

2020-2021
Students and Parents
Rights and Responsibilities Handbook

“All students ready for college, careers, and life”



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www.ortingschools.org



OUR MISSION

Our mission is: All students ready for college, careers, and life.

All Students Ready for College:

Ensuring that Orting students will possess the skills and dispositions to explore post-high school graduation education and internships including academic, technical, and/or experiential opportunities for professional development

All Students Ready for Careers:

Equipping Orting students to enter into a highly complex, diverse, and evolving workforce

All Students Ready for Life:

Endowing Orting students with the grit and perseverance to tackle and achieve their goals through a growth mindset that empowers them to approach their future with confidence and the social and emotional skills they will need for success in the future

Dear Orting School District Students, Families and Staff,

Welcome to the 2020-2021 school year!

The Student and Parents Rights and Responsibilities Handbook has been prepared to inspire, guide and support our students in their pursuit of academic and career success. As a public school system, it is with great pride that the Orting School District provides all students with the necessary resources, counseling and student programs that allow our students outstanding opportunities. We encourage our students to excel in rigorous academic achievements, become involved in competitive athletics, participate in instrumental and vocal music and the performing arts, be creative and become immersed in innovative technology, engaged in student leadership programs, and much more.

We believe there are wonderful opportunities that are offered to students again this year in the Orting School District. I urge all students to take full advantage of the preparations needed for career readiness, admission to universities, technical colleges, community colleges and military careers.

Most importantly, the Orting School Board, administrative team, classified support staff, and certificated staff want our students to become highly independent, contributing citizens, who are employed in careers that are personally fulfilling and contribute to the greater good of our American society.

Together, we look forward to our students achieving personal greatness and career success in the Orting School District.

Dr. Tony Apostle
Superintendent

STUDENT END RESULTS AND STRATEGIC GOALS

Our why: Our mission is *all students ready for college, careers, and life*.

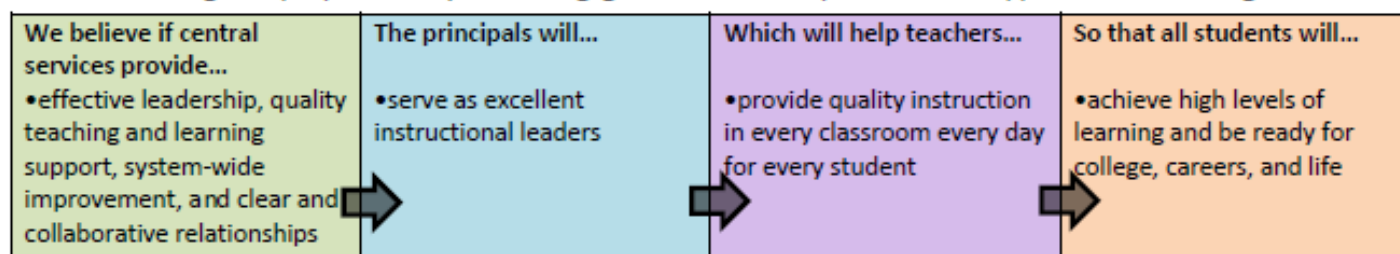


E1 All Students Ready for College: Ensuring that Orting students will possess the skills and dispositions to explore post-high school graduation education and internships including academic, technical, and/or experiential opportunities for professional development

E2 All Students Ready for Careers: Equipping Orting students to enter into a highly complex, diverse, and evolving workforce

E3 All Students Ready for Life: Endowing Orting students with the grit and perseverance to tackle and achieve their goals through a growth mindset that empowers them to approach their future with confidence and the social and emotional skills they will need for success in the future

Our how: We align the people in our system to engage in continuous improvement to support student learning.



Our what: We focus on our strategic goals.

Goal #	Strategic Goals	Objectives
1	Ensure the academic success for each student by integrating and improving strategies for powerful teaching and learning	1.1 Develop and implement a strategic plan to guide system improvement 1.2 Provide high-quality teaching and learning in every classroom 1.3 Provide targeted professional development 1.4 Utilize data to support student learning and monitor progress
2	Ensure the academic success for each student by managing and improving effective operations of the district	2.1 Recruit, hire, and retain quality personnel 2.2 Develop and communicate a sustainable budget that supports our strategic goals 2.3 Develop and implement a long-term facilities plan 2.4 Upgrade technology and infrastructure to support 21 st century learning 2.5 Develop and implement a long-term safety plan 2.6 Develop and implement a long-term transportation plan
3	Ensure the academic success for each student by collaborating and improving communication with stakeholders	3.1 Improve district communication and collaboration with stakeholders 3.2 Engage parents, staff, and the community in district improvement initiatives 3.3 Develop and implement the foundation and systems for collaborative work

2019-2020
Assistance Directory

District Administration

Superintendent

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Chief Officer for Human Resources and Business Services

Lynne Rosellini (360) 893-6500 ext. 4028

Executive Director for Teaching, Learning, Assessment and Technology

Steve Rabb (360) 893-6500 ext. 4026

Executive Director for Student Support Services

Chris Willis (360) 893-6500 ext. 4027

Transportation Supervisor

Megan Gentili (360) 893-2302 ext. 4388

Nutrition Services Supervisor

JoAnne Petredis (360) 893-3565 ext. 4317

Facilities Supervisor

Curtis Nybo (360) 893-2302 ext. 4391

School Board

President

Stanley Holland (360) 893-6500 ext. 4023

Vice President

Carrie Thibodeaux (360) 893-6500 ext. 4023

Member

Kathy Madigan (360) 893-6500 ext. 4023

Member

George Kinniburgh (360) 893-6500 ext. 4023

Member

Melissa Kinzler (360) 893-6500 ext. 4023

School Contacts

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Erynn Alvers, Assistant Principal (360) 893-2248 ext. 4101

Ptarmigan Ridge Elementary School (K-5)

Alicia Jensen, Principal (360) 893-0595 ext. 4106

Kristin Powell, Assistant Principal (360) 893-0595 ext. 4107

Orting Middle School (6-8)

David Slagle Principal (360) 893-3565 ext. 4199

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Orting High School (9-12)

Cliff Fries, Principal (360) 893-2246 ext. 4326

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TABLE OF CONTENTS

Student Rights & Students Responsibilities	6
Activities and Athletics, Attendance	7
Safety and Civility, Safe and Orderly Learning Environment	10
Boundary Invasion	11
Prohibition of Harassment, Intimidation and Bullying	13
Nondiscrimination, Freedom of Expression, Freedom of Assembly, and Student Dress	14
Student Privacy and Searches	15
Student Records	16
Student Conduct	17
Classroom Management, Corrective Actions or Punishment	19
Discipline for Students with Disabilities	34
Elementary Discipline Matrix (K-5)	35
Orting Middle School Behavior Matrix (6-8)	36
Orting High School Discipline Matrix (9-12)	37
Prohibition of Corporal Punishment/Bus Rules	38
Medications at School	40
Electronic Information Systems	42
Nondiscrimination Statement and Contact Information	43
Acknowledgement of Receipt (Parent/Student Signature Page)	46

STUDENT RIGHTS

1. Learn and work in schools free from violence, intimidation, threats, harassment and fear
2. Not be denied an educational opportunity or be unlawfully discriminated against because of race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression, gender 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
3. Have a school environment where they are free to express themselves openly through verbal and written expression
4. Engage in non-disruptive, peaceful demonstrations and assemble to discuss matters, following school and district rules
5. Have an open space where students can gather, collaborate and work together
6. Determine personal dress and grooming standards with their parents, provided that they meet school and district standards
7. Constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures
8. Not be required to submit to survey, analysis or evaluation that concerns sensitive material and have student privacy protected
9. Attend a wholesome and orderly school environment where all students conform to standards of student conduct
10. Receive information and have knowledge regarding the rules of the school district that establish types of misconduct and the written procedures of the district for administering corrective action
11. Appeal decisions regarding classroom management, corrective actions or punishment
12. Drive vehicles to and from school so long as they meet requirements under state law and follow state, district, and school guidelines
13. Not be given corporal punishment
14. Elect peers and form associated student bodies
15. Be openly welcomed to consult with teachers, administrators and other school personnel
16. Receive a meaningful education that allows them to develop the knowledge, skills and attitudes necessary for college, careers, and life
17. Expect high educational standards in the district and know the requirements for their course of study and how grades are determined

STUDENT RESPONSIBILITIES

1. Be prepared to learn and achieve at the highest levels
2. Attend school/class every day, on time
3. Be aware of all rules regarding student behavior and conduct themselves accordingly
4. Respect the educational needs of their fellow students
5. Respect the diversity of their fellow students and know how to live as a citizen in a global society
6. Express their opinion and ideas in a respectful manner so as not to libel or slander others
7. Follow the school's electronic use policy
8. Demonstrate respect for all persons in the school community
9. Respect the authority of teachers, administrators and other school personnel
10. Comply with the reasonable requests of school employees
11. Act as good citizens in a diverse, global society
12. Read, understand, and commit to the Rights and Responsibilities handbook and school rules



ACTIVITIES AND ATHLETICS

The Board recognizes the value of a program of interscholastic activities as an integral part of the total school experience to all students of the district and to the community.

The district will not exclude any person from participation in the interscholastic program, deny any person the benefits of such a program or otherwise discriminate against any person in any interscholastic program on the basis of the categories identified in the district's Nondiscrimination policy.

When individual students with disabilities are unable to participate in existing activities even when offered reasonable modifications and necessary accommodations, aids or services, the district may offer opportunities for students with disabilities to participate in separate or different recreational or athletic activities.

The district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, when the district operates or sponsors a team in a particular sport for members of one sex but not the other, and athletic opportunities for members of the other sex have previously been limited, members of the excluded sex will be allowed to try out for the team offered. For the purposes of this policy, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports in which the major activity involves bodily contact.

The district will provide equal athletic opportunities for both sexes within each school for interscholastic, club or intramural athletics.

([Board Policy 2151](#))

ATTENDANCE

Orting School District believes daily class attendance is one of the most critical indicators for being "Career Ready". Each school is committed to providing social and emotional support to all of our students. Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement. Additionally, our district provides targeted supports for students in homeless situations and in foster care.

Impact of Chronic Absenteeism

- Preschool is a great time to start building a habit of good attendance. Young children with poor attendance in preschool also lose out on valuable learning time and, if chronic absence continues into kindergarten, it can impact academic achievement.
- Studies show many children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade.
- By middle and high school, chronic absence is a leading warning sign that a student will drop out.

Good Attendance Strategies

Students who have good attendance are sure to do the following:

- Staying healthy, get plenty of sleep, eat a balanced diet, wash your hands regularly, and make sure you are up to date on your immunizations.
- Make a plan for good attendance. Keep a copy of your school calendar accessible.
- Ask your parents to make appointments outside of the school day or on non-school days.
- Know the time you need to arrive at your bus stop.
- Keep up on your school work. Students will often be anxious and tempted to miss school if they have not done their homework or studied for a test. Approach each day with confidence.

"Report-It." If you are not attending because someone is harassing, intimidating or bullying you, it has become a serious issue and it is time to enlist the assistance of an adult.



ATTENDANCE CONT.

Tiered response system for student absences.

- (1) The school district will implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic.
- (2) Tiered response systems include:
 - (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused.
 - (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
 - (c) Daily notification of absences to parents;
 - (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
 - (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
 - (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Absence from in-person learning.

- (1) A student is absent from in-person learning when the student is:
 - (a) Not physically present on school grounds; and
 - (b) Not participating in the following activities at an approved location during a scheduled in-person learning day:
 - (i) Instruction;
 - (ii) Any instruction-related activity; or (iii) Any other district- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
- (2) A full day absence from in-person learning is when a student is absent for fifty percent or more of their scheduled day.

Definition of absence from remote learning.

- (1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.
- (2) Evidence of student participation in remote learning may include, but is not limited to:
 - (a) Daily logins to learning management systems;
 - (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
 - (c) Evidence of participation in a task or assignment.

Daily attendance taking.

Teachers will take daily attendance for all enrolled students participating in remote learning and in-person learning.

Excused absences from in-person learning or remote learning.

- (1) Absences due to the following reasons must be excused:
 - (a) 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;
 - (b) Family emergency, including, but not limited to, a death or illness in the family;
 - (c) Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 - (d) Court, judicial proceeding, court-ordered activity, or jury service;
 - (e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 - (f) State-recognized search and rescue activities consistent with RCW 28A.225.055;
 - (g) Absence directly related to the student's homeless or foster care/dependency status;



ATTENDANCE CONT.

- (h) Absences related to deployment activities of a parent who is an active duty member consistent with RCW 28A.705.010;
 - (i) 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;
 - (j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 - (k) Absences due to a student's migrant status;
 - (l) An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent or emancipated youth;
 - (m) Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
 - (n) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
 - (o) Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
 - (p) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
 - (q) Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity;
 - (r) Other COVID-19 related circumstances as determined between school and parent or emancipated youth.
- (2) A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.
- (3) School districts may define additional categories or criteria for excused absences.

Unexcused absences from in-person learning.

Any absence from in-person learning is unexcused unless it meets one of the criteria provided in WAC 392-401-020.

Unexcused absences from remote learning.

- (1) Absences from remote learning must be marked as a "non-truancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused.
- (2) Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401-020.

Student Absences – General requirements.

- (1) Students shall not be absent if:
 - (a) They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - (b) Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - (c) The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
- (2) A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.



ATTENDANCE CONT.

Vacation & Extended Absences

Pre-planned absences of less than 20 days usually require only parental permission by way of a phone call, fax, email, or written note explaining the reason for the absence and the dates involved. Please work directly with the school office to ensure the student's absence is recorded correctly. Students are responsible for completing all assigned coursework from their absence.

For pre-planned absences extending to or beyond 20 days, students and/ or parent/guardians are required to make an appointment with an administrator at the school prior to the absences occurring. A student with 20 or more consecutive days of absences may be withdrawn from the school and may not be able to be placed back in the class or even school in which they were previously enrolled. Please talk with your school administrator if you have additional questions or circumstances.

Please try to schedule extended trips during scheduled school vacation periods (summer, winter, mid-winter and spring breaks).

([Board Policy](#) / [Procedure 3122](#))

SAFETY AND CIVILITY IN SCHOOLS

This district is committed to a positive and productive education 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.

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 Coordinator. All staff 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 Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator. (Board Policy/Procedure 3205)

Because of wise, consistent enforcement of the rules and ethical decision making by both youth and adults, the school environment is attractive to students and creates the most favorable conditions in which to learn.

SAFE AND ORDERLY LEARNING ENVIRONMENT

The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff will not be unreasonably interrupted in their work. Brief messages will be recorded so as to permit the staff member to return the call when free.

Certificated staff will be available for consultation with students and community members one-half hour before school starts to one-half hour after the school day ends, consistent with policy 5231. Students and community members are urged to make appointments with staff to assure an uninterrupted conference.

No one will solicit funds or conduct private business with staff on school time and premises.

Visitors

The board welcomes and encourages visits to school by parents/guardians, community members, and interested educators. The superintendent or designee will establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations

The superintendent or staff member in charge will direct a person to leave immediately if any person is:

- A. Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or
- B. Is disrupting or obstructing any school program, activity, or meeting; or
- C. Threatens to do so or is committing, threatening to imminently commit; or
- D. Inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated staff member or invitee) of the school district.

If such a person refuses to leave, the superintendent or staff member will immediately call for the assistance of a law enforcement officer.

([Board Policy](#)/[Procedure 4200](#))



BOUNDARY INVASION

Many educators or volunteers who cross the line of professional boundaries may not consciously begin with predatory motivation in mind. Instead, they allow themselves to develop a special relationship with a student that results in situations where their professionalism is compromised. Sometimes, this leads to sexual misconduct. All of this can be prevented by maintaining professional boundaries with students.

Educators, volunteers, students, parents, and other concerned adults are the key to stopping unprofessional conduct against students. Hence, the following information will help you to help protect students, your school, and the profession.

Reporting Violations

All school staff members or volunteers must promptly notify the supervisor of a staff member or volunteer suspected of engaging in a boundary invasion toward a student.

Staff members should:

- Not wait before reporting suspicious behavior or try to determine whether there is an innocent explanation;
- Not confront or discuss the matter with the staff member at issue or with anyone else, but maintain confidentiality to protect privacy and avoid rumors; and
- Document for their own records, that they notified an administrator, including to whom and what they reported

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member or volunteer may be engaging in inappropriate boundary invasion conduct with a student.

Boundary Invasion

A boundary invasion is an act or pattern of behavior by a staff member or volunteer that does not have a bona fide health, safety, or educational purpose for the student. Such situations are the opposite of maintaining professional boundaries with students. Staff members and volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following:

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board's policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being "overly touchy" with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos; taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student.
- C. Any kind of flirtatious or sexual communications with a student;
- D. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship. This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in "peer like" behavior with one or more students;
- E. Providing alcohol, drugs, or tobacco to students or failing to report their use of these substances;
- F. For non-guidance/counseling staff, allowing or encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members shall refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- G. Sending students on personal errands unrelated to any educational purpose;
- H. Banter, allusions, jokes, or innuendos of a sexual nature with students;
- I. Favorably commenting on a student's appearance if it is unduly revealing or if the comments have no educational value;
- J. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
- K. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- L. Maintaining personal contact (including "friending" or "following") a student on any social networking application or device;



BOUNDARY INVASION

- M. Sending phone, e-mail, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to school work or other legitimate school business. If staff members have educational or legitimate school business to conduct, they shall include a parent/guardian and a school administrator on the communication. If staff members receive a student's communication, the staff member shall reply by including the student's parent/guardian and an administrator. Staff members should use school e-mail addresses and phone numbers and the parents' phone numbers for communications with students, except in an emergency situation;
- N. Exchanging or providing personal gifts, cards, or personal letters with an individual student;
- O. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- P. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
- Q. Providing a student with information or views about other students or staff members without a legitimate professional purpose;
- R. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct;
- S. Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom or a hotel room on a field trip);
- T. Being alone with an individual student out of the view of others; and/or
- U. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student's parent/guardian and an administrator are informed and have consented.

Investigation and Documentation

When an administrator receives information that a boundary invasion has occurred or might have occurred, the administrator must document, in writing, the concern and provide a copy of the documentation to the Executive Director for Human Resources will see that the matter is investigated and documented, and if a boundary invasions have occurred without a legitimate educational or safety purpose, that appropriate action is taken and documented. The Executive Director for Human Resources will maintain a file documenting reports, letters of direction, and discipline relating to professional boundary investigations.

Reminder About Reporting Sexual Abuse

In some situations, the person engaging in boundary invasions with a student may also have engaged in child abuse or sexual abuse, which is defined in Board Policy 3421 - Child Abuse, Neglect, and Exploitation Prevention. Remember that according to law (RCW 26.44.020) and Board Policy 3421, all school personnel who have reasonable cause to believe that a student has experienced sexual abuse by an adult or student are required to make a report to Child Protective Services and/or law enforcement. (See Board Policy 3421.) Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

Disciplinary Action

Staff member or volunteer violations of this policy may result in disciplinary action up to and including dismissal. Violations of this policy may occur by ignoring professional boundaries as well as failing to report another staff member or volunteer who is ignoring professional boundaries. In any disciplinary situation, the Superintendent should consider whether the conduct violates the Code of Professional Conduct in Chpt. WAC 181-87 and whether a report to the Office of Professional Practices is warranted.

Training

All new staff members and volunteers will receive training on appropriate staff/student boundaries within three months of employment or beginning of service. Such initial training may be on-line training. Site administration and classified employee supervisors shall see to it that more detailed, live training covering this entire procedure shall occur every two years for all schools and work sites. Site administration and classified employee supervisors will also address professional boundaries at staff meetings early in the year.

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol. The district shall also provide a copy of this policy and procedure to students and their parents during each school year.

[\(Board Policy 5253/Policy 5253\)](#)

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when the act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors

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

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

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

Prevention

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

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE).

The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.



PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING CONT.

Retaliation/False Allegations

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

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

[\(Board Policy 3207/Policy 3207\)](#)

NONDISCRIMINATION

The district will provide 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 gender 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 disabilities.

[\(Board Policy/Procedure 3210\)](#)

FREEDOM OF EXPRESSION

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

[\(Board Policy 3220\)](#)

FREEDOM OF ASSEMBLY

Individual students and student organizations may meet in school rooms or auditoriums, or at outdoor locations on school grounds, to discuss, pass resolutions and take other lawful action respecting any matter which directly or indirectly concerns or affects them, whether or not it relates to school. Such activities shall not be permitted to interfere with the normal operation of the school.

Peaceful demonstrations are permissible, though they are to be held in designated places where they shall present no hazards to persons or property and at designated times that shall not disrupt classes or other school activities.

[\(Board Policy 3223\)](#)

STUDENT DRESS

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

Students' choices in matters of dress should be made in consultation with their parents.

Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

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



STUDENT DRESS CONT.

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

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

(Board Policy 3224)

STUDENT PRIVACY AND SEARCHES

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 over fourteen years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for 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.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

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.

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.

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.

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 or 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.



STUDENT PRIVACY AND SEARCHES CONT.

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.

([Board Policy 3230](#))

STUDENT RECORDS

The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records in which they have legitimate educational interests. When information is released in compliance with state and federal law the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records, including:

1. To inspect and review the student's education records within 45 days of the day the district receives a request for access.
2. To request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

3. To inspect or review information including when the student is a dependent under IRS tax code, when the student has violated a law or the school rules regarding alcohol or substance abuse (and the student is under 21), and when the information is needed to protect the health or safety of the student or other individuals.
4. To consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
5. To file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Pursuant to Chapter 28A.605.030 A school may not release the education records of a student without the written consent of the student's parent or guardian, except as authorized by RCW [28A.600.475](#) and the family educational and privacy rights act of 1974, 20 U.S.C. Sec. 1232g.

A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

The superintendent shall establish procedures governing the content, management and control of student records.

([Board Policy 3231](#))



STUDENT CONDUCT

The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

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

Respect for the Law and the Rights of Others

The student is responsible as a citizen to observe the laws of the United States, the state of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district provided transportation or otherwise under school authority.

Compliance with Rules

All students will obey the written rules and regulations established for the orderly operation of the district and the reasonable requests, instructions, and directives of district personnel. For purposes of Policy 3240 and this procedure, the term "district personnel" includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations and rules.

Student Rights

In addition to individual rights established by law and district policies, students served by or on behalf of the district will have the right to:

- High educational standards in a safe and sanitary building;
- Education consistent with stated district goals;
- Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability;
- Access to their own education records at reasonable school times upon request;
- Fair and just treatment from school authorities and freedom from mistreatment and physical abuse;
- Freedom from unlawful interference in their pursuit of an education while in the custody of the district;

- Freedom of speech and press,
- Peaceably assemble
- Petition the government and its representatives for a redress of grievances,
- The free exchange of religion and to have their schools free from sectarian control or influence, and
- Participate in the development of the rules and regulations to which they are subject and to be instructed on rules and regulations that affect them;
- Establish appropriate channels to voice their opinions in the development of curriculum;
- Representation on advisory committees affecting students and student rights;
- Present petitions, complaints, or grievances to school authorities and the right to prompt replies;
- Consult with teachers, counselors, administrators and other school personnel at reasonable times;
- Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization;
- Free election of their peers in student government and the right to hold office;
- Know the requirements of the course of study, be informed about and know upon what basis grades will be determined;
- Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and,
- Annual information pertaining to the district's rules and regulations regarding students, discipline and rights.

Scope of District Authority

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

The rules will be enforced by school officials:

- On school grounds during and immediately before or immediately after school hours;
- On school grounds at any other time, including when school is being used by a school group(s) or for a school activity;
- Off school grounds at a school activity, function, or event;

Off the school grounds if the actions of the student materially or substantially affects or interferes with the educational process; or,

- In school-provided transportation, designated school district bus stops, or any other place while under the authority of school personnel.



STUDENT CONDUCT CONT.

Disruptive Conduct

A student will not intentionally cause substantial and/or material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:

- Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Causing a disturbance or disruption on school grounds, at school activities, or on district-provided transportation, including substantially interfering with any class or activity;
- Cheating or disclosure of exams;
- Defiance of school personnel by;
- Disobedience of reasonable requests, instruction, and directives of school personnel;
- Refusal to leave an area when instructed to do so by school personnel;
- Refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school; and
- Refusal to cease prohibited behavior;
- Disruptive and/or dangerous use of motor vehicles or conduct on a school bus that endangers students;
- Extortion, theft, forgery;
- Fighting: Fighting and instigating, promoting or escalating a fight, as well as failure to disburse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pushing, pulling hair, biting, kicking, scratching and bodily fluids, or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gambling or encouraging other students to gamble;
- Gang-related behavior, association, and/or affiliation;
- Harassment of others;
- Inappropriate dress or appearance (see Policy 3224);
- Trespassing on school property or school transportation at a time or place the student's presence is not permitted;
- Occupying a school building or school grounds in order to deprive others of its use;

- Preventing students from attending class or school activities;
- Use or possession of tobacco;
- Using any object in a dangerous manner;
- Intentionally defacing or destroying the property of another.

Exceptional Misconduct

Exceptional misconduct is a violation of rules so serious in nature and/or so disruptive as to warrant an immediate short-term or long-term suspension, or expulsion. Exceptional misconduct includes the following:

- Arson;
- Assault: Includes hitting, slapping, pushing, pulling hair, kicking, scratching and bodily fluids or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student's presence on school grounds poses a danger to other students or staff;
- Cumulative violations;
- Causing intentional, substantial damage or destruction to school property or the property of another on school grounds or at school activities;
- Dangerous use of motor vehicles on school grounds or at school activities, or endangering students on a school bus;
- Disruption of the school program by bomb scares, false fire alarms, firecrackers, etc.;
- Extortion;
- 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 is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pushing, pulling hair, biting, kicking, choking, scratching and bodily fluids or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Harassment/intimidation/bullying of others;
- Knowingly possessing stolen property;*



STUDENT CONDUCT CONT.

- Possession, use, sale, or delivery of illegal or controlled chemical substances, including marijuana or substances containing marijuana and alcoholic beverages, as well as possession of items reasonably determined to be drug paraphernalia as used or possessed;
- Presence on school property or at a school activity following the consumption or use elsewhere of an alcoholic beverage or a controlled substance, including marijuana;
- Sexual misconduct on school grounds, at school activities, or on school provided transportation;*
- Theft on school grounds, at school activities, on school provided transportation, or of school property at any time;*
- Threats of violence to other students or staff;
- Use or possession of dangerous weapons, including firearms, airguns, knives, nun-chu-ka sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law and [Board Policy 4210](#).

*District Note: While these marked offenses are “exceptional misconduct” and an immediate imposition of short-term suspension is permissible, each offense may be a “discretionary discipline offense” for which long-term suspension and expulsion/emergency expulsion cannot be imposed. If the school is considering imposition of long-term suspension, emergency expulsion, or expulsion for any offense marked with an asterisk, the behavior must also be explicitly listed in procedure 3241P under the section entitled “Suspensions, Expulsions, and Discretionary Offenses.”

Guideline for Sanctions

Chapter 392-400 WAC contains the following restrictions for suspensions:

- Kindergarten through grade four - No student in grades kindergarten through four shall be subject to short-term suspensions for more than a total of ten school days during any single semester or trimester as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.
- Grades five and above program - No student in grade five and above program shall be subjected to short-term suspension for more than a total of fifteen school days during any single semester or ten school days during any single trimester, as the case may be.

In all cases where sanctions are imposed, a reasonable effort to contact parents or guardians will occur prior to, or contemporaneous with, the imposition of the sanction, in addition to any written notice required by law. When a school administrator determines that there is an immediate and continuing threat to the student or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate. In conjunction with the discipline matrices, rights and responsibilities and student handbooks, administrators may also consider any alternative form of corrective action—including programs intended to lessen the time of exclusion from class attendance—which has been approved by the Board of Directors and/or Superintendent. The district encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning.

In addition to school sanctions, administrators should determine whether restitution for damage or injury should be considered.

([Board Policy](#) / [Procedure 3240](#))

CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT

Rules of student conduct are essential to maintain a school environment conducive to learning. A student’s refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

For the purposes of the district’s policies relating to corrective action or punishment:

Definitions

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT

In all cases where sanctions are imposed, a reasonable effort to contact parents or guardians will occur prior to, or contemporaneous with, the imposition of the sanction, in addition to any written notice required by law. When a school administrator determines that there is an immediate and continuing threat to the student or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate. In conjunction with the discipline matrices, rights and responsibilities and student handbooks, administrators may also consider any alternative form of corrective action—including programs intended to lessen the time of exclusion from class attendance—which has been approved by the Board of Directors and/or Superintendent. The district encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning.

- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 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.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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

The types of behaviors 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 3200BP, 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>. The district has identified the following for use as other forms of discipline: behavior monitoring, mentoring, peer mediation, social skills instruction, de-escalation, and restorative justice practices.

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

Additionally, staff may use after-school detention as an other form of discipline for not more than 120 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 the Principal or Assistant Principal, to impose long-term suspension to the Principal or Assistant Principal to impose expulsion to the Principal or Assistant Principal, and to impose emergency expulsion to the Principal or Assistant Principal.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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.

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 presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

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

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

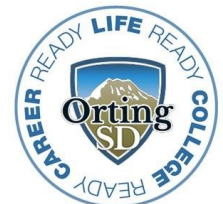
Grievance process for other forms of discipline and classroom exclusion

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.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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 board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

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

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

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

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

If during a suspension or expulsion the district enrolls a student in another program or course of study, 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:

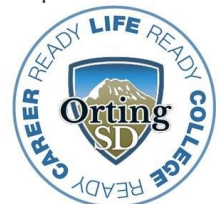
The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

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 the Principal or Assistant Principal 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.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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);
- 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(s) and student understand.

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

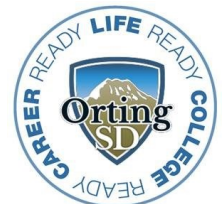
- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

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 parent(s) will understand. The written notice must include:

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



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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 specific 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.
- I. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - II. inhaling toxic fumes in violation of chapter 9.47A RCW;
 - III. any controlled substance violation of chapter 69.50 RCW;
 - IV. any liquor violation of RCW 66.44.270;
 - V. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - VI. 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;
 - VII. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

- viii. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- ix. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.

c. Two or more violations of the following within a three-year period

- i. criminal gang intimidation in violation of RCW 9A.46.120;
- ii. gang activity on school grounds in violation of RCW 28A.600.455;
- iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
- iv. defacing or injuring school property in violation of RCW 28A.635.060; and

d. 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. 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

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(s) 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 parent(s) in person, by mail, or by email. If the parent(s) 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



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

- 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 parent(s) 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 presence poses:

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

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

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

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

An emergency expulsion may not exceed 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 parent(s), as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

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

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



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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 parent(s) with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be

reported to the Superintendent or designee within 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(s) 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(s) 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(s) 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 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(s) 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 parent(s) 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



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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(s) 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 a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary 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



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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

Reconsideration of appeal

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

For long-term suspension or expulsion, the student or parent(s) may request a review within 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 or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

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

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and

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

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

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.

- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

- 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



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

- 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 (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parent(s) 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 (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

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

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

or the principal to hear further arguments and gather additional information.

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

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or 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 or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

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

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

Educational Services

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, parent(s), 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.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

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, parent(s), 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(s) or others who may have assisted the student.
- The Superintendent will advise the student and parent(s) 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 parent(s) request a prompt reengagement meeting.



CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR PUNISHMENT CONT.

Reengagement plan

The district will collaborate with the student and parent(s) 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 parent(s). The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parent(s) 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.

([Policy/Procedure 3241](#) excerpts; see full documents for additional information)

Discipline Matrices

See elementary, middle school, and high school discipline matrices on pages 35,36,37, and 41

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Discipline for Students with Disabilities

Discipline procedures for students with disabilities are consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. These procedures are found in [Notice of Special Education Procedural Safeguards](#) and [Board Policies](#) and [Procedures 2161](#), and [Board Policies](#) and [Procedures 2162](#).

These procedures apply under the following conditions:

The student has an Individual Education Program (IEP), Individual Health Plan (IHP), and/or a Section 504 Plan.

The student has not yet been determined eligible for Special Education services, but the parent/ guardian has expressed concern in writing (or orally) to district supervisory or administrative personnel, or a teacher, that the student be evaluated for special education and related services; or the parent/guardian has requested that the student be evaluated for Special Education; or the teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the Executive Director of Special Services or other supervisory personnel.

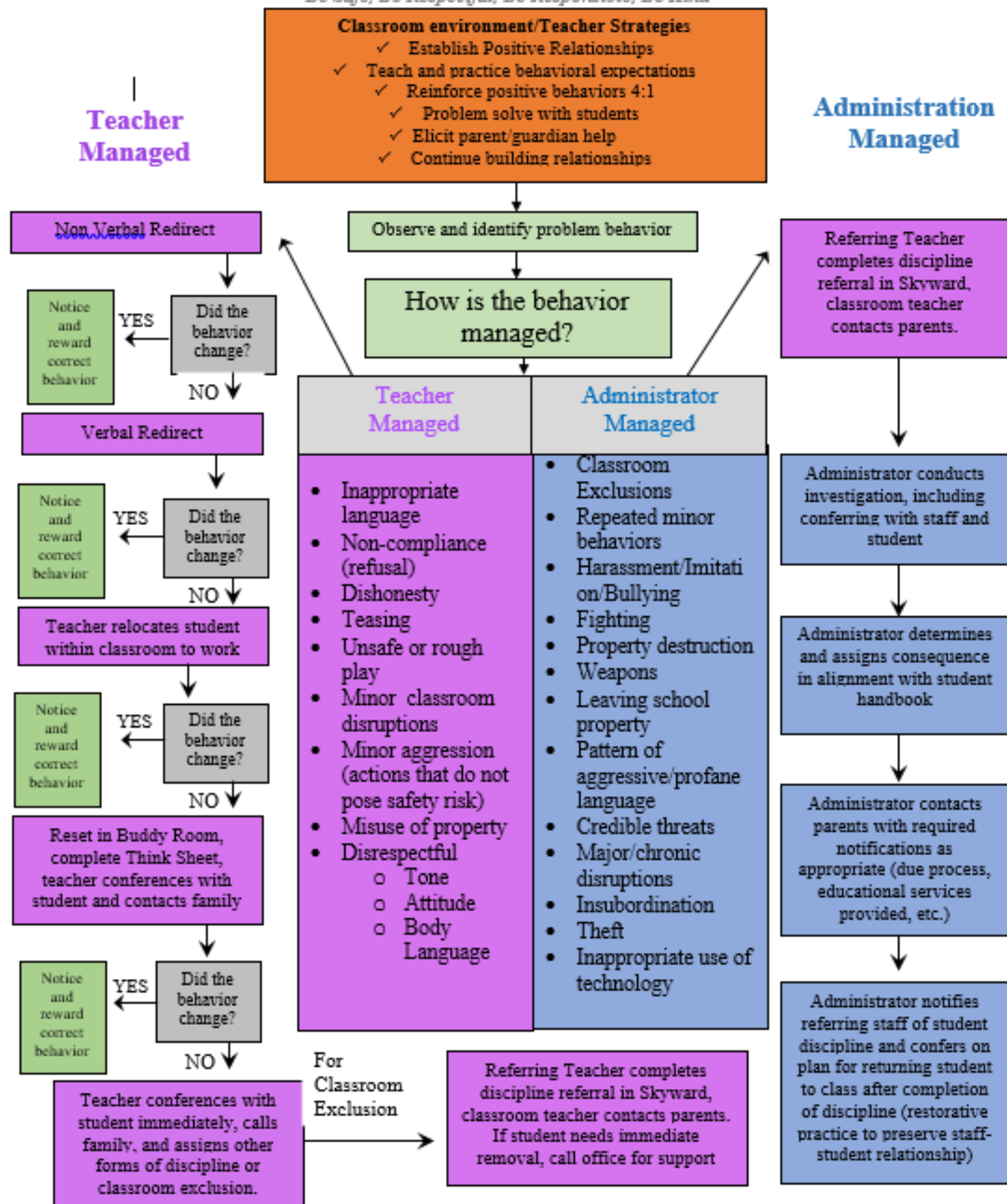




Orting School District

Elementary Student Behavior Management Process

Be Safe, Be Respectful, Be Responsible, Be Kind



Orting Middle School Discipline Matrix (6-8)

Orting Middle School Behavior Matrix Guidelines 2019-2020				Orting School District - "All Students Ready for College, Careers, and Life"			
	Classroom Offenses	Minor Offenses	Severe Offenses	Tobacco	Alcohol/ Drugs	Off-Campus Violation/ Unauthorized Destination	Tardies
Misbehavior Examples	Behaviors which are disruptive to the classroom including off task behavior, sleeping in class, food/drink violations, disrupting class or others, talking out of turn, horseplay, electronic/cell phone violations.	All school offenses other than severe offenses which are disruptive to the orderly operation of the school environment and may occur inside or outside the classroom. Includes safety violations, disrespect, horseplay, inappropriate behavior, etc.	Behaviors which materially and/or substantially interfere with the safe, orderly operation of the school environment - Fighting, threats, harassment, intimidation, bullying, use/possession/under the influence of alcohol, vulgar/lewd conduct, violation of a no-contact contract, dissemination of inappropriate messages and/or images, destruction or vandalism, forgery, disrupting the educational process, cyberbullying that disrupts the educational process, profanity, insubordination, fight instigation/promotion/support, gang membership and gang-like behavior, possession/consumption/sale being under the influence of alcohol/marijuana/controlled substances, theft, weapons and/or explosive devices, and any violation of a local, state, or federal law.	Possession or use of tobacco, tobacco paraphernalia, and/or electronic cigarettes.	Possession, use, or being under the influence of drugs and/or alcohol including look-a-like drugs. Possession of drug paraphernalia	Orting Middle School is a closed campus. Once a student arrives on campus he/she must obtain administrator permission before leaving school property. Unauthorized Destination: Skipping some or part of class(es), school, and/or leaving class without permission	Tardy: Arriving unexcused to class after the class begins and less than ten minutes into the period. Arriving unexcused more than ten minutes after the beginning of the period is considered a truancy.
	Teacher conference w/ student. Teacher reminds student of classroom expectations.	Admin conference with student. Admin contacts family. May assign up to one hour detention.	Up to 3 days Suspension. Parent contact, conference w/student	Up to 3 days Friday School (After School Detention). 2 days may be held in absence if student participates in school provided tobacco education course.	Up to 90 Day Suspension and referral to a drug and alcohol assessment - Suspension days can be held in absence if the student submits the drug /alcohol assessment to admin and follows through w/assessment recommendations.	Up to one hour detention Family contact by Administrator	Conference between student/staff (document conference) Warning regarding behavior infraction
2nd Offense	Teacher conference with student. Teacher reminds student of classroom expectations and attempts intervention (ex – moves seat).	Admin conference with students. Admin contacts family. May assign up to two hours detention.	Up to 3 days Suspension. Parent Contact Conference w/Student & re-entry conference	Up to 3 Days Friday School.	Up to 90 Day Suspension Referral to drug and alcohol assessment.	Up to 2 hours of detention Family contact by Administrator	Staff documents offense & calls family Warning from office staff.
3rd Offense	Teacher calls office and requests support. Conference with student in hallway by teacher or support team. Teacher contacts family.	3+ Offenses: Admin contacts family. Parent conference may be requested. May assign up to two hours of detention.	Up to 5 days of Suspension. Parent contact, conference w/Student & re-entry conference Referral to counselor	3+ Offenses: Up to 5 Days Suspension	3+ Offenses: Long term suspension/expulsion may be considered.	3+ Offenses: Up to 3 days Suspension Family contact by Administrator and Parent Conference	Staff documents offense & calls family Staff assigns 30 minute Detention.
4th Offense	Teacher calls office for support. Student will remain in office for remainder of period – Skyward referral for classroom exclusion. Teacher contacts family. Parent conference.	Up to 6-8 days of Suspension. Parent contact, conference w/student & re-entry conference, counselor/admin intervention	Fighting/Assault: Up to 5 Days suspension depending on severity on a first offense. A second offense may result in a long-term suspension. Profanity Directed at Staff: May result in up to 3 days suspension depending on severity of the action.	The sale or distribution of alcohol or controlled substances may result in a long term suspension/emergency expulsion.	The sale or distribution of alcohol or controlled substances may result in a long term suspension/emergency expulsion.	Admin contacts family and assigns 1 hour detention	5+ Offenses:
	Disciplinary consequences	Up to 10 days of OSS, parent contact, conference					

High School Discipline Matrix (Grades 9-12)

	Classroom Offenses	Minor Offenses	Severe Offenses	Tobacco	Alcohol/Drugs	Unauthorized Destination/Off-Campus Violation	Cell Phone Violation
Misbehavior Examples	Off task behavior, sleeping in class, food/drink violations, disrupting class or others, talking out of turn, landies , electronic violations.	All school offenses other than severe offenses which are disruptive to the orderly operation of the school environment and may occur inside or outside the classroom. Includes safety violations, disrespect, horseplay and inappropriate behavior, etc.	Behaviors which materially and/or substantially interfere with the safe and/or orderly operation of the school environment. Dissemination of inappropriate messages and/or images, destruction or vandalism, teasing, disrupting the educational process, fighting/assault, cyberbullying that disrupts the educational process, profanity, willful disobedience, excessive displays of affection, flirtatious/promotional/support, gang membership and gang-like behavior, threats, harassment, intimidation, bullying, theft, weapons and/or explosive devices, and any violation of a local, state, or federal law.	Possession or use of tobacco, tobacco paraphernalia, and/or electronic cigarettes.	Possession, use, or being under the influence of drugs and/or alcohol including look-a-like drugs. Possession of drug paraphernalia The sales or distribution of alcohol or controlled substances may result in a long term suspension/emergency expulsion.	Unauthorized Destination: When all or part of a class period is missed without permission and/or a student is in an area that his/her teacher did not grant permission to be in. Offing High School is a closed campus. Once a student arrives on campus, he/she must obtain administrator permission before leaving school property.	Student devices must remain out of sight unless directed by a staff member.
	Conference w/ student/staff (document conference) Warning regarding behavior infraction	Administration contacts parent and assigns a 1 hour detention	1-2 Friday Afternoon Schools Parent contact, conference w/ student	3 Friday Afternoon Schools; 2 days will be held in absence if student participates in school provided tobacco cessation education course.	Up to 90 Day Suspension. Suspension can be reduced if the student completes a voluntary drug and alcohol assessment and follows through w/ assessment recommendations.	1 hour detention by administration Family contact by Administrator	Warning
	Staff documents offense & family contact Staff assigns 15 minute detention and/or an alternative assignment w/ teacher *Classroom exclusion may be considered.	Administration contacts parent and assigns a 2 hour detention	Up to 3 days of Out of school Suspension (OSS). Parent Contact Conference w/ Student & re-entry conference	Up to 3 Friday Schools Suspension: Up to 90 Days Referral to Drug and Alcohol Assessment	2 hour detention by administration Family contact by Administrator	2 hour detention by administration Family contact by Administrator	30 minute Detention
	Staff documents offense & family contact Staff assigns 30 minute detention time w/ teacher and/or an alternative assignment w/ teacher *Classroom exclusion may be considered.	Administration contacts parent and assigns 1-2 Friday Afternoon Schools	Up to 5 days of OSS. Parent contact, conference w/ Student & re-entry conference	Up to 3 days of Out of School Suspension will be considered.	Long term suspension/expulsion may be considered.	1 Friday Afternoon School Family contact by Administrator	1 hour detention
	Staff completes referral to administration & contacts family. Administration handles the referral *Classroom exclusion may be considered.	Administration contacts parent Up to 2 day out of school suspension may be considered	Up to 8 days of OSS, parent contact, conference w/ student & re-entry conference, counselor/ admin intervention 6th + offense up to 100g term suspension, emergency expulsion or expulsion may be considered.	Up to 5 days of Out of School Suspension will be considered.	Up to 5 days of Out of School Suspension will be considered.	2 Friday Afternoon Schools Family contact by Administrator *Referral Converts to Detention for 4- Offenses	Referral to Administration *Referral Converts to Detention for 4- Offenses
	5-Offense/Semester Referral to administration. *Classroom exclusion may be considered.	Administration contacts parent Up to 3 day out of school suspension may be considered. Further Offenses: Parent contact & short to 100g term suspension may be considered.	Up to 10 days of OSS, parent contact, conference w/ student & re-entry conference, counselor/ admin intervention 6th + offense up to 100g term suspension, emergency expulsion or expulsion may be considered.			Administrative action up to 3 days of out of school suspension. Family contact by Administrator	

PROHIBITION OF CORPORAL PUNISHMENT

The use of corporal punishment in common schools is prohibited. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student.

Corporal punishment does not include:

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

([Board Policy 3244](#))

BUS RULES

Waiting at the Bus Stop

1. Students should remain at a safe distance (at least 6 feet) from the bus until it is completely stopped. Playing in the roadway is prohibited.
2. Students shall respect private property at bus stops.
3. Students should wait in an orderly fashion and be respectful to their fellow riders.
4. Fighting or any other disorderly conduct is not permitted and may result in disciplinary action.
5. Obscene or profane language is also not permitted at the bus stop, on the bus, or at school.

Bus Passes

1. Students will be issued bus passes in the beginning of the year, assigning them to a specific route and stop.
2. Passes must be presented to the driver when getting onto the bus.
3. Students who wish to change their stop assignment should contact the Transportation Department to get a change made.
4. Temporary Bus Passes may be requested through the main office in situations where a student may need to change their transportation plan for a day. Students must bring a signed parent note and receive an official temporary bus pass from their school's office. These requests may be denied due to space limitations or a lack of proper permission.

Students who do not have a proper bus pass cannot get on to a bus. Drivers do not issue bus passes and it is the responsibility of the student and the parent to get proper documentation.

Getting On and Off the Bus

1. Students must only get on/off the bus at their assigned stop and present their pass to the driver when they get onto the bus.
2. Students should not cross the roadway until consent has been given by the driver. Students must cross only in front of the bus; they should never cross behind the bus.
3. Students should line up in a safe place when waiting to get onto the bus.
4. Students should enter/exit the bus one at a time, only when the bus driver signals that it is safe to get on/off.
5. Kindergarten students will only be let off the bus if there is an adult waiting for them. Families should register pickup information with the school. Kindergarten students will not be dropped off on their own, drivers will take them back to school where they will wait for parent pickup.



BUS RULES CONT.

Riding the Bus

1. Students should give their correct names promptly and willingly when asked by the bus driver. Improper language is not acceptable - any language that is not appropriate in the classroom is not appropriate on the bus.
2. The driver is in full charge of the bus and passengers at all times. Insubordination or willful disobedience will not be tolerated.
3. Disruptive conduct is not permitted. Quiet conversation will be permitted to your immediate neighbor only. Aggressive play is not permitted.
4. Eating, drinking, and gum chewing are not permitted. If specifically authorized on supervised field trips, eating may be permitted.
5. Students should remain seated and facing forward while on the bus. Students may be given an assigned seat. Walking or standing is not permitted when bus is moving.
6. Students are responsible for keeping the bus clean. Students may not throw anything out of bus windows.
7. Tampering with any bus controls or equipment is prohibited.
8. If bus has seat belts, they must be used.
9. Bus aisles should be kept clear at all times. All materials should be stowed under seat or carried on student's lap. Emergency exits and windows should also be kept clear.
10. Bus windows should be left closed unless the driver gives permission to open them. Students should not extend their head, hands, or arms out of bus windows.
11. Electronic devices should be used in accordance with school policies and should be used in a respectful manner.
12. In the event of an emergency, students must follow emergency exit procedures.

Prohibited Items

- Food and drink are not allowed on the bus.
- Drugs, alcohol, matches, weapons, fireworks, etc. are not permitted on the bus.

- Additional items that may cause injury to others, such as breakable containers, sharp objects and pins extending from clothing are not allowed on the bus. Also, animals (including reptiles, fish and birds) are not permitted on the bus, with the exception of service animals.
- Any items that are not permitted at school (skateboards, cell phones, MP3 players, etc.) are also prohibited on the bus. Please consult schools for specific lists as they do vary by grade level.

Sports Team Participants

1. Nothing is to be placed on back shelf of bus or in front of emergency exits.
2. No cleats will be worn on the bus

The following are guidelines for handling misconduct:

- The driver will identify the student(s) responsible when a behavior problem occurs.
- A misconduct report will be issued to the student, if deemed necessary by the bus driver. The driver will cite the rule violated (Refer to Orting School District Bus Misconduct Form).
- When a student receives a second misconduct report, bus privileges will be denied for a period of two (2) school days, and after a third misconduct report for a period of five (5) school days. Parents will be notified in writing/verbally of the denial by the Transportation Supervisor. Appeal conferences with the Superintendent or his/her designee may be requested.
- Missing school because of loss of bus privilege will result in an unexcused absence.
- When a student receives a fourth misconduct report, the following procedures will apply: In the case of elementary students, a denial of bus privileges for a period of up to ten (10) days will be imposed if determined appropriate by the Transportation Supervisor. In the case of secondary students, a denial of bus privileges for a period of up to ninety (90) days will be imposed if determined appropriate by the Transportation Supervisor and building principal. When riding privileges have been revoked, the parent shall be contacted and sent written notification by the Transportation Supervisor.



BUS RULES CONT.

EXCEPTIONAL MISCONDUCT:

Automatic five (5) days minimum suspension from bus (see bus rules below). Additional consequences may be imposed at the school/building level.

EMERGENCY ACTION:

Any student whose behavior is of such a nature that his or her continued presence on the bus would, in the judgment of the driver, endanger the health or safety of others, will be removed immediately if possible, or brought back to the school and the bus driver will issue a misconduct report at that time.

([Board Policy 6605](#))

MEDICATIONS AT SCHOOL

For purposes of this procedure, "medication" means oral medication, topical medication, eye or ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. If the medication is to be administered more than fifteen consecutive days the written request must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. The prescribed or non-prescribed medication must be properly labeled and be contained in the original container. The dispenser of prescribed or non-prescribed oral medication will:

- A. Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health professional and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen consecutive days;
- B. Store the prescription or non-prescribed oral medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet;

- C. Maintain a daily record which indicates that the prescribed or non-prescribed medication was dispensed;
- D. Provide for supervision by a physician or registered nurse;
- E. A copy of this policy will be provided to the parent upon request for administration of medication in the schools.

Prescribed and over-the-counter oral or topical medications, eye drops or ear drops may be administered by a registered nurse, a licensed practical nurse or an authorized staff member.

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, an authorized school employee, or a parent-designated adult with training as required by RCW 28A.210.260.

No prescribed medication will be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent will submit a written statement which grants a staff member the authority to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from an allergy which may result in an anaphylactic reaction;
- B. Identify the drug, the mode of administration, the dose. Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;
- C. Indicate when the injection will be administered based on anticipated symptoms or time lapse from exposure to the allergen;



MEDICATIONS AT SCHOOL CONT.

- D. Recommend follow-up after administration, which may include care of the stinger, need for a tourniquet, administration of additional medications, transport to hospital; and
- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity, and capability of the student; the nature of the medication, the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:

- A. The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by their parent or guardian.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

The District may provide education to students regarding sun safety guidelines.

[\(Board Policy/Procedure 3416\)](#)



ELECTRONIC INFORMATION SYSTEMS

The Orting School District is pleased to offer students' access to the District Electronic Information System. To gain access to the E-Mail and the Internet, students under the age of 18 must obtain signed permission from a parent/guardian. Students 18 years of age and over may sign their own permission forms.

The Electronic Information System

Access to e-mail and the Internet will enable students to explore thousands of libraries, data bases, and websites. We believe that the benefits to students from access to Internet information will enrich student's learning and understanding of concepts and educational content.

The network is provided to students to conduct research and communication with others.

Acceptable Use Guidelines

Acceptable network use by district students and staff include:

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

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

- A. Personal gain, commercial solicitation and compensation of any kind;
- B. Actions that result in liability or cost incurred by the district;
- C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Technology Services Administrator;
- D. Support for or opposition to ballot measures, candidates and any other political activity;
- E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- F. Unauthorized access to other district computers, networks and information systems;
- G. Action constituting harassment, intimidation or bullying including cyberbullying, hate mail, defamation, discriminatory jokes and remarks; This may also include the manufacture, distribution, or possession of inappropriate digital images;
- H. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or
- J. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.
- K. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

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

([Board Policy/Procedure 2022](#))



Nondiscrimination Statement and Contact Information

Orting School District provides equal opportunities in education and employment. The District does not discriminate on the basis of race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression, gender 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 in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance Coordinator, Title IX/HIB Officer, or Section 504/ADA Coordinator, for 28A.640 and 28A.642 RCW, in writing at 121 Whitesell Street NE Orting, WA 98360 or by telephone at 360-893-6500.

*Debi Christensen, Chief Officer for Human Resources and Business Services
ADA Coordinator
Civil Rights Compliance Coordinator
Title IX /HIB Officer
121 Whitesell St NE
Orting, WA 98360
360-893-6500, ext. 4028
christensend@orting.wednet.edu*

*Steve Rabb, Executive Director for Teaching, Learning, and Assessment
K-12 Student Discipline
121 Whitesell St NE
Orting, WA 98360
360-893-6500, ext. 4026
rabbs@orting.wednet.edu*

*Christopher Willis, Executive Director for Student Support Services
Section 504 Coordinator
121 Whitesell St NE
Orting, WA 98360
360-893-6500, ext. 4027
willisc@orting.wednet.edu*

The information contained in this handbook was current at the time of printing. Federal, state and local laws may influence updates to district policies and procedures.

All policy and procedures can be found on Orting School District's webpage at:

<https://www.boarddocs.com/wa/orting/Board.nsf/Public>

Further Information

If you have any questions regarding this material, please contact the Orting School District Central Office at (360) 893-6500. More information regarding district policies can be found on our website at:

<https://www.boarddocs.com/wa/orting/Board.nsf/Public>

This handbook is adopted and distributed pursuant to RCW 28A.600.010 which prescribes substantive and procedural due process rights of students, and should be interpreted in accordance with those regulations. This also fulfills the requirements of WAC Chapter 392-400. A copy of all applicable board policies, procedures, statutes and regulations mentioned herein may be viewed on the web at: www.ortingschools.org .

This handbook also complies with the Drug-Free Schools and Communities Act, P.L 101-226. Compliance with standards of conduct is mandatory.



Acknowledgement of Receipt

With our signatures below, we acknowledge we have received and reviewed the contents of the 2019-2020 Orting School District Student and Parents Rights and Responsibilities Handbook. This document has given my child and I notice of the types of misconduct, including, attendance procedures/BECCA notice and User Agreement for the district wide electronic information system, for which discipline, suspension, or expulsion may be imposed and the procedures for administering such corrective action.

Parent Signature

Date

Student Signature

Date

Student Name (Please Print)

Student's School

With my signature below, I give permission for my student(s) to participate in off campus activities between Orting School District campuses that may require transportation and/or off campus activities that do not require transportation, such as walking field trips and physical education classes.

Parent Signature

Date

NSF CHECK POLICY:

All non-sufficient funds (NSF) checks are subject to a \$12 fine. In addition, upon bank notification of an NSF check, the applicable student account (including food services) will be placed in a negative balance due. Such debts are cleared only after the NSF check amount, as well as the fine, is fully paid to the district in cash.

“All students ready for college, careers, and life”