

# STUDENT HANDBOOK

## 2019-20



*"Believe and Achieve!"*

### OUR MISSION

*Weston High School is a diverse school of choice providing innovative learning opportunities that prepares students for college, career and life.*

### **Weston High School**

**4407 172<sup>nd</sup> Street NE**

**Arlington, WA 98223**

**Phone: (360) 618-6340**

**FAX: (360) 618-6341**

**[weston.asd.wednet.edu](http://weston.asd.wednet.edu)**



## **DISTRICT NON-DISCRIMINATION NOTICE**

Arlington Public Schools provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with hearing, vision, or speech disabilities.

The following employees have been designated to handle questions and complaints of alleged discrimination:

### **TITLE IX OFFICER AND COMPLIANCE COORDINATOR**

Mr. Eric DeJong  
Executive Director, Human Resources  
315 N French Ave.  
Arlington, WA 98223  
360.618.6212  
[edejong@asd.wednet.edu](mailto:edejong@asd.wednet.edu)

### **SECTION 504 COORDINATOR**

Mr. Dave McKellar  
Director of Special Education  
315 N French Ave.  
Arlington, WA 98223  
360.618.6209  
[dmckellar@asd.wednet.edu](mailto:dmckellar@asd.wednet.edu)



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## **CONTACT INFORMATION**

### **Administration**

Andrea Dixon-Hundredmark, Principal  
360-618-6340  
[adixon@asd.wednet.edu](mailto:adixon@asd.wednet.edu)

Karrie Marsh, Assistant Principal  
360-618-3500  
[kmarsh@asd.wednet.edu](mailto:kmarsh@asd.wednet.edu)  
(Located at SVLC Campus)

### **School Resources**

Main Office	360-618-6340
Attendance Office	360-618-6345
Main Office Fax	360-618-6341
Catholic Community Services	
• Erica Mitchell, Student Support	
Smokey Point Behavioral Hospital	
• Ericneisha Taylor, Mental Health Counselor	

### **Websites**

Arlington Public Schools [www.asd.wednet.edu](http://www.asd.wednet.edu)  
Weston High School [weston.asd.wednet.edu](http://weston.asd.wednet.edu)

### **Weston Staff Directory**

Katy Brown	School Counselor	Ext. 3456
Linda Elves	AOP, OD, WHS	Ext. 3450
Sean Ferrill	Math	Ext. 3418
Audrey Funk	Art	Ext. 3418
Chris Hauk	STEM	Ext. 3419
Steve Heywood	Science/Robotics	Ext. 3442
Jordan Houston	American Sign Language	Ext. 3439
Josh Perrigo	Social Studies/English	Ext. 3426
Stephanie Jordan	Health Sciences/CTE	Ext. 3429
Renee McArt	Open Doors	Ext. 3448
Michael Moore	English/Social Studies	Ext. 3425
Lindall Mullin	School to Work Coordinator	Ext. 3406
Kaylin Otto	AOP/Open Doors/WHS	Ext. 3419/3439
John Pedack	Social Studies/English	Ext. 3428
Edith Reynolds	Open Doors/AOP Special Ed	Ext. 3447
Carrie Schamens	School Psychologist	Ext. 3438

Julie Shaughnessy	Special Education, English	Ext. 3427
Diane Wurz	Careers, Work-Based Lrng	Ext. 3442

### **Support Staff**

Gina Adams	Custodial	Ext. 3406
Darcee Millican	Food Service	Ext. 3406
Krissa Cramer	District Nurse	Ext. 3438
Tracy Krause	Registrar	Ext. 3406
Leigh Anne Orcutt	Secretary	Ext. 3403
New Para Educator	Para Educator	Ext. 3406
Marilee Quinton	Para Educator	Ext. 3406
Cindy Bradley-Reynolds	Health Room/Attendance	Ext. 3405

### **E-Mail Addresses**

[firstinitiallastname@asd.wednet.edu](mailto:firstinitiallastname@asd.wednet.edu)

### **Community Resources**

Arlington Community Resource Center	360-386-7989
Snohomish County Care Crisis Line (24 hours)	425-258-4357
Child Protective Services	866-280-6714
Cocoon House –Teen Advocate	425-422-3487
Domestic Violence Hotline	800-562-6025
Family Help Line	800-932-HOPE
Safe Schools Lifeline	866-LIVE-TIP Ext. 174
Washington Recovery Help Line	866-789-1511
24-Hour Help - Substance Abuse, Gambling, Mental Health	



## **ENTERING ARLINGTON PUBLIC SCHOOL BUILDINGS**

Arlington Public School buildings are equipped with two features to promote safety for students, staff and the community. The features are the Aiphone Entry system and the SafeVisitor Visitor Management System.

### **Aiphone Entry System**

These are call box systems, that allow guests to speak with staff inside the school building and request access through the school's locked front doors. The call boxes are located near the front doors of the school. Visitors who find a school's front doors locked during school hours press a button on the call box; an attendant will respond and may ask the visitor questions about their reason to visit the school. That attendant can then unlock the front doors remotely and allow the visitor to enter the main office to register.

### **SafeVisitor Visitor Management System**

Visitors to Arlington Public Schools should be prepared to register when they enter any of the district's school buildings. Arlington Public Schools uses SafeVisitor to register all visitors. Main office staff will ask visitors to show their state issued ID card. The card is scanned and the visitor's name is checked against the National Sex Offender Database. After this check, a visitor badge is printed and provided for the guest to wear on school grounds. The badge allows school staff to visually recognize that visitors have registered at the main office and are allowed inside the school building. Those without a SafeVisitor badge will be asked to return to the main office to receive a badge. If a visitor does not have a state issued ID, they will be asked to provide a first name, last name, and date of birth. Visitors who choose not to follow the requests of staff may not be allowed to enter the instructional areas of the school. Using SafeVisitor allows school buildings to record the presence of visitors; in the event of an emergency, school staff and first responders will use the visitor record to determine the safety status of those inside the building.

## ATTENDANCE

Regular school attendance is a key factor in academic success. Students who miss less than 9 days of school each year stay engaged, successful, and on track to meet standards and graduation.

### What does research say about school attendance?

- **Attendance affects achievement.**

Chronically absent students statistically have lower achievement. Missing 10%, or about 18 days of the school year can drastically affect a student’s academic success.

- **Attendance is a habit.**

Kids who miss school in the early grades are more likely to be chronically absent in later years.

- **Attendance = Graduation**

By 6th Grade absenteeism is one of the three signs that a student will drop out of high school.

- **Attendance is a team effort!**

School staff are here to work with families when students are missing too much school.

WHAT WE NEED FROM YOU	OUR PROMISE TO YOU
<ul style="list-style-type: none"> <li>● Support regular school attendance by sending your child to school everyday!</li> <li>● Establish regular evening routines</li> <li>● Send your child to school unless they show signs of severe illness fever, vomit, diarrhea, severe cough, strep throat or doctor order to stay home.</li> <li>● Schedule appointments and vacations outside of school hours when possible. If this is not possible, complete a pre-arranged absence form with the front office.</li> <li>● Call the school attendance line when your child is absent.</li> </ul>	<ul style="list-style-type: none"> <li>● Track daily attendance and notice when your child is not at school.</li> <li>● Communicate with you to understand why your child is absent.</li> <li>● Work with you to identify barriers and supports available to overcome attendance challenges.</li> <li>● School staff who are here to support:               <ul style="list-style-type: none"> <li>● Classroom Teacher</li> <li>● School Counselor</li> <li>● Administration</li> </ul> </li> </ul>

### Important Information Regarding State Attendance Laws

The Becca Bill (RCW 28A.225.010), requires:

- Students to attend school full time if they are between the ages of 8-18
- The school to provide information on attendance and have parents date and sign to acknowledge review of attendance information.
- The school to notify you when your child has an unexcused absence
- The school to meet with families to identify barriers and develop a plan to improve attendance when a student has:

- Three (3) unexcused absences in a month
- Five (5) unexcused absences in a month\*
- Ten (10) unexcused absences in a school year\*

\* *After five unexcused absences in a month, or 10 unexcused absences in an academic year, the District will enter into an agreement with the student and parents/guardians to improve the student's attendance. The District will refer the student to a Community Truancy Board, and file a petition and affidavit with the Juvenile Court alleging a violation of RCW 28A.225.010.*

### **Excused and Unexcused Absences**

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

### **Excused Absences**

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

A. The following are valid excuses for absences:

1. *Illness*, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. *Family emergency*, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. *Court*, judicial proceeding, court-ordered activity, or a jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. *State-recognized search and rescue* activities consistent with RCW 28A.225.055;
7. *Absence directly related to the student's homeless* or foster care/dependency status;
8. Absences *related to deployment activities* of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to *suspensions, expulsions or emergency expulsions* imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;

10. Absences due to *student safety concerns*, including absences related to threats, assaults, or bullying;
11. Absences *due to a student's migrant status*; and
12. An approved activity that is consistent with District policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. A school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.
  - A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
  - B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the District, an absence will default to unexcused until such time as an excused absence may be verified by a parent/guardian or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the District keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
  - C. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the School District shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one School District employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required. This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

### **Unexcused Absences**

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. The school will notify a student's parent/guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

C. The school will hold a conference with the parent/guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school and family commitments to reduce the student's absences from school. If the parent/guardian does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent/guardian of the steps the District has to take to eliminate or reduce the student's absences.

D. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:

1. Middle and high school students will be administered the Adverse Childhood Experiences (ACEs) and Resiliency Surveys.
2. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the ACEs and Resiliency, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
3. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

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

E. If such action is not successful, the District will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year. The Superintendent will enforce the District's attendance policies and procedures. Because the full knowledge and cooperation of students and parents/guardians are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/guardians and students annually.

### **Pre-Arranged Absence (Excused)**

A parent/guardian may request a pre-arranged absence for their student for a reason that does not meet one of the valid reasons listed above. The parent/guardian and principal (or designee) will mutually agree upon the student's absence, as excused, if the pre-arranged absence will not have a serious adverse effect on the student's educational progress. Parents/Guardians should make a request at least one (1) day in advance for each day of absence using the District Pre-Arranged Absence Form.

If an absence is excused, a plan to ensure that the student does not fall behind academically will be put into place prior to the absence. The student will be permitted to make up all missed assignments under reasonable time limits.

### **Attendance Notification**

Parents/Guardians must notify the school as soon as possible when their child will be absent from school via Family Access, phone, or note signed by the parent/guardian. Log in to Family Access and mark the appropriate reason for the absence or call the school attendance line.

We want to work with you to ensure excellent attendance. Please work to make attendance a habit and call the school office if you are having trouble getting your child to school.

Reference: Policy 3122

## **GENERAL INFORMATION**

### **ASSOCIATED STUDENT BODY**

The ASB is a democratic organization of students enrolled at WHS. The duties of this organization shall be to organize and coordinate activities of clubs and classes, to promote curricular and extracurricular activities, provide effective student representation, and to regulate student funds. The management of the ASB is vested in the elected officers and the representative Student Council. The executive officers are the president, vice-president, secretary, and treasurer.

### **ASB/IDENTIFICATION CARD**

All students will be issued an identification card. Students are encouraged to convert this card to an ASB card by paying the \$5.00 ASB fee. Most student activities such as athletics, band, choir, dances, assemblies, etc. are financed by student funds. The greatest single source of revenue comes from the student ASB card (which is used to fund various ASB activities that all students can participate in). ASB Activity stickers may be purchased at any time. The ASB card must be presented to admit a student free to all home athletic contests and allow discounted admission to away games. **ID/ASB cards are required for admittance to all school dances.** ASB cards are also required of all participants in athletics or any club that receives funds from ASB in which to operate. Students must be able to show their identification at any time when asked.

## **BUS PASSES**

A parent/guardian must call or provide a signed, written note for bus passes.

## **BUS TRANSPORTATION**

For your safety we have established the following rules for riding the school bus. You are expected to follow these rules at all times. You are reminded that riding the school bus is a privilege; any infraction of the rules may result in discontinuation of riding privileges.

1. Follow all directions of the driver willingly the first time they are given.
2. Show respect for the driver and for the other students on the bus.
3. Eating and drinking on the bus are not permitted. Place all litter in a trash can.
4. Harassment, teasing, shouting, pushing or fighting is not acceptable and will not be allowed at any time.
5. Remain seated, keeping all parts of your body inside the bus. Seating assignments will be at the discretion of the driver and/or school administrator.
6. When entering or exiting the bus, students must be in view of the driver at all times. Always cross in front of the bus. Exit only at assigned stop.
7. If you are going to ride another bus or get off at a different stop, you must have a signed bus pass from the school attendance office. Bus passes will not be given over the phone.
8. Pets, harmful objects, such as skateboards, and vandalism are not acceptable and will not be allowed.
9. The school bus stop is considered an extension of school property and thus, all school rules will be enforced.

## **CALENDAR**

APS has a web-based calendaring program for school district events and activities. *The online calendar can be found on the district website at [www.asd.wednet.edu](http://www.asd.wednet.edu) "Calendar" link.* The web-based calendar will allow you to go to one place for current information about all school activities. You may also use the "My DynaCal" feature to create a customized calendar to include only those events that are of interest to you.

## **CAMPUS PASSES**

**Students must have a hall pass to be anywhere outside of class.** Staff members are expected to send any student back to class who does not have a hall pass.

## **CHANGE OF ADDRESS/STATUS**

Please notify the Registrar promptly of any address or phone number changes. This is critically important should we need to contact parents in the event of an emergency. Whenever possible, we would like to have e-mail addresses of parents.

## **CHECK/NSF COLLECTION POLICY**

Our school district has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address and telephone number. When paying by check you authorize the recovery of unpaid checks and the recovery of the state allowed fee by means of electronic

re-presentment. In addition, providing a non-sufficient funds check will result in being barred from writing checks to the school or district for the remainder of the school year.

## **EMERGENCIES/EMERGENCY DRILLS**

It is necessary for all students to be knowledgeable about emergency procedures. Classroom teachers will explain procedures for practice drills. Parents are advised that:

1. If there is an earthquake while students are on their way to school, they should "duck and cover" away from power lines, buildings, and trees. Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.
2. A parent is advised not to remove a student from the school grounds unless they have first checked with school officials. If a parent were to remove a student without checking out, others could be needlessly hurt while searching for a missing student.
3. **They should avoid calling the school.** The phones, if they are functioning, may be needed by school staff. Parents of injured students will be notified first. All schools will have trained staff to help injured students until other medical assistance arrives. Staff members should attempt to account for all students and staff before re-entry, the Principal must feel absolutely certain, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe; but no students or staff will be dismissed until procedures have been approved by the Superintendent's office if district-wide communications are in operation. **Cross reference: APS Policy/Procedure #3432/3432P.**

## **EMERGENCY PROCEDURES**

### **STUDENTS: WHAT TO DO IF...**

...the alarm goes off during passing periods  
Evacuate the building and report to previous teacher

...the alarm goes off during lunch  
Evacuate the building and report to your Panther Period Teacher

...the alarm goes off before school  
Evacuate the building and report to your 1<sup>st</sup> Period Teacher

...the alarm goes off after school  
Evacuate the building and report to your 7<sup>th</sup> Period Teacher



## EXTRA-CURRICULAR ACTIVITIES

Students at WHS may participate in their home school's athletics and activities. Please contact your residential school for information regarding athletics or activities. Fees for transportation, Codes of Conduct, schedules and requirements will apply.

Student Clubs – Student clubs provide our students an opportunity to be a part of a club, to build relationships with their peers and to be a part of an inclusive, like-minded community. Clubs are held once a week during the school day.

## FEES AND FINES

Students must have all fines paid in full, in order to receive official copies of transcripts, and / or diploma. Students are encouraged to make arrangements for paying any and all fines.

## FOOD SERVICES

Breakfast and lunches are available daily from our food services worker.

- Applications for the National School Lunch Program/School Breakfast Program are available from the Registrar. Upon completion and return of the application, proof of eligibility may be requested and the information you provide may be verified at any time. You may be asked to send additional information to prove your child is eligible to receive free and reduced-price meals. If you do not agree with the decision on your child's application or the process used to prove income eligibility, you may talk with a hearing official. You have the right to a fair hearing, which may be arranged by calling the school/school district.
- Breakfast and Lunch prices are as follows:

<u>Breakfast</u>	<u>Lunch</u>
\$1.85/Student	\$3.25/Student
\$2.00/Adult	\$4.25/Adult
\$0.50/Milk	\$0.50/Milk
\$0.00/Reduced	\$0.40/Reduced

## ILLNESS AT SCHOOL

If you become ill at school **you must get permission from the teacher to report to the office**. The school health care provider will determine whether you should be sent home, return to class, or be permitted to rest in the health room.

## MEDICATIONS AT SCHOOL

In accordance with APS Policy/Procedure #3416 and the requirements of RCW 28A.210.260, designated school personnel will administer only prescribed oral medication to students if the following procedures have been completed. No over-the-counter medication will be given, except in special circumstances, **and will require both parent and Health Care Provider's authorization to administer to student**. Student's are not permitted to have any medication on

their person. The medication procedure is to ensure that students receive only medication at the direction of the student's health care provider and with the knowledge and authorization of the parent/legal guardians. We encourage your cooperation in this process to protect the health and welfare of students.

- School staff cannot administer any type of medication, including over-the-counter medications such as Tylenol or Ibuprofen, based on a phone call from a parent/guardian.
- Please contact the school health care provider if you have any questions.

## **PARKING/DRIVING ON CAMPUS**

**Parking a student vehicle and operating a motor vehicle on the WHS campus is a privilege.** WHS does not assume liability for any property damage to any private vehicle parked on its property. As such, WHS students are encouraged to use district-provided transportation. APS Policy/Procedure #3243.

Those students driving vehicles to WHS will be required to adhere to the following:

1. To park on campus, students must present proof of insurance and a valid driver's license and have their parking pass visible at all times by placing it on the front window while on school property. The cost of a parking pass is \$10.00. Replacement passes will cost \$10.00 each.

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2. ***The parking lot is closed to all students during classes to protect student vehicles from possible theft or vandalism.***

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3. Parking in handicap spaces, fire lanes, on sidewalks, or on grass areas, etc. will be in violation of parking regulations.
4. Student drivers must operate their vehicles in a safe manner, follow all rules of the road and abide by all posted speed limit (10 miles per hour in our parking lots) and warning signs.
5. Students are responsible for the cleanliness of the area in the immediate vicinity of their vehicle. Litter must be kept in vehicle or placed in a garbage can.
6. In terms of student conduct rules, "possession" of alcoholic beverages, tobacco, drugs or drug paraphernalia, firearms, or a dangerous weapon shall extend to a student's vehicle.
7. Student's vehicles are subject to searches. **See WHS Search and Seizure Policy and Procedures for further details.**
8. Parents will be contacted for all driving safety concerns.
9. There is no parking in the Stillaguamish Athletic Club Parking Lot. Students driving to school must park on campus.
10. Students may not drive themselves between WHS and AHS, Sno-Isle or any other location, including field trips, during school hours.
11. Students who do not have their parking pass visible (hanging on rear view mirror or on the dash board) while on school property could receive the following discipline. The first offense the student could receive a written warning, second offense the student could be charged a \$5.00 fine, third offense the student could be charged a \$10.00

fine and fourth offense the student may have their parking privileges revoked. Fines will be added to the student's fine list

**Not adhering to these rules may result in student losing the privilege to drive to school or further consequences. Students in the district have the option of taking the school bus.**

## **SCHOOL CLOSURES OR DELAYS**

In the event of emergency situations such as severe winter road conditions or school closures or delays in opening, an announcement will be made over local radio, television stations or online at Flash Alert Newswire. **Please do not call the school for closure information as this decision is made before staff is available to answer phones.**

## **SCHOOL PROPERTY**

Students who damage school property at school or while under school jurisdiction may be disciplined. The student, parent/guardian shall be liable for damages. The police may also be contacted. All students are expected to respect and care for all property of the school including building facilities, desks, whiteboards, books, lavatories, etc. Any student or students losing or found damaging or defacing school property will be required to pay for the damage or loss. Willful destruction or defacement of school district property at any time is cause for discipline. Cost of damages will be added to the student's fine list and student transcripts will be withheld until all fines have been paid.

## **STUDENT PROPERTY**

Students are discouraged from bringing items of value to school. **APS assumes no responsibility for loss to student's personal property.** See WHS Search and Seizure Policy and Procedures for further details.

- Any item(s) that create a disruption to the educational process may be confiscated.
- **Cell phones are only to be used during non-instructional time and/or with the permission of school staff.**

## **SURVEILLANCE EQUIPMENT**

Weston High School utilizes surveillance equipment at all times to maintain the safety of our staff and students within the building and the parking lot.

## **VIDEO CAMERAS AND DIGITAL CAMERAS**

(includes Camera Phones and Film Cameras)

Students must remember to respect the privacy of all students and adults. The use of video cameras, digital cameras, cell phone camera or film cameras on campus should be related to a specific assignment or project from the student's class. Inappropriate use includes the violation of privacy rights that may occur by videotaping or photographing students or adults without prior permission.

## **VISITORS/VOLUNTEERS**

Visitors are not allowed in schools within APS unless for official business. Volunteerism at WHS is welcomed and encouraged and student/visitor/volunteer safety is of paramount concern.

- All visitors and volunteers must sign-in and sign-out at the Main Administrative Office upon their arrival and departure. Visitors and volunteers will receive and must conspicuously wear a visitor's badge at all times while in the building or on campus. This includes parents/guardians who may be visiting their student.
- Unfamiliar persons and/or persons not wearing a visitor's badge will be directed to the Main Office. Visitors and volunteers may also be asked for identification.
- Out of respect to the learning environment, visits to observe a classroom and/or visits by parents/guardians wishing to see their student in a classroom during the school day must be arranged through the Principal's Office.
- Volunteers must submit to a background check conducted through the Washington State Patrol system. The "Washington State Patrol Request for Criminal History Information" forms are available in the Main Office and on the APS website. The form is to be submitted 2 weeks prior to volunteering at the school or chaperoning a field trip, dance or activity. The form must be renewed every two years. Approval of all volunteers and chaperones is subject to the approval and discretion of the Principal or designee.
- SCHOOL AGE VISITORS and RECENT GRADUATES are not allowed in the building or on campus at any time during the school day.

Cross Reference: APS Policy/Procedure #4129, #4200 and #5630.

## **WITHDRAWAL FROM SCHOOL**

A student withdrawing from WHS must have a parent make contact with the Registrar, in person or by phone.

- The withdrawal form requires withdraw grades and fine information from all of his/her teachers on the last day he/she will be attending classes (not required for withdrawal during the summer).
- The completed form must be turned into the Main Office to obtain the necessary paperwork to enroll in a new school.
- The student must turn in all books and supplies issued by the school and satisfy all pending fines at the Main Office in order for official transcripts to be released.
- Official school documents will be sent to a new school when a request from that school is received.

## STUDENT SERVICES

### **GUIDANCE COUNSELOR & COUNSELING**

Our counselor works with the student to plan courses and schedules and gives academic, vocational and career guidance. The counselor works with students, parents, teachers, and referral agencies to help students solve problems. The counselor serves as an advocate for the student in relationships with the school, peers, parents, and outside agencies. The counselor is available for personal and family consultation and appropriate referrals can often be made to other community services and agencies. A counselor will not break a confidence unless it involves danger to the student or to others.

## ACADEMICS

### **GRADUATION REQUIREMENTS**

For students with a base graduation year of 2019 and beyond:

A total of 24 credits are required for graduation from WHS. One credit equals 2 semesters or one full year of coursework. One semester equals .5 credits. Subject area requirements include the following:

English	4 credits
Fitness & Wellness	2 credits
Mathematics	3 credits
Career & Technical Education	1 credits
Social Studies	3 credits
Fine Arts	2 credit *
Science	3 credits
World Language	2 credits**
Electives	4 credits
	<b>24 credits</b>

\* 1 credit may be a Personalized Pathway Requirement.

\*\*Both credits may be a Personalized Pathway Requirement.

Personal Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chose by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide focus for the student's learning.

**Note:** Admission to four-year universities/colleges in the state of Washington requires a minimum of two (2) credits of the same foreign language. Depending upon the rigor of the math credits earned, a senior year math-based course might also be required. ***Students are strongly encouraged to review college admission requirements as they can differ from WHS graduation requirements.***

Additional requirements for high school graduation include State Assessment requirements and a High School and Beyond Plan. As students complete all of the components of our College and Career Readiness Platform, Naviance, they fulfill the requirements of the High School and Beyond Plan. **Cross reference: APS Policy/Procedure #2410/2410P.**

## **REPORTING PERIODS**

There are eight grade-reporting periods each year (Credit Achievement Plan or CAP Sessions). In all classes in which letter grades are used, a grade is assigned at the end of each CAP.

## **STUDENT DISCIPLINE & BEHAVIOR**

### **STUDENT DRESS**

Preserving a beneficial learning environment and assuring the safety and well being of all students are primary concerns. The student and parent may determine the student's personal dress and grooming standards, provided that the student's dress and grooming shall not:

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

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

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

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

Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Reference: Policy 3224

### **FREEDOM OF EXPRESSION**

The free expression of student opinions is an important part of education in a democratic society. Students' verbal and written expression of their own private opinion on school premises is encouraged so long as it does not substantially disrupt the educational environment. Such speech activity by students is solely their own expression of views and the District does not intend to promote, endorse, or sponsor any expressive activity that may occur. However, distribution of written material, oral expression, or any other expressive activity (including the wearing of symbols, clothing, hairstyle, or other personal effects) may be restricted where a substantial disruption of the educational process is likely to result, or does result from such activity. Substantial disruption includes:

- Inability to conduct classes or school activities, or inability to move student to/from class or other activities.

- Breakdown of student order, including riots or destruction of property.
- Widespread shouting or boisterous conduct.
- Substantial student participation in a school boycott, sit-in, stand-in, walkout, or similar activities.
- Physical violence, fighting, or harassment of any kind among students.
- Intimidation, harassment, or other verbal conduct that is considered uncivil in nature (including swearing, disrespectful insulting speech to students, teachers, or administrators) creating a hostile environment.
- Defamation or untrue statements.
- Statements that attack ethnic, religious, gender or racial groups, or that tend to provoke a physical response, including gang symbols or apparel, displaying hate symbols or insignias and logos perceived to be hate symbols, insults, or other fighting words that could reasonably be anticipated to provoke a physical or otherwise disruptive response.
- Speech likely to result in disobedience of school rules or health and safety standards (such as apparel advertising alcohol, drugs, tobacco, etc.).

Official student publications, such as a newspaper or yearbook, and student expression that occurs under circumstances where it is sponsored or endorsed by the school (such as speech at student assemblies), are not private speech of students. Rather, they are public communicative activities of the school district, which the District retains control over to the extent permitted by the First Amendment and WAC 180.42.215. Such speech shall be subject to regulation not only under the standards set forth in the paragraph above, but also for any other legitimate educational reasons as determined by the District. Students who violate the standards of verbal and written expression shall be subject to corrective action or punishment, up to and including suspension or expulsion.

## **GRADUATION CEREMONIES**

Out of respect to the families of all our graduates, noisemakers of any kind are not allowed at graduation ceremonies.

## **STUDENT DISCIPLINE**

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

- 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 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.

### **Minimizing exclusion, engaging with families, and supporting students**

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

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

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

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement 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. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

### **Staff authority**

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent

has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

### **Ensuring fairness, providing notice, and an opportunity for a hearing**

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

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

### **Development and review**

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting.

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

### **Distribution of policies and procedures**

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

## Definitions

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

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

parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

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

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

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

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

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

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

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop 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 reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:

<http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>.

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

Additionally, staff may use after-school detention as an other form of discipline for not more than 30 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one 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 below.

## **Staff Authority and Exclusionary Discipline**

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

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

### **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 building administrators to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

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

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

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific 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 the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

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

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

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

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

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

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

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent 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 above, the district must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

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

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

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

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

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

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



a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

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

The Superintendent designates building administrators 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 above, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

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

- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law and Policy 4210.

### Initial hearing

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

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

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

### Notice

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

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

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

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

Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

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

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

### **Long-term suspensions and expulsions**

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

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for 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 circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

- a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- b. Any of the following offenses listed in RCW 13.04.155, including:
  - any violent offense as defined in RCW 9.94A.030, including
  - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
  - manslaughter;
  - indecent liberties committed by forcible compulsion;
  - kidnapping;
  - arson;
  - assault in the second degree;
  - assault of a child in the second degree;
  - robbery;
  - drive-by shooting; and
  - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- c. 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;
- d. inhaling toxic fumes in violation of chapter 9.47A RCW;
  - e. any controlled substance violation of chapter 69.50 RCW;
  - f. any liquor violation of RCW 66.44.270;
  - g. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
  - h. 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;
  - i. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
  - j. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
  - k. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
  - l. Two or more violations of the following within a three-year period
    - criminal gang intimidation in violation of RCW 9A.46.120;
    - gang activity on school grounds in violation of RCW 28A.600.455;
    - willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
    - defacing or injuring school property in violation of RCW 28A.635.060; and
  - m. 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 a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not

exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

### Initial hearing

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

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

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

### Notice

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

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

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

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or

expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

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

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

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

### **Emergency Expulsions**

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

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

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

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

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

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

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

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

### **Notice**

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

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

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

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

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

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

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

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

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

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

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

## **Appeals**

### Requesting appeal

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

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

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

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

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

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

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

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



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

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

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

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

### Hearings

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

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

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

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

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

The school board may designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

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

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

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

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

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

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

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

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

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

### **Reconsideration of appeal**

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

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

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

- In reviewing the district's decision, the school board 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 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 will be made only by board members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision.

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

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

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

### **Petition to extend an expulsion**

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

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

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

### **Notice**

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

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

- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

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

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

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

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

#### Review and Reconsideration of extension of expulsion

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

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

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

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

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

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

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

## **Educational Services**

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

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

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

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

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

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

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

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

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

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

School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:

- Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
- Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

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

## **Readmission**

### **Readmission application process**

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

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

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

## **Reengagement**

### **Reengagement Meeting**

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

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

The reengagement meeting must occur:

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

## **Reengagement plan**

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

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

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

### Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of 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.

Reference: Policy 3241



## **STUDENT PRIVACY AND SEARCHES**

### **STUDENT PRIVACY AND SEARCHES**

By law, at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year-old students. Students fourteen years of age and older have the right to keep private from everyone any District records indicating that they have been tested or treated for HIV or a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

A. Searches of Students and Personal Property Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy. School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The Superintendent, the Principal, and other staff designated by the Superintendent shall have the authority to conduct reasonable searches on school property as provided by Board policy. Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker, as follows:

1. Any search of a student conducted by a School District employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules. For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or District policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.
2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school staff. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events. School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized. The

Superintendent shall develop procedures regulating searches of students and their personal property.

B. Locker Searches Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the School District. No right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with District policy. No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself. Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker shall be conducted according to Board policy governing personal searches. All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to Board policy governing personal searches. The Superintendent shall establish procedures for conducting searches of lockers, desks, or storage areas.

Reference: Policy 3230

## **APS CIVILITY POLICY**

### **CIVILITY POLICY**

It is the policy of Arlington Public Schools to promote mutual respect, civility and orderly conduct among District employees, parents, students, and the public. Arlington Public Schools staff will treat parents, students, and other members of the public with respect and expect the same in return. The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. The District is committed to maintaining orderly educational and administrative processes to keep schools and administrative offices free from disruption and prevent unauthorized persons from entering school and District grounds. This policy is not intended to deprive any person of his or her right to freedom of expression, but to maintain a safe, harassment-free learning environment for our students and workplace for our staff. In the interest of providing positive role models to the children of this District, as well as the community, Arlington Public Schools encourages positive communication and discourages volatile, hostile or aggressive speech and/or actions. The District seeks the public's cooperation in this endeavor.

Arlington Public Schools staff will treat parents, students, and other members of the public with respect and expect the same in return. The District encourages positive communication with the public, and discourages abusive, hostile or obscene speech, actions, e-mail or other forms of communication from the public. In order to implement Policy 4299, the following procedures are adopted:

A. Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or

offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property will be directed to leave school or school district property promptly by the Superintendent or designee.

B. If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on District premises, the offending person will be directed to leave promptly.

C. When an individual is directed to leave School District property pursuant to circumstances referenced above and refuses to leave, the school administrator or designee may notify law enforcement officials. Restraining orders may be sought by the District when warranted.

D. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of the occurrence. The employee will notify his/her supervisor of the incident.

E. When a patron has been asked to leave school premises due to the use of abusive, hostile or obscene speech or disruptive conduct or actions, the school administrator will communicate in writing to that patron regarding Board Policy and Procedure 4299.

Reference: Policy No. 4299

## **APS SEXUAL HARASSMENT POLICY**

### **SEXUAL HARASSMENT**

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

#### Definitions

For purposes of this policy, “sexual harassment” means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student, or can be carried out by a group of students or adults. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

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

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit; and
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual. A “hostile environment” has been created for a

student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

#### Investigation and Response

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

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment. Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

#### Retaliation and False Allegations

Retaliation against any person who makes, or is a witness in, a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation. It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

#### Staff Responsibilities

The Superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Officer. All staff members are also responsible for directing complainants to the formal complaint process. Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Officer. Reports of disability discrimination or harassment will be referred to the district's Section 504 Compliance Officer.

#### Notice and Training

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

#### Policy Review

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

Reference: Policy 3205