet or urinal.
- Requiring acceptance of verbal abuse and/or name-calling.
- Sitting or standing in uncomfortable positions.
- Pushing, shoving, or tackling team members under orders from others.
- Any tests of emotional stability.
- Disruption of sleep.
- Spreading rumors.
- Any process that unnecessarily produces mental anguish.