SELAH SCHOOL DISTRICT

Selah School District
316 W. Naches Avenue
Selah, WA 98942
509-698-8000
www.selahschools.org

STUDENT & FAMILY

HANDBOOK 26-27

Cultivating a Culture of Life-Long Learning for All!

HANDBOOK

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ABOUT THIS HANDBOOK

The Selah School District's Student and Family Handbook is an annual publication which features, district discipline and operational policies and procedures along with communicating legal notice requirements. The handbook is provided electronically to families each year. A complete look of all District operational procedures are available on the District website at www.selahschools.org. See our list of annual legal notices at https://www.selahschools.org/domain/469.

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The Selah School District complies with all federal and state rules and regulations and does not discriminate on the basis of any protected class as defined by law. This holds true for all district employment and opportunities. The Selah School District specifically does not discriminate on the basis of sex, race, creed, religion, color, national origin, age (40 or older), marital status, honorably discharged veteran or military status, gender expression or identity, genetic information, non-job related sensory, mental or physical disability, the use of a trained dog guide or service animal by a person with a disability, or any other legally protected status, condition or characteristic, except where a bona fide qualification disqualifies an individual. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups.

The following employee(s) has been designated to handle questions and complaints of alleged discrimination:
Chad Quigley, Executive Director of Human Resources; 316 W. Naches Ave.; Selah, WA 98942; 1-509-698-8004; chadquigley@selahschools.org

A MESSAGE

— KEVIN MCKAY
SUPERINTENDENT

Welcome Families!

A Message from the Superintendent

As we begin preparing for another school year, our focus is on our students and families and creating an environment where our learners can positively grow.

Whether you are new families and students in the Selah School District, or whether you have been a long-time member of our community, I want to thank you for being a part of our Viking team! We believe that a strong partnership with our families is important for growth and student success. As we work together, our commitment to students is to create a culture of life-long learning for all, where they gain the skills to be contributing and productive citizens in an ever-changing world.

As each school year progresses, we grow together, *The Viking Way*. In upholding our strong Selah traditions and beliefs, we will continue to provide equitable and quality educational opportunities for students in safe and inclusive environments. We will provide our students with valuable learning experiences set with academic rigor, where our learners will work hard to embrace opportunity, rise above challenges, meet requirements and celebrate success.

As you review this student and family handbook, you will find that it is a valuable resource in outlining district expectations, policies, and procedures. If you have any questions, concerns or general comments about the Selah School District, please contact me at your convenience. We look forward to working with our families to create the best school experience, so students can be happy and successful.

News

Visit our district website at **www.selahschools.org** for district, school and departmental news and updates.

Lince Early Learning Center
Preschool & Kindergarten

Principal: Irina Stocia
ECEAP Director: Irina Stocia

208 S 3rd Street
Selah, WA 98942
(509) 698-7900

School Hours: 9:25 – 3:55
Office Hours: 8:00 – 4:30

John Campbell Primary

Principal: Amanda Scribner

408 N 1st Street
Selah, WA 98942
(509) 698-8100

School Hours: 8:30 – 3:00
Office Hours: 7:30 – 4:00

Selah Intermediate

Principal: Sarah Hansen

1401 W Fremont
Selah, WA 98942
(509) 698-8300

School Hours: 8:45 – 3:15
Office Hours: 7:30 – 4:30

Selah Middle School

Principal: Brian Buehler

411 N 1st Street
Selah, WA 98942
(509) 698-8400

School Hours: 7:35 – 2:05
Office Hours: 6:45 – 3:15

Selah High School

Principal: Colton Monti

801 N 1st Street
Selah, WA 98942
(509) 698-8500

School Hours: 7:35 – 2:05
Office Hours: 7:00 – 3:30

DISTRICT SERVICES

Administrative Offices
316 W Naches Ave
Selah, WA 98942
Phone: (509) 698-8000
Fax: (509) 698-8099
Office Hours: 7:30-4:00

Superintendent's Office
(509) 698-8001

Business Office
(509) 698-8005

Facilities
(509) 698-8050

Human Resources
(509) 698-8014

Inclement Weather
(509) 698-8080

Information Technology
(509) 698-8040

Nutrition Services
(509) 698-8

Public Relations
(509) 698-8007

Special Education
(509) 698-8018

Student Health Services
(509) 698-8182

Teaching & Learning
(509) 698-8006

Transportation
(509) 698-8331

SELAH SCHOOL DISTRICT
BOARD OF DIRECTORS

Dan Peters
President

Joe Catron
Vice-President

Derek Iverson
Board Member

Sarah Michael
Board Member

Larry Patching
Board Member

The Selah School District Board of Directors consists of 5 directors, elected by residents, to govern the school district. They are responsible for reviewing and adopting all district policies according to the laws of federal and state government, the State Board of Education, and the State Superintendent of Public Instruction. School director duties include setting the vision and mission of education in the District and ensuring the successful implementation of this vision.

The Board of Directors conducts a variety of meetings. Each of these meetings, with the exception of an executive session, are open to the public, but are not meetings of the public. The purpose of the meetings is to conduct School District business and to provide the members of the Board an opportunity to discuss issues with each other and with staff. Public input is welcome at public meetings. The Board always wants to hear informal suggestions and comments from patrons. The agenda item at regular meetings and study sessions titled "Suggestions/Comments from the Audience" is for any comments related to topics that are not on the agenda. Any informal suggestions or comments that are critical of individual school district staff or students will be heard in an executive session. The audience can also provide informal comments on agenda items after being recognized by the board president.

Board meetings are typically held the **second** and **fourth Thursday** of each month. Please check the Selah School District website for specific meeting times and dates.

STUDENT CALENDAR

2026-2027

August 2026

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

25, 26, 27 *Staff PD Days—No School*
31 **Classes Begin**

September

4 *Non-School Day*
7 *Labor Day — No School*

October

9 *Teacher In-service Day — No School*
26-30 *Parent Conferences*

November

11 *Veterans' Day — No School*
25 *Thanksgiving Break — No School*
26 *Thanksgiving Break — No School*
27 *Thanksgiving Break — No School*

December

18 *Half-Day of School (dismissal 3 hours after school begins)*

21 *Winter Break — No School (5 days)*
28 *Winter Break — No School (5 days)*

January

1 *New Year's Day — No School*
4 ***Classes Resume***
18 *Martin Luther King Day — No School*

February

12 *No School/Snow Make-up Day*
15 *Presidents' Day — No School*

March

29-31 *Parent Conferences*

April

1-2 *Parent Conferences*
5 *Spring Break — No School (5 days)*

May

28 *No School*
31 *Memorial Day — No School*

June

15 ***Last Day of Classes*** *Half-Day of School (dismissal 3 hours after school begins)*

Note: Additional Snow Make up day(s) will be scheduled at the end of the calendar for school closures due to inclement weather, if required.

February 2027

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

316 W. Naches Avenue • Selah, WA 98942 • 509-698-8000

THE VIKING WAY

CULTURE OF LEARRNING

Culture is comprised of the shared assumptions, beliefs, values, traditions and norms that define a group of people. Culture can be thought of as the "personality" of the organization. The Selah School District is focusing on strengthening our culture by having an intentional focus on The Viking Way.

The Viking Way represents the behaviors and actions that are aligned with the Selah School District foundations listed below.

Our Core Purpose - Why We Exist

To ensure high levels of learning for all students.

Our Mission - What We Do:

The Selah School District, in partnership with students, parents, and community, cultivates a culture of lifelong learning for all.

Our Vision - What We Want:

Portrait of a Graduate - Every student future ready by being able to collaborate, innovate, communicate, show empathy and resilience.

Our Beliefs - What We Value:

Strong character is at the heart of preparing our students for lifelong success.
Every student is worthy and capable of making meaningful contributions to his or her communities (classroom, team, home, etc.).
In a culture of excellence, every student graduates on time, prepared for college and career opportunities.

Our Pledge - What We Will Accomplish:

The goal of *The Viking Promise* is to meet the needs of the whole child by creating an equity centered, engaging and personalized learning experience in an emotionally and physically safe environment for each child in Selah.

SCHOOL AND FAMILY

PARTNERSHIP AGREEMENTS

2026-2027

* THE STUDENT'S COMMITMENTS

I understand that education is important to me. I am the one responsible for my own success. **AS A STUDENT, I WILL BE RESPONSIBLE FOR BEING MY BEST SELF AND DOING MY BEST WORK BY:**

- Coming to school on time and being prepared
- Cooperating with everyone in the school
- Respecting others and myself
- Demonstrating and showing Viking PRIDE
- Returning completed homework on time
- Spending time at home reading, studying and preparing for assessments

* THE TEACHER'S COMMITMENTS

I understand the importance of a quality education for every student as my role as an educator and positive role model. **AS A TEACHER, I WILL BE MY BEST SELF AND DO MY BEST WORK BY:**

- Creating a safe, positive, and healthy learning environment
- Providing a challenging, instructional program that addresses the individual needs of all students
- Communicating with parents/guardians on a regular basis
- Assigning appropriate homework with clear alignment to classroom assessments
- Encouraging students to read daily at school and at home
- Participating in professional growth activities to maximize my effectiveness as an educator.
- Ensure I am consistently available before and after school to provide more time and targeted instruction for students who need extra support

* THE PARENT/GUARDIAN'S COMMITMENTS

I understand that by participation in my child's education this will help his/her achievement and attitude.
AS A PARENT/GUARDIAN, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Promoting high standards and the importance of a good education by providing a quiet, suitable place for completing all studying and homework
- Supporting the school's homework, behavior, and attendance policies
- Making sure that my child gets adequate sleep and maintains a healthy diet
- Being involved in my child's education through awareness of classroom and school activities and by communicating regularly with my child's teachers
- Attending parent/guardian meetings and school programs
- Supporting the classroom by volunteering or assisting with project development at home

SELAH SCHOOL DISTRICT

POLICIES AND PROCEDURES & NOTICES

STUDENT ENROLLMENT

Online Student Enrollment for Selah Resident Students

As a convenience for our families, the Selah School District is now enrolling new students online.

The online process includes enrollment for new families in the District, as well as for existing families who have other children attending Selah Schools and want to enroll a sibling or other student in the household. Instead of visiting each individual school to enroll students, parents now register their children using any electronic device. If families don't have access to a device, they can visit one of Selah's schools or the District Office to use a computer to complete the process.

Please reach out to the individual school you are wanting to enroll your child in:

- RL (509) 698-7900
- JCP (509) 698-8100
- SIS (509) 698-8300
- SMS (509) 698-8400
- SHS (509) 698-8520
- Selah Choice (509) 698-8060

Returning Student Registration

Each school year, we ask families to complete the annual registration process for their returning students through their Skyward Family Access account. This process includes updating and verifying student and family information including emergency contacts, student health information, verifying military status, and reviewing the student compact and handbooks.

Home Language Survey

We ask all families to complete the new Home Language Survey. You may have completed the Survey before, however, the Office of the Superintendent of Public Instruction (OSPI) has made changes to this form and requires all families to complete it new each year. At your convenience, complete the returning student registration process for each of your students through your Skyward Family Access portal. Login instructions are available **HERE**. If you have questions about this process or need assistance, please contact the main office of your student's school or the District Office.

Non-Resident Students:

A student who does not reside in the Selah School District may apply to attend a Selah School by:

- Submitting a Choice Transfer Request through the online Parent Portal at: https://eds.ospi.k12.wa.us/ChoiceTransferRequest;
- If the resident district does not utilize the Choice Transfer Request Portal, students must submit a completed Choice Transfer Request Form to the school they are applying to or to the District Office. Forms must be signed by the student's resident district to be considered complete.

Non-Resident students will only be placed if room allows at the requested grade level and are only granted for one year intervals. Annually, high school placements will be made beginning mid-August and placement for grades K-8 will be made by the first Friday in September.

For more information, please contact the individual school in which you are trying to enroll your student.

Release of Resident Students:

A student who resides in the Selah School District, but wants to attend school in another district, may do so by:

- Submitting a Choice Transfer Request through the online Parent Portal https://eds.ospi.k12.wa.us/ChoiceTransferRequest;
- If the nonresident district does not utilize the Choice Transfer Request Portal, parents must complete the Choice Transfer Request Form and provide a completed copy to the Selah School District Administration Office.

STUDENT ATTENDANCE

The Selah School District is making a special effort to ensure all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school—and themselves. Your student can start building this habit in preschool so they learn right away that going to school on time, every day is important. Consistent attendance will help children do well in high school, college, and at work.

Attendance Resources

For a more detailed description of attendance policies and procedures, refer to the Attendance Policy located in: **District Policy 3122**

English:
https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer-1-pager.pdf

Spanish:
https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer_Spanish.pdf

Attendance Works Resources:
https://www.attendanceworks.org/resources/handouts-for-families

Too Sick for School?

Review the top, right column for the guidelines to help you make the decision about when to keep your child home from school.

- **Fever:** With a fever greater than 100.4° F; child must not have a fever for 24 hours before returning to school.
- **Vomiting:** Child should not return to school for 24 hours following the last episode of vomiting.
- **Lice, scabies:** Children may not return to school until they have been treated. Children with scabies can be admitted after treatment.
- **Diarrhea:** More than one watery stool in a 24-hour period, especially if the child acts or looks ill.
- **Chronic cough and/or runny nose:** Continual coughing and excessive nasal discharge. Conditions may be contagious and may require treatment from your healthcare provider.
- **Sore throat:** Especially with fever or swollen glands in the neck.
- **Rash:** Body rash, especially with fever or itching.
- **Ear infection:** With fever. Without fever, students can attend school, but the child may need medical treatment and follow-up. Untreated ear infections can cause permanent hearing loss.
- **Eye infection:** Eye infection: pink eye (conjunctivitis) or thick mucus or pus draining from eye.
- **Unusual appearance, behavior:** Abnormally tired, pale, lack of appetite, difficult to wake, confused or irritable. This is sufficient reason to exclude a child from school.
- **Sick household member:** If anyone in your household has flu-like symptoms, please keep your child home for 72 hours after that member of your household is symptom-free.

Absences

It doesn't matter if a student's absence is excused, unexcused, or pre-arranged, it is still considered an absence. Every day students are absent, they miss 6.5 hours of valuable instruction and social interaction. Missing more than 10% of a school year is considered "Chronic Absenteeism". Chronic absenteeism can put students at risk for falling behind academically.

We will send home a monthly attendance letter to students and families that are in the "At Risk" and "Chronic Attendance" categories, to keep students informed of attendance standing. As a district, we really want to support students and their families to remove barriers if attending school regularly is a struggle.

STUDENT ATTENDANCE, CONTINUED

Tardies

On a daily basis, students are expected to arrive to class and ready to learn prior to the bell. **See the Absence Chart below to determine if you student is at risk for Chronic Absenteeism**.

	Number of Absences for the School Year Número de Ausencias para el Año Escolar			
	Satisfactory Attendance *Asistencia Buena*	**At Risk Attendance** *Asistencia En Riesgo*	**Moderate Chronic Attendance** *Asistencia Crónica Moderada*	**Severe Chronic Attendance** *Asistencia Crónica Severa*
Month Mes	**96-100%**	**91-95%**	**81-90%**	**0-80%**
August/ September *Agosto/ Septiembre*	**0-1**	**2**	**3-4**	**5+**
October *Octubre*	**2**	**3-4**	**5-8**	**9+**
November *Noviembre*	**3**	**4-6**	**7-12**	**13+**
December *Diciembre*	**3**	**4-7**	**8-14**	**15+**
January *Enero*	**4**	**5-9**	**10-18**	**19+**
February *Febrero*	**5**	**6-10**	**11-22**	**23+**
March *Marzo*	**5**	**6-12**	**13-26**	**27+**
April *Abril*	**6**	**7-14**	**15-29**	**30+**
May *Mayo*	**7**	**8-16**	**17-33**	**35+**
June *Junio*	**7**	**8-17**	**18-35**	**36+**

What We Need From You

We miss your student when they are gone and value their contributions to our school. We would like you to help ensure your student attends regularly and issuccessful in school. If your student is going to be absent, contact the **attendance secretary at your child's school**.

What You Can Do

- **Set** a regular bedtime and morning routine.
- **Prepare** for school the night before, finish homework and get a good night's sleep.
- **Don't let your student** stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- **Avoid** appointments and extended trips when school is in session.
- **Develop back-up plans** for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- **Keep track** of your student's attendance.
- **Talk to your student** about the importance of attendance.
- **Talk to your students' teachers** if you notice sudden changes in behavior. These could be tied to something going on at school.
- **Encourage** meaningful after school activities, including sports and clubs.

Excused Absences

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

- **Participation in school approved activity or instructional program:** To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is impossible to do so.
- **Absences due to:** illness, health conditions, medical appointments, family emergency, religious purposes, court/judicial proceedings, post-secondary, technical school or apprenticeship program visitations, scholarship interviews, State-recognized search and rescue activities consistent with RCW 28A.225.055, and related to the student's homeless status.

STUDENT ATTENDANCE, CONTINUED

- ✔ **Absence for parental-approved activities:** This category of absence shall be counted as excused for purposes agreed to by the principal and parent/guardian in advance. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent/guardian-approved absence would have an adverse effect on the student's educational progress which would be reflected in the grade for such a course.

- ✔ **Absence resulting from disciplinary action or short-term suspension**. By law, students who are removed from a class/classes as a disciplinary measure or students placed on short-term suspension, have the right to make up assignments/exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will substantially lower the course grade.

- ✔ **Extended illness or health condition**. If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement when practical. If the student is unable to do his/her school work, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.

- ✔ **Excused absence for chronic health conditions**: Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian will apply to the principal or counselor, and a limited program will be written following the recommendations of the student's medical advisor. The recommended program will be approved by the principal. Staff will be informed of the student's needs, though confidentiality of medical information will be respected at the parent's request.

The parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written notice and provide an excuse for the absence.

If no excuse is provided with the notification, or no notification is provided, the parent/guardian will need to submit an excuse via phone, e-mail or written notice upon the student's return to school.

Adult students (over 18) and emancipated students (over 16 who have been emancipated by court action) will notify the school office of their absences with a note of explanation.

Students 14-years or older who are absent from school due to testing or treatment for a sexually transmitted disease shall notify the school of their absence with a note of explanation, which will be kept confidential. Students 13-years-and older may do the same for mental health, drug or alcohol treatment; all students have the right for family planning and abortion.

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

Unexcused Absences

Unexcused absences happen because either a submitted excuse does not constitute an excused absence as defined above, or an excuse statement was not submitted an excuse statement by the parent/guardian or adult student.

Dismissal for School Related Activities

Students who are not in attendance for any portion of the school day, will not be eligible to participate in extra-curricular activities. Only absences deemed as emergencies or medical will be considered.

STUDENT ATTENDANCE, CONTINUED

- **Early Dismissal**

Students needing to be dismissed early from school must bring a note from home to the attendance office or have their parents or guardians call the attendance line. Students who fail to bring a note may request permission to leave through the attendance office or with administrator's approval.

Students are required to check out through the attendance office with a parent/guardian or approved emergency contact when leaving campus.

Parents: for liability reasons, we appreciate your cooperation in notifying the attendance office any time your child comes and goes during school hours.

Note: Students are not allowed to leave school grounds unless accompanied by an adult. No child will be released to a person other than the parent unless the person's name appears on the child's emergency card, which is on file in the school office.

- **Early Dismissal: K-8th Grades**

Students will not be removed from school grounds, any school building or school function during school hours except by a person authorized according to district procedures. Before a student is removed or excused, the person seeking to remove the student must present evidence of their proper authority to remove the student.

- **Early Dismissal: 18 & Older Students**

Students may establish the authority to write notes for themselves when they reach eighteen **AND** become an emancipated adult. An emancipated adult has not been claimed as a dependent for income tax purposes by parents/guardians, or has been legally emancipated from parents/guardians through the court. Proof of emancipation rests with the parent/guardian and student. Forms requesting emancipation status are available in the attendance office and are to be returned to an administrator.

School Policies and State Laws

It is important that our school policies and procedures, as well as Washington State Laws are understood in order to ensure each child is successful. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public or private school, or a district-approved home school program. Children 6-7-years-old are not required to be enrolled in school. However, if parents enroll their 6 or 7 year old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements: RCW 28A.225

Our Promise To You...

We know there are reasons students are absent from school, from health concerns to transportation challenges. There are staff in our buildings to help you if you or your student face challenges in getting to school regularly or on time, including, **counselors, nurses, intervention specialists, and administration**. We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and identify barriers and supports available to overcome challenges you may face in helping your student attend school.

If your student has two unexcused absences in one month, state law RCW 28A.225.020 requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

In elementary school after five excused absences in any month, or ten or more excused absences in the school year, the district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made plans so your child does not fall behind academically. If your student has an Individualized Education Plan (IEP) or a 504 Plan the team that created the plan needs to reconvene.

STUDENT ATTENDANCE, CONTINUED

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with Juvenile Court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court.

ALTERNATIVE LEARNING

Alternative Learning Experience (ALE) courses will provide educational opportunities designed to meet individual student needs. ALE is the District's full online option for students (run through Pearson). All ALE intake will be completed at the site by counselors and registrar.

Student Eligibility

- ALE courses will be available to all students, including students with disabilities
- All students in grades K-12 are eligible to participate in ALE courses/coursework
- To apply for ALE access here.

For more information, please see Board Policy 2255 and fill out the form from Procedure 2255.

CHILD ABUSE

Reporting procedures will be provided to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse, neglect, or exploitation to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities and/or the appropriate school administrator. Under state law, staff are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. Failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding. Board Policy 3421.

CLOSED CAMPUS/OFF CAMPUS

Selah Schools are closed campuses Board Policy 3242. Students will remain on school grounds from time of arrival until the end of school unless officially excused. A student who has left campus without permission is considered truant. To protect students and school property, and to prevent disruptive activity, officials must know if persons who are not school staff or student body are in the building or on campus.

Cooperation With Law Enforcement

Although the district values its relationships with law enforcement, the Department of Children, Youth, and Families (DCYF), and the county the county health department, to minimize interruption of the instructional program, the district discourages interviews and interrogations of students on school premises. As a rule, interviews and interrogations by any agency, including law enforcement, DSHS, and the county health department(s) should take place at the agency or the student's home, rather than school.

There are limited circumstances when an interview of students at school is warranted, for example school initiated investigations, child abuse investigations, and/or serious crime investigations. When an onsite interview or interrogation is warranted by the circumstances, the district will utilize the procedures and protocols associated with this policy, which were developed in cooperation with these agencies and ensure that students and parent(s)/guardian(s) are afforded all rights under law. The interviews of students as witnesses, victims, and suspects are treated differently. Board Policy 3226

CUSTODIAL/NON-CUSTODIAL PARENTS

The Board of Directors presumes the person who enrolls a student in school is the residential parent. The residential parent is responsible for decisions regarding day-to-day care and control of the student. Parents or legal guardians have rights to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information

CUSTODIAL/NON-CUSTODIAL PARENTS CONTINUED

to others, subject to the authority granted to the residential parent. The Board, unless informed otherwise, assumes there are no restrictions regarding the nonresidential parent's right to be kept informed of the student's school progress and activities.

If restrictions are made relative to the above rights, the residential parent will be asked to submit a certified copy of the court order that curtails these right(s). If these rights are questioned by the nonresidential parent, the issue will be referred to law enforcement for resolution.

Unless there are court-imposed restrictions, the nonresidential parent, upon request, will be given grade reports, school activities notices, reports of discipline, or notices of teacher or principal conferences or summaries. If there is a court order on file with the district that restricts or prohibits any parent or other person from contact with a student at school or picking them up from school, the district will not permit the student to visit with or be released to that parent or other person. Board Policy 3126.

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

Selah School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation, or bullying. In accordance with Board Policy 3207 and Procedure 3207P, all reports of bullying, harassment, and/or intimidation will be taken seriously and investigated.

If a student feels they have been subjected to harassment, intimidation, or bullying, the student should report the incident immediately to staff. At any time, a student or their parent/guardian may submit a formal complaint regarding harassment, intimidation, or bullying using Procedure 3207 (see page 9).

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

Board Policy 3207 is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

The District's prohibition of harassment, intimidation, and bullying shall apply:

- On school District property at any time;
- Off school District property at any school activity, function, or event
- Off district property if the actions of the student materially or substantially effect the education process and/or student attendance at school.

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

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

What is HIB?

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

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

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

HIB, CONTINUED

How Can I Make a HIB Report or Complaint?

Talk to any school or district staff member (whomever you are comfortable with). You may use the district's reporting form to share the con- you have about HIB. See here. Reports about HIB can be made in writing or verbally. Your report can made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with 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, witnesses HIB, they must take prompt and appropriate action to stop the behavior and to prevent it from happening again. Our district has a HIB Compliance Officer, Chad Quigley, Executive Director for Human Resources and District HIB Compliance Officer that supports prevention and response to HIB.

What Happens After I Make a HIB Report?

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

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

What is the Investigation Process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved and 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 done, the HIB Compliance Officer or staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how the decision can be appealed.

What if I Disagree with the Outcome?

For the student designated as the "targeted student" in a complaint: If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

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

For information about the HIB complaint process, including timelines, see the district's HIB link at the bottom of the district's homepage, **see here**, or, **Policy 3207** and **Procedure 3207P**.

DISCRIMINATION

Our District Stands Against Discrimination

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

What is Discriminatory Harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment.

DISCRIMINATION, CONTINUED

A hostile environment is created when conduct is so severe, pervasive, or persistent it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities. Review the District's Nondiscrimination **Policy 3210** and **Procedure 3210P**.

SEXUAL HARASSMENT

What is Sexual Harassment?

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

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

Examples of sexual harassment include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault. Review the District's Sexual Harassment **Policy 3205** and **Procedure 3205P**.

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 making sure that the harassment does not happen again in the future.

What Can I Do If I'm Concerned About Discrimination or Harassment?

If you or your student are concerned about discrimination or harassment, talk to a coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns About Discrimination:
Civil Rights Coordinator: Chad Quigley, Executive Director for Human Resources,
chadquigley@selahschools.org

Concerns About Sex Discrimination, Including Sexual Harassment:
Title IX Coordinator: Chad Quigley, Executive Director for Human Resources,
chadquigley@selahschools.org

Concerns About Disability Discrimination:
Section 504 Coordinator: Betty Lopez, Executive Director for Special Education,
bettylopez@selahschools.org

Concerns About Discrimination Based on Gender Identity:
Gender-Inclusive Schools Coordinator: : Chad Quigley, Executive Director for Human Resources,
chadquigley@selahschools.org

A Written Complaint

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint. To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

SEXUAL HARASSMENT, CONTINUED

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 School Board 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 a HIB Complaint—What Will My School Do?

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

crimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to fully resolve your complaint.

Who Else Can Help with Concerns?

*Office of Superintendent of Public Instruction (OSPI)

All reports start locally at the school or district level. 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 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

A Safe and Nondiscriminatory Environment

All of Washington State's public schools have a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and gender-expansive students. Bullying or harassment that

targets a student based on their gender identity or gender expression is discriminatory harassment. Schools must take steps to protect students from discriminatory harassment and must investigate possible harassment as soon as they know or reasonably should know about it, even if a parent or student does not file a formal complaint.

GENDER INCLUSIVITY

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
- Protect students from teasing, bullying, or harassment based on their gender or gender identity.

To review the District's Gender-Inclusive Schools Policy see 3211 and Procedure 3211P. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Chad Quigley,
Executive Director for Human Resources,
chadquigley@selahschools.org

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

Gender Expression

Civil rights laws prohibit discrimination and discriminatory harassment on the basis of gender expression and gender identity in Washington public schools. All students have the right to be treated consistent with their gender identity at school.

Names, Pronouns and Gender Designation

In Washington public schools, students have the right to be addressed by their requested name, pronoun (e.g., he/him, she/her, they/them, etc.), and gender designation. Board Policy 3211 and Procedure 3211P.

Public School Records

Public school records should use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so.

- Non-official Records should refer to a student by their requested name and gender. For example, school identification cards, athletic rosters, playbills, attendance lists, etc. should display the student's requested name, pronoun, and gender designation.
- Official Records: Certain education records, like a transcript, may still require a school to use a student's legal name. Schools should change the student's name on a transcript if the student provides documentation of a legal name change. Schools should change a student's gender designation if a parent or student requests the change (i.e., no proof of legal change required).

Name & Gender Designation Changes

A legal name or gender designation change is not required in order for public schools to use the student's requested name, pronoun, and gender designation during class, on seating charts, during roll call, on tests and assignments, and on other public school records. Of course, if the student has undergone a legal name or gender designation change, the public school should use the new legal name and gender designation from that point forward (i.e., the change is not retroactive).

GENDER INCLUSIVITY, CONTINUED

Dress Codes and Gender Expression

Clothing and hairstyle are two ways in which students often express their gender. Students have the right to express their gender at school, within the constraints of the school's dress code, without discrimination or harassment. School dress codes should be gender-neutral and should not restrict a students' clothing choices on the basis of gender.

SEX-SEGREGATED FACILITIES AND ACTIVITIES

Restrooms:

Public schools must allow students to use the restroom that corresponds to their gender identity. Any student—transgender or not—who requests greater privacy for any reason should be given access to an alternative restroom, such as a staff restroom or health office restroom, if available. Staff cannot require a student to use an alternative restroom because of their transgender/gender diverse status.

Locker Rooms

Public schools should provide access to the locker room that corresponds to a student's gender identity. Public schools may provide a separate changing schedule or use of a private area, such as a nearby restroom stall with a door or an area separated by a curtain, to any student—transgender or not—who voluntarily seek additional privacy.

Sports & Physical Education Classes

Public schools must allow all students to participate in physical education and athletics that correspond to their gender identity. Eligibility for interscholastic athletics is determined by the Washington Interscholastic Activities Association (WIAA).

Confidential Educational & Health Information

Public school staff can only share confidential educational and health information if they are permitted by law. School staff should not share a student's transgender or gender-diverse status, legal name, or sex assigned at birth with others, who could include students, school staff, and non-school staff.

Questions, Concerns, Complaints

In accordance with District Policy 3211 and Procedure 3211, all reports of discrimination and/or harassment on the basis of sex, gender identity, or gender expression will be taken seriously and investigated.

If a student feels they have been subjected to discrimination and/or harassment on the basis of their actual or perceived gender identity or expression, they should report the incident immediately to staff.

A student or their parent/guardian may submit an informal or formal complaint regarding discrimination. A discussion with the principal, or District **civil rights coordinator** is often the first step to address concerns about discrimination in order for resolution. If you cannot resolve the concern, this way, you can **file a complaint**.

Resources and Support

- Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools
- Growing Up Trans (PBS Frontline)
- Policies and Emerging Practices for Supporting Transgender Students (U.S. Department of Education)

HEALTH SERVICES

The Selah School District provides school health services designed to:

- Promote health and safety
- Intervene with actual and potential problems
- Provide education and case management services
- Actively collaborate with district staff, students, families, and the community.

If your child has suffered any type of injury talk with the school nurse and your child's doctor before returning them to school. Your child's safety and well-being is a priority and we want to make sure they are well enough to be in school. Please complete Medical Clearances to resume school.

IMMUNIZATIONS, MEDICATION AND WASHINGTON LAW

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases, each student must present completed Certificate of Immunization Form (CIS), proof that a schedule of immunization has begun or a certificate of exemption before they can attend school. If, by the students first day of enrollment, a student does not have documentation for immunizations he/she will be placed in a "conditional admittance" category.

The parent or guardian has no longer than 30 calendar days from the student's first day of attendance to get any missing immunizations and/or provide documentation needed. According to Policy 3413 and Procedure 3413P, following proper notification, the school will exclude the student for noncompliance with the immunization laws, pursuant to the appeal process procedures outlined in Board Policy 3241.

In the event of an outbreak of a particular disease, a child who has been exempted from a vaccine will be excluded from school. In accordance with Washington State Law, districts must provide information on Meningococcal and Human Papillomavirus diseases to parents or guardians of all students entering Grades 6-12. Washington State Department of Health provides more information about required and recommended vaccinations. DOH also provides child health and safety information for your family via the Child Profile Health Promotion System.

Medication at School

Prescription medications and over-the-counter oral medications may only be used by students or given to students at school, when a written authorization - from the licensed health professional prescribing the medication - is on file in your child's school.

In order for students to take or carry medication of any kind at school, a parent/guardian must provide the appropriate form(s), completed by the Health Care Provider who sees the student. This must be done every year for each medication.

Prescription medications and over-the-counter oral medications may only be used by students or given to students at school, when a written authorization - from the licensed health professional prescribing the medication - is on file in your child's school.

In order for students to take or carry medication of any kind at school, a parent/guardian must provide the appropriate form(s), completed by the Health Care Provider who sees the student. This must be done every year for each medication.

Medication cannot be given without the completed form. This requirement is a law in Washington State. Each medication must be delivered to the school in its original container with a label including:

- **Student name**
- **Date issued**
- **Name of medication**
- **Name of health care provider**
- **Exact dosage**

Providing the required paperwork, authorizations and medications will help make school a safe and healthy place for your child. Please feel free to contact the District Nurse if you have any questions or concerns.

Forms that May be Required :

In providing the required paperwork for student medication to be distributed at school, required forms may include:

- Permission for Administration of Medication at School
- Authorization for Administration of Epinephrine (epipen)
- Medical Authorization for Asthma Management at School

Mild Allergies

Many students have mild allergies, such as springtime reactions to tree and grass pollen that cause itchy, watery eyes and runny noses. These types of allergies do not need to be reported on the Health Alert form.

HEALTH SERVICES, CONTINUED

Life-Threatening Health Conditions

A life-threatening health condition puts the child in danger of death during the school day without medication or treatment and a nursing plan in place (see Washington state law RCW 28A.210.320).

Examples of life-threatening health conditions include:

- Diabetes
- Severe asthma
- Severe allergies (bees, peanuts, etc.)
- Cardiac/heart conditions
- Epilepsy/seizure disorder

Reporting the Student Condition or Illness

Parents or guardians of students with life-threatening conditions must inform the child's school and work with the school nurse and the student's health care provider to create a health care plan. Planning ahead helps schools to be equipped and prepared to care for students with life-threatening conditions in emergency health situations.

Parents/Guardians Must

In informing the child's school of a serious or life-threatening condition, the parent or guardian must:

- Report the life-threatening condition on the Health Alert form;
- Complete the Permission to Administer Medication at School form if student needs medication at school;
- Complete the health care plan that is specific to the student's illness, if applicable.

All student health forms are available in the district health forms library or at the school office. Required documentation must be completed before the child attends school.

If you have any health questions related to school, contact the nurse at the school your child attends.

NUTRITION SERVICES

Meal Programs

As part of the Community Eligibility Provision (CEP) system, all Selah students will receive daily breakfast and lunch meals at no cost regardless of household income. No free and reduced applications will be collected to determine eligibility as the CEP Program is inclusive of every student.

Even though all Selah students will eat for free, milk and other selected extra entrees will be available for purchase. Set-up an account for your student at https://www.myschoolbucks.com/login.asp.

Payments for more than the amount needed for a single meal can be taken before school or in the lunch line. Make checks payable to the students' school.

Selah Nutrition Unpaid Meal Policy

Students are notified of a low account balance starting at two remaining lunches at the cashier line. An automated phone message is activated at that time on all school days informing families of the low balance amount. Students in grades PK-12 who carry a negative balance will continue to receive a regular meal while parents work to pay the balance in full. Extra entrees and snacks are not allowed for purchase unless the account has money available to cover the cost.

In addition to school reminders and automated phone calls, personal calls will be made from the Nutrition Services office once the negative balance is above $3.00. A letter will be sent to households who reach a $20 negative balance along with a free/reduced meal application. Accounts that reach a $40 negative balance and are not paid in full will be turned over to collections.

Meal Menus

To learn more about the Selah School District Nutrition Services Department, or to access each school's meal menu, please see here.

NUTRITION SERVICES, CONTINUED

Working to Promote a Safe Physical Environment

Schools will be implementing classroom rules and practices for dealing with food allergies consistent with the student handbook. This means that educators will create ways for students with food allergies to participate in all class activities.

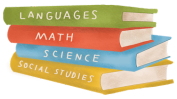
Educators will avoid using known allergens in classroom activities, such as arts and crafts, counting, and science projects, or cooking and will also enforce hand washing before and after eating, particularly for younger students.

For celebrations and rewards:

- Encourage the general school population to use nonfood items for rewards or incentives. No homemade food on campus during school hours. Continued use of food items for rewards are okay, if use is explicitly included as part of a student's IEP.
- Avoid using known allergens in classroom activities, such as arts and crafts, counting, science projects, parties, holidays and celebrations, or cooking.
- Cooking classes shall have an allergen safe protocol, use only pre-packaged, store-purchased food items and all purchased food items must have a listing of the ingredients displayed on the packaging. Avoid all food items containing peanuts and/or tree nuts.
- Require the use of allergen-safe foods or nonfood items for classroom parties or other celebrations in the classroom. Use only pre-packaged, store-purchased food items, and all purchased food items must have a listing of the ingredients displayed on the packaging. Avoid all food items containing peanuts and/or tree nuts.
- Support parents of students with food allergies who wish to send allergen-safe snacks for their children.
- Inform students they should not trade or share food.

SCHOOL PROPERTY

Student Responsibility



Students are responsible for school property which they have checked out or has been issued to them. Such items include library books, Chromebooks, lockers, PE locks, athletic equipment, or textbooks. Although these items do not belong to the student, they are encouraged to treat them with respect while in their possession. Students are required to pay for damage or loss of school property.

SPECIAL EDUCATION

Educational Services for Students with Disabilities:

Selah School District provides educational programs and services for eligible students with disabilities ages 3-21. Appropriate services for eligible children are based on their disability and Individual Education Program (IEP) or Section 504 Accommodation Plan. If you suspect your child may qualify for these services, notify the school psychologist in writing to initiate the referral process. Information regarding eligible student's rights under IDEA (special Education Laws) and Section 504 can be found in policies 2161 and 2162 and procedures 2161 and 2162.

STUDENT ACCIDENTS AND HEALTH INSURANCE PROGRAM

Information to Know

The safety of our students is one of our most important concerns. Even so, accidents do happen and resulting medical treatment (ambulance transport, surgery, hospitalization, etc.) can be expensive. Know that the District does not assume responsibility for these costs. However, as a service to you and your child, your school has joined with 1,000s of others by offering you access to a low cost, voluntary purchase student accident/health insurance program.

The program is arranged and administered by Myers-Stevens & Toohey & Co., Inc. a firm that has specialized in coverages for 40 years. Several plans are offered and rates for the entire school year start at

around $21 (Dental Accident Plan). You can limit coverage to school related injuries only (including sports) or opt for 24/7 protection.

Also offered is a Student Health Care Plan (if your child has no other health insurance) and a pharmacy discount program for the entire family. Whether your child has no other coverage or you want to "fill in the gaps" in other insurance, there are probably options for your needs.

While you can seek care from any doctor or hospital, you'll also have access to an extensive network of medical providers with discounted charges. Seeking care through contracted providers may further reduce your out-of-pocket costs, particularly if your child needs surgery or hospitalization.

To enroll, please ask for a brochure at your school office and complete the enrollment form in full, select the plan(s) you want for your child, enclose the proper premium using a check, money order or credit card, seal and return as directed on the form. While your child is eligible to enroll at any time, you are encouraged to consider early enrollment to get maximum value from the plan(s) selected.

Note - Once processing is completed, an ID card verifying coverage will be mailed home. Because many parents have expressed interest in much higher limits of coverage for their children, at that time you'll also be sent information regarding a newly available Supplemental Catastrophic Injury Plan that can cover up to $500,000/injury for up to five years.

STUDENT FINES & FEES

Payment Options

Students/parents/guardians can view and pay for athletics, fines or fees by:

- Using the Selah School District Online Payment System: https://wa-selah.intouchreceipting.com
- Visiting a school and paying in person with cash, check or credit card

Students participating in the federal Community Eligibility Provision (CEP) Program may be eligible for a waiver of optional extracurricular activity fees. To be eligible, please submit a current Family Income Survey and a Consent to Share Form online or at your school office. These forms are required to be submitted annually. Forms/Applications are available on the Nutrition Services website or in the main office at each school.

More Fines and Fees:

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors. The student and his/her parents will be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted.

When the damages or fines do not exceed $100, the student or his/her parents will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent and to the board of directors. When damages are in excess of $100, the appeal process for long term suspension will apply. Board Policy 3520.

SUICIDE PREVENTION

What to Know

The Selah Board of Directors recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. Board Policy 2145 and Procedure 2145.

District staff who have knowledge of a suicide threat must take the proper steps to support the student and

SUICIDE PREVENTION, CONTINUED

report this information to the building principal or designee who will notify the appropriate school officials, the student's family and appropriate services.

Warning Signs that require immediate action:

- Talking or writing about suicide or death
- Giving direct verbal cues, such as "I wish I were dead" and "I'm going to end it all"
- Giving less direct verbal cues, such as "You will be better off without me," "What's the point of living?", "Soon you won't have to worry about me," and "Who cares if I'm dead, anyway?"
- Isolating themselves from friends and family
- Expressing the belief that life is meaningless
- Giving away prized possessions
- Exhibiting a sudden and unexplained improvement in mood after being depressed or withdrawn
- Neglecting his or her appearance and hygiene
- Dropping out of school or social, athletic, and/or community activities
- Obtaining means such as a firearm or prescription medications.

DISTRICT VISITORS

Visitors and Volunteers

All adults who visit Selah campuses to assist in a classroom, on a field trip, at events, or have lunch with a student, must be approved as a District volunteer. This includes passing a background check. No one shall be accepted as a volunteer who has been convicted of a felony or theft within the past seven years. Once approved, volunteers will remain active in the system for two school years and will receive an email when it is time to renew their application. **Apply here** to volunteer.

Visitors and volunteers must check in at the office and secure permission to be on campus. Visitors and volunteers must wear an identification badge while on campus, which allows staff and students to know the office has approved their presence on campus. All visitors and volunteers are required to check out at the school office upon departure.

When picking up a child for appointments, etc., stop at the office and identify yourself and sign your child out. Students are not allowed to leave school grounds unless accompanied by an adult. No child will be released to a person other than the parent unless the person's name appears on the child's emergency card, which is on file in the school office.

Visitor Management

All visitors to the school must sign in at the front office and receive a visitor badge. First time visitors (non-district employees) will be required to show their driver's license/state i.d. for scanning into the Safe Visitor Management System. This will produce a badge. The badge will include the following information:

- Name of the visitor, date/time/who they are visiting.
- When leaving, visitors must sign out and return the badge/sticker

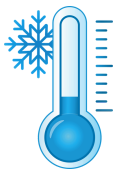
Returning visitors are required to show their driver's license, but it won't be re-scanned to obtain a badge. Staff will need to show their district i.d. All visitors and staff who leave the office will sign in and out to assist with crisis management should the need arise.

VIOLATIONS, CRIMINAL TRESPASS

Disturbance of the educational process by students, parents and/or community members can result in the person being asked to leave school property. Furthermore, the person may lose the privilege of being on school district property for an indefinite amount of time. This trespass notice can be in writing or verbal.

Selah Police Officers have express discretion to exclude people causing disturbances on district property.

DELAYS and CLOSURES



Weather Delays and Closures

School closures/delays will be announced on District and school websites, it's Facebook site, ParentSquare, and the ParentSquare app. Every effort will be made to announce operating decisions by 5:30 a.m. Some mornings this may not be possible. Usually, the District **WILL NOT** make operating decisions the night before. Please DO NOT call the Transportation Department.

WEATHER DELAYS & CLOSURES, CONT.

As we prepare for Ole' Man Winter, operating decisions often must be made in local school districts. In Selah, student and staff safety is the priority. Many factors are considered in the operating process, where early morning decisions are based on Selah's weather, road conditions and forecast.

As school operating decisions are made, 4 options will be considered:

- **Two-Hour Delay** — This is the most common option used when school is delayed. With a two-hour delay, morning preschool will always be canceled.
- **Wednesday Morning Delay** — The school day will be begin one-hour later than the "normal" late-start Wednesday bell schedule. For example, following Wednesday's regular late-start bell schedule, Selah Middle School students begin at 8:35 a.m. If a weather delay is needed on a Wednesday, Selah Middle School students would begin an additional one-hour later at 9:35 a.m.
- **Alternate Bus Stops** — Routes will use their alternate winter bus stops. If alternate bus routes are used in the morning, they will also be used in the afternoon.
- **School Closure** — Classes are cancelled and the day will be made up later.

If the District alters its operational schedule with a delay or cancelation, look for a post on the following platforms

1. **DISTRICT and SCHOOL WEBSITES**
   www.selahschools.org
2. **PARENTSQUARE NOTIFICATION**
   Email or Text – Make Sure Your Account is Active
3. **PARENTSQUARE APP**
   Download in the: Available on the App Store | Google Play
4. **DISTRICT FACEBOOK PAGE**
   Find Us @ selahschooldistrict119
5. **LOCAL NEWS MEDIA**
   Local Television and Radio Stations and Yakima Herald Online

More to Remember on Winter Mornings

Winter mornings are cold. Dress your student in appropriate winter clothing like coats, boots, hats and gloves. Make sure we can see kids. Consider having your child wear reflective clothing and hold a flashlight when walking or at the bus stop.

Where to Tune In...

Tune into these stations for news on school delays or cancellations:

KIMA TV	—	Channel 29/6
KAPP TV	—	Channel 35/2
KNDO TV	—	Channel 23/4
KDBL	—	92.9 FM
KATS	—	94.5 FM
KMGW	—	99.3 FM
HOT FM	—	99.7 FM
Cherry FM	—	100.9 FM
KXDD	—	104.1 FM
The Hawk	—	105.7 FM
KFFM	—	107.3 FM
K267CV	—	101.3 FM
KIT	—	1280 AM
KUTI	—	1460 AM

Two-Hour Delay Start Times

Selah High School	9:35 a.m.
Selah Middle School	9:35 a.m.
John Campbell Primary	10:30 a.m.
Selah Intermediate	10:45 a.m.
Lince Kindergarten	11:25 a.m.

In the event of a two-hour delay, morning preschool will be canceled. Afternoon preschool will attend. (M, T, TH, FRI.)

School Meals

If there is a weather delay, both breakfast and lunch will be served.

Emergency Closure

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through the District's communication platforms and media resources.

If a school goes into an EMERGENCY LOCKDOWN, do not call the school. No one will be available to receive phone calls. Information will be relayed as soon as possible through district communication platforms.

Access here for district safety information.

TRANSPORTATION SERVICES

The bus driver is fully in charge of the bus and is responsible for the enforcement of rules of conduct for transportation and behavior. Failure to comply may result in disciplinary action, which may include, but is not limited to, loss of riding privileges (e.g. disruptive behavior, damaging buses, etc.). The District's Transportation Department is committed to the safety of all of its students, staff and patrons. Contact us at any time with questions, comments or concerns.

Transportation Main Line: 509-698-8330
Location: 407 N. 1st Street "Main Gate"

TRANSPORTATION SERVICES, CONT.

Other Means of Transportation

Skateboards, bicycles, roller blades, scooters, or similar devices are not to be used on District property. If such devices are brought to school they are to be placed in the student's locker or designated area upon arrival. Failure to comply will result in confiscation of the device and potential discipline.

Safe Walk Routes

The District has developed safe school walk routes to encourage walking and safe pedestrian behaviors. These walk routes show the route for your child to use walking to and from school each day. By reviewing these routes, you will be able to find the best route between your neighborhood and the school. The walk route plan has been developed based on traffic patterns and traffic control such as crosswalks, traffic lights, and safety patrol posts. The route limits the number of street crossings children make and seeks to group children together to increase their visibility and safety. Access here for the SafeWalk Routes.

TECHNOLOGY USE

Use of Computer, Internet

All students are provided access to computer systems, email, and filtered internet for educational purposes. These resources also provide an opportunity to promote positive digital citizenship. Expectations for student behavior online are no different than face-to-face interactions. Selah School District has chosen to make Internet resources available to students, with the consequence they will have access to more information than is available in their school's library.

Internet Safety

Students should not reveal personal information about themselves or others, including social security numbers, a home address and phone number, on websites, blogs, and email or as content on any other electronic medium.

All use of the network must be in conformity with state and federal laws, network provider policies and District policies and procedures. Parents/guardians may choose to restrict their children's use of network resources by signing an opt-out form available at your school.

No Expectations of Privacy

Computer, file storage and email resources are District property and carry no expectation of privacy. District staff audit and maintain these resources to ensure system integrity and confirm resources are used ethically and responsibly. If a Selah School District student chooses to access resources that are objectionable, adult-oriented, or restricted, the consequences will include disciplinary action, suspension or termination of access privileges.

Security

Security on any computer system is a priority. If you feel you can identify a network security problem, you must notify a teacher or principal. Do not demonstrate the problem to other users. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.

System log-ins or accounts are to be used only by the authorized owner of the account. Users may not share their account or password with another person. Attempts to gain unauthorized access to system programs or computer equipment will result in cancellation of user privileges.

Any user identified as a security risk or having a history or problems with other computer systems may be denied access to district computers. The District reserves the right to review e-mail sent or received on District systems to improve safety and integrity.

Vandalism

Vandalism will result in cancellation of privileges as well as other potential sanctions. Vandalism is defined as any malicious attempt to harm, modify, or destroy computer hardware, software, documents of another user, the Internet, or any networks connected to the Internet backbone. This includes, but is not limited to, the intentional uploading or creation of computer viruses.

TECHNOLOGY USE, CONTINUED

Inappropriate Use

Selah School District teachers and administrators will deem what is inappropriate use, and their decision is subject only to confirmation by the Board of Directors. The administration, faculty, and staff of the District may request the suspension or termination of Internet access and/or computer use of any user who violates these acceptable use practices.

Protective Measures

The District uses Internet filtering software on all computers to protect students from online experiences deemed harmful to minors, especially pornography and obscene visual depictions. Other blocked categories include gambling, illegal drugs, hate sites, chat rooms, "instant messaging," hacking, and others.

All school use of the Internet is monitored and electronically logged to help enforce the Acceptable Use Policy. A "firewall" protects the internal network from external hacking and other unauthorized access to personal information. District e-mail access is limited to monitored accounts hosted on a District server. Users cannot access external email accounts (such as AOL or Hotmail) due to safety and security issues.

DEVICES AWAY; LEARNING ALL DAY

All personal telecommunication devices—including cell phones, headphones, earbuds, smart watches, smart glasses and other electronic devices—should be turned off and put away during the school day. Devices may be used before and after school, unless there is an emergency involving imminent physical danger or a school administrator authorizes their use. Please review Policy 3245 and Procedure 3245.

MEDIA OPT-OUT

The District may publish student names and photographs when reporting on student activities, to recognize achievement and for public information purposes. Your child's work or photograph may be published on the Internet as part of a class project, unless you deny permission in writing. Staff members may electronically publish student work on District web pages or other locations. If you do not want your child's photo and/or name published, contact your child's school within two weeks after registering in the District, or by September 15 of each year. There is a non-publish form that must be filled out annually. **Download the form here**.

STUDENT CONDUCT EXPECTATIONS

The Selah School District believes the purpose of the school is to provide a quality education that promotes the growth of the individual while enabling each person to become a responsible member of society.

BEHAVIOR MANAGEMENT SYSTEM

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom) and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, & recreation) for all youth by making targeted misbehavior less effective, efficient and relevant while making desired behavior more functional. Why is it so important to focus on teaching positive social behaviors? Teaching behavioral expectations and recognizing students for following them is a more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Our schools employ a variety of restorative practices to address and make right the harm that was caused. Some examples of restorative practices include identifying the impact of their choices, guided victim & offender conversations, community service, and verbal or written apologies.

STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS

The Board acknowledges that student conduct and behavior are closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board therefore requires that each student adhere to the rules of conduct established by the District and its various schools and programs and submit to discipline taken as a result of conduct violations.

Students are expected to:

A. Respect the rights, person and property of others;
B. Pursue the required course of study;
C. Preserve the degree of order necessary for a positive climate for learning;
D. Comply with district rules and regulations; and
E. Respect the authority of staff and reasonable discipline imposed by school employees and respond accordingly.

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the District, criminal acts, and/or violations of District rules and regulations may be subject to District and prosecution under the law.

The superintendent/designee will develop reasonable rules of student conduct **Procedure 3240P** for the preservation of the health and safety of students and employees and the preservation of an educational process conducive to learning. Rules will state with reasonable clarity the types of misconduct for which discipline, including suspension and expulsion, may be imposed.

In accordance with state law, the student conduct rules adopted by the District will be interpreted to ensure the optimum learning environment of the classroom is maintained, and the highest consideration is given to the judgment of qualified certificated educators regarding the conditions necessary to maintain an optimum learning environment. Student conduct rules will be enforced by school officials:

1. On school grounds during and immediately before or immediately after school hours;
2. On school grounds at any other time, including when school is being used by a school group(s) or for a school activity;
3. Off school grounds at a school activity, function, or event;
4. Off school grounds if the actions of the student materially or substantially affect or interfere with the educational process; or,
5. Upon school-provided transportation, designated District bus stops, or any other place while under the authority of school personnel.

In addition to the rules established in **Procedure 3240P**, schools may develop and implement site-specific rules for student conduct (examples include establishing off limits areas, prohibiting food on carpet, etc.). Such rules must be consistent with the District's student conduct rules.

The superintendent or designee will make the District's policies and procedures regarding student conduct rules and student discipline available to students, **Policy No. 3240** SELAH SCHOOL DISTRICT Students parents/guardians, employees, and the community. The District will annually provide policies/procedures **3240** and 3241 to District personnel, students, and parents/guardians, which may require language assistance for students and parents/guardians with limited-English proficiency.

The superintendent or designee will ensure that employees and contractors are knowledgeable about the District's discipline policies and procedures.

The Selah School District will develop and periodically review its discipline policies and procedures with the participation of school personnel, students, parents, families, and the community. During the development and review of discipline policies and procedures, the District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the its discipline policies, procedures, and practices and to update such policies and procedures to improve fairness and equity in the administration of discipline.

STUDENT CONDUCT EXPECTATIONS, CONT

The principal and certificated employees in each school building will confer at least annually for the purpose of developing and/or reviewing building disciplinary standards and the uniform enforcement of those standards, in accordance with RCW 28A.400.110.

The superintendent or designee will develop the procedures necessary to implement this policy. Policy 3240.

Student Conduct Expectations and Reasonalbe Sanctions

This procedure sets forth conduct expectations for students. For procedures governing imposition and contesting of discipline (e.g., suspensions and expulsions), see Policy 3241 and Procedure 3241P.

1. Alcohol, Drugs, and Mind-Altering Substances Students will not possess, use, show evidence of having consumed, distribute, sell, or solicit or facilitate the sale of alcohol, drugs, mind-altering substances, medication not prescribed by a physician and approved in writing by the student's parent/guardian, or drug paraphernalia (or any item which purports to be such). While in attendance at school or school events, students must remove themselves immediately from any situation where alcohol or drugs are being possessed or consumed.

2**. Alteration of Records –** Students will not falsify, alter, or destroy school records or any communication between home and school.

3. Arson – Students will not intentionally cause a fire or explosion. Students also will not possess fire-ignition devices.

4. Assault – Students will not intentionally use physical force or violence on another person, or threaten or attempt to use such physical force or violence, that is harmful or offensive, regardless of whether any physical injury is done to the person. Pursuant to RCW 28A.635.090, a student who interferes by force or violence with school personnel or other students will be subject to immediate suspension or expulsion and may be referred to law enforcement for investigation of criminal activity.

5. Athletic/Activity Code Violations – Students who participate in the interscholastic athletic program will conform to specific conduct standards established by the District, principals, athletic directors, and coaches and the rules and regulations of the Washington Interscholastic Activities Association (WIAA). A student who is found to be in violation of any athletic/activity rule is subject to provisions in the athletic code. General conduct expectations and requirements for students participating in athletics/activities, as well as the appeal process for disciplinary action, are described in Policy 2151 and Procedure 2151P.

6. Attendance (Absences and Tardiness) – All students are expected to attend all classes and activities daily in accordance with state law and District Policy 3122 and Procedure 3122P, unless officially excused by the designated person(s) at the school. Students are also expected to be punctual in arriving at school and to each of their classes. Excessive and/or unexcused tardiness and/or absenteeism, regardless of the reason, may result in loss of credit and/or discipline, although students will not be suspended or expelled due to tardiness or absences.

7. Bomb Threats – Students will not threaten to bomb or damage any District facility or property.

8. Burglary – Students will not enter or remain unlawfully in a District building with intent to commit a crime including, but not limited to, theft of property on the premises.

9. Cheating and Plagiarism – Students will not intentionally deceive or attempt to deceive school officials in the preparation or completion of any school assignment, assessment, examination, or project. Cheating includes knowingly submitting the work of others as a student's own without proper attribution (i.e., plagiarism). Students are also prohibited from assisting or facilitating cheating by other students.

10. Checking out of School – Students will not leave school for the day unless excused by the school office.

11. Commercial Activity – Students will not sell or offer for sale goods or services on District property or at school-sponsored events unless as part of an authorized group or activity.

12. Criminal Behavior – Students who involve themselves in criminal acts on Selah School District property, off District property at school sponsored events, or off District property when such acts have a detrimental effect upon the maintenance and operation of the schools or the District, are subject to discipline by the District as well as potential prosecution under law.

13. Damage to Property and Vandalism – Students will not intentionally cause physical damage to the property of the District, school personnel, or other students. Any student who defaces or otherwise injures school property, or property belonging to a school contractor, employee, or another student, may be suspended pursuant to **RCW 28A.635.060**. If a student loses or willfully cuts, defaces, or injures property of the District, a contractor of the District, an employee, or another student, the District may withhold the grades, diploma, and transcripts of the student until the student or his or her parents/guardians pay for the damages. If the student is suspended, the student may not be readmitted until the student or his or her parent/guardian has made payment or until directed by the superintendent. When the student and parent/guardian are unable to pay for the damages, the District will provide a program of voluntary work for the student in lieu of payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the student will be released. The parent/guardian of such student will also be liable for damages as otherwise provided by law.

14. Dangerous Behavior – Students will not engage in behavior which a reasonable person would know creates a risk of injury to another person or property.

15. Defiance – Students will obey the lawful instructions of school personnel.

16. Disruptive Conduct – Students will not engage in conduct that materially and substantially interferes with the educational process. Disruptive conduct may include, but is not limited to, the following examples: a. Occupying a school building or school grounds in order to deprive others of its use; b. Blocking the entrance or exit of any school building or room in order to deprive others of passing through; c. Preventing students from attending a class or school activity; d. Blocking normal pedestrian or vehicular traffic on a school campus; and e. Interfering seriously with the conduct of any class or activity.

17. Disruptive Dress & Appearance – District students will not dress or appear in a manner that presents a health or safety hazard, creates a reasonable expectation of damage to school property, or creates a material and substantial disruption of the educational process. Pursuant to **Policy 3224**, such dress includes clothing displaying messages determined by the building principal to be libelous, obscene, profane, or demeaning to any race, religion, sex, or ethnic group, sexual orientation, or disability, or which advocate the violation of law.

18. Electronic Information Systems – Students will comply with the acceptable use rules in **Policy 2022** when using District electronic information systems such as email, computer devices, computer networks, and the Internet. Unauthorized, illegal, or inappropriate use of the District's electronic information systems is prohibited.

19. Explosives – Students will not possess, use, threaten to use, or attempt to possess or use objects tending or serving to explode with force or violence, including, but not limited to, firecrackers, bullets, and pipe bombs.

20. Extortion, Blackmail, and Coercion – Students will not obtain or attempt to obtain money or property by violence or threat of violence. Students also will not coerce or attempt to coerce someone to perform an action, or refrain from acting, by force or threat of force.

21. False Accusations and Defamation – Students will not make false statements about school personnel or other students, including untrue charges of wrongful conduct.

22. False Alarms and Fire Apparatus – Students will not set off false alarms, discharge or steal fire extinguishers, or damage alarm systems.

STUDENT CONDUCT AND EXPECTATIONS, CONT.

23. Fighting – Students will not quarrel with one or more other students involving physical contact. Students found to have promoted or incited a fight will be subject to the same discipline as those involved in the fight.

24. Gambling – Students will not risk or bet objects of value on the outcome of an event, a game, or chance, or assist or facilitate gambling by other students.

25. Gang Activity – Students will not engage in gang activity or display symbols of gang affiliation. A "gang" means a group that consists of three or more persons; has identifiable leadership; and on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes. Gang symbols include the use of hand signals, handwriting, and/or the presence of apparel, jewelry, accessories, graffiti, or grooming which by virtue of its colors, arrangement, trademark, symbol alteration, or any other attribute, denotes membership in a gang.

26. Harassment, Intimidation, and Bullying/Cyberbullying –
Students will not participate in, conspire to participate in, or conspire for others to engage in "harassment, intimidation, and bullying/cyberbullying" (HIB) as defined in Policy 3207 and Procedure 3207P. In general, HIB means any intentionally written message or image, including those electronically transmitted (e.g. sexting), or a verbal or physical act that physically harms a student or damages his/her property; has the effect of substantially interfering with a student's education; is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. HIB includes messages, images, and verbal or physical acts shown to be motivated by any characteristic in RCW 9A.36.080 (race, color, national origin including language, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability) or other distinguishing characteristics. Prohibited HIB can include, but is not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions.

27. Hazing – Students will not participate in, conspire to participate in, or conspire for others to participate in acts that injure, degrade, or disgrace—or tend to injure, degrade, or disgrace—other people. Hazing may also constitute prohibited harassment, intimidation, and bullying/cyberbullying (HIB), as discussed above and in Policy 3207 and Procedure 3207P.

28. Identifying Self – Students will, upon request, identify themselves to school authorities in the school building, on the grounds, or at school events.

29. Inappropriate Display of Affection – Students will not engage in overt displays of affection or sexually oriented actions that violate standards of acceptable social conduct.

30. Inappropriate Language or Conduct – Students will not engage in vulgar, profane, or obscene language or conduct. In addition, students will not engage in expression that constitutes a material and substantial disruption of the orderly operation of the school, as discussed in Policy 3220.

31. Lasers and Similar Devices – Students will not possess or use lasers and similar devices without prior authorization from appropriate school officials.

32. Littering – Students will not throw, drop, deposit, or discard litter on public property.

33. Loitering – Students will leave the school campus at the official close of the school day unless permission to remain has been granted by an appropriate school official.

34. Motor Vehicle Violations – Students who choose to drive motor vehicles to school must: (a) observe all rules of safe driving on and around school property; (b) park in the area designated by school officials; and (c) comply with any registration procedures that may be required by school officials. Refusal to adhere to these conditions may result in the loss of the privilege of parking on school property and/or other discipline.

STUDENT CONDUCT AND EXPECTATIONS, CONT.

35. Robbery – Students will not steal from a person by force or threat of force.

36. Theft – Students will not wrongfully obtain or exert unauthorized control over the property of the District or another person (i.e., steal).

37. Tobacco, Nicotine Products, & Delivery Devices Students will not possess, use, distribute, sell, or solicit or facilitate the sale of tobacco products, nicotine products, and delivery devices, in accordance with Policy 4215. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices (i.e., e-cigarettes), & vapor products.

38. Trespass – Students will not enter District buildings or property where students or members of the public are not allowed or refuse to leave such areas when ordered by school officials.

39. Violation of Suspension – Students will not enter upon any real or personal property that is owned, leased rented, or controlled by the District during the terms of any suspension from school without the prior express approval of an appropriate school official.

40. Weapons & Other Dangerous Devices – Students will not possess, use, display, or transmit any object that is or reasonably appears to be a dangerous weapon or related device. Objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least 3 inches in length, other cutting or stabbing instruments brought or possessed with the intent to cause harm or to instill fear or intimidate by their presence on school property or at school-sponsored events, chemical inhalants, metal knuckles, and lookalike items or replicas displayed or represented as real weapons. Any exception to this rule requires explicit permission from an appropriate school official.

Pursuant to RCW 9.91.160, persons over 18 years of age, and persons between 14 and 18 years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property. No one may deliver such a spray device to anyone under 14, or to anyone between 14 and 18 who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device in any other circumstances will be a violation of the District's rule prohibiting weapons.

Pursuant to RCW 9.41.280, any student who possesses a dangerous weapon (as defined in that statute) on school premises, District transportation, or areas of facilities while being used exclusively by public schools may be immediately expelled. Law enforcement and parents will be notified.

In addition, pursuant to RCW 28A.600.420, any student who is determined to have carried a firearm onto, or to have possessed a firearm on, school premises, District transportation, or areas of facilities while being used exclusively by public schools will be expelled from school for not less than one year, unless the superintendent modifies the expulsion on a case-by-case basis. For purposes of this rule, "firearm" means a firearm as defined in 18 U.S.C. § 921 and RCW 9.41.010. In addition, a student may be suspended or expelled for up to one year if the student acts with malice and displays an instrument that appears to be a firearm on school premises, District transportation, or areas of facilities while being used exclusively by public schools. This paragraph does not apply to any student while engaged in military education authorized by school authorities in which rifles are used but not other firearms; involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by school authorities in which the rifles of collectors or instructors are handled or displayed but not other firearms; or participating in a rifle competition authorized by school authorities. Procedure 3240P.

STUDENT PRIVACY AND SEARCHES

Searches of Students and Their Property

A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered.

STUDENT PRIVACY AND SEARCHES, CONT.

School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

A. Establishing Reasonable Grounds

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

1. Identify:
   - the student's suspicious conduct, behavior, or activity;
   - the source of the information; and
   - the reliability of the source of such information.

2. If suspicion could be confirmed, would such conduct be a violation of the law or school rules?

3. Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

B. Conducting the Search

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

1. If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.

2. If evidence of violation of a school rule is suspected, it will be handled solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.

3. If the student refuses to cooperate in a personal search, he/she should be held until the student's parent/guardian is available to consent to the search. If a parent/guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent. Procedure 3230P.

3. If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent. Procedure 3230P.

Locker Searches

Lockers, desks, and storage areas are the property of the school district. When assigned a locker, desk, or storage area, a student will be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked. A student's locker, desk or storage area may be searched by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.

Building principals should refer to these procedures for conducting searches of students and their property for guidance in establishing whether a search is reasonable under the circumstances.

Principals may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion the search will yield evidence of a particular student's violation of the law or school rules.

Administrative inspections, or health and welfare inspections, may be conducted at any time for the purpose of locating misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are being kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers and the minimal expectation of privacy students have in the contents of their lockers.

STUDENT PRIVACY AND SEARCHES, CONT.

During a search of all student lockers, if the school official conducting the search discovers any container within the locker that may conceal contraband, the container may be searched according to district procedures governing searches of students and their property. A "container" for the purpose of this policy may include, but is not limited to: an article of clothing, a handbag, purse, backpack, gym bag or any other item in which contraband may be concealed. Procedure 3230P

STUDENT DISCIPLINE

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

- Engaging with families and the community and striving to understand and be responsive to cultural context;
- Supporting students in meeting behavioral expectations, including providing for the early involvement of parents;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need during suspension and expulsion;
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Providing every student with the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees.

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

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

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the District will timely hold a re-engagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Also, any student who has been suspended or expelled may apply for readmission at any time.

Staff Authority

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

Ensuring Fairness, Providing Notice, and Opportunity for a Hearing

NOTICE

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

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

Development and Review

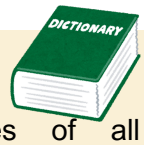
Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the District will ensure such reporting. The District will periodically collect and review data on disciplinary actions taken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

Distribution of Policies and Procedures

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

STUDENT DISCIPLINE, CONTINUED

Definitions



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

***Behavioral violation** means a student's behavior that violates the district's discipline policies as described in Policy 3240 and Procedure 3240P.

***Classroom exclusion** means the exclusion of a student from a classroom or instructional activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and WAC 392- 400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:

- a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- the student remains under the supervision of the teacher or other school personnel during such brief duration.

***Culturally responsive** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

***Discipline** means any action taken by a school district in response to behavioral violations.

***Disruption of the educational process** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

***Emergency expulsion** means the removal of a student from school because the student's 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 WAC 392-400-530.

***Expulsion** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through WAC 392-400-480.

***Length of an academic term** means the total number of school days in a single trimester or semester, as defined by the board of directors.

***Other forms of discipline** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

***Parent** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he/she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, that person or persons shall be determined to be the parent for purposes of this policy and procedure.

***School Board** means the governing board of directors of the local school district.

***School business day** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.

STUDENT DISCIPLINE, CONTINUED

***School Day** means any day or partial day that students are in attendance for instructional purposes.

***Suspension** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

- **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.
- **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.
- **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

Engaging with Families & Language Assistance

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

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

Supporting Students with Other Forms of Discipline

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

The types of behaviors as described in Policy 3240 and Procedure 3240P for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. (See policy 3200 Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and to reduce the effect of implicit or unconscious bias.

These other discipline forms may involve the use of best practices & strategies included for behavior at: https://www.k12.wa.us/student-success/support-programs/student-discipline.

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

Additionally, staff may use after-school detention as another form of discipline for not more than 60 minutes on any given day.

STUDENT DISCIPLINE, CONTINUED

Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.

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

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

Staff Authority and Exclusionary Discipline

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

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

Classroom Exclusions

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

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

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

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

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

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

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

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

Grievance Process for Other Forms of Discipline and Classroom Exclusion

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

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

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspension and Expulsion – General Conditions and Limitations

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

As stated, the District must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Also, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

The Board recognizes when a student's behavior is subject to disciplinary action, a review panel of his/her peers may positively influence the student's behavior. The Board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the District will ensure the student disciplinary board reflects the demo-

STUDENT DISCIPLINE, CONTINUED

graphics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

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

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

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

If during a suspension or expulsion the district enrolls a student in another program or course of study, it may not preclude the student from returning to his/her regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his/her regular educational setting.

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

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

In-School Suspension and Short-Term Suspension

The Superintendent designates school principals and assistant principals with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the District is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated, the District will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include violations of conduct expectations set forth in Policy 3240 and Procedure 3240P.

Initial Hearing

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

At the initial hearing, the principal or designee will provide the student:
Notice of the student's violation of this policy;

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

Notice

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

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

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

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

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

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

Long-Term Suspensions and Expulsions

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

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the District strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circum-

STUDENT DISCIPLINE, CONTINUED

stances when the District may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

- Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- Any of the following offenses listed in RCW13.04.155, including:
  1. any violent offense as defined in RCW 9.94A.030,
  2. including any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
  3. manslaughter;
  4. indecent liberties committed by forcible compulsion;
  5. kidnapping;
  6. arson;
  7. assault in the second degree;
  8. assault of a child in the second degree;
  9. robbery;
  10. drive-by shooting; and
  11. vehicular homicide or vehicular assault caused by driving a vehicle under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- Any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
- Inhaling toxic fumes in violation of chapter 9.47A RCW;
- Any controlled substance violation of chapter 69.50 RCW;
- Any liquor violation of RCW 66.44.270;
- Any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
- Any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- Any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- Any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation;
- Any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;
- Two or more violations of the following within a three-year period:
  1. criminal gang intimidation in violation of RCW 9A.46.120:
  2. gang activity on school grounds in violation of RCW 28A.600.455;
  3. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
  4. defacing or injuring school property in violation of RCW 28A.635.060; and,
- Any student behavior that adversely affects the health or safety of other students or educational staff.

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

Behavior Agreements

The District authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu

of suspension or expulsion, or agreements holding asuspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

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

Initial Hearing

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

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

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

Notice

No later than one 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, mail, or email. If the parent cannot read any language, the District will provide language assistance. The written notice must include:

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

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

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

Divergence Between Long-Term Suspension and Expulsion

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

STUDENT DISCIPLINE, CONTINUED

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

Emergency Expulsions

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

The District must have sufficient cause to believe that the student's presence poses:

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

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

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

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

An emergency expulsion may not exceed 10 consecutive school days. An emergency expulsion must end or be converted to another form of discipline within 10 school days from its start. After an emergency expulsion, the District must make attempt to notify the student's parents, as soon as reasonably possible regarding the the reason it 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 education process.

Notice

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

- The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process; The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

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

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within 24 hours after the start of the emergency expulsion.

Optional Conference with the Principal

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

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

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

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

APPEALS OF STUDENT DISCIPLINE

Requesting Appeal

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

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within 5 school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within 3 school business days from when the district provided the student and parent with written notice. When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than 10 consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The District will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and,
- If the student returns to school before the appeal is decided, the District will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-School and Short-Term Suspension Appeal

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

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

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

Long-Term Suspension or Expulsion and Emergency Expulsion Appeal

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

- Time, date, and location of appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;

APPEALS OF STUDENT DISCIPLINE, CONT.

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

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

Hearings

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

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

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

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

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

The School Board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in **Chapter 392-400 WAC** and this **policy** and **procedure**. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student. Upon request, the student and parent(s) or their legal representative may inspect any documentary physical evidence and list of any witnesses the District will introduce at the appeal hearing. The District must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The District may also request to inspect any documentary or physical evidence and list of any witnesses the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the hearing.

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

If a witness for the District cannot or does not appear at the hearing, the presiding official(s) may excuse he 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.

APPEALS OF STUDENT DISCIPLINE, CONT.

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

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

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

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

Reconsideration of Appeal

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

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

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

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

APPEALS OF STUDENT DISCIPLINE, CONT.

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

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

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

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

Petition to Extend an Expulson

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

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

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

Notice

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

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

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the

APPEALS OF STUDENT DISCIPLINE, CONT.

student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten school business days after receiving the petition.

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

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request.

Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion.

The student or parents may request the review orally or in writing within 10 school business days from the date the Superintendent/designee provides the written decision.

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

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

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

The written decision must identify:

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

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

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

Educational Services

Educational Services The district will offer educational services to enable a student who is suspended or expulsed to:

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

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

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

After considering the factors and input described above, the District will determine a student's educational services on a case-by-case basis. The types of educational services the District will consider include alternative schools or classrooms, one-on-one tutoring (when available), online learning tutoring,

APPEALS OF STUDENT DISCIPLINE, CONT.

web-based video conferencing, and small group instructional support. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

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

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

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

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

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

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

STUDENT READMISSION

Readmission Application Process

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

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

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

Re-Engagement

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

STUDENT READMISSION, CONTINUED

Re-Engagement Meeting

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

The re-engagement meeting must occur:

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

Re-Engagement Plan

The District will collaborate with the student and the parents to develop a culturally-sensitive and culturally-responsive re-engagement plan tailored to the student's individual circumstances to support him/her in successfully returning to school. In developing a re-engagement plan, the District must consider:

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

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

Exceptions for Protecting Victims

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

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- 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.

See More District Information, Next Page

OTHER INFORMATION
TO KNOW

USE OF TOBACCO AND NICOTINE PRODUCTS AND DELIVERY DEVICES

The Board of Directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices includes, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices and vapor products, non-prescribed inhalers, nicotine delivery devices or, chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances; and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all school district property, including all district buildings, grounds and district-owned vehicles, and within five hundred feet of schools. Possession by, or distribution or distribution of tobacco products to any person under twenty-one years of age is prohibited.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees follow applicable policies regarding use of medication at schools.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy. **Board Policy 4215**.

SCHOOL RESOURCE OFFICERS

As defined in **legislation**, a School Resource Officer (SRO) is a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools.

School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

SURVEILLANCE CAMERAS

Surveillance cameras are utilized in Selah schools and any infractions recorded or observed on these cameras may result in disciplinary actions.

SAFETY & SECURITY

The Safety of Selah students and staff has always been our priority. In order to provide quality learning environments, students and staff must be safe. That is why the District has safety systems in place, so learning is the focus.

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The District follows established safety practices with oversight from the Director of Safety. Also, there are District and school safety teams. Further, the District has a strong partnership with the Selah Police Department and other local first responders, as well as ESD 105. Additionally, all of our buildings are designed for school safety and staff are practiced in initiating emergency plans.

Parent collaboration is vital in keeping schools safe. Please talk to your children about safety and the drills they practice at school. Also, make sure to monitor social media sites, recognizing warning signs, when to intervene, and stay involved.

If you have safety questions, contact the school your child attends, or, Director of Safety, Joe Coscarart, at **joecoscarart@selahschools.org**.

Parent's Are Our Partners in Safety!

- **Talk to your child** about safety at school.
- Ensure your child's school has **up-to-date contact information** for the immediate household and all emergency contacts (phone, email).
- Understand that in any situation students will only be released to **individuals authorized** on emergency contact records.
- **Follow all policies and procedures** established by your child's school for parking, gaining building access and visitation.
- Know about the District's **anonymous tip-reporting system** and help promote the tool.
- **Be our safety partner.** In the event of a safety situation, understand the District's protocols. Stay calm, and refrain from accessing the District's campuses unless directed. Please know the District's first priority in any situation, is keeping students safe.

Play it Safe! Let's Stay Connected!

Remember to have an active ParentSquare account. Updated contact information is important (phone, email) as ParentSquare uses this data to contact parents/guardians and provide different forms of information.

Emergency Communications

In an emergency, parents will be contacted via phone, text, email or or all three means. **Communication updates will be sent as available**. If an evacuation is required, parents will be notified as to the reunification location and applicable transportation arrangements.

District and school administrators and law enforcement are the only official sources of information in a school emergency. The speed of outside social media travels faster than the time it takes to assess a situation so action can be initiated and an investigation started. We want to ensure the information we share is accurate.

Safety is Our Priority!

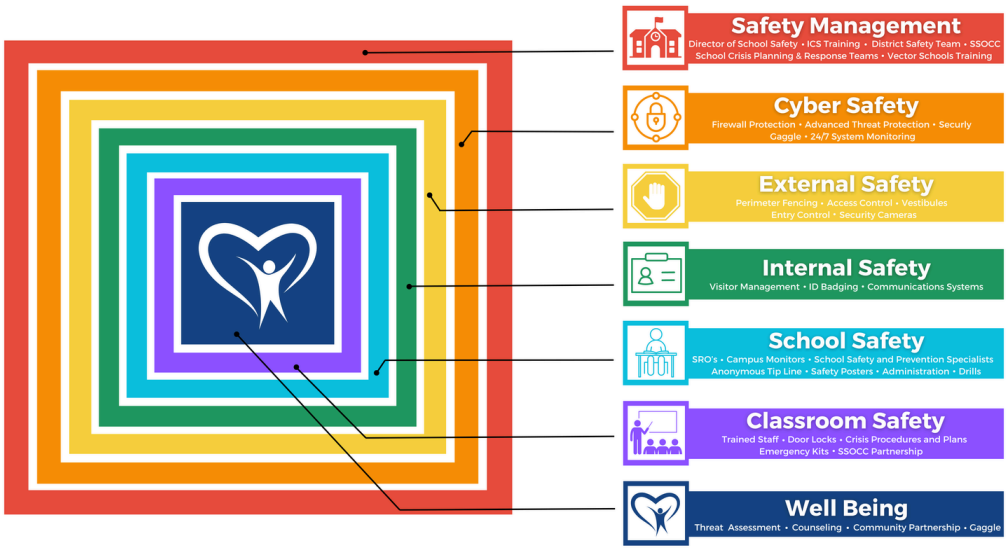
- We **routinely conduct safety drills** to ensure that if we are faced with an emergency situation, we can act orderly and swiftly.
- We **partner with the Selah Police Department** and have a School Resource Officer (SRO) that is housed at Selah High School but can respond to any school.
- Selah Middle School and Selah High School **employ Campus Security Monitors** and **Campus Engagement Specialists**.

SAFETY & SECURITY, CONTINUED

- Each of our schools has a **comprehensive safe school plan** which outlines procedures and strategies for crisis situations.
- **Buildings are designed for safety** with systems that manage access to exterior and some interiors doors on campuses, including vestibule entry passage ways.
- A Threat Assessment System **has been implemented** for the purpose of preventing targeted violence.
- **Tip lines and the STOPit app** are available. More information on these reporting tools are available on our website under the School Safety link, which explains how students, parents and community members can report information of potential violence, or other issues.
- We continually **provide emergency training** to our staff.

Our Layered Safety Approach

Keeping students safe is our priority. Our goal is to provide safe and secure learning environments. A layered safety approach recognizes that no single barrier or intervention is sufficient by itself to maintain a safe campus. Rather, using multiple layers acts like a filter to be able to identify, resolve and mitigate threats. In Selah, we think about safety in the following layers: ***Well-Being***, ***School Safety***, ***Internal Safety***, ***External Safety***, ***Cyber Safety***, *and* **Safety Management**. See here for a complete look at our Layered Safety Approach.



Our 'Core Four' Crisis Response Terms

The District recognizes core four primary responses to crisis, **Lockdown**, **Secure & Teach**, **Shelter in Place** and **Evacuation**. Each month, one of these responses is practiced by our staff and students.

1 Lockdown

A Lockdown is a response to a threat of harm. During a lockdown, it's *Locks, Lights, Out of Sight*. Safety practices will include:

- Close and lock internal and external doors
- Everyone into locked areas
- Pull interior and exterior blinds
- Don't be seen or heard (no talking)
- Run/Barricade/Fight
- Monitor communications

2 Secure & Teach

Secure & Teach is response to a threat of harm or other need to secure classrooms. Safety practices will include:

- Close and lock external entrances
- Get students into classrooms
- Close and lock classroom doors
- Pull interior and exterior blinds
- Continue to teach and move about as communicated
- Monitor communications

3 Shelter in Place

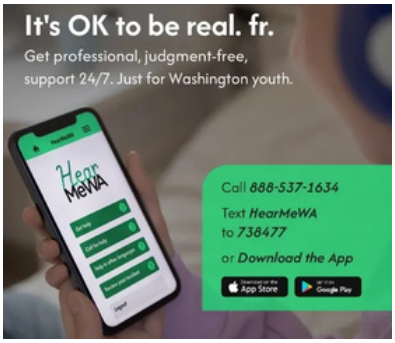
Shelter in Place is in response to chemical, biological, or radioactive events. Safety practices will include:

- Shelter in a safe area within the building
- Isolate the environment
- Shut off HVAC systems
- Head count and collect
- Monitor communications

4 Evacuation

Evacuation is a response to fire or other internal threat. Safety practices will include:

- Wait for intercom or email announcement
- Exit the building and go to a rally point
- Take attendance
- Show red or green clipboard
- Modified transportation as needed
- Monitor communications



Also, there may be additional crisis response drills executed by each school (for example, *Drop*, *Cover*, and *Hold*, in response to an earthquake), in order to practice for various emergency situations.

CRIME STOPPERS YAKIMA COUNTY